



District Consultation Council Meeting

May 21, 2018

3:30 p.m.

Anaheim Campus Room 105

Videoconferencing of the meeting will be available at Cypress College Complex Room 405 and the Fullerton College President's Conference Room A

AGENDA

CONSENT CALENDAR & SUMMARY

- | | |
|-------------------------------------|---------------|
| 1. Approval of Consent Agenda Items | N/A |
| 2. April 23, 2018 Summary | Action |

STRATEGIC GOALS & PLANNING

- | | |
|--|--------------------|
| 1. Funding Formula Update | Information |
| 2. District Strategic Plan 2017-2020 | Action |
| 3. Winter Intersession Status and Next Steps | Information |

OPERATIONAL REVIEW

- 1.

POLICY

- 1.

OTHER ITEMS

- | | |
|----------------------------|--------------------|
| 1. DCC Composition & Terms | Information |
| 2. Evaluation of DCC | Information |

DISTRICT CONSULTATION COUNCIL
April 26, 2018

SUMMARY

MEMBERS PRESENT: Josh Ashenmiller, Dana Clahane, Cathy Dunne, Craig Goralski, Manjit Grewall, Sharon Kelly, Cherry Li-Bugg, Deborah Ludford, Rod Lusch, Cheryl Marshall, Tina McClurkin, Arturo Ocampo, Irma Ramos, Greg Schulz, JoAnna Schilling, Bryan Seiling, Pete Snyder, Sharon Kelly, Kai Stearns Moore, Ty Volcy, Fred Williams, and Eldon Young.

VISITORS: Victor Manchik and Kashu Vyas.

Chancellor Cheryl Marshall called the meeting to order at 2:04 p.m.

CONSENT CALENDAR & SUMMARY

Consent Items: The agenda contained no consent items.

Summary: The summary of the March 26, 2018, meeting was approved as submitted.

STRATEGIC GOALS & PLANNING

Funding Formula Update: Chancellor Marshall reported that the final report from the CEO Funding Formula Workgroup is available on the CCLC website and that she would provide the link for those interested in reading the report. The workgroup continues to advocate for a base increase, an annual evaluation, and inclusion of “transfer ready” students. The CEO workgroup recommendations are being actively shared with legislators, and the District has scheduled legislative advocacy visits to voice concerns regarding the proposed timeline and implementation. The Governor’s May Revise will be released in mid-May along with the simulations that have, to date, not been made available to the field.

District Strategic Plan 2018-2020: Cherry Li-Bugg, Vice Chancellor of Educational Services & Technology, presented the District Strategic Plan 2018-2020 as a first reading for review. The Plan has been drafted with input from the District Strategic Plan Workgroup and the Institutional Effectiveness Coordinating Council. Dr. Li-Bugg noted that changes to the Plan include a revamping of the format, the addition of Key Performance Indicators (KPIs), and revised tables to reflect responsible parties, target completion dates, desired outcomes, and measures. During the discussion, several suggestions were received regarding objectives 2.1 and 2.2, as well as combining the responsible parties in objectives 1.3.1 and 4.4.2. Any additional ideas and thoughts regarding the District Strategic Plan should be forwarded to Vice Chancellor Li-Bugg.

Anaheim Pledge/Promise Program Status Update: Cypress College and Fullerton College will each hold “Pledge Night” at their respective campuses on May 2. The events are designed as a welcome event for all AUHSD seniors.

At a recent districtwide pledge meeting the group discussed the possibility of providing book loans for Math and English courses in order to not affect any student’s financial aid award. The campuses are working on the logistics of implementing the book loans at each campus and also

reviewing the potential use of donation money received. It was clarified that NOCE Pledge students would instead receive CTE book loans. Dr. Marshall stated that the status of the Promise money included in the State budget won't be known until the Governor's May Revise. It was also reported that the Student Team and District Information Services continue to work towards being able to appropriately code Pledge students in Banner.

Winter Intersession and Next Steps: Chancellor Marshall said that originally it was anticipated that a decision on whether or not to offer a Winter intersession pilot would be made by May. However, since the student survey results will most likely not be available and with many questions remaining unanswered, Dr. Marshall recommended a midpoint check-in summer meeting in order to regroup early in the Fall semester and make a final decision then.

The following Winter intersession updates were also provided:

Academic Senate Dialogue: The Fullerton College Faculty Senate survey is scheduled to go out on April 23 and results should be available by the next DCC meeting. The Cypress College Academic Senate tabled a motion regarding polling faculty, and will instead focus on surveying students. The NOCE Academic Senate is discussing moving to a semester calendar first.

Survey of Students: At Cypress College, the survey questions are being finalized by the campus research office. The Qualtrics survey will then be distributed this week to students and will be available for two weeks. At Fullerton College, the Associated Students passed a resolution in support of a Winter intersession with a student survey expected to take place in the future.

United Faculty: United Faculty is opting to stay out of the discussion at this point, and only get involved if it becomes necessary to negotiate working conditions.

Cost Analysis: The previous summary of costs created by Fullerton College needs to be updated based on the current funding formula. Chancellor Marshall stated that it is necessary for the subject area experts to compare notes and work together, perhaps in the Vice Presidents Council or in the budget officers meeting. Dr. Cherry Li-Bugg offered to coordinate a meeting with Jose Ramon Nuñez, Fullerton College Vice President of Instruction, as an initial step, and also volunteered to coordinate a meeting with the Directors of Financial Aid at both colleges.

Pedagogy & Classes: A list of the courses that can be offered during a 4-week, 5-week, and 6-week Winter intersession needs to be created.

Subcommittee Report: District Curriculum Coordinating Committee: Vice Chancellor Li-Bugg reported that the District Curriculum Coordinating Committee (DCCC) continues to meet regularly to approve curriculum, and has completed work on course comparisons and class size. The Class Size Planning and Resource Document is being reviewed in an attempt to incorporate language to make the document fuller and more complete to allow for consistent application. Dr. Li-Bugg also reported that David Soto will lead a workgroup to evaluate curriculum tool products like Leapfrog and eLumen.

Organizational Structure Analysis: Dr. Marshall stated that the CBT Organizational Structure Analysis Report was posted on the District website on April 20. During the discussion, the following was voiced: concerning growth among classified managers statewide when compared to other groups; inclusion of the Fullerton College Classified Senate in the report; high staffing

figures noted, but still recommending the addition of newly created Associate Dean positions; poorly worded questions regarding class size and the financial health of the District; recommendations to not fill SERP retirement positions, but to add positions, and still lower staffing to 85% of the budget; and the voice of adjunct faculty in the report. Chancellor Marshall reiterated that the report only includes recommendations, and that the District will need to evaluate everything, not just one single thing, to address any issues.

POLICY

Policy and Procedure Continuous Review Cycle: Chancellor Marshall shared that as a result of the accreditation findings, the District had retained the services of Jane Wright, CCLC Policy and Procedure Services Director, to assist in the development and implementation of a six-year continuous review cycle of Board Policies and Administrative Procedures, and to identify options for a process of policy review and its development. A handout outlining the proposed review cycle was distributed that included a timeline for review of all seven chapters on an ongoing basis. It was also recommended that during the 2018 calendar year all necessary legal updates to comply with accreditation and current law would occur, and up to 10 additional policies and procedures would be selected for substantive review.

Dr. Marshall added that a mechanism that would allow for dialogue and the ability to track suggested changes needs to be implemented in order to develop a more efficient process prior to DCC meeting discussions. Process suggestions that were mentioned included the use of software like Canvas, Google Docs, and Cornerstone, the development of subcommittees to review and propose language, and the need to stagger the 10+1 policies and procedures in order to provide sufficient time for the academic senates to discuss them.

OTHER ITEMS

Unused Sabbatical Funds: Josh Ashenmiller, Fullerton College Faculty Senate President, introduced discussion on a recommendation that each year after the District Professional Growth & Development (PG&D) Committee has forwarded its recommendations to the Board for sabbatical leaves, the remaining allocated balance remain with the Committee to fund faculty attendance at conferences and conventions, beginning with the 2017-18 year.

In the ensuing discussion, the historical allocation of funding, the role of faculty duty days, and whether or not it would apply only to faculty members were discussed. Ultimately it was determined that the recommendation be forwarded to the PG&D Committee, along with a review of the past few years of sabbatical funding, and then return to DCC with a recommendation in the Fall semester. Chancellor Marshall emphasized that should the recommendation be implemented, it would require consistent application by the PG&D Committee.

Possible May DCC Meeting: The original May DCC meeting falls on a District holiday, so the group discussed the need for a May meeting, and May 21 or June 4 as potential dates. In light of the need to further discuss the District Strategic Plan, it was determined that a poll would be distributed to gauge attendance at a potential May 21 meeting to take place at 3:30 p.m.

ADJOURNMENT: The meeting adjourned at 3:55 p.m.

NEXT MEETING: Tentatively: May 21, 2018 at 3:30 p.m.

North Orange County Community College District District-wide Strategic Plan 2018-2020

Approved by District Consultation Council _____, 2018

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

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

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

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

NOCCCD Mission Statement:

The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent.

Cypress College and Fullerton College will offer associate degrees, a baccalaureate degree, vocational certificates, and transfer education, as well as developmental instruction and a broad array of specialized training. North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, vocational certificates, and self-development courses. Specific activities in both the colleges and North Orange Continuing Education will be directed toward economic development within the community.

NOCCCD Vision:

Our diverse learners will be prepared to shape their future and become engaged in our democracy.

Values – Shared Beliefs:

Service: We contribute to a vital and prosperous community through our educational and training services. We promote engaged and ethical participation in global, civil society.

High Standards: We uphold high standards in academics and promote joy in teaching, learning, and work.

Adaptability: We respond to the changing needs of our communities in a global environment through continuous improvement and creative innovation.

Professionalism: We hold high standards for our faculty and staff and create an environment in which staff development and other continuing education are valued and promoted.

Stewardship: We uphold the responsibility for public trust of our mission and resources. We practice transparency and collegial consultation in decision making.

Respect: We cultivate an atmosphere of courtesy, civility, and collegiality with all students and employees in the District by promoting a willingness to collaborate and a responsibility for all to be engaged and collegial partners in carrying out the District's mission.

Inclusiveness: We welcome and respect the diverse backgrounds and beliefs of our students, faculty, and staff, and the many communities we serve.

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Introduction

The *North Orange County Community College District-wide Strategic Plan 2018-2020* is the District's short-term plan. This plan identifies the specific actions that the District intends to take in order to achieve the District Strategic Directions identified in the *2011 North Orange County Community College District Comprehensive Master Plan*.

To distinguish this strategic plan from the campus strategic plans, we'd like to introduce a note of clarification. For the District strategic plan, the definition of the District includes all four entities in the District: Cypress College, District Services, Fullerton College, and North Orange Continuing Education (NOCE). Therefore, the District strategic plan will include action items by all four entities, not just District Services.

The term of the District-wide Strategic Plan is three years; therefore, there are three District-wide Strategic Plans developed under the umbrella of the *North Orange County Community College District 2011 Comprehensive Master Plan*. Both *District-wide Strategic Plan 2012 – 2014* and *District-wide Strategic Plan 2014 – 2017* have been completed. This current plan, *District-wide Strategic Plan 2018 – 2020* is the last of the three strategic plans under the umbrella of the 2011 NOCCCD Comprehensive Master Plan.

The Workgroup appointed by the District Consultation Council recommended changes to the components of the *North Orange County Community College District-wide Strategic Plan 2018- 2020*. The revised components are:

- **District Strategic Directions** were developed as part of the *North Orange County Community College District 2011 Comprehensive Master Plan*. The District Strategic Directions are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.
- **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty and staff. The initiatives at each site are intended to contribute to the achievement of the District Strategic Directions and are documented in the campus strategic plans and in the District Services Administrative Reviews.
- **District Action Plans** described in step-by-step sequence demonstrates how the District Objectives will be accomplished and assessed. Each Action Plan includes

a timeline for completion, the assignment of the group or office responsible for implementing the action, and an estimate of the cost if applicable.

- **Responsible Party** identifies the group or office or individuals assigned with the responsibility to launch, oversee, and/or complete the Action Plan. The responsible group or office or individuals may complete the Action Plan or may collaborate with others to complete the Action Plan. The assignment of a responsible group or office or individuals is essential for accountability.
- **Target Completion Date** is the time frame in which the specific action item will be completed.
- **Desired Outcomes** identify the specific student or institutional effectiveness oriented results of the action items.
- **Measures** identify the extent to which the specific action item makes an impact on student outcomes or institutional effectiveness.

Key Performance Indicators (KPIs): With this iteration of the District-wide Strategic Plan, we are introducing a key concept in measuring institutional performance: Key Performance Indicators, shortened

oftentimes to KPIs. KPIs are typically defined as a set of quantifiable measures that an institution uses to gauge its performance over time. These metrics are often used to determine an institution's progress in achieving its strategic directions and operational objectives. We propose to list the relevant KPIs under each strategic directions.

The progress on the District Objectives is documented in an annual Progress Report. This document informs the internal community about movement toward achievement of the District Strategic Directions. The annual Progress Report is an essential accountability tool in the integrated planning process because it reinforces and sustains a District-wide dialogue on its long-term and short-term goals.

The Progress Report accomplishes three tasks:

- Consolidate information about the tasks that have been completed by all NOCCCD entities;
- Analyze those outcomes in terms of their effectiveness in moving NOCCCD toward achievement of the District Strategic Directions; and
- Edit or augment Action Plans for the coming year as needed based on the outcomes of the current year's work.

The cycle for integrated planning at the District level is described in the *NOCCCD Integrated Planning Manual 2012* and subsequent revisions. Each of the District's campuses also has an integrated planning process in which the components are aligned with one another. The campuses' planning processes link to the District-level planning in two ways:

- The District Strategic Directions establish the District-wide institutional goals. The campuses

in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.

- The annual Progress Report details progress on both District Objectives as well as progress on each campus' objectives.

District Strategic Directions 2011- 2020 and District Objectives 2018-2020

District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

Relevant KPIs:

- *# of annual awards*
- *% of units completed in excess of degree/certificate applicable units*
- *% of students who complete a Student Education Plan (SEP) after one term*
- *% of Intent to Complete students who transfer, receive a degree/certificate, or achieve transfer-ready status in three years and six years*
- *% of students who complete a CDCP certificate within three years of entering the program*
- *% of CTE students who complete their programs*

District Objective 1.1: NOCCCD will support the implementation of Guided Pathways.

District Objective 1.2: NOCCCD will implement the Anaheim Union Educational Pledge.

District Objective 1.3: NOCCCD will integrate new and existing campus and District technology information systems to support student educational pathways and student completion.

District Objective 1.4: NOCCCD will use data and evidence for the evaluation and support of student success.

District Strategic Direction 2. The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

Relevant KPIs:

- *% of diverse staff who apply for NOCCCD open positions*
- *% of diverse staff who are hired by employment category*
- *Completion, progress, and student success metrics disaggregated by equity subgroups*

District Objective 2.1: NOCCCD will foster an environment of equity-mindedness.

District Objective 2.2: NOCCCD will increase the hiring and retention of faculty and staff of diverse backgrounds.

District Strategic Direction 3. The District will annually improve the success rate for students moving into:

- **The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and**
- **College-level courses in mathematics, English and English-as-a-Second-Language from credit basic skills courses in these disciplines and**
- **The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.**

Relevant KPIs:

- *% of first-time students placed in college-level English and/or mathematics (multiple measures)*
- *% of basic skills students who complete a college-level math and English in one year (AB 705)*
- *% of Intent to Complete ESL students who complete college-level English in three years*
- *% of NOCE students who transition to credit colleges in 6 years*

District Objective 3.1: NOCCCD will develop new pathways to transition students from non-credit to credit programs.

District Objective 3.2: NOCCCD will minimize a student's need for remediation.

District Strategic Direction 4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

Relevant KPIs:

- *% of employees who are satisfied with planning and resource allocation processes (NOCCCD Climate Survey)*

District Objective 4.1: NOCCCD will improve the organizational structure to achieve strategic directions.

District Objective 4.2: NOCCCD will develop and implement best practices for enrollment management.

District Objective 4.3: NOCCCD will develop and implement best practices for fiscal

stewardship.

District Objective 4.4: NOCCCD will enhance decision-making processes for prioritizing and implementing technology projects.

District Objective 4.5: NOCCCD will expand professional development opportunities for all employees.

District Objective 4.6: NOCCCD will initiate and coordinate the District-wide comprehensive master planning process.

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

Relevant KPIs:

- *% of high school seniors in service area who applied to NOCCCD*
- *% of students enrolled at NOCCCD after application*
- *# of Anaheim Pledge students*
- *progress and completion profile for Anaheim Pledge students*
- *# of ongoing and new partnerships with educational institutions, civic organizations, and businesses*
- *Dollar amount obtained in fundraising activities*

District Objective 5.1: NOCCCD will establish and expand partnerships with local educational institutions.

District Objective 5.2: NOCCCD will create and expand relationships with local businesses and civic organizations for workforce development.

District Objective 5.3: NOCCCD will increase the fundraising activities of the Community College Foundation of North Orange.

District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Objective 1.1 NOCCCD will support the implementation of Guided Pathways.				
<i>Action Plan for District Objective 1.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Desired Outcomes</i>	<i>Measures</i>
<i>1.1.1. NOCCCD will coordinate and support the implementation of Guided Pathways</i>	<i>Vice Chancellor, Educational Services & Technology</i>	<i>Spring 2020</i>	<i>Intrusive intervention; Course completion; Program completion; Student success;</i>	<i>Early alert system procured and implemented for Districtwide use</i>
<i>1.1.2. Provide student profile reports to faculty</i>	<i>Researchers</i>	<i>Fall 2018</i>	<i>Inform pedagogy</i>	<i>Percent of fulltime faculty receiving report prior to semester start</i>
<i>1.1.3. Expand utilization of career exploration tools</i>	<i>Campus Career Centers/ Strong Workforce Program (SWP)</i>	<i>Spring 2019</i>	<i>Students choose and confirm their career pathways; Fully implement Career Coach</i>	<i>Integrate Career Coach with the CTE branding and marketing project</i>
<i>1.1.4. Align placement and Improve course articulation between institutions</i>	<i>Directors of SSSP, Researchers, Curriculum Committees and Articulation Officers</i>	<i>Fall 2019</i>	<i>Streamline student mobility District-wide</i>	<i>Singular placement Districtwide; Percent of courses articulated between institutions</i>

<i>1.1.5. Implement early degree audit</i>	<i>A&R at campuses and District IS</i>	<i>Fall 2019</i>	<i>Timely student completion of programs; Create system for student self-reporting</i>	<i>Percent of courses completed outside of the District captured in NOCCCD degree audit system</i>
<i>1.1.6. Convene Integrated Planning Summit</i>	<i>Vice Chancellor, Educational Services & Technology</i>	<i>Spring 2018</i>	<i>Empower District-wide dialogue on Guided Pathways and Integrated Planning</i>	<i>Completed</i>
District Objective 1.2				
NOCCCD will Implement the Anaheim Union Educational Pledge.				
<i>Action Plan for District Objective 1.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Desired Outcomes</i>	<i>Measures</i>
<i>1.2.1. Develop district-wide infrastructure for the Pledge</i>	<i>Pledge Coordinator in collaboration with campus leads</i>	<i>Fall 2018</i>	<i>Hire the coordinator Implement Data-sharing agreement</i>	<i>Pledge Coordinator hired</i>
<i>1.2.2. Expand Summer Bridge programs</i>	<i>Campus leads</i>	<i>ongoing</i>	<i>Improve college readiness</i>	<i>Increase participation by 20 percent</i>
<i>1.2.3. Expand mentorship programs</i>	<i>Pledge Coordinator in collaboration with campus leads</i>	<i>ongoing</i>	<i>Increase mentorship and internship opportunities for AUHSD students</i>	<i>Sixty percent participation by the Pledge students</i>
<i>1.2.4. Adopt case management approach</i>	<i>Campus leads</i>	<i>ongoing</i>	<i>Improve success of Pledge students</i>	<i>Increased program completion when compared to other first-time students</i>

District Objective 1.3				
NOCCCD will integrate new and existing campus and District technology information systems to support student educational pathways and completion.				
Action Plan for District Objective 1.3	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>1.3.1. Update course scheduling manual</i>	<i>EST in collaboration with campuses</i>	<i>Summer 2018</i>	<i>Accurate course schedule; Maximize FTES</i>	<i>Updated course scheduling manual</i>
<i>1.3.2. Onboarding Business Process Analysis</i>	<i>Consultant</i>	<i>Summer 2018</i>	<i>Recommendations regarding onboarding</i>	<i>Report containing recommendations</i>
<i>1.3.3 Student Enrollment Business Process Analysis</i>	<i>Consultant</i>	<i>Fall 2018</i>	<i>Integrate disparate systems to streamline student enrollment in Banner 9</i>	<i>Implement Banner 9 for streamlined student enrollment process</i>
<i>1.3.4 Finance and HR Business Process Analysis</i>	<i>Consultant</i>	<i>Fall 2018</i>	<i>Fully implement electronic processes in HR and Finance in Banner 9</i>	<i>Number of HR and Finance processes moved to electronic processes in Banner 9</i>
<i>1.3.5 Complete Data Warehouse</i>	<i>Consultant in collaboration with EST and campus research departments</i>	<i>Fall 2018</i>	<i>Integration of data systems to inform decision making</i>	<i>Functional data warehouse as the single source of data for Districtwide research and decision making</i>

District Objective 1. 4				
NOCCCD will use data for the evaluation and support of student success.				
<i>Action Plan for District Objective 1.4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Desired Outcome</i>	<i>Measures</i>
<i>1.4.1. Develop data dashboards</i>	<i>EST in collaboration with campus research departments</i>	<i>Fall 2018</i>	<i>Easy access to data to inform enrollment management and decision making</i>	<i>Data dashboards for enrollment management and program review created by fall 2018</i>
<i>1.4.2. Create a data-element dictionary</i>	<i>Decision Support Implementation Team</i>	<i>Fall 2018</i>	<i>Promote uniform understanding of data Improve data quality</i>	<i>Data element dictionary created for Districtwide use</i>
<i>1.4.3. Provide data boot camps</i>	<i>EST</i>	<i>Ongoing</i>	<i>Improve use of data</i>	<i>A minimum of 4 data boot camps per year with a minimum of 200 participants</i>

District Strategic Direction 2. The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Objective 2.1				
NOCCCD will foster a culture of equity mindedness.				
Action Plan for District Objective 2.1	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>2.1.1. Compile, evaluate, distribute, and communicate yearly data regarding the achievement gap</i>	<i>Research Directors</i>	<i>Annual</i>	<i>Awareness of achievement gap</i>	<i>Achievement gap data incorporated in annual student success report to the Board</i>
<i>2.1.2. Hold bi-yearly District-wide Student Equity Symposium</i>	<i>Vice Chancellor, EST in collaboration with campus student equity coordinators and District Director, Diversity & Compliance</i>	<i>March 2019</i>	<i>Promote District-wide dialogue</i>	<i>A minimum of 150 participants in the equity symposium</i>
<i>2.1.3. Ensure that all reports are disaggregated by equity groups</i>	<i>All researchers</i>	<i>ongoing</i>	<i>Data informed decisions Monitor progress of reducing the achievement gap and improving culture of equity mindedness</i>	<i>Percentage of reports that are disaggregated by equity groups</i>
<i>2.1.4. Embed equity mindedness training in annual flex activities</i>	<i>District Directors, Professional Development and District Director, Diversity & Compliance</i>	<i>ongoing</i>	<i>Develop faculty understanding of equity mindedness</i>	<i>Number of flex activities that are related to equity mindedness</i>

Presented to District Consultation Council for first reading on April 23, 2018

<i>2.1.6. Provide online equity mindedness training to adjuncts</i>	<i>District Directors, Professional Development and District Director, Diversity & Compliance</i>	<i>ongoing</i>	<i>Develop faculty understanding of equity mindedness</i>	<i>Percentage of adjuncts completing online training in equity mindedness</i>
<i>2.1.7. Form a taskforce to study institutional practices with an equity lens</i>	<i>District Director, Diversity & Compliance</i>	<i>2018</i>	<i>Change institutional practices to be more equity minded</i>	<i>Taskforce created and start working in fall 2018</i>

District Objective 2.2				
NOCCCD will increase hiring and retention of faculty and staff of diverse backgrounds.				
Action Plan for District Objective 2.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>2.2.1. Strengthen training for hiring committees</i>	<i>HR</i>	<i>ongoing</i>	<i>Hiring more diverse candidates</i>	<i>Increase in percent of diverse candidates hired annually</i>
<i>2.2.2. Provide District-wide training in reducing implicit/unconscious bias</i>	<i>HR</i>	<i>ongoing</i>	<i>Enhance communication and collaboration among District employees; Increased ability to understand and educate diverse student populations</i>	<i>Increase in positive responses in District climate survey on questions related to communication and collaboration</i>
<i>2.2.3. Provide inter-cultural competence training for faculty and staff</i>	<i>HR</i>	<i>ongoing</i>	<i>Enhance communication and collaboration among District employees; Increased ability to understand and educate diverse student populations</i>	<i>Increase in positive responses in student climate survey on questions related to acceptance and belonging</i>

<p><i>2.2.4. Strengthen hiring procedures including outreach and job description review and update</i></p>	<p><i>HR</i></p>	<p><i>ongoing</i></p>	<p><i>Increase the hiring of more diverse employees</i></p>	<p><i>Increase in percent of diverse candidates hired annually</i></p>
<p><i>2.2.5. Coordinate Districtwide professional development activities related to diversity and inclusion</i></p>	<p><i>PD Committees in collaboration with District Director, Equity and Compliance</i></p>	<p><i>ongoing</i></p>	<p><i>Improve coordination of Districtwide professional development related to diversity and inclusion</i></p>	<p><i>Increase in participation in Districtwide professional development activities related to diversity and inclusion</i></p>

District Strategic Direction 3. The District will annually improve the success rate for students moving into:

- The highest level possible credit basic skills courses in mathematics, English and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and
- College-level courses in mathematics, English and English-as-a-Second-Language from credit basic skills courses in these disciplines and
- The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.

Note: The following Objective is not limited to the specific basic skills items in the District Strategic Direction but will be used for all programs.

District Objective 3.1				
NOCCCD will develop new pathways to transition students from non-credit to credit programs.				
<i>Action Plan for District Objective 3.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Desired Outcome</i>	<i>Measures</i>
<i>3.1.1. Expand NOCE High School Diploma Program</i>	<i>Basic Skill/High School Diploma Program Director ESL Program Director</i>	<i>ongoing</i>	<i>Enrollment growth in High School Diploma Program</i>	<i>Increase in enrollment in the high school diploma program</i>
<i>3.1.2. Distribute, evaluate, and communicate yearly data regarding the transition of NOCE students to Cypress and Fullerton colleges.</i>	<i>NOCE Researchers</i>	<i>ongoing</i>	<i>Provide data about NOCE programs and students to support decision making processes</i>	<i>Increase in percentage of NOCE students transitioning to credit institutions in the District</i>

District Objective 3.2				
NOCCCD will maximize the number of students completing college-level coursework in English and math within a one-year timeframe.				
Action Plan for District Objective 3.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>3.2.1. Create a District-wide system for the campuses to utilize high school transcript information to place students appropriately</i>	<i>Counselors District IS</i>	<i>Fall 2018</i>	<i>Place students in college level English and Math Reduce time to completion</i>	<i>Percent of first time high school students being placed appropriately</i>
<i>3.2.2. Ensure college readiness of Anaheim Pledge students</i>	<i>Anaheim Union Educational Pledge Coordinator in collaboration with campus outreach</i>	<i>ongoing</i>	<i>Provide more dual enrollment opportunities for AUHSD students</i>	<i>Percent of Pledge students placed in college level English and math</i>
<i>3.2.3. Enhanced student support for students' self-placement in college level English and math classes</i>	<i>Student Success and Support Program (SSSP) coordinators</i>	<i>ongoing</i>	<i>Increase program completion rates; Reduce time to completion</i>	<i>Percent of students placed in college level English and math; Average time to complete associates and/or transfer</i>

District Strategic Direction 4. The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Objective 4.1 <i>NOCCCD will improve the organizational structure to achieve strategic goals.</i>				
Action Plan for District Objective 4.1a.	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.1.1. Complete organizational structure analysis with CBT</i>	<i>Chancellor's Staff DCC</i>	<i>Spring 2018</i>	<i>Improve organizational effectiveness and efficiency in serving students and community</i>	<i>Report and recommendations received by District</i>
<i>4.1.2. Facilitate discussion on implementing the recommended changes to the organization structure</i>	<i>Chancellor's Staff DCC</i>	<i>Fall 2018</i>	<i>Improve organizational effectiveness and efficiency in serving students and community</i>	<i>Districtwide distribution of report and recommendations</i>
<i>4.1.3. Implement Supplemental Early Retirement Program (SERP)</i>	<i>Chancellor's Staff DCC</i>	<i>Spring 2018</i>	<i>Right size the organization Address structural deficit</i>	<i>Number of employees taking the SERP and savings to the District</i>

District Objective 4.2 <i>NOCCCD will develop and implement best practices for enrollment management.</i>				
Action Plan for District Objective 4.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.2.1. Implement DEMAC goals</i>	<i>DEMAC</i>	<i>ongoing</i>	<i>Increase enrollment; Better scheduling; Increase efficiency</i>	<i>Increased enrollment and FTES</i>

4.2.2. Improve Student onboarding through marketing messaging and MyPath	Communication Directors Consultant in collaboration with student services staff	Ongoing Fall 2018 (MyPath)	Increase enrollment; Streamline student onboarding experience	Increase in percentage of students who enroll after application
4.2.3. Study enrollment demand, labor market needs, and cost of instruction	EST	ongoing	Respond to regional workforce needs; Increase program relevance for students	Improve efficiency in scheduling

District Objective 4.3

NOCCCD will develop and implement best practices for fiscal stewardship.

Action Plan for District Objective 4.3	Responsible Party	Target Completion Date	Desired Outcome	Measures
4.3.1. CBF workgroup to make recommendation on resource allocation model	Vice Chancellor, Finance and Facilities	Fall 2018	New resource allocation model	Create/Refine a resource allocation model
4.3.2. Develop parameters for use of Categorical and Initiative funds (hiring fulltime faculty and staff on soft funds.)	CBF	Fall 2018	Address structural deficit	Reduction in general fund expenditure
4.3.3. Develop grant writing and resource development infrastructure	Vice Chancellor, EST in collaboration with campuses	Fall 2019	Increase effectiveness in collaboration in campus and District-wide grant writing Increase funding in alternative revenues	Secure a minimum of \$750,000 of alternative resources annually
4.3.4. Respond to the new funding formula	Vice Chancellor, Finance and Facilities Vice Chancellor, EST DCC	Ongoing, as needed	Incorporate measures into financial projections Maintain financial stability	Ability to collect and report on funding formula metrics accurately and completely

				<i>Eliminate structural deficit</i>
<i>4.3.5. Pursue State Capital Outlay Funding for Cypress College Fine Arts and Fullerton College Theater Arts buildings</i>	<i>Vice Chancellor, Finance and Facilities and District Director Facilities Planning and Construction</i>	<i>Ongoing</i>	<i>Secure state project match funding</i>	<i>Project matching funds secured</i>

District Objective 4.4				
NOCCCD will implement best practices in technology planning to ensure future capacity.				
Action Plan for District Objective 4.4	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.4.1. Implement network refresh project.</i>	<i>District IS</i>	<i>Fall 2019</i>	<i>Improve network accessibility and performance</i>	<i>Implement one network Districtwide Reduction in complaints about the network</i>
<i>4.4.2. Integrate and/or eliminate duplicate systems.</i>	<i>District IS in collaboration with campus ACT departments</i>	<i>Fall 2019</i>	<i>Streamlined, fully functioning systems; Reduce costs</i>	<i>Reduction in the number of systems and costs</i>
<i>4.4.3. Develop tools for cross functional collaborative work District-wide</i>	<i>EST</i>	<i>ongoing</i>	<i>Reduce project completion time; Increase collaboration and transparency</i>	<i>Reduction in average completion time of projects</i>
<i>4.4.4. Enhance decision-making processes for prioritizing and implementing technology projects.</i>	<i>Vice Chancellor, EST</i>	<i>Spring 2019</i>	<i>Increase collaboration and transparency; Reduce duplicate systems</i>	<i>Reduction in the number of systems and costs</i>

District Objective 4.5 <i>NOCCCD will expand professional development opportunities for employees.</i>				
Action Plan for District Objective 4.5	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.5.1. Refine Leadership Academy</i>	<i>District Director, Professional Development</i>	<i>ongoing</i>	<i>Develop leadership ability in all District employees; Succession planning</i>	<i>Number of leadership academy participants</i>
<i>4.5.2. Provide options for adjunct faculty to receive training e.g. Flex and online training</i>	<i>Professional Development Coordinators at campuses District Director, Professional Development</i>	<i>ongoing</i>	<i>Increase professional development for adjuncts; Retain adjuncts</i>	<i>Increase in percentage of adjunct faculty participating in professional development</i>
<i>4.5.3. Develop Employee Mentorship Program</i>	<i>District Director, Professional Development, campuses</i>	<i>Implementation in 2018-2019 academic year</i>	<i>Transfer of knowledge and career development</i>	<i>Minimum 15 participants</i>
<i>4.5.4. Develop Management Training Program</i>	<i>District Director, Professional Development, campuses</i>	<i>Implementation in 2018-2019 academic year</i>	<i>Enhanced proficiency of management skills</i>	<i>Minimum 30 participants</i>

District Objective 4.6 <i>NOCCCD will initiate and coordinate the District-wide comprehensive master planning process.</i>				
Action Plan for District Objective 4.6	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.6.1. Initiate RFP process for the creation of Comprehensive</i>	<i>EST</i>	<i>Fall 2018</i>	<i>Hire consultant</i>	<i>Consultant hired</i>

<i>District-wide Master Plan 2021 – 2030</i>				
<i>4.6.2. Convene District-wide work group</i>	<i>EST</i>	<i>Fall 2018</i>	<i>Ensure constituency representation and participation</i>	<i>Workgroup formed</i>
<i>4.6.3. Develop and discuss Comprehensive District-wide Master Plan 2021 – 2030</i>	<i>Master Plan Workgroup</i>	<i>Spring 2019</i>	<i>Draft Master Plan</i>	<i>Master plan draft created and widely distributed</i>
<i>4.6.4. Approval of Comprehensive District-wide Master Plan 2021 – 2030</i>	<i>Board of Trustees</i>	<i>Fall 2019</i>	<i>Finalized Master Plan</i>	<i>Master Plan reviewed, approved and adopted through the governance process up to and including the Board of Trustees</i>

District Strategic Direction 5. The District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.

District Objective 5.1				
NOCCCD will create and expand partnerships with local education institutions.				
Action Plan for District Objective 5.1	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>5.1.1. Continue to expand dual enrollment agreements</i>	<i>Campus Vice Presidents</i>	<i>ongoing</i>	<i>Increase college readiness of high school students; Improve student success</i>	<i>Number of degree applicable units completed by HS dual enrollment students prior to first term in college; Number of agreements</i>
<i>5.1.2. Implement Anaheim Pledge</i>	<i>Pledge Coordinator in collaboration with campus leads</i>	<i>ongoing</i>	<i>Increase college readiness of high school students; Improve student success</i>	<i>Shorter time to completion for first-time students; Number of students served</i>
<i>5.1.3. Continue to develop Fullerton Education Partnership</i>	<i>Fullerton College President Staff</i>	<i>Fall 2018</i>	<i>Increase college readiness of high school students; Improve student success</i>	<i>Increase college readiness of high school students; Improve student success</i>
<i>5.1.4. Future Instructor Training Internship and Mentorship Program</i>	<i>District Director, Equity and Compliance</i>	<i>ongoing</i>	<i>Diversified faculty at NOCCCD; Forster equity-minded teaching</i>	<i>Number of interns and mentors (minimum of 5 per year).</i>
<i>5.1.5. Develop data-sharing agreements</i>	<i>EST</i>	<i>Fall 2018 and ongoing</i>	<i>Increase access to high school student data</i>	<i>Reduction in the number of student repeating same level courses in math and English between high school and college</i>

District Objective 5.2				
NOCCCD will create and expand partnerships with local businesses for workforce development.				
Action Plan for District Objective 5.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
5.2.1. Expand partnership with North Orange Chamber of Commerce	EST	ongoing	Increase internship and job placement for NOCCCD CTE students	Number of internships secured
5.2.2. Expand internship opportunities for NOCCCD students	District Director, Workforce and Economic Development in conjunction with campuses	ongoing	Increase internship and job placement for NOCCCD CTE students	Number of internships completed
5.2.3. Improve marketing/branding of NOCCCD CTE programs	District Director, Workforce and Economic Development in conjunction with campuses	ongoing	Increase enrollment in CTE programs	Number of students enrolled in CTE programs

District Objective 5.3				
NOCCCD will increase the fundraising activities of the Community College Foundation of North Orange.				
Action Plan for District Objective 5.3	Responsible Party	Target Completion Date	Desired Outcome	Measures
5.3.1. Continue to raise funds for the North Orange Promise	Chancellor	ongoing	Development of an effective infrastructure for handling major gifts	\$1 Million per year minimum
5.3.2. Increase capacity for major gifts and endowments across the District	Chancellor	Spring 2020	Support campuses in fundraising activities	\$1 Million per year minimum

Summary of Proposed Student-Centered KPIs*

** All metrics will be disaggregated by students whose goal is award/transfer, short-term CTE/skills-builders, adult education/ESL, as well as equity groups.*

Connection

Is the college supporting equitable access to higher education? Are students able to navigate the enrollment process? Are colleges offering the right content based on student's course of study?

- % of high school seniors in service area who applied to NOCCCD
- % of students enrolled at NOCCCD after submitting application
- % of adults without High School Diploma in service area who applied and were served by NOCCCD
- % of adults whose primary language is not English in the service area who applied and were served by NOCCCD.

Entry

Do students have specific educational and employment goals after one year of college coursework? Do placement and basic skills practices enable student to succeed in college-level coursework as swiftly as possible?

- % of students with a Student Education Plan (SEP) after one term
- % of incoming students who are placed in college-level English and math (multiple measures)
- % of Intent to Complete students who complete college-level math and English in 1 year (AB 705)
- % of Intent to Complete ESL students who complete college-level English in 3 years
- % of students enrolled who intend to complete

Progress

Are students gaining skills? Are students making progress toward pathway milestones? Do students have the necessary resources to balance school and life?

- % of Intent to Complete students who attempted 15 units in their first term of enrollment
- % of Intent to Complete students who were continuously enrolled for three semesters with a GPA of 2.0 or higher in their second year

Presented to District Consultation Council for first reading on April 23, 2018

- % of noncredit students with a literacy, basic skills, or occupational skills gain or ESL students who progressed one or more levels (CB21) in their second year of enrollment
- % of noncredit students who transitioned to a higher-level adult education program or transitioned to post-secondary, or credit ESL student who have completed two or more CB21 levels in their second year of enrollment
- % of transfer-intent students who attained transfer-ready status in three years

Completion

Are students able to complete college and transfer efficiently?

- # of annual awards
- % of Intent to Complete students who transfer, receive a degree/certificate, or achieve transfer-ready in three years and six years
- % of students that complete a CDCP certificate within three years of entering the program
- Average # of units among students who earned an associate degree or certificate and % of units in excess of degree requirements
- % of CTE students who complete their programs

Transition – Ongoing Education

Are students able to continue with their education overtime?

- % of students who earned more than one award or earned an award and transferred
- % of NOCCCD transfer student who achieve a BA/BS in 4 years post transfer
- % of noncredit students who transitioned to credit colleges within NOCCCD
- % of noncredit students who completed a certificate or associate degree within six years of starting noncredit coursework

Transition – Employment

Can students get jobs based on the skills they learned? Do students improve their economic mobility?

- % of NOCCCD completers who have a median-wage increase post NOCCCD course-work
- % of NOCCCD students who attained the regional living wage
- % of NOCCCD students who are employed in jobs related to their field of study

DCC Committee Composition
2018-19 Academic Year

Member	Affiliation	Term
Cheryl Marshall	Chancellor, Chair	Standing Member
JoAnna Schilling	President, Cypress College	Standing Member
Greg Schulz	President, Fullerton College	Standing Member
Irma Ramos	Vice Chancellor, Human Resources	Standing Member
Cherry Li-Bugg	Vice Chancellor, EST	Standing Member
Fred Williams	Vice Chancellor, Finance & Facilities	Standing Member
Valentina Purtell	Provost, NOCE	Standing Member
Kai Stearns Moore	District Director, Pubic & Governmental Affairs	Standing Member
Deborah Ludford	District Director, Information Services	Standing Member
Arturo Ocampo	District Director, Equity & Compliance	Standing Member
Bryan Seiling	President, CC Academic Senate	
Craig Goralski	President Elect, CC Academic Senate	2 year term (2018-19 and 2019-20) as CC AS President
Josh Ashenmiller	President, FC Faculty Senate	2018-19 as President (sub in Spring 2019); 2019-20 as Past President
Kim Orlijan	President Elect, FC Faculty Senate	2018-19 as President Elect 2019-20 as President
Tina McClurkin	President, NOCE Academic Senate	2 year term (2018-19 & 2019-20) as NOCE AS President
Cathy Dunne	Vice President, NOCE Academic Senate	2 year term (2018-19 & 2019-20) as NOCE AS Vice President
Dana Clahane	President, United Faculty	2018-19
Marcus Wilson	Representative, United Faculty	2018-19 as UF Rep. Subbing for Josh in Spring 2019
Manjit Grewall	Representative, Adjunct Faculty United	2 year term concludes this year; can continue if no one else is appointed.
Rod Lusch	President, CSEA	
Sharon Kelly	Representative, CSEA	
Ty Volcy	Representative, Confidentials	
Eldon Young	President, DMA	
Vacant	Cypress College AS	Vacant
Vacant	Fullerton College AS	Vacant