



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Educational and Facilities **Master Plan**

JULY 2020

Prepared by:



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MASTER PLAN MID-TERM UPDATE

It would be irresponsible not to directly acknowledge the significant impacts faced by the NOCCCD campus community at the time of publication of this *Educational and Facilities Master Plan (EFMP)*.

During March 2020, the state of California issued a “shelter-in-place order” in response to the COVID-19 pandemic, which forced many across the state to make drastic changes to their daily lives to mitigate the exposure and slow the spread of the virus. The District immediately closed down all campuses and moved to online instruction and remote work to keep students, faculty and staff safe, while continuing to meet its educational goals and commitments.

Due to the continued uncertainty of the short-and long-term effects of COVID-19, the initiatives set forth in the *EFMP* will be re-visited on an annual basis with a planned mid-term update during the 2022-2023 academic year to ensure that the initiatives contained in this document remain relevant through 2030.



The Master Plan is a vision of the **desired future.**

BOARD OF TRUSTEES

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Ed Lopez
Trustee Area 2

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EFMP TEAM

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STEERING COMMITTEE MEMBERS, 2019-2020

- **Dr. Gail Arriola-Nickell**, Special Project Director, *Educational & Facilities Master Plan*, NOCCCD
- **Dr. Josh Ashenmiller**, Faculty-Professor of History and Faculty Senate President Emeritus, Fullerton College
- **James-Anthony Burandt**, Associated Student Representative, Fullerton College
- **Dr. Craig Goralski**, Faculty-Professor of Anthropology and Academic Senate President, Cypress College
- **Daniel Hamilton**, Student Leadership, North Orange Continuing Education
- **Geoff Hurst**, District Director, Enterprise IT Applications Support and Development, NOCCCD
- **Presten Jimenez**, President, Associated Students, Cypress College
- **Dr. Cherry Li-Bugg**, Vice Chancellor, Educational Services and Technology, NOCCCD
- **Dr. Elaine Lipiz-Gonzalez**, Dean, Student Support Services and District Management Association, Fullerton College
- **Darren Macapagal**, Senator, Associated Students, Cypress College
- **Dr. Cheryl Marshall**, Chancellor, NOCCCD
- **Tatiana Melendrez**, Executive Vice President, Associated Students, Cypress College
- **Joy E. Miller**, Academic Senate Rep. and Life Skills Education Advancement Program, North Orange Continuing Education
- **Christina Mix**, Confidential Representative and Interim Executive Assistant III to President, Cypress College
- **Dawnmarie Neate**, ACT-IT Services Coordinator I and CSEA Union President, Fullerton College
- **Martha Nolasco**, Associated Students, Fullerton College
- **Dr. Kim Orlijan**, Faculty-Professor of English and Faculty Senate President, Fullerton College
- **Michelle Patrick-Norng**, Academic Senate Representative and Full-Time Tenure Track Counselor, North Orange Continuing Education
- **Ester Plavdjian**, Student Trustee, Associated Students, Cypress College
- **Valentina Purtell**, President, North Orange Continuing Education
- **Laura Sanchez**, Associated Student Representative, Fullerton College
- **Dr. JoAnna Schilling**, President, Cypress College
- **Dr. Greg Schulz**, President, Fullerton College
- **Joseph Shonkwiler**, Student Activities-Student Service Specialist and CSEA Union Representative, Cypress College
- **Dr. Gabrielle Stanco**, District Director, Research, Planning, and Data Management, NOCCCD
- **Kai Stearns**, District Director, Public and Government Affairs, NOCCCD
- **Dr. Jason Thibodeau**, Faculty-Professor of Philosophy & Religious Studies and Academic Senate, Cypress College
- **Fredrick Williams**, Vice Chancellor, Finance and Facilities, NOCCCD
- **Chad Willis**, Faculty—Professor of Music and Faculty Senate Representative, Fullerton College
- **Melina Wulin**, Student Leadership, North Orange Continuing Education

Letter from the Chancellor



The world as we know it, including higher education, changes faster than ever before. Many days it feels as if we're moving from one challenge to the next with little time to look holistically at what we do.

Creating a document like the North Orange County Community College District's *2020 Educational and Facilities Master Plan (EFMP)* gives us a chance, every ten years, to reflect and dream big.

The development of an integrated, forward-thinking Educational and Facilities Master Plan provided the NOCCCD community with an opportunity to envision our desired future as educators and to redefine how we serve students.

Keeping the needs of the whole student at the forefront and designing facilities that allow them to learn, engage, and feel welcome will set our direction for the next decade.

This *NOCCCD 2020 Educational and Facilities Master Plan* was written after personal engagement with more than 7,000 District and campus community members, including students, faculty, staff, alumni, administrators, business partners and residents. Opinions and stories were shared in many ways: some people participated in an online survey, some attended one or more of the 15 on-campus forum sessions facilitated by our *EFMP* consultants Brailsford & Dunlavey and Moore Ruble Yudell Architects and Planners, some reached out to a favorite professor to exchange ideas.

The NOCCCD *EFMP* Steering Committee, made up of 30 representatives from the three campuses and District Services, might have had the hardest task. The Steering Committee members were asked to develop the Strategic Directions and Goals that will guide this District for the next ten years, and they certainly proved to be an enormous source of wisdom and clarity throughout the process. My deepest thanks go to the *EFMP* Steering Committee, whose members have given countless hours to the planning

and content of this document over the past 12 months. They have been incredible leaders, ensuring that the opinions of students, faculty, staff, and administrators were incorporated into this final document.

We are confident that the results of this District-wide effort are here in the *NOCCCD 2020 Educational and Facilities Master Plan*. This plan is intended to guide the continual development of an educational and facilities program that is available and relevant to the communities that we serve. It is our hope that through these well-planned initiatives, we can positively affect the work lives of our staff members, and the success of our students.

We look forward to implementing the *EFMP* recommendations and continuing to develop the excellent foundation of quality education and facilities that exists on each of our campuses.

Sincerely,

Dr. Cheryl Marshall
Chancellor, NOCCCD



01 Introduction to the *EFMP*

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

Purpose of the *Educational and Facilities Master Plan*

Developed collaboratively with a vibrant and engaged three-campus community, the purpose of this document is to **guide the District through 2030**, and serve as the measuring stick by which future educational programs and facilities investments will be evaluated.

The *EFMP* is grounded in internal realities, such as the current systems and programs, and integrates external influences, such as demographic trends and the community’s educational interests and workforce needs.

The *EFMP* is comprised of two parts: The primary driver is the *Educational Master Plan (EMP)*, and its directions and needs are supported by the *Facilities Master Plan (FMP)*. Combined, these elements create a ten-year roadmap for NOCCCD, which will guide planning efforts, strategic plans, program reviews, and allocation of resources.

Though guided by planners and architects, the *Master Plan* is, at its core, a District, campus, and community effort. A successful plan combines critical input from students, faculty, staff, administrators, and community members, and all of these groups have been intrinsically involved in this document’s creation.

As such, within the *EFMP*, any reference to the District represents the campus communities of Cypress College, Fullerton College, North Orange Continuing Education, and District Services. This includes students, faculty, staff, and administrators.

EDUCATIONAL MASTER PLAN

A good plan requires a strong framework, with flexibility in its application. As the world changes, this plan will need to be revisited in order to keep it current. The *Educational Master Plan* was developed with collaboration across the District and with community members for the purposes of:

- Projecting the long-term development of programs and services
- Developing District-wide strategic directions and goals

- Providing a framework for the development of the *Facilities Master Plan*, as well as other plans such as strategic plans and program reviews
- Informing the public of NOCCCD’s intentions and garnering support for the services provided in and to the community
- Providing a common foundation for discussion about NOCCCD programs
- Supporting accreditation and demonstrating compliance with accreditation standards

Past plans, program reviews, strategic plans, and data collected by the District provided the foundation for the new *EFMP*.



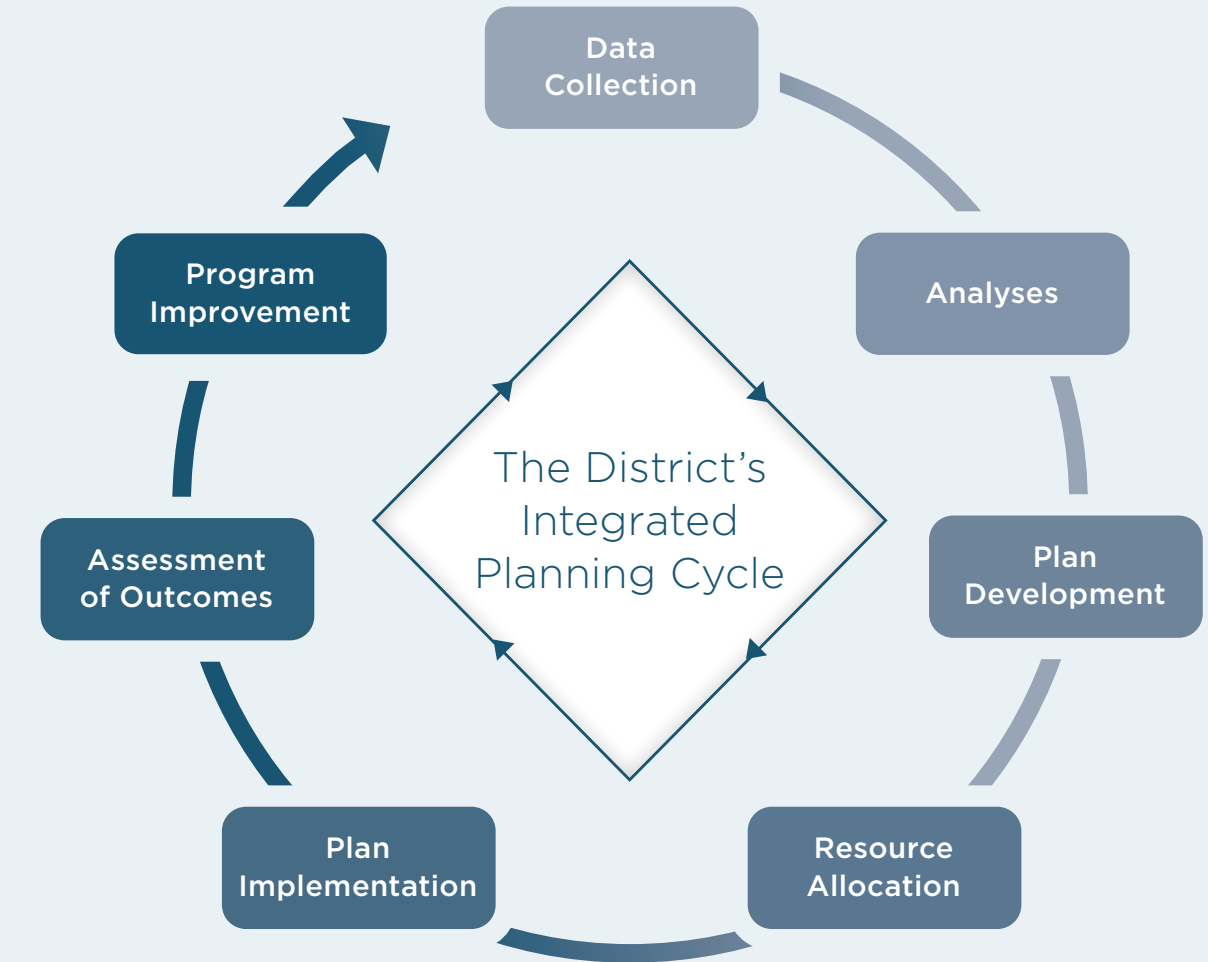
FACILITIES MASTER PLAN

The *Facilities Master Plan (FMP)* will evaluate and determine the physical plan across all campuses in the District.

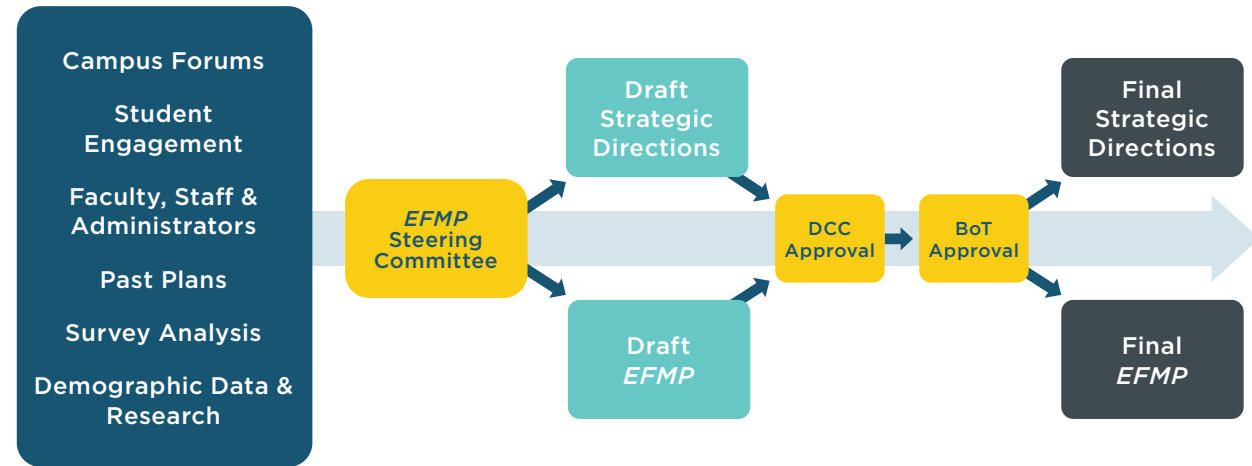
The objective is to appraise current and future spatial needs, identify building and facility sustainability requirements, establish priorities related to instructional and support spaces, formulate project costs, and recommend a resource allocation plan for each campus.

The *FMP* acknowledges planning and construction already underway and builds upon previous facilities plans.

Based on the directions set forth in the *EMP*, the *Facilities Master Plan* also provides **high level space planning** for all of the campuses and centers through 2030.



Process & Engagement Overview



<p>PAST PLANS REVIEWED</p> <ul style="list-style-type: none"> District and Campus Strategic Plans Institutional Effectiveness Reports Measure J Updates Guided Pathways Campus Plans District's Program Reviews Student Equity Achievement Integrated Plans Strong Workforce Program Sustainability & Technology Plans 	<p>State-level Initiatives:</p> <ul style="list-style-type: none"> <i>Vision for Success, Guided Pathways</i> <i>Student Centered Funding Formula</i> <i>Student Success Metrics</i> <i>Strong Workforce Program</i> <p>OC Business Council Regional Reports</p> <ul style="list-style-type: none"> 5-Year Construction Plans Space Inventory Reports Capacity/Load Ratio Assessments
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RESEARCH & PAST PLANS

As part of the overall planning process, the EFMP acknowledges and incorporates prior educational and facilities planning documents in order to ensure that the 2020 EFMP aligns with past efforts.

The EFMP also utilized key research and data metrics from regional resources, such as the Orange County Business Council, Orange County Centers of Excellence for Labor Market Research report, and EMSI labor market reports.

CAMPUS ENGAGEMENT

In total, 7,000 people participated in one or more components of the EFMP planning process during 2019 and 2020. The planning team was guided by a District-wide Steering Committee, made up of 30 members representing all campuses. The committee met a total of nine times over 12 months to write the Strategic Directions and Goals, to discuss the results of the surveys and campus forums, and to review and provide input to the educational and facilities components of the plan.

In addition, reviews and recommendations were given by the Steering Committee and campus

stakeholders for refinement of the EFMP, prior to its review by the District Consultation Council and Board of Trustees.

The team spent a significant amount of time engaging the campus community through forums and stakeholder meetings with students, faculty, classified staff, and campus and District administrators. A District-wide online survey also gathered opinions and observations from a large number of students, employees, alumni, and community members.

FACILITIES PROCESS

In conjunction with the Educational Master Plan process, the *Facilities Master Plan* is based on a three-phase approach: engagement; identifying gaps and building strategies; and master plan development. Each phase plays an integral role in the creation of a District FMP that serves students, faculty, staff, and the surrounding community.

Engagement

Engagement refers to the process of having relevant, productive conversations with key stakeholders so that we may learn about the specific needs of those who utilize the campuses

every day, such as students, faculty, staff and campus leadership. These conversations took many forms, including one-on-one sessions, stakeholder meetings, workshops, activities and campus-wide forums. No matter the setting, the goal remained the same: hear from as diverse a group of individuals and organizations as possible in order to ensure that everyone's needs are being addressed as we move forward.

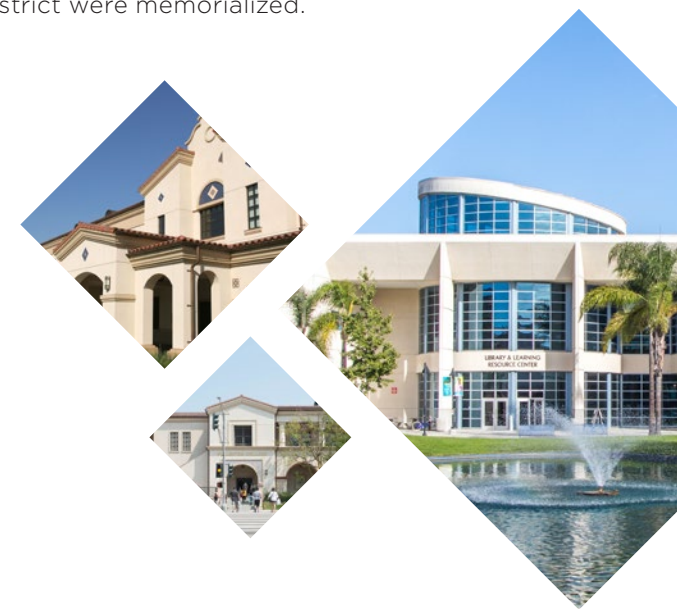
Identifying Gaps & Building Strategies

Identifying potential gaps in the physical environment of the District's campuses is an essential aspect for creating a ten-year FMP roadmap. One by one, an assessment of each campus's existing and anticipated gaps was completed to determine where potential opportunities may exist.

In collaboration with the Steering Committee, exercises in problem-solving and prioritization were completed to provide solutions for small, medium, and large capital projects that can be implemented by the District. The primary goal of this phase was to develop strategies with the highest possible reward at an appropriate level of expenditure for the District.

Master Plan Development

After key stakeholders were engaged and strategies were developed, the master plan development process began to take shape. The FMP builds upon existing initiatives and findings from the *Educational Master Plan*, which both serve together as a roadmap to guide the District towards the brightest possible future. In consultation with the Steering Committee, final recommendations that outline the project strategies and facilities best practices for the District were memorialized.



By the Numbers



STAKEHOLDER MEETINGS

1,047

In-Person Participants

- 151 Fullerton College Stakeholders
- 143 Cypress College Stakeholders
- 122 NOCE Stakeholders
- 631 District-Wide Stakeholders



CAMPUS FORUMS

445

Forum Participants

- 129 Fullerton College Participants
- 207 Cypress College Participants
- 109 NOCE Participants



CAMPUS SURVEYS

5,768

Survey Respondents

- 4,791 Students Across Campuses
- 609 Employees Across Campuses
- 368 Alumni/Community Members



REMOTE WORKSHOPS

255

Remote Participants

- 40 Cypress College Participants
- 28 Fullerton College Participants
- 114 NOCE Participants
- 73 District-wide Participants

02

NOCCCD Mission, Vision & Core Values

The 2020 *Educational and Facilities Master Plan* was developed to support the District's mission, vision, and core values.

Mission

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. We are unequivocally committed to student success and lifelong learning.

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

The Mission, Vision, and core values statements are revised every three years. This section will be revisited in Fall 2020.



Vision

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

Core Values

- 1 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.
- 2 High Standards**
We uphold high standards in academics and promote joy in teaching, learning, and work.
- 3 Adaptability**
We respond to the changing needs of our communities in a global environment through continuous improvement and creative innovation.
- 4 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.
- 5 Stewardship**
We uphold the responsibility for public trust of our mission and resources.
- 6 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 as collegial partners in carrying out the District's mission.
- 7 Inclusiveness**
We welcome and respect the diverse backgrounds and beliefs of our students, faculty, and staff, and the many communities we serve.



03 District Context

The *EFMP* utilizes regional and local population demographics, labor market trends, and student success metrics to formulate a basis for District-wide educational recommendations.

Regional Context

40M

California Population

3.2M

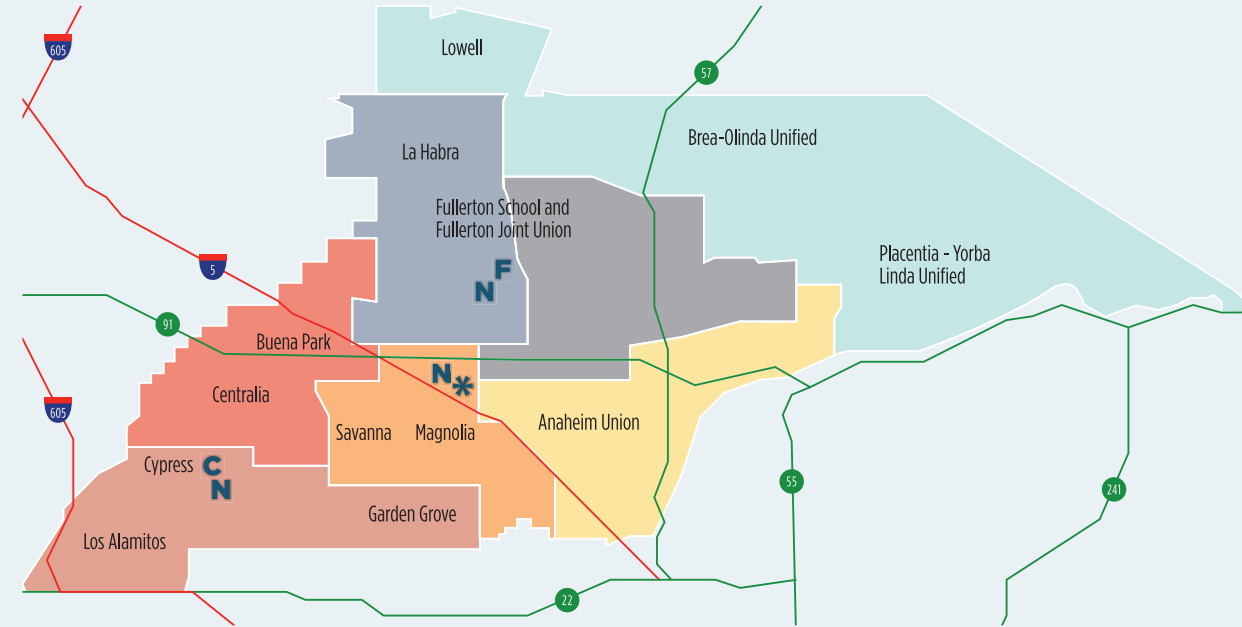
Orange County Population

1.1M

District Service Area Population

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

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



DISTRICT SERVICE AREA

The following cities:

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

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

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

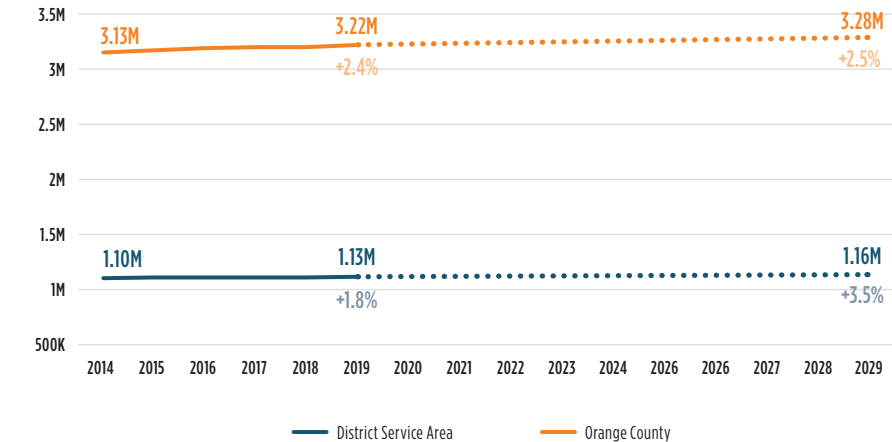
The following school districts:

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

POPULATION

Population figures in Orange County and the District Service Area have increased by 2.4% and 1.8%, respectively, between 2014 and 2019. However, it is expected that the District Service Area will see slightly higher growth (3.5%) than the rest of the County (2.5%) between 2019 and 2029, reaching up to 3.3 million and 1.2 million, respectively.

POPULATION TRENDS: DISTRICT SERVICE AREA VS. ORANGE COUNTY, 2014-2029

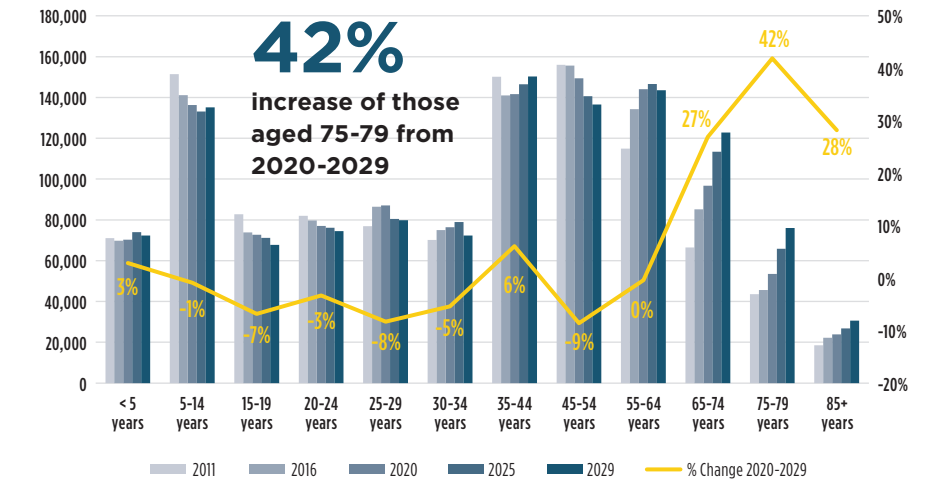


Source: EMSI

AGE

Although it is currently the sixth youngest state, California will soon begin aging faster than the nation, according to the Stanford Center on Longevity. In fact, the number of older people over age 65 will double from now through 2030. The demographics reflect a dramatic shift in California that is mirrored in Orange County. The District Service Area is expected to see a rise in population in higher age brackets and a decrease in younger age brackets. Within the District Service Area, the highest increases from 2020-2029 will be in the following age groups: 75-79 years old (42%), 85 years and older (28%), and 65-74 years old (27%).

AGE TRENDS: DISTRICT SERVICE AREA RESIDENTS, 2011-2029



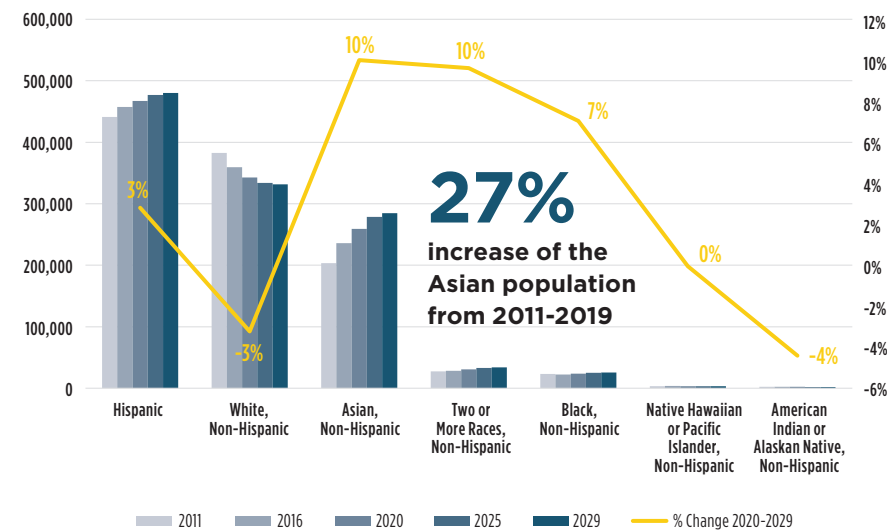
Source: EMSI



ETHNICITY

Local demographic trends project a more ethnically diverse Orange County through 2029. Within the District Service Area, Hispanic/Latino residents remain the largest ethnic group representing 41% of the entire population. Since 2011, the Hispanic population has grown 6% and will continue to grow by 3% into 2029. Since 2011, the Asian population grew 27% while the White, Non-Hispanic population fell by 10% and will continue to decrease into 2029 by another 3%. Both the Asian and Two or More Races populations are also expected to experience growth of 10%.

RACE/ETHNICITY TRENDS: DISTRICT SERVICE AREA RESIDENTS, 2011-2019

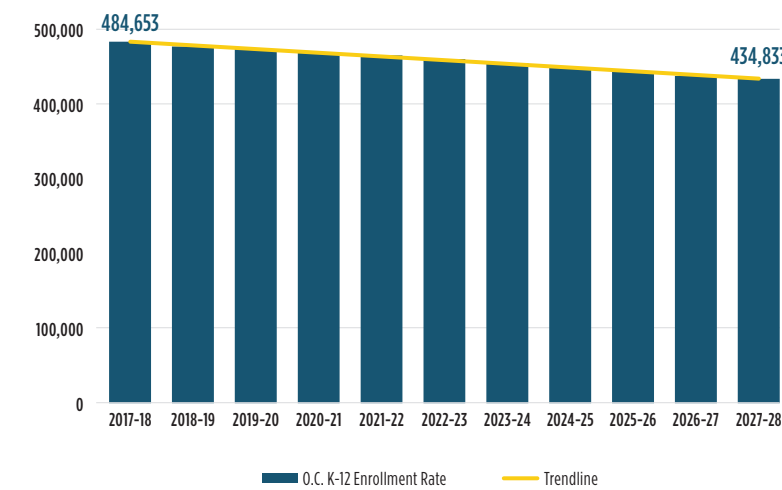


Source: EMSI

K-12 ENROLLMENT

From 2020 through 2028, K-12 enrollment rates are expected to decline steadily in Orange County. In fact, Orange County is projected to have the second highest reduction of total K-12 enrollment in the state, following Los Angeles County. This follows a statewide trend, and the National Center for Education Statistics predicts that enrollment rates in this category will decrease by 3% in California. Orange County K-12 enrollment rates reached 478,000 during 2018-2019 but are expected to decrease each year by 1% into 2028. In the next eight years, Orange County's K-12 enrollment will reach 435,000 with a total drop of 8%.

ORANGE COUNTY K-12 ENROLLMENT RATES, 2017-2028

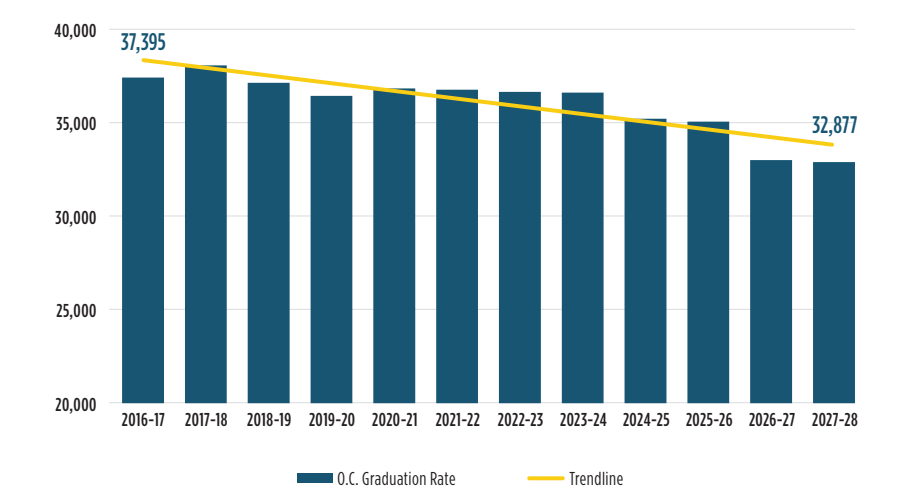


Source: Department of Education

HIGH SCHOOL GRADUATION RATES

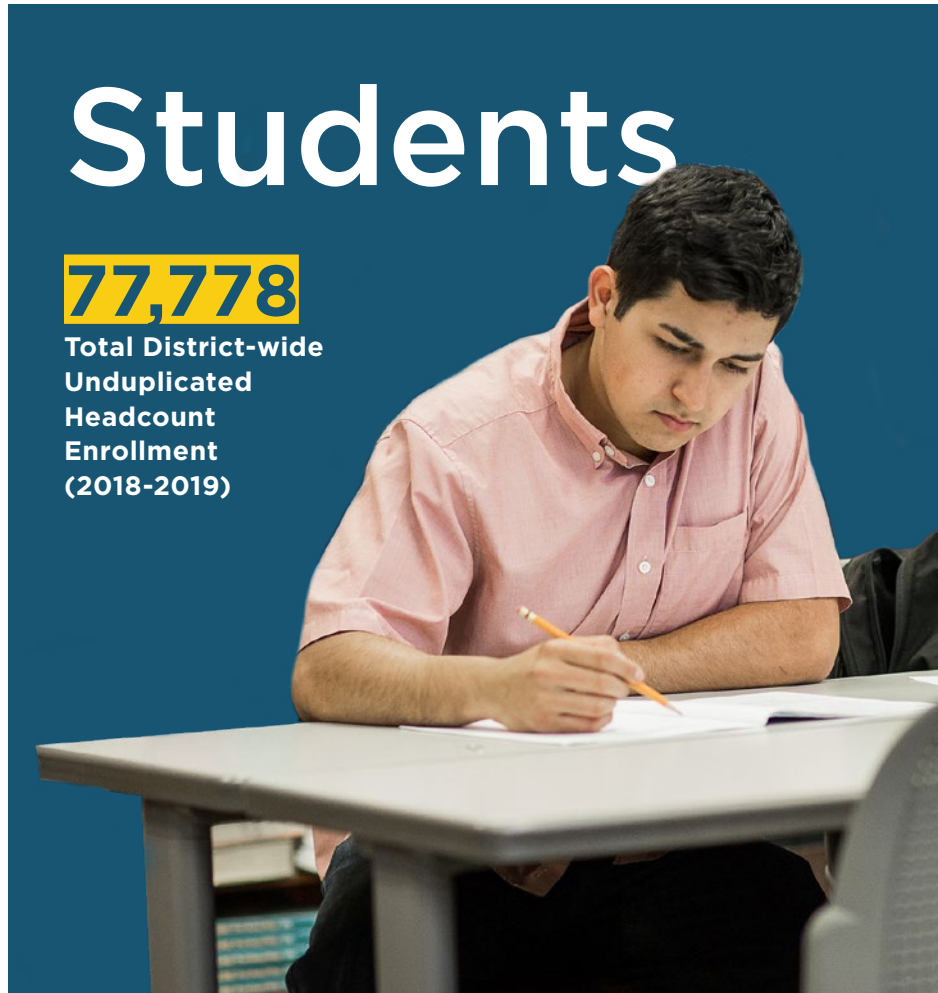
Orange County high school graduation rates have fluctuated up and down from 2016 to 2019, which is expected to continue into 2028 for a total overall reduction of 12% (2016-2028). The most significant future decreases in Orange County graduation rates will be during academic years 2024-2025 and 2026-2027.

ORANGE COUNTY GRADUATION RATES, 2016-2028



Source: Department of Education

NOCCCD Demographics



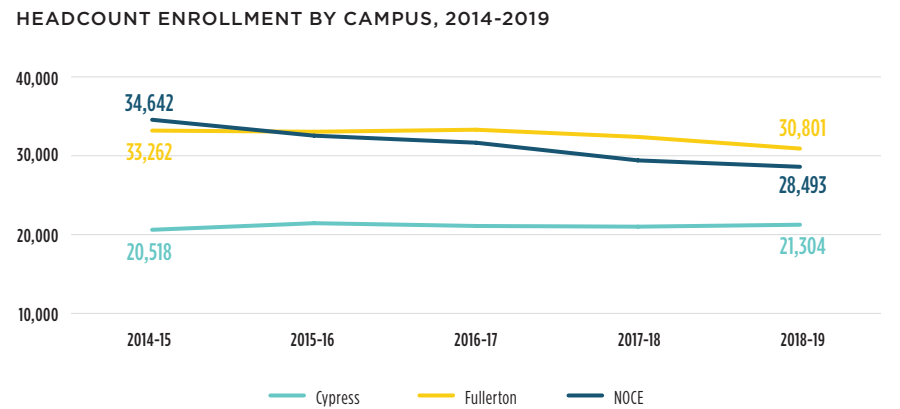
Students

77,778

Total District-wide Unduplicated Headcount Enrollment (2018-2019)

ENROLLMENT

Over 77,700 students (unduplicated headcount) enrolled into NOCCCD during the 2018-2019 academic year. Fullerton College has the largest student body (30,801), followed by NOCE (28,493) and Cypress College (21,304). Fullerton College and NOCE have experienced gradual declines in annual student headcount within the previous four to five years while Cypress College has maintained a stable student population during the same time period. Due to the non-credit course offerings through NOCE, nearly all of those students attend on a part-time basis.

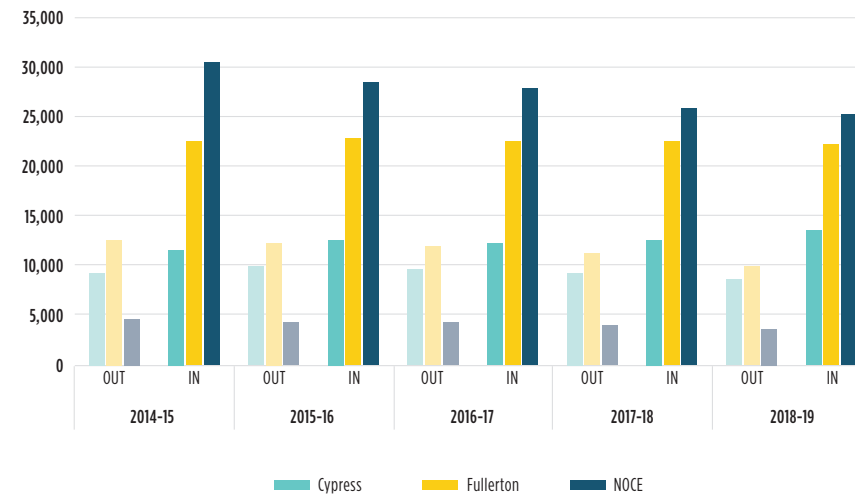


Source: NOCCCD Banner Records

IN/OUT OF DISTRICT RESIDENCY

Since the 2014-2015 academic year the colleges and NOCE have enrolled the majority of their student body from residents living within the District Service Area boundaries. Both colleges have increased the representation of their in-district students by 6% (Cypress College) and 5% (Fullerton College). Cypress College is 61% in-district while Fullerton College is at 69% (2018-2019). As an integral part of NOCE's mission, the institution has stayed fairly consistent with enrolling and serving the students that live locally within the District Service Area (87%).

HEADCOUNT ENROLLMENT BY IN/OUT OF DISTRICT RESIDENCY, 2014-2019

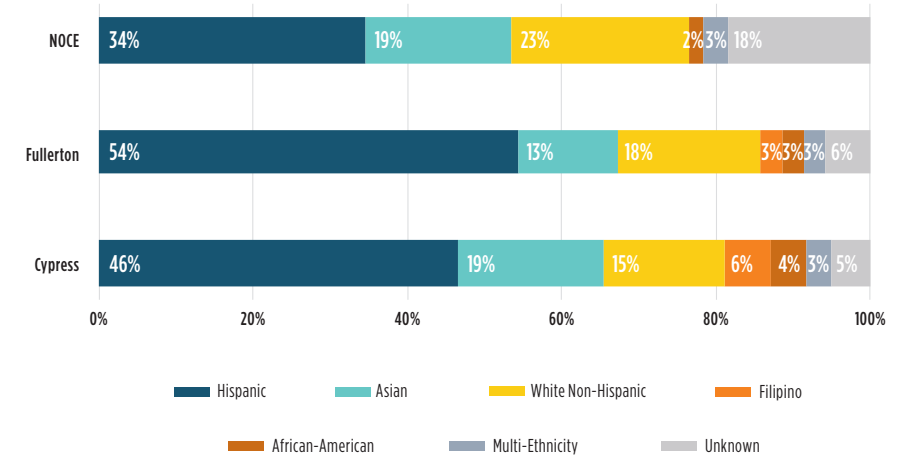


Source: Banner Student Info. System; Students Enrolled as of Census

ETHNICITY

Hispanic/Latino students remain the largest represented ethnic group within the District at 45%. Fullerton College, in particular, contains a majority representation of its student population from Hispanics/Latinos at 54% followed by White Non-Hispanic and Asian. Cypress College is represented by Hispanics/Latinos at 46% followed by Asian students and White Non-Hispanic. The largest proportion of students at NOCE are Hispanic/Latino (34%) followed by White Non-Hispanic and Asian.

STUDENT ETHNICITY BY CAMPUS, 2018-2019



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

AGE

Students within the District are an average age of 31 years old, with the oldest population enrolled at NOCE. Fullerton College and Cypress College show a more traditional mid-20s college student age.



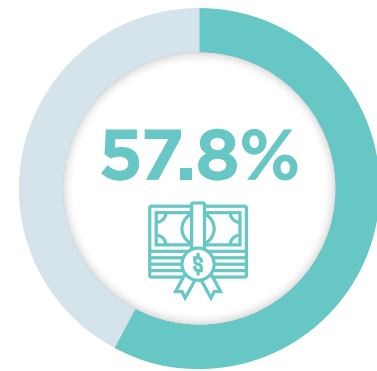
GENDER



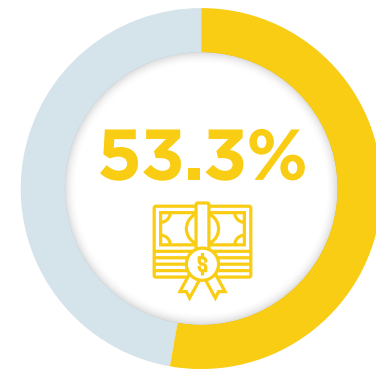
58% Female, District-wide
39% Male, District-wide
*3% Unknown

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

FINANCIAL AID AWARD



Percentage of Unduplicated Student Headcount at Cypress College Receiving Financial Aid



Percentage of Unduplicated Student Headcount at Fullerton College Receiving Financial Aid



STUDENT SUCCESS

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

TRANSFERS BY CAMPUS, 2018-2019

UNIVERSITY OF CALIFORNIA	CSU The California State University	OTHER INSTITUTIONS
139 Cypress College transfers	884 Cypress College transfers	235 Cypress College transfers
264 Fullerton College transfers	1,580 Fullerton College transfers	354 Fullerton College transfers
170 Statewide average number of CCC transfers to UC	540 Statewide average number of CCC transfers to CSU	114 NOCE transfers

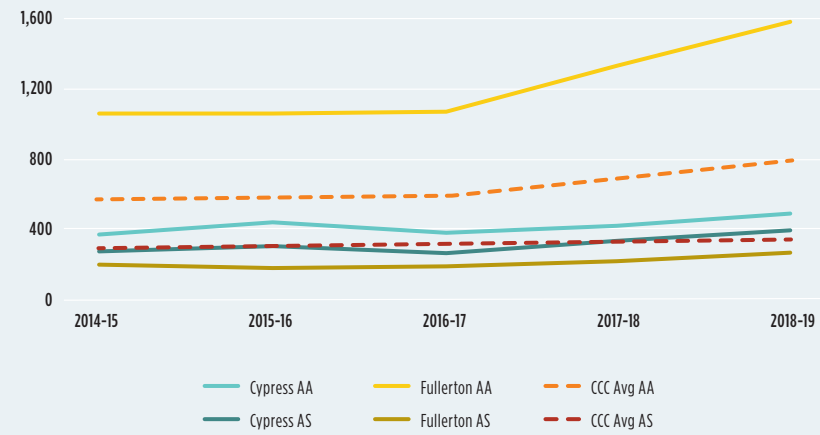
Fullerton College ranks **#1** among community colleges for number of transfer students to the California State University system.



PROGRAM AWARDS

All three campuses made significant strides in the number of degrees and certificates awarded from 2014-2015 to the 2018-2019 academic year, especially as a comparison with state-wide averages. In particular, the combined Associate Degrees awarded by both Cypress College and Fullerton College saw a 43% change over five years while Associate Degrees for Transfers awarded for both campuses grew a combined 110% during the same time frame. Similarly, in the past five years, Certificates awarded by both Cypress College and Fullerton College increased by a combined average of 69% while NOCE (non-credit) grew by 10% during the same time frame.

ASSOCIATE DEGREES AWARDED BY CAMPUS, 2014-2019

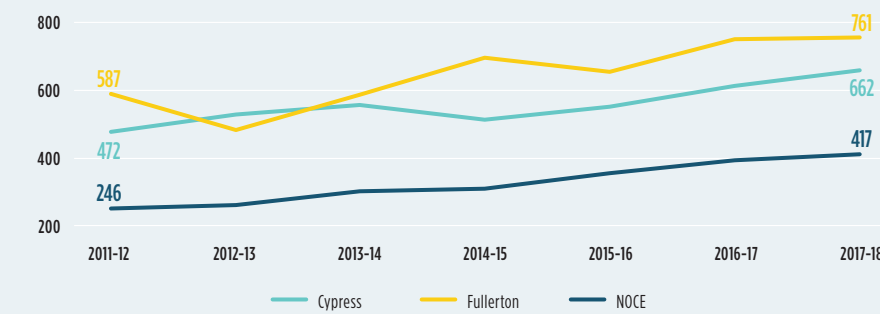


Source: Cypress College & Fullerton College - Datamart

STRONG WORKFORCE PROGRAM

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

SWP STUDENTS WHO EARNED A DEGREE/CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS, 2011-2018

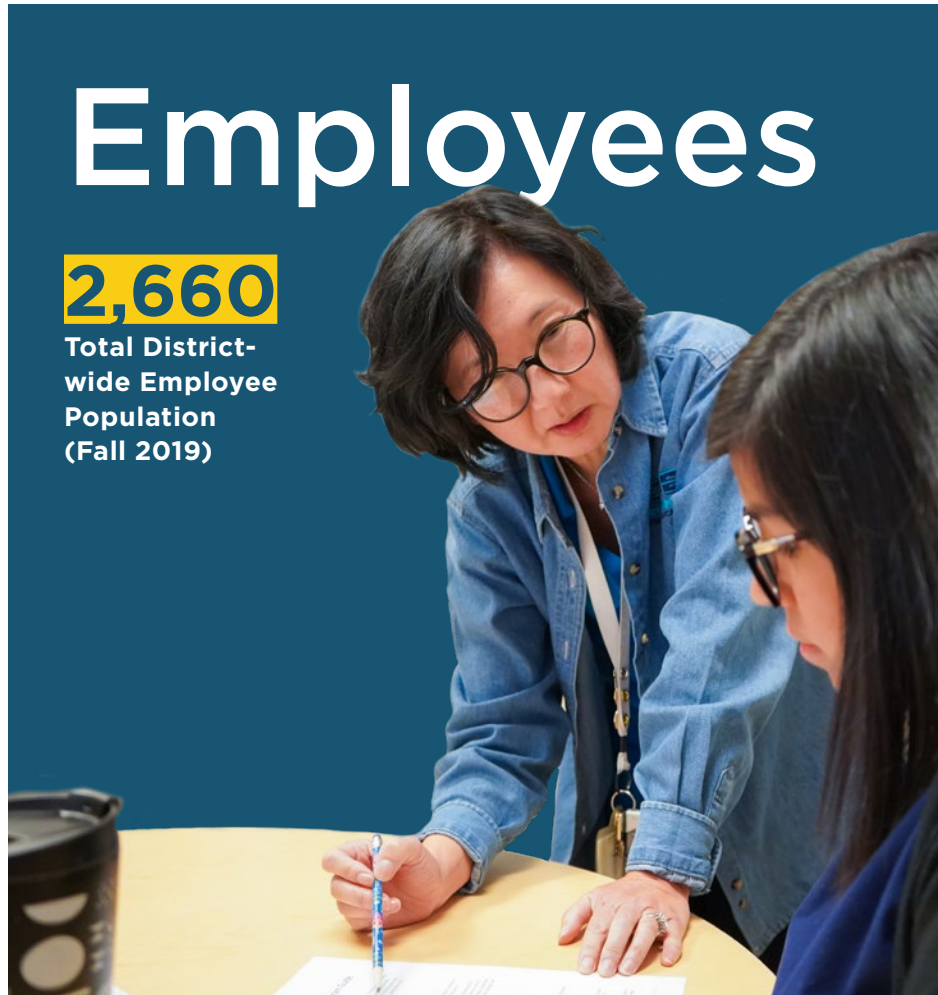


1,840 degrees, certificates, or apprenticeships awarded through the Strong Workforce Program in 2017-18

Source: Chancellor's Office Management Information System (Launchboard)



As of 2020, Cypress College is one of only 15 community colleges in the state offering a Bachelor's degree.



Employees

2,660

Total District-wide Employee Population (Fall 2019)

CLASSIFICATION

As of Fall 2019, approximately 2,660 employees work within the District of which half are adjunct faculty (noted as Academic, Temporary). The second largest classification of employees across the District is Classified Staff followed by Tenured/Tenure Track faculty.

EMPLOYEE COUNT BY CLASSIFICATION, FALL 2019

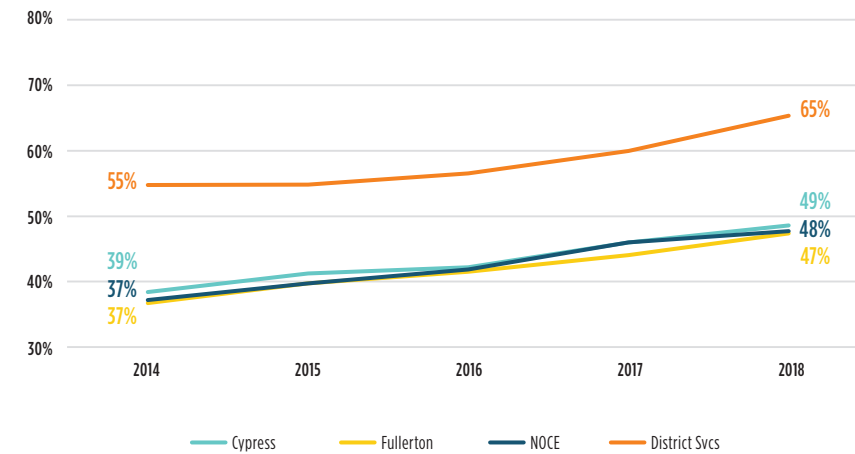
	Cypress College	Fullerton College	NOCE	District Services	TOTAL
Educational Administrator	17	19	10	3	49
Faculty; Tenured/Tenure Track	220	332	31	0	583
Faculty, Adjunct	467	589	266	0	1,322
Classified/Confidential	194	284	90	77	645
Classified Manager	14	17	9	21	61
TOTAL	912	1,241	406	101	2,660

Source: CA Chancellor's Office Datamart

EMPLOYEE DIVERSITY

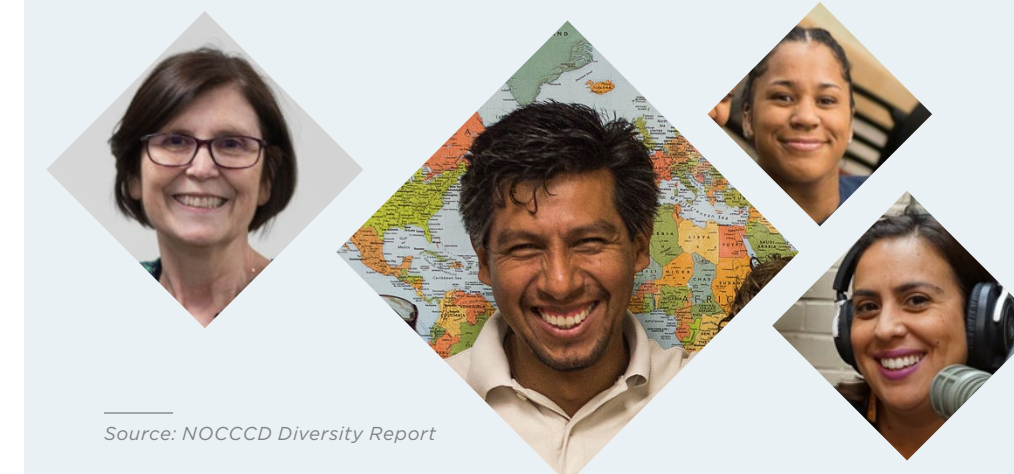
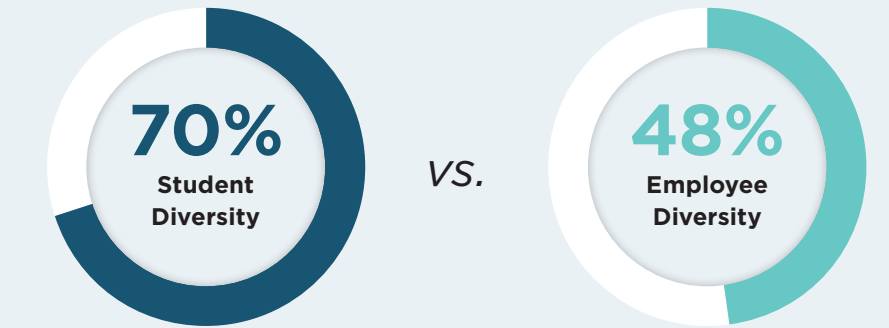
As stated in NOCCCD's *Institutional Commitment to Diversity Report* (2019), "a diverse and inclusive workforce is essential in creating a robust academic environment in which students and employees thrive." Ethnic diversity across the District has grown since 2014 at all three institutions and District Services by 10% or more.

PERCENTAGE OF DIVERSE EMPLOYEES BY CAMPUS, 2014-2018



Source: CA Chancellor's Office Datamart

NOCCCD will continue to **prioritize the hiring of diverse staff** moving forward to more closely represent the diversity of the student body that it serves across the District.



Source: NOCCCD Diversity Report

Labor Market Trends

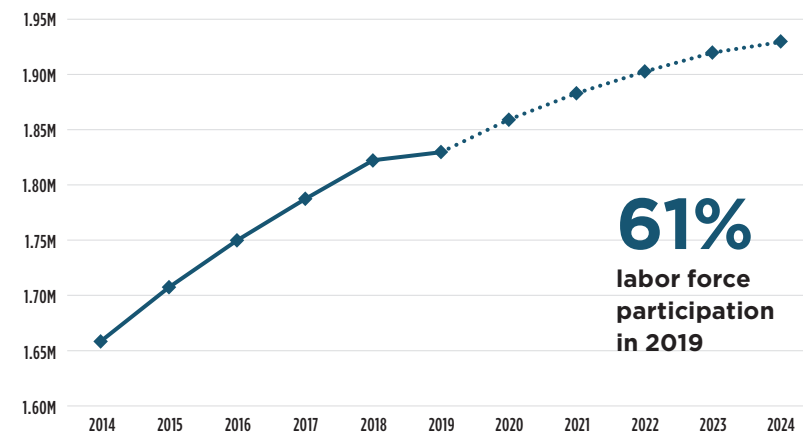
Workforce

3%
Unemployment Rate (quarterly average prior to COVID-19 pandemic)

JOB TRENDS

Since 2014, Orange County job trends have increased by 10.3% into 2019, which outpaced the national growth rate by 3.4%. Job figures have remained strong in the region and contributed to a record low unemployment of 2.8% during February 2020 and a labor participation rate of 61% in 2019. However, as a result of the COVID-19 pandemic, unemployment rates grew to 13.8% in April 2020 (California Employment Development Department) and is expected to continue rising through the end of the year as jobless claims increase. As businesses and the economy slowly reopen, the unemployment rate should be monitored closely to determine the effect on the fall semester and subsequent academic years.

LABOR FORCE PARTICIPATION, 2014-2024



Source: EMSI - Orange County Region Report

GROWING INDUSTRIES

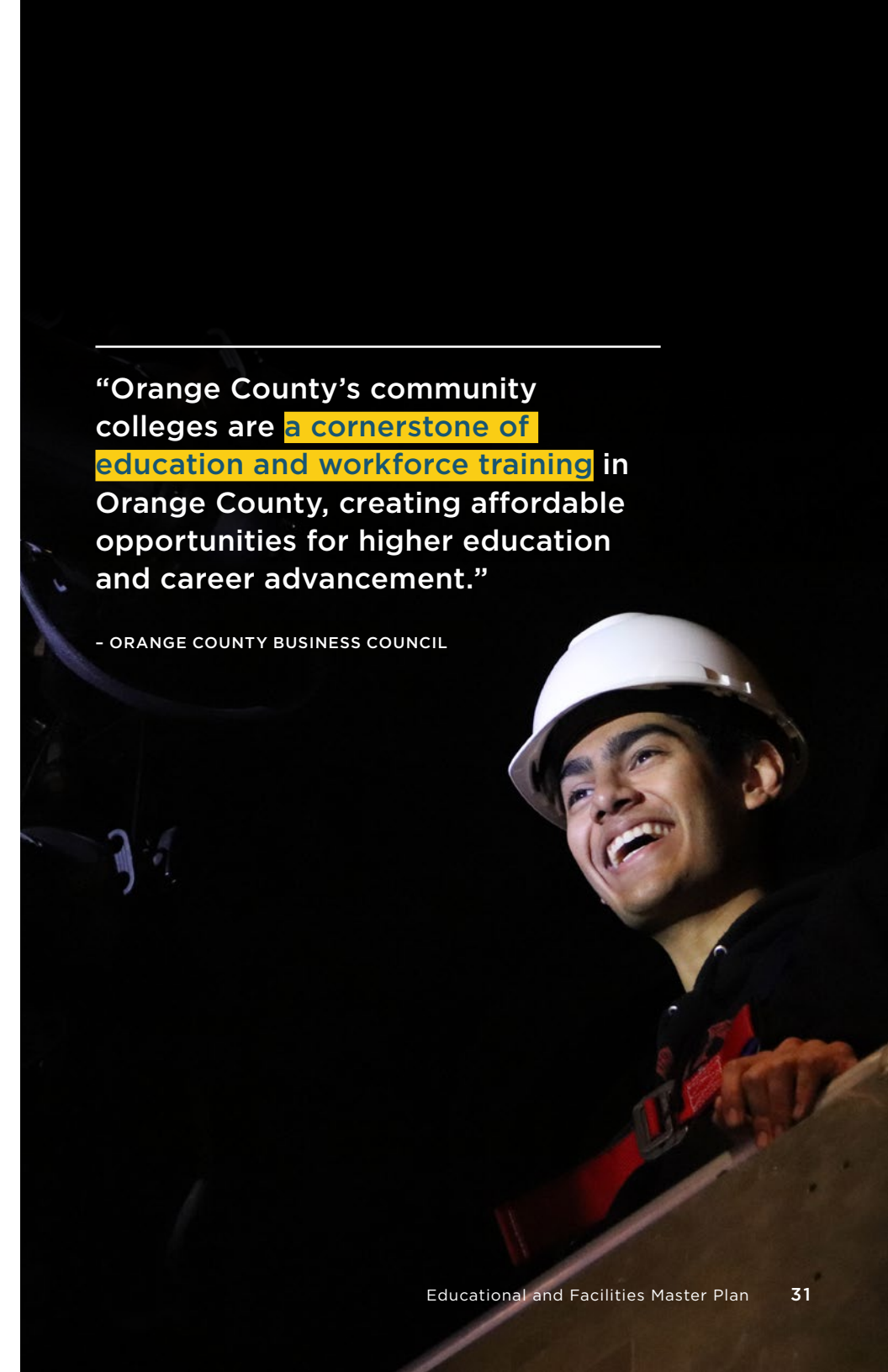
The largest industries in Orange County are Health Care and Social Assistance; Accommodation and Food Services; and Government. The Health Care industry continues to experience the largest growth in Orange County, adding over 53,000 employees (2019). The chart below is current as of May 2020, but may experience changes due to the public health response in the state from COVID-19. This should be updated on an annual basis.

Industry	2019 Jobs	2029 Jobs	Change in Jobs (2019-29)	% Change	2019 Earnings Per Worker
Health Care & Social Assistance	225,487	281,428	55,941	25%	\$62,193
Accommodation & Food Services	184,295	211,107	26,812	15%	\$29,335
Admin & Support; Waste Management & Remediation Services	187,597	211,232	23,635	13%	\$46,702
Construction	135,082	155,699	20,617	15%	\$80,506
Professional, Scientific & Technical Services	214,011	233,848	19,837	9%	\$87,020
Transportation & Warehousing	69,742	88,155	18,413	26%	\$37,316
Real Estate & Rental & Leasing	148,564	162,672	14,108	9%	\$59,408
Other Services	125,046	137,307	12,261	10%	\$34,074
Educational Services	49,044	59,171	10,127	21%	\$36,709
Arts & Entertainment & Recreation	76,711	86,024	9,313	12%	\$36,824

Source: EMSI - Orange County Region Report

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

- ORANGE COUNTY BUSINESS COUNCIL



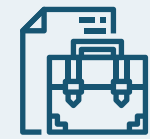
PRIORITY SECTORS

As indicated in the 2019 Orange County Sector Analysis Project, conducted by the Orange County Business Council, there is a demand of around 65,000 job openings, supply of around 18,000, leaving a gap of around 47,000 jobs. The OC Sector Analysis Project indicated there are eight market sectors—six emerging and two priority—that all have supply gaps in the region. The OC Sector Analysis Project also demonstrated the importance for local community colleges to fill these supply gaps because of their ability to be nimble in the market. Specifically, community colleges are able to develop new curricula faster than four-year institutions and work directly with local industries. Partnerships with local companies should be addressed quickly. In addition, faculty may need to be hired, and flexible high-tech classrooms will need to be available for certain programs and courses.

2019 Sector Analysis	Top Middle-Skill Jobs			Middle Skill Jobs with Entry-Level Wages		
	Demand	Supply	Awards Gap	Demand	Supply	Awards Gap
Business & Entrepreneurship	12,970	3,813	9,157	13,029	2,842	10,187
Health	3,764	2,957	807	8,035	2,954	5,081
Retail/Hospitality/Tourism	944	79	865	5,131	721	4,410
Advanced Manufacturing	1,879	633	1,246	3,201	400	2,801
Advanced Transportation/Logistics	894	627	267	3,141	844	2,297
Energy/Construction/Utilities	4,898	694	4,204	1,869	8	1,861
Life Sciences/Biotechnology	179	74	105	1,136	25	1,111
ICT Digital Media	3,174	756	2,418	435	212	223
TOTAL	28,702	9,633	19,069	35,977	8,006	27,971

Source: Orange County Sector Analysis Project

ORANGE COUNTY'S SIX PRIORITY SECTORS INCLUDE:



BUSINESS AND ENTREPRENEURSHIP



HEALTH



RETAIL, HOSPITALITY & TOURISM



ENERGY, CONSTRUCTION & UTILITIES



ICT & DIGITAL MEDIA



ADVANCED TRANSPORTATION & LOGISTICS

THE TWO EMERGING SECTORS IN ORANGE COUNTY ARE:



ADVANCED MANUFACTURING



LIFE SCIENCES & BIOTECHNOLOGY

IN-DEMAND SKILLS

The most in-demand “hard skills” within Orange County are related to the Business and Entrepreneurship sector, such as accounting, auditing, and sales techniques. Employers in Orange County are looking for employees with skills in merchandising, restaurant operation, SQL (programming language), and nursing.

These hard skills also align with the county’s “hardest to fill” positions: project management, budgeting, scheduling, customer service, crisis response and emergency response. Other positions regional employers are seeking to fill include those that require “soft skills,” such as communications, writing, teamwork/collaboration, being detail-oriented, and planning.

LABOR MARKET SUMMARY

In summary, the data shows a great number of gaps in the workforce that NOCCCD has the opportunity to fill through its existing and future educational programs. The *Educational and Facilities Master Plan* provides Strategic Directions and Initiatives, which can be utilized to guide the formation of programs that will continue to help students gain desired skills and employment.

Many programs currently underway have had great success through the Strong Workforce Program, such as Pharmacy Tech, Dental Hygiene, Nursing, Culinary Arts, and Digital Arts/Media, while others, such as Biotechnology, Green Energy & Construction Tech, Aviation, and Mortuary Science, are programs that should continue to be a focus of future investment.

IN-DEMAND SKILLS

- 1 ACCOUNTING
- 2 AUDITING
- 3 SELLING TECHNIQUES
- 4 MERCHANDISING
- 5 RESTAURANT OPERATION

Source: Orange County Region Report

TOP GROWING OCCUPATIONS

- 1 PERSONAL CARE & SERVICE
- 2 FOOD PREPARATION & SERVING RELATED
- 3 CONSTRUCTION EXTRACTION
- 4 MANAGEMENT
- 5 BUSINESS & FINANCIAL OPERATIONS

Campus Forums

The NOCCCD campus community, including faculty, staff, and students, were invited to participate in a series of campus forums. Participants engaged in a variety of activities designed to gather input for the *NOCCCD Educational and Facilities Master Plan* and the development of a long term vision for the District.

The following is a summary of the activities, findings, and ideas gathered:

16
Forum Sessions Throughout Eight Days

37
Hours of Engagement

457+
Participants



FORUM STICKY NOTES - COMMON THEMES

Participants were asked to share their ideas for the future of NOCCCD. Over 800 individual responses were collected, analyzed, and sorted to identify common themes. These themes were used to inform the planning discussions.



Educational Needs

The Educational Needs board asked participants “What is missing from your college experience?” and “What obstacles are keeping you from reaching your goals?” Many responses involved the need for additional class offerings and support from staff.



Educational Success

The Educational Success section asked “What program, service or facility would make it easier for you to reach your goals?” and “What would help you be more successful here?” Responses included options for access to food, the desire for a welcome center, and more space for labs and hands-on programs.



Educational Experience

The Educational Experience board was intended to gain an understanding of the participant’s experience at one of the District’s campuses. Participants rated some programs highly: the helpfulness of the Career Resource Center, the quality of professors, and the focus on student success. Participants indicated improvement was needed in the availability of study and parking spaces and food service.



Cypress College Open Forum

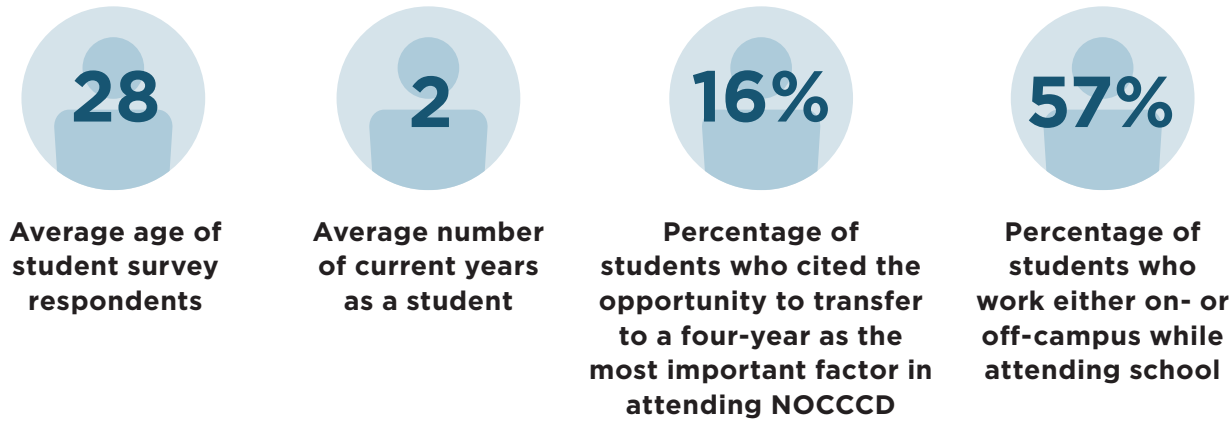
Online Experience Survey

In order to maximize participation and provide the opportunity for students, faculty, staff, alumni, and community members to engage in the master planning process, an online survey was conducted. Survey questions were designed to capture comments, thoughts, and ideas related to facilities planning.



STUDENT PROFILE

The *EFMP* Student Survey received significant participation from students providing valuable data across the District. Participation was led by Fullerton College students representing 47% of total survey respondents. Of the total respondents, the majority work either on- or off-campus while pursuing their educational goals. Many of these students see the opportunity to transfer to a four-year institution as the most important factor in attending NOCCCD.



STUDENTS' PRIMARY CAMPUS OR CENTER



STUDENT EXPERIENCE

In terms of the student experience, survey results indicate fixed seating and simulation labs or workshops are students' preferred learning environments with their third choice being recorded online classes.

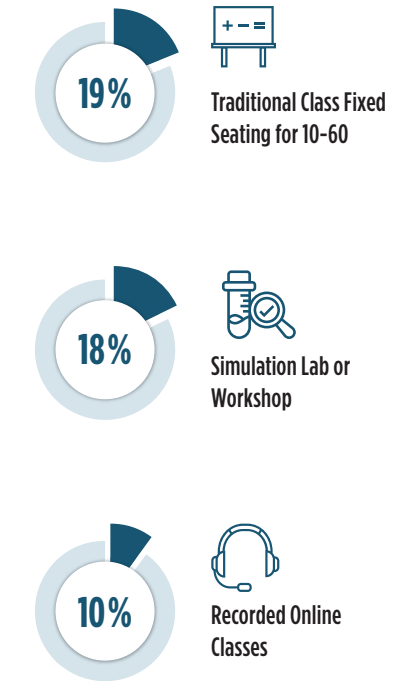
Current learning environments have 45% of students feeling their college or center is preparing them for career opportunities. Learning and studying outside of the classroom is done at the library, in an apartment or house, or somewhere else off-campus. With socializing happening mainly off-campus, in outdoor space on campus, and in the dining/food court, it isn't surprising that the majority of students are interested in student housing sponsored by NOCCCD. Housing would not only provide a place for socializing, but would provide needed study space on campus.

65% of students are interested in student housing sponsored by NOCCCD

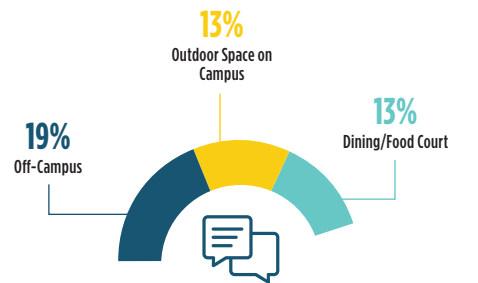
86% of students feel welcome at their college or center

45% of students feel their college or center is preparing them for career opportunities

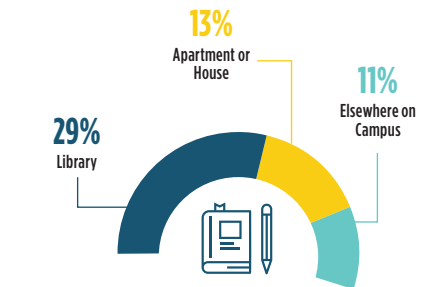
WHAT ARE STUDENTS' PREFERRED LEARNING ENVIRONMENTS? (TOP 3)



WHERE DO STUDENTS SOCIALIZE DURING THE SCHOOL DAY? (TOP 3)



WHERE DO STUDENTS STUDY DURING THE SCHOOL DAY? (TOP 3)



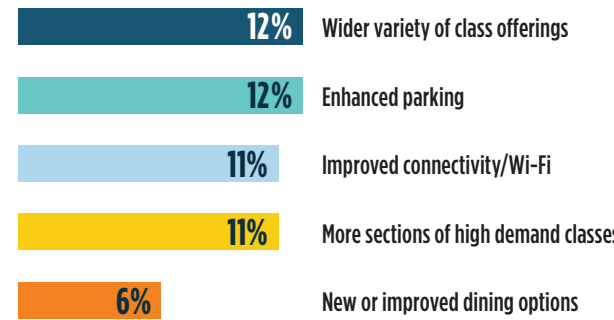
IDEAL PROGRAMS AND AMENITIES

The survey asked students about desired spaces, programs, and improvements that would positively impact student success.

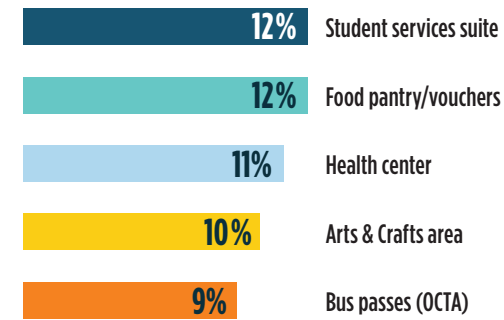
Top academic improvements involved a desire for a wider variety of class offerings (12%), enhanced parking (12%), improved Internet connectivity (11%), and more sections of high demand classes (11%). 28% of students indicated better class scheduling options and more financial aid (16%) would be the most impactful improvements to help students complete their educational goals.

Another way to help students achieve their goals is to provide sufficient academic advising. 34% of respondents indicated counselors are the most helpful source of academic advising with professor (29%) and friends/family (20%) rounding out the top three. Students also desire a student services suite (12%), food pantry (12%), health center (11%), arts & crafts area (10%), and bus passes (9%). If the District built retail, food, or recreational spaces, students want to see a bookstore, platform-style cooked-to-order food service, and a fitness center.

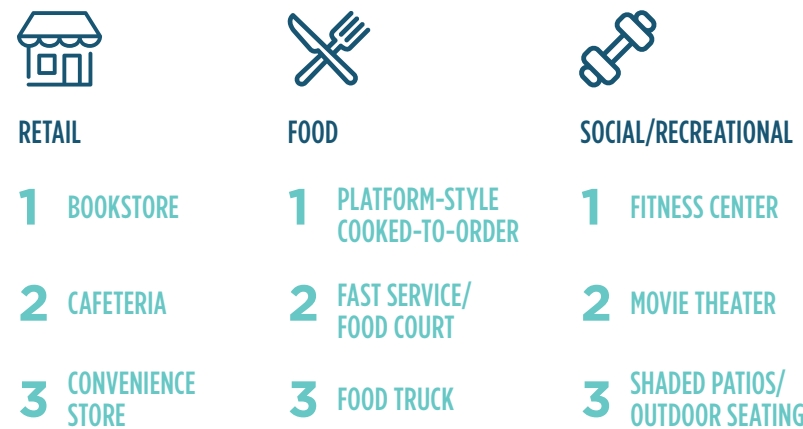
STUDENTS' TOP FIVE ACADEMIC IMPROVEMENTS



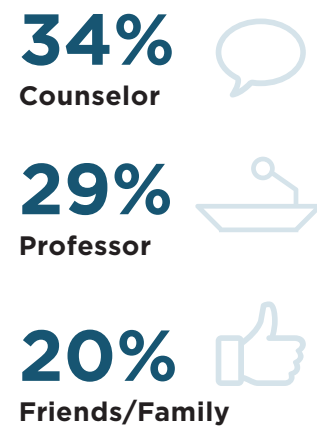
STUDENTS' TOP FIVE DESIRED PROGRAMS & SERVICES



STUDENTS' TOP SPACES DESIRED



STUDENTS' MOST HELPFUL SOURCE OF ACADEMIC ADVISING

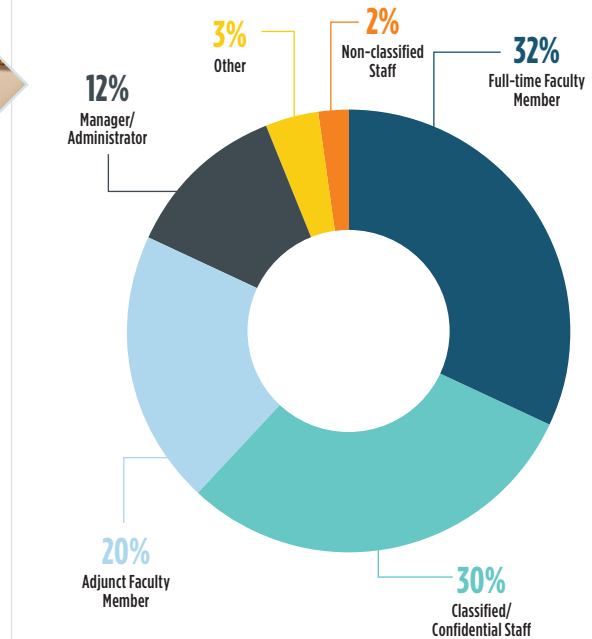


EMPLOYEE PROFILE

A total of 610 employees participated in the EFMP survey. Participants include full-time faculty members (32%), classified staff (30%), adjunct faculty members (20%), administrators (12%), non-classified staff (2%), and some other (3%). 14% of these employees have been employed for more than 20 years and the largest group has been employed for 4-10 years (31%).

As with the student survey, the majority of participants were from Fullerton College (47%) with Cypress College, NOCE - Anaheim Campus, NOCE - Wilshire Center, NOCE - Cypress Center, and District Services making up the remainder at 30%, 10%, 4%, 4% and 4% respectively.

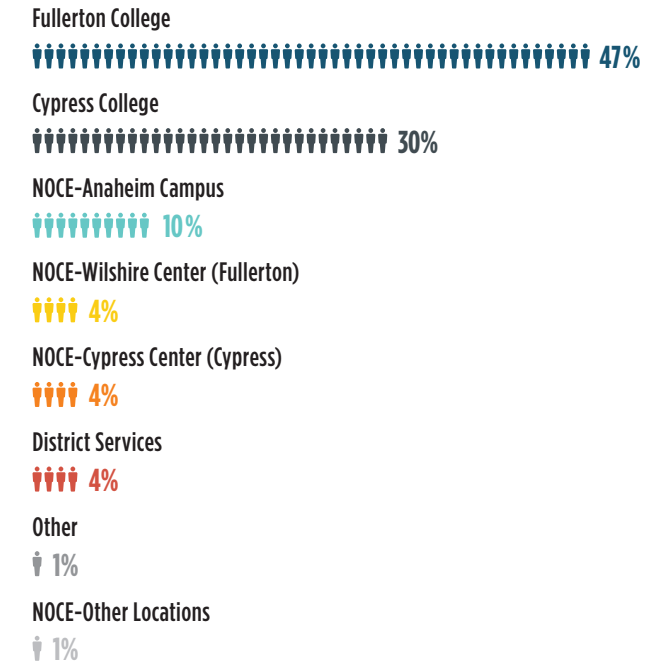
PRIMARY EMPLOYEE ASSIGNMENT



LENGTH OF EMPLOYMENT



PRIMARY EMPLOYEE CAMPUS OR CENTER

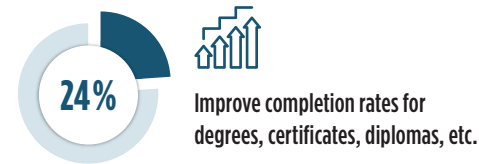


SUPPORT FOR DISTRICT GOALS & ACHIEVEMENT

Employees' top three student achievement goals are to improve completion rates for degrees, certificates, and diplomas (24%), close the achievement gap between racial and ethnic groups (14%), and improve the quality of existing academic programs District-wide (14%).

The top three general goals for NOCCCD according to employees are strengthening collegiality and transparency in decision-making processes (19%), improving organizational capacities (18%), and increasing the hiring and retention of diverse staff and faculty (13%).

WHAT ARE EMPLOYEES' TOP THREE STUDENT ACHIEVEMENT GOALS?



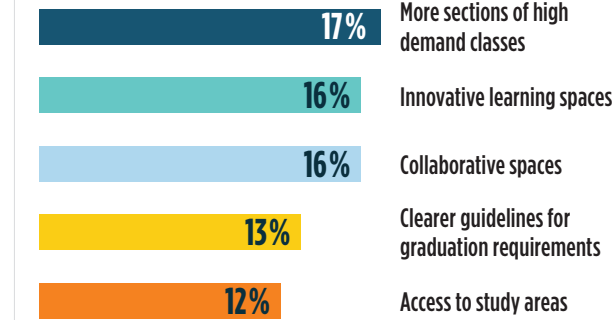
WHAT ARE EMPLOYEES' TOP THREE OTHER GOALS FOR NOCCCD?



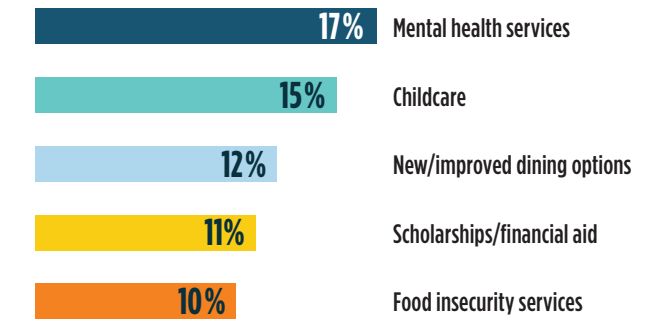
EMPLOYEE EXPERIENCE

As with the student survey, improved Internet connectivity and enhanced parking were among the most desired campus and facility space enhancements by District employees. The need for additional parking was echoed in the results from the campus forums where multiple participants expressed the parking situation was not adequately meeting the needs of both students and employees across the District but most especially at Fullerton College. When it came to learning environments, employees indicated simulation labs, small group study areas, and recorded online classes would be the best enhancements the District could make. Employee and student survey data highlighted that many students utilize campus space not designated as study space and about 34% study off-campus. Employees expressed access to better technology (85%), targeted professional development (78%), and peer collaboration (71%) would be helpful in supporting their mission to provide the best student academic experience. They also indicated the most impactful student progress information would be new or different academic resources, performance improvement suggestions, declining performance alerts, and guidance about potential future courses.

EMPLOYEES' TOP FIVE ACADEMIC IMPROVEMENTS



EMPLOYEES' TOP FIVE DESIRED PROGRAMS & SERVICES



EMPLOYEES' TOP SPACE ENHANCEMENTS

CAMPUS & FACILITY

- 1 IMPROVED CONNECTIVITY/ WI-FI ACCESS
- 2 ENHANCED PARKING
- 3 NEW OR IMPROVED DINING OPTIONS

LEARNING ENVIRONMENTS

- 1 SIMULATION LAB OR WORKSHOP FOR HANDS-ON LEARNING
- 2 SMALL GROUP STUDY AREAS
- 3 RECORDED ONLINE CLASSES

AS AN EMPLOYEE, IT WOULD BE HELPFUL TO HAVE ACCESS TO...

85% Technology

78% Targeted Professional Development

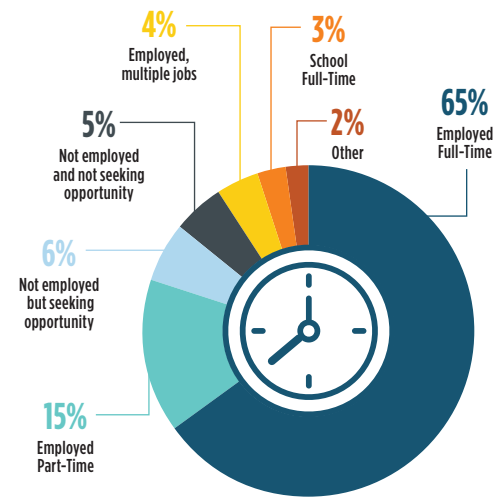
71% Peer Collaboration



COMMUNITY & ALUMNI PROFILE

A total of 383 alumni and community members participated in the *EFMP* survey. Of that population, 87% were alumni, 6% community members, and 7% other. Nearly half (47%) of respondents identified Fullerton College as their campus or center as a former student. The majority of respondents (65%) are employed full time while 15% work part-time and 6% are not employed but are actively seeking employment opportunities. Of the 334 alumni members that responded, 50% have not attended classes for 4-10 years. It has been more than 20 years since attending classes for only 2% of that population. 61% of alumni indicated their current position is related to their NOCCCD education, with 35% doing work in the same field as they studied.

ALUMNI & COMMUNITY MEMBERS' CURRENT PRIMARY ACTIVITY



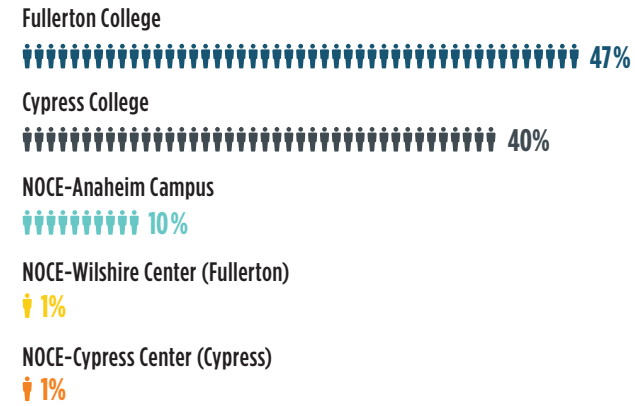
ALUMNI & COMMUNITY MEMBER IDENTIFICATION



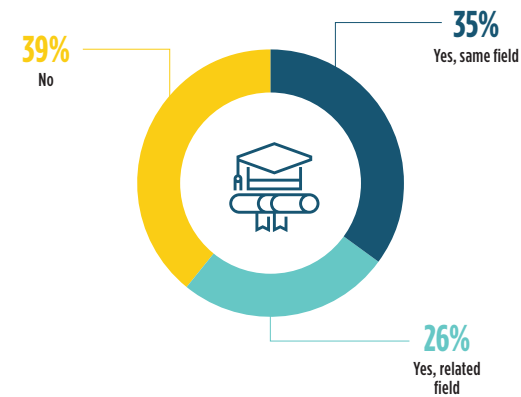
YEARS SINCE ALUMNI LAST ATTENDED CLASSES



ALUMNI'S PRIMARY CAMPUS OR CENTER



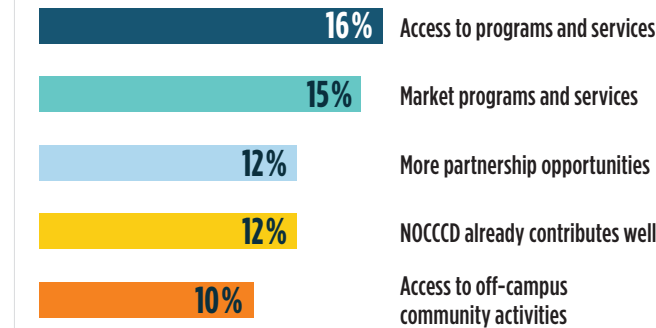
IS ALUMNI'S CURRENT POSITION RELATED TO THEIR NOCCCD EDUCATION?



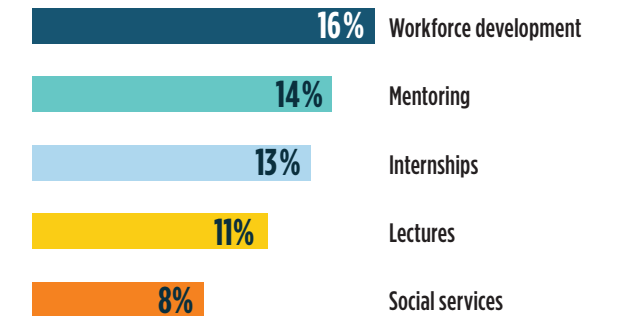
EXPERIENCE & PREFERENCES

The *EFMP* survey asked alumni and community members to indicate ways in which the District could better contribute to the local community. Respondents felt the best way was by providing increased access to programs and services at the District's campuses. 12% indicated NOCCCD already contributes well to the community. Improving partnerships was in the top three ways in which the District could better contribute to the community with specific partnerships of interest being workforce development, mentoring, internships, lectures, and social services. Alumni agreed NOCCCD prepared them for future obstacles with 78% indicating the District prepared them to transfer to a four-year institution, 65% for their current career, and 62% for continued learning outside of a degree program. Soft skills learned were critical thinking (40%), communication (25%), and personal responsibility and professional development (20%). Many alumni continue to feel connected to NOCCCD because of their subject area of discipline (28%), their professor (26%), friendships they made (12%), professional or career connections they made (11%), or because of the reputation of the District itself (8%).

ALUMNI & COMMUNITY MEMBERS' TOP FIVE WAYS NOCCCD COULD BETTER CONTRIBUTE TO THE COMMUNITY



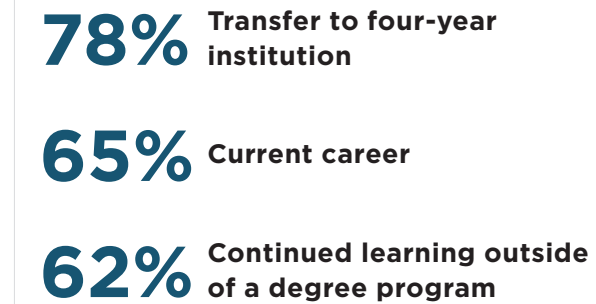
ALUMNI & COMMUNITY MEMBERS' TOP FIVE POTENTIAL COMMUNITY ACTIVITIES/PARTNERSHIPS



EXPERIENCE AT NOCCCD PREPARED ALUMNI FOR THE FOLLOWING...



ACTIVITIES



SKILLS/LEARNING OUTCOMES





04 Strategic Directions & Goals

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

These Strategic Directions and Goals were crafted by the *EFMP* Steering Committee and are intended to guide the development of each program, project, or initiative within the District for the next ten years:



Student Experience & Success

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



Employee Experience

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



Stewardship of Resources

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



Collective Impact & Partnerships

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

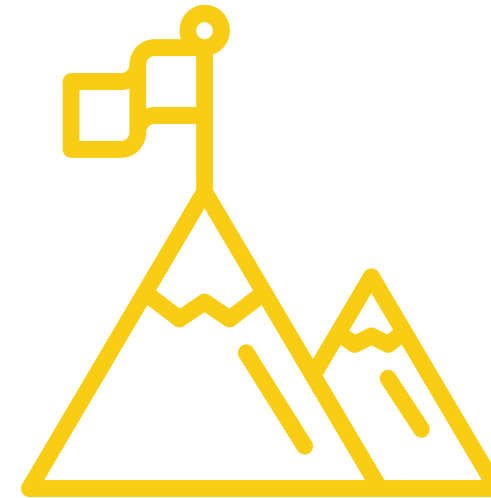


Physical Environment

NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

Student Experience & Success

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



GOALS:

- ① The District will guide students to successfully navigate pathways for completion and lifelong learning.
- ② The District will regularly analyze data in order to identify and document internal barriers that inhibit student success and will develop action plans to reduce opportunity gaps among students.
- ③ The District will expand opportunities for lifelong learning, volunteerism, civic engagement, and student leadership.
- ④ The District will support programs, provide spaces, and bolster student life in order to encourage student engagement and inclusivity.

Employee Experience

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

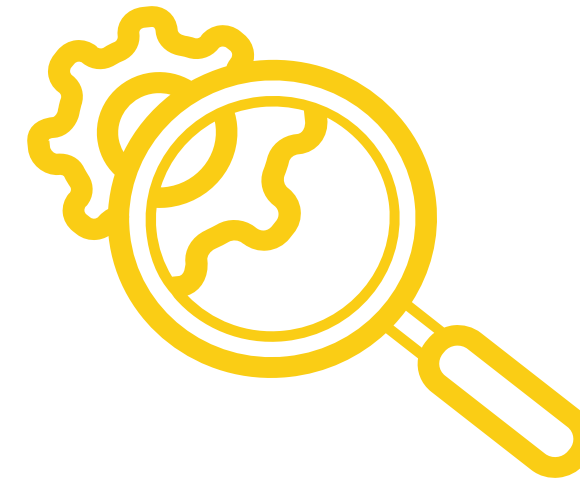


GOALS:

- ⦿ The District will support all employees in the essential elements of wellbeing - career, social, financial, physical, and community.
- ⦿ The District will regularly offer professional development and training opportunities for all employees.
- ⦿ The District will regularly evaluate and address salaries and benefits to ensure fair compensation for all employees.
- ⦿ The District will empower all employees to participate fully in collegial governance.
- ⦿ The District will promote and engage in a culture of respect, unity, and inclusiveness among employees and students.
- ⦿ The District will take steps to enhance the diversity of the employees to reflect the diverse student populations we serve.

Stewardship of Resources

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



GOALS:

- ⦿ The District will allocate resources based on data, integrated planning, and transparent decision-making.
- ⦿ The District will maximize its resources through sound fiscal planning, responsible management, and diversification of revenue sources.
- ⦿ The District will encourage intra-district collaboration to improve efficiencies of resources.

Collective Impact & Partnerships

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



GOALS:

- ① The District will partner with regional public and private entities to create opportunities for internships, mentorships, and employment.
- ② The District will develop a strong brand identity that promotes its institutions and is recognizable throughout the local community, region, and state.
- ③ The District will advocate at the state and national levels for legislation that supports student experience and success.
- ④ The District will grow capacity to expand external partnerships.

Physical Environment

NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.



GOALS:

- ① The District will develop and maintain environmentally sustainable and accessible facilities and practices.
- ② The District will build physical and technological capacity to make education accessible to all students in the region.
- ③ The District will honor the character of each campus through thoughtful design of indoor and outdoor spaces.
- ④ The District will educate employees and students about its environmental stewardship efforts and promote participation in sustainable practices.



05

Educational Master Plan

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

Educational Master Plan Overview

The *Educational Master Plan* initiatives are a culmination of themes discovered during the EFMP process that were reviewed and modified in collaboration with the EFMP Steering Committee. Through the careful review and analysis of the District's past plans, existing or ongoing initiatives were evaluated to determine where adjustments or additional emphases should be placed into 2030.

As part of the overall planning process, the EFMP also utilized key research and data metrics from regional sources, such as the Orange County Business Council, Orange County Centers of Excellence for Labor Market Research report, and EMSI labor market reports, in order to inform recommendations.

Further, engagement with over 7,000 participants District-wide through campus forums, stakeholder meetings, and surveys provided substantial qualitative and quantitative information to corroborate recurring themes and recommendations shared with the EFMP consultant team during these venues.

Similarly, as part of the EFMP process, it is important to ensure the District's revised Strategic Directions and Goals from the previous chapter inform the Educational and Facilities Initiatives.

The Educational Initiatives are intended to be District-wide recommendations that should be broadly applied at each campus and are also intended to inform the projects outlined within the Facilities Master Plan.

The chapters are not organized in any particular priority order but were established according to educational themes.



THE EDUCATIONAL INITIATIVES:

01 — Student Success and Completion

04 — Enrollment Management

02 — Student Experience and Learning

05 — Workforce Development

03 — Diversity, Equity, Inclusion & Anti-Racism

06 — Online Learning

EDUCATIONAL INITIATIVES

Student Success & Completion

The District continues to improve upon its Student Success initiatives that address and align with state-wide goals such as the Vision for Success by the California Community Colleges Chancellor's Office (CCCCO). The District's initiatives are intended to provide students with an equal opportunity to education access and goal completion in a timely manner.

Improving students' success was underscored throughout the *EFMP* process from direct input at campus forums to the survey responses received from over 5,700 participants. The quantitative and qualitative data from campus engagement efforts were shared with the Steering Committee who formalized the District's goal to continue supporting students by creating a new Strategic Direction aptly named Student Experience & Success. In particular, goals were established for the District that emphasized guidance for students to navigate pathways for completion and lifelong learning, as well as regularly analyzing data and documenting any internal barriers that are inhibiting students from achieving their goals.

In the District-wide survey, students indicated offering "more financial aid" would be one of the most impactful improvements the campuses

could implement to help them complete their educational goals.

Although barriers for community college students come in many forms, one of the most common is related to affordability.

The District took a major step in eliminating one of the most significant financial barriers—tuition (enrollment fees). Through the use of AB-19 funds, NOCCCD implemented the North Orange Promise program in 2019 that provides a year of tuition-free college for students in need.

As of fall 2020, NOCCCD expanded its North Orange Promise Program from one year of tuition-free to two full years tuition-free for first-time college students who qualify. Students that qualify will have their financial burden removed; at the same time, the District and its colleges are continuing to support the students with additional resources as they navigate their education, such as tutoring, counseling, and program guidance.

"NOCCCD is so proud to be able to offer our students up to two years of outstanding higher education with zero tuition costs."

– DR. CHERYL MARSHALL, CHANCELLOR



GUIDED PATHWAYS

In addition to financial aid, students requested better class scheduling options, more advising opportunities, and clearer educational plans/paths. These are all requests that align with the existing initiatives being implemented through Guided Pathways (GP). Specifically, Guided Pathways is intended to directly address the systemic barriers with students' path to completion. Historically, path to completion has been unclear, taken too long, has not actually led to students completing their academic goals, and has been inequitable.

According to the survey, students are traditionally receiving advising from three primary sources: counselor, faculty/professor, and friends or family, which may not all align. This causes an inefficiency of information dissemination but also ineffectiveness on the part of the student who may complete courses that are not necessary for their educational goals. Students indicated in campus forums and one-on-one discussions that clearer academic plans/paths and administrative support was lacking in their student experience, which are some of the systemic barriers that are impeding students' path to completion.

Employees expressed that similar improvements are needed to advance student achievement of goals with the primary focus for the District to improve completion rates for degrees, certificates, diplomas, and transfer. Other student achievement goals included closing the achievement gap among racial and ethnic groups and improving the quality of existing programs, which is highlighted more specifically in the *Diversity, Equity & Inclusion* chapter.

At the time of this master planning effort, both Cypress College and Fullerton College have implemented Guided Pathways at varying stages. Cypress College reached an important milestone through Title V Hispanic Serving Institution Grant funding, which provides financial support to develop a team of dedicated professional staff members to lead the campus through the remaining phases of its Guided Pathways journey. Upon completion of the inquiry phase, Fullerton College has progressed through the development of various plans to implement within the next phase of Guided Pathways. The *EFMP* continues to envision that each campus will reach a goal of getting all students on a pathway by 2022-2023.



BOLSTERING PERSISTENCE

For a great many of our students, community colleges serve as stepping stones to four-year degrees and to terminal degrees for technical careers. However, college students today are experiencing socioeconomic stressors that hinder their ability to complete their educational goals. In order to “bolster persistence” and keep students moving forward, community colleges must excel at offering services that go beyond traditional educational instruction.

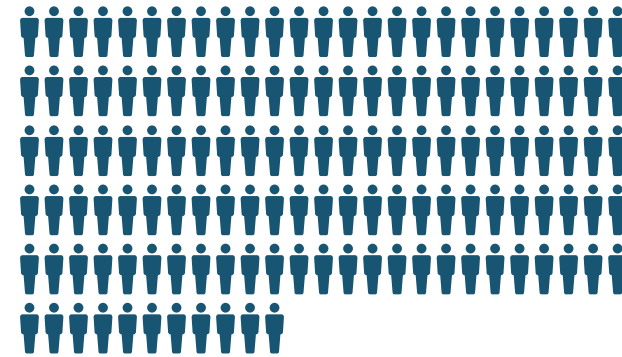
Through recent surveys and forums held with students and staff at NOCCCD, as well as nationwide studies, we know the barriers to success can include any combination of the following factors: housing insecurity, homelessness, hunger, transportation, childcare, and behavioral health needs.

In fact, the student survey showed these are among the most desired programs and services. Addressing these barriers requires cooperation between administration, faculty, student services, and community partners.

1 Housing insecurity, homelessness, and hunger

In 2018, the U.S. Government Accountability Office reported national housing insecurity and homelessness have a “particularly strong, statistically significant relationship with college completion rates, persistence, and credit attainment.” Researchers also associate basic needs insecurity with self-reports of poor physical health, symptoms of depression, and higher perceived stress.

All three colleges participated in the Real College Survey by the Hope Center. Cypress College had more than 1,100 students participate in the survey; the results showed that 44% of participating students reported having experienced food insecurity, 56% experienced housing insecurity, and 14% experienced homelessness. At Fullerton College, of the 900 participating students, 50% of respondents were food insecure in the prior 30 days, 61% of respondents were housing insecure in the previous year, and 17% of respondents were homeless in the previous year. At NOCE, results indicated that 46% of respondents experienced food insecurity, 69% experienced housing insecurity, and 15.3% experienced homelessness.



136 students reported during the past year, they had slept overnight on someone’s couch; in a car; at a hotel or motel; outdoors on a street, sidewalk, or alley; or at a group home.

102 students did “not currently have a secure housing situation”

2 students commented that they are currently homeless

Source: B&D District-wide Surveys (2019)

These statistics are further informed by the results gleaned from the NOCCCD student survey. The responses may be related to the high interest in student housing. Half of student survey respondents—more than 1,600 students—were very interested or moderately interested in living in student housing, if it were offered by NOCCCD. This response rate is not surprising at Fullerton College and Cypress College, where the average age is 23 and 24 years old respectively; younger students typically are looking for on-campus housing. Food insecurity also rose to the top of risks to student persistence. In the past year, 59% of NOCCCD survey respondents experienced food insecurity, ranging from “I skipped meals because there was not enough money for food” to “I did not eat for a whole day.”

During the student forums, students also requested that more “fresh and affordable” food be made available; and that the campuses continue collaborating with CalFresh to erase the stigma of food support. Many students expressed appreciation for the food banks and for the vegan/vegetarian offerings, while others requested more guidance on combating hunger.



DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS

- Implement Guided Pathways:** Each campus has made significant efforts to implement Guided Pathways at various stages. The District will continue to support the campuses with the implementation of the Guided Pathways principles, which are based on the improvement of student success metrics tied to state funding, as well as assisting students in meeting their educational goals in a timely manner. The District has goals for each campus to complete its Guided Pathways implementation process by 2023.
- Continue to Explore the Need for Student Housing:** Housing insecurity and homelessness emerged as a primary concern for students across all campuses. While community colleges in California have not traditionally provided on-campus residential facilities, there is an opportunity to explore providing student housing through public-private partnerships or cooperative relationships with local non-profit organizations.
- Connect Students With Community and Government Programs:** A recent study by the U.S. Government Accountability Office (GAO) showed that even when students take advantage of campus food pantries, 57% of eligible students never collected their Supplemental Nutrition Assistance Program (food stamp) benefits. The District should help students make these important connections.
- Provide Meal Vouchers to On-campus Vendors:** Staff members at Fullerton College and Cypress College suggested offering prepaid meal vouchers to students that are payable to on-campus food vendors.
- Centralize Assistance Programs:** Locating assistance programs for housing, income, and food in centralized locations would ease the stigma and anxiety students feel when seeking out these services. Create a centralized clearinghouse with information and referrals for students related to health, wellness, and basic needs services offered by the campus.

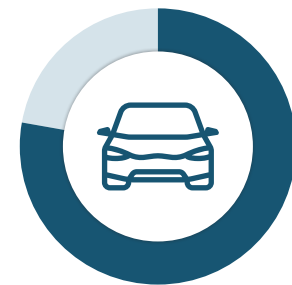
2 Transportation and Parking

Transportation modes have changed in recent years, but driving alone to school remains the main mode of travel for NOCCCD students. The survey showed that 60% of students drive alone, and another 18% drive with someone else, meaning 78% of students are arriving at school in a personal car.

Although the availability of rideshare services such as Uber and Lyft have taken some of the burden off of parking lots, the need for parking (and the stress associated with finding a spot) continues to be an area of focus and need for all campuses, but particularly Fullerton College and NOCE’s Anaheim campus. This need was expressed equally by students and staff members.

Although 60% of students can get from home to campus between six minutes and thirty minutes, many expressed frustration with the amount of time it takes to find a parking space. This comment was typical of many during the forums: “More parking spaces would be good for students to be able to get to class on time, rather than fighting for a parking space.”

The survey also showed a large number of students are taking classes at multiple sites: 33% of students reported they travel to more than one campus within NOCCCD to take classes.



78%
of students are arriving at school in a personal car

60%
of students can get from home to campus in 6-30 minutes



33%
of students travel to more than one NOCCCD campus

Source: B&D District-wide Surveys (2019)

DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

Consolidate Programs at One Campus to Minimize Travel Time:

Specialized educational programs can be consolidated at one campus. For instance, Mortuary Science is a specialty degree centralized at Cypress College. On the flip side, Culinary Arts currently has classes at three sites, requiring students to travel in order to complete the degree requirements. See the *Facilities Master Plan* to learn more details regarding consolidating Culinary Arts.

Expand Online or Hybrid Class Offerings:

Allowing students to complete part of their class time without traveling to campus could help persistence. In the student survey, when asked what would help them to complete their degree requirements, 28% of respondents replied “better class scheduling options.” During the forums at all campuses, students listed online or hybrid classes as a desired feature. (See the chapter on *Online Learning* for more information.)

Help Students Get to Campus Without a Car:

In order to alleviate parking and help students persist toward completion, the District should help them get to campus easier. Around 100 students requested bike lockers—this is a small-cap facilities project that could potentially remove these cars from campus traffic on a regular basis. And 9% of survey respondents (633 students) said they would utilize bus passes if they could obtain them. Fullerton College already has a successful three-year agreement with Orange County Transportation Authority (OCTA) which students approved in a 2019 referendum. As of December 2019, 2,325 unique student riders have used the program, with more than 100,000 rides during the first five months of the program. Cypress College is investigating a similar program. The District could also consider an intra-campus shuttle service to accommodate students or faculty who have classes at more than one campus.

Increase Parking at Fullerton College, and Create Safe Access to Existing Parking at NOCE:

Both of the above projects are described more fully in the campus-specific chapters and facilities plans.



3 Child Care

The on-campus forums held as part of the *EFMP* process elicited a large amount of passion for child care. Campus demographics show a quarter of students have children, either as a married couple or a single parent. When students were asked in the survey, “What resource should the District prioritize in order to enhance the overall student experience?” the #2 answer was child care. Almost 500 students replied that they would take advantage of child care, if spots were available.

Programs currently exist at all campuses through a variety of partnerships. The Boys and Girls Club of Cypress collaborates with Cypress College and North Orange Continuing Education to offer free on-campus child care. At Fullerton College, the Fullerton College CDES Lab School offers space for 60 preschoolers, aged two through five, with priority given to Fullerton College faculty, staff, and students. The Fullerton College program is a paid program, with tuition assistance available through the California State Preschool Program.

At the student forums, many students who currently participate in child care programs praised the staff for the care given to children, and for giving the parents time to study. One parent at NOCE commented that “without the security of safe and convenient child care, there is no way I would be able to pursue my education.”

Due to income requirements or full capacity enrollment, not all students are able to participate in on-campus child care programs. This forum comment was typical of many: “Please make child care more affordable/available for those who don’t qualify at the poverty level, but still don’t have the money to pay for child care due to financial hardships.” Others requested more options for drop-in programs, for students who will be on campus for only a few hours at a time.

Given the large number of students who have children, this may be an area that deserves further expansion, and further integration into existing educational programs.

“Without the security of safe and convenient child care, there is **no way** I would be able to pursue my education.”

- PARENT AT CAMPUS FORUM



25%
of students
have children

500
students responded
that they would
take advantage of
child care



Source: B&D District-wide Surveys (2019)

DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

Form Partnerships Utilizing Existing and New Partnerships:

The partnership with the Boys and Girls Club at Cypress College and NOCE can serve as an example of a successful day care program. Explore expansion of this program to Fullerton College, and consider enlarging the existing programs to more days of the week.

Help Students to Form “Parent Clubs”:

Through parent clubs, students can form friendships and support systems that may result in helping each other with child care needs. Because parents do not often have time for club “events,” these could be online support groups.

Schedule Class Sections for Different Times of Day:

Creating multiple delivery methods for classes, and investigating a balance of day, evening, and weekend classes would increase options for students.

Expand Online Class Offerings:

Allowing students to earn degrees while studying from home may lessen the burden on child care services. Please see the *Online Learning* chapter for more information regarding ways to expand online offerings throughout the District.



4 Behavioral Health

Depression, anxiety, and feelings of suicide are increasing in college-age students, however, are often underreported due to stigma and feelings of embarrassment. A study published in 2019 in the *Journal of Adolescent Psychology* looked at data between 2007-2018 and concluded serious mental health concerns—suicidal thinking, severe depression, and self-harm—more than doubled among college students during that time. The authors called the results “alarming.”

The B&D survey indicates that NOCCCD’s own faculty and staff are tuned into this trend. In fact, 17% of them listed “access to mental health care and services” as the number one resource that the District should prioritize in order to enhance the overall student experience. In addition, faculty/staff commented that health services should be available for evening students, who are paying fees for “a service they cannot currently access.”

In their own survey, 11% of students prioritized behavioral health and physical health services. However, anonymous written comments at the forums brought to light poignant comments from students related to behavioral health and social isolation.

One student said it simply: “It’s a big place. It’s hard to make friends.”

These students are not alone. A national organization called The UnLonely Project, founded by a Harvard Medicine faculty member, specializes in bridging loneliness and bringing students out of isolation through art. Dr. Jeremy Nobel noted in the *The New York Times*: “By increasing social connections, we’re actually seeding change in the school’s culture.”

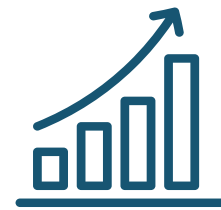
At NOCCCD, a forum question asked, “What would help you be more successful here?” Many students wrote they needed “coping strategies,” or “more support during stressful moments,” and other behavioral health services such as counseling. The three campuses offer private counseling services for students who need behavioral support, and group support—such as the Mindfulness Institute at Fullerton College.

These programs point to another need: facilities to support these services.

“We need to meet students where they are,” said one staff member. “Not in an office, but where the students like to be.”

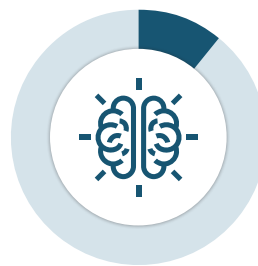
“What my students need is access to mental health care and services that focus on prevention, emotional wellness, and positive psychology.”

- FACULTY MEMBER AT CAMPUS FORUM



2x
the growth of mental health concerns among college students from 2007-2018

11%
of students prioritize the enhancement of behavioral and physical health services



Source: B&D District-wide Surveys (2019)

DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

Expand the Mindful Growth Initiative to All Campuses:

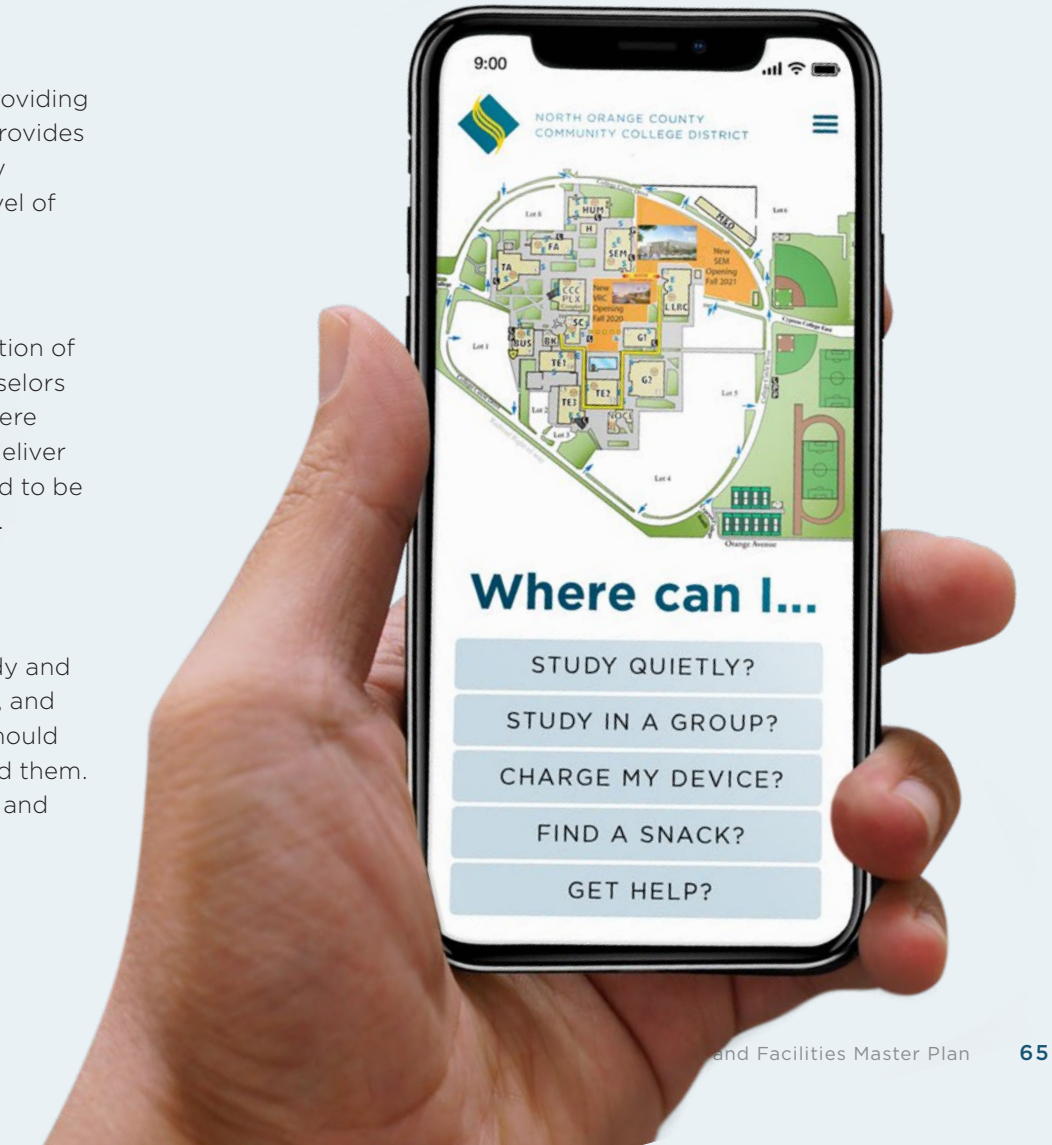
In order to expand this program, the District will need to consider providing ongoing support through both funding and staffing. This program provides workshops, on-campus events, and a student club. In addition, many faculty members participate in the mindful growth activities. This level of involvement would be difficult to support with only volunteers.

Decentralize Counseling Services:

Small capital investments in internal spaces would allow for the creation of comfortable, reservable spaces where students can meet with counselors outside of an office environment, and in the comfort of buildings where they already have classes or activities. Another option would be to deliver services through online video meetings. Portable laptops would need to be provided for staff members in order to make these options effective.

Create a “Where Can I?” App so Students Can Find the Spaces and Services They Want:

The survey and forums showed that NOCCCD students want to study and gather in a variety of spaces—private spaces, group gathering areas, and “safe, warm spaces where I can meet other people.” Each campus should offer a variety of spaces, and should make it easy for students to find them. The District should create an app that guides students to the places and services they are seeking on the campuses.



★ SPOTLIGHT: MINDFUL GROWTH INITIATIVE

The Fullerton College Mindful Growth Initiative fosters contemplative practices and growth opportunities to develop equity, student success, individual well-being and community. Mindfulness practices and mindset practices encourage participants to develop: focused awareness of the present moment; nonjudgmental acceptance of experiences, mind and body; and compassion and kindness toward ourselves and our world.

This growing movement on the Fullerton campus was one of the most lauded programs at the student forums, as one student said: “Mindfulness and self-compassion have been the best thing I’ve ever done ... I made friends with myself.”

The mindfulness and mindset program is organized by a planning group of around 16 faculty, staff, students, administrators, and community members. The involvement is impressive: 4,000 students and approximately 250 faculty, staff and administrators participated in one or more mindfulness or growth mindset events in 2018, including workshops, on-campus events, a student club, and social media. Still other students are volunteer Ambassadors, who visit classes to introduce the mindfulness and growth mindset concepts to their peers.

Participants can attend a variety of sessions throughout the year: Mindful Mondays (a weekly drop-in practice) and Mindful March, when hour-long drop-in practices are held during the month of March. Other components include: for-credit and non-credit classes; and the Hornet Tutors, who are trained in mindfulness and growth mindset skills and utilize these during their tutoring sessions.

One Fullerton staff member said at a forum, “The best thing we could do for our students is have more Mindfulness activities available to them.”

Further Information:
MINDFULGROWTH.FULLCOLL.EDU



EDUCATIONAL INITIATIVES

Student Experience & Learning

Throughout discussions in campus forums and insight taken from the survey data, both employees and students were clear about the overall positive experiences they have at their campus and throughout the District.

For instance, students shared that the quality of their education, professors, and affordability were highlights of their experience and 86% reported feeling welcomed at their college or center. Similarly, students appreciated the effort and time spent with them by counselors in areas such as counseling, financial aid, and the Career Resource Center.

For transfer students specifically, they attributed the positive experience as the most important factor for attending their local NOCCCD campus.

Students who participated primarily in Career Technical Education programs, spoke highly of the hands-on learning environments and real-world application that prepared them for jobs upon completion of their program.

STUDENT EXPERIENCE

The campus life areas in which students indicated could be improved upon included study and social/hangout spaces. Although socializing seems to primarily occur off campus, students who socialize on campus are doing so in outdoor spaces and the cafeteria where the primary seating options are available.

For example, Fullerton College and Cypress College offer social seating areas next to their cafeterias but the same spaces are also highly utilized for group studying purposes; therefore, overcrowding in those space occurs throughout most of the day. This was primarily due to the perceived difficulty with finding group study spaces in the Library that are not for quiet use. NOCE does not currently contain dedicated cafeteria space or indoor seating areas at its centers except for the very limited seating options available on the first floor of the Anaheim Campus. Survey results revealed students are primarily studying in the library, in their home, or somewhere else off-campus.

Campus forum attendees made numerous recommendations for dedicated study, hang out, and recreation areas similar to those found

at four-year universities within student unions. Survey results also indicated the same with top spaces desired for social/recreational use including a fitness center, movie theater, shaded patios/outdoor seating, bowling alley, and billiards/game room.

Likewise, top retail spaces such as a bookstore, cafeteria, convenience store, coffeehouse, and copy/print center were the most popular options selected by students and are commonly found in four-year university student unions.

Finally, food options and preferences revealed a need for greater variety in dining experiences from cook-to-order platform food stations, traditional food court, and food trucks. Students in the campus forums generally expressed they are cost sensitive and options on campus are perceived to be more expensive than those offered off campus.

However, students were supportive of their college including new food options so long as the perceived value being offered by the dining vendor from a food quality and price standpoint was improved.

STUDENT LEARNING

Overall, students still prefer traditional learning environments, such as classrooms with fixed seating for a capacity of 10-60 students. This group represents a majority of students in the District taking transfer-level courses, basic skills classes, and other subjects commonly held in traditional classrooms.

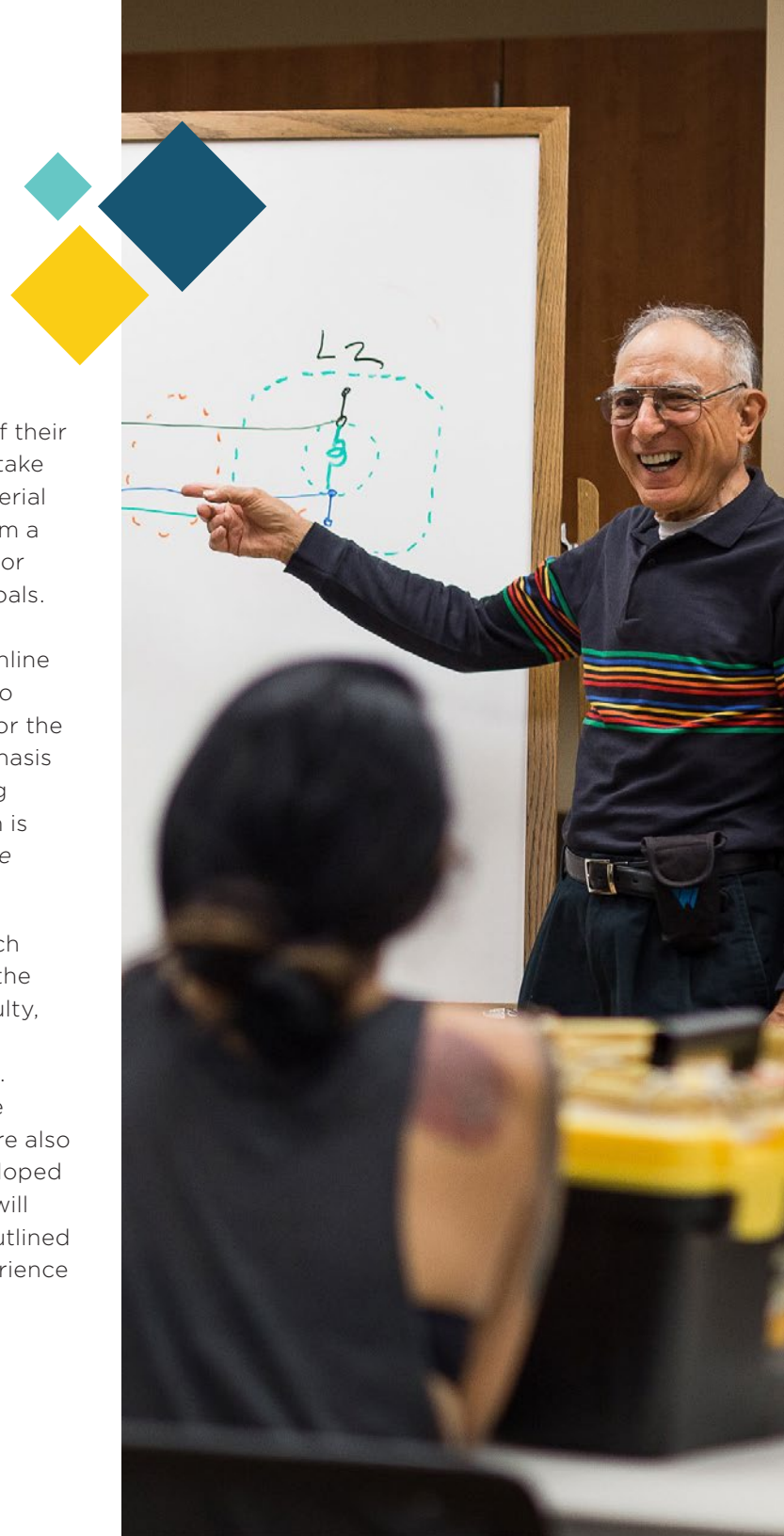
However, there is also a growing interest in the ability for each college to provide more hands-on learning spaces like simulation labs/ workshop space that cater to the growing enrollment from CTE programs. Students in CTE are taking hands-on courses in programs, such as automotive technology, pharmacy technician, aviation, cosmetology, and culinary arts, which require specific space for equipment, room configurations, or advanced technology.

Employees also expressed similar interests in the following learning environments and tools for the future: simulation lab/workshop space, interactive teaching/learning walls, small group study areas, and traditional classrooms with flexible seating.

As NOCCCD students continue to juggle multiple responsibilities outside of the classroom including families and full-time jobs, they are increasingly

valuing the accessibility and convenience of their classes and education. The opportunity to take classes online or view recorded course material is growing and can mean the difference from a student achieving their path to completion or permanently abandoning their academic goals. Faculty across the District also expressed a similar interest in offering more recorded online classes or tutorials that allow for students to participate virtually at their convenience. For the next ten years, the *EFMP* will place an emphasis on the District evaluating and implementing more online education opportunities, which is addressed in greater detail within the *Online Learning* chapter.

A comprehensive view of student life at each college is important and every member of the campus community (i.e., student, staff, faculty, and administration) should feel invested in providing a positive experience to students. Likewise, the success and experience of the institution's leaders, staff, and instructors are also important. Under common principles, developed by each college and center, the campuses will utilize the Strategic Directions and Goals outlined within the *EFMP*, to provide a positive experience for all members of the campus community.



EMPLOYEE EXPERIENCE

As part of the effort in the *EFMP* to improve student success and their experience, employees are also an emphasis within the Strategic Directions.

In particular, given the growing interest in providing more simulation lab spaces and online education, as well as preserving the necessity for traditional classrooms, the *EFMP* recognizes the need to better prepare and support employees within all learning environments.

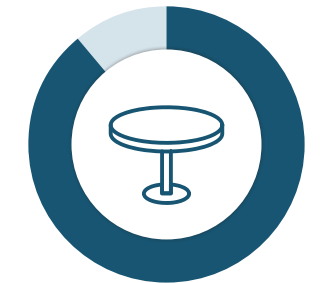
Employees are also desiring more opportunities to collaborate with one another and seek professional development opportunities to grow in their careers as higher education professionals. The development of the Employee Experience Strategic Direction (No. 2) was largely influenced by members of the Steering Committee and the results of the survey and campus forum feedback.



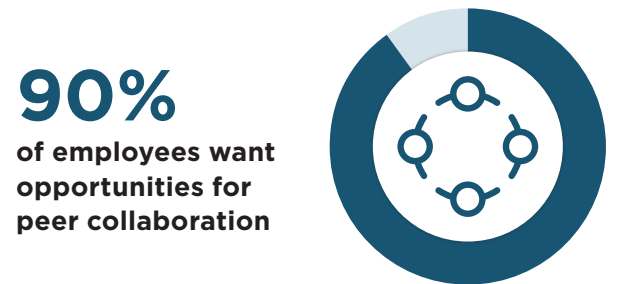
Overall, the majority of employees indicated their office or department supported them very well but certain areas and resources critical to employee success can be improved upon.

Adjunct faculty, in particular, stated they would like a dedicated office environment for them to meet with students, collaborate with other faculty, and to prepare lessons. In some departments, this type of space is more commonly offered to tenure/tenure-track faculty but often leaves adjunct faculty out of the overall equation in providing office support spaces to instructors.

Adjunct faculty who do not have access to office space, are typically preparing lessons/grading at their home in an empty classroom, in outdoor spaces on campus, or at an off-campus coffee shop/restaurant.



88%
of employees want access to collaborative work spaces



90%
of employees want opportunities for peer collaboration



94%
of employees want targeted professional development

Source: B&D District-wide Surveys (2019)

Technology plays an integral role in supporting all members of the campus community throughout the District. The survey revealed employees are most satisfied with the District’s efforts in adequately providing access of multimedia equipment in classrooms and the general technology/IT support they receive whenever issues arise; however, employees had the highest dissatisfaction with the reliability of wireless Internet throughout the District and the lack of modern technological upgrades in the teaching environments. As of the 2019-2020 academic year, a concerted effort to modernize and update the wireless Internet at each campus was rolled out with a goal completion for 2021. Other areas of improvement related to their academic

program or classroom include the inclusion of updated technological resources, such as access to presentation technology, access to individual-use computers/printers/scanners, technology-enabled furniture, and improved website/mobile access of institutional resources.

Lastly, in an effort to provide faculty alternative resources to integrate within their courses, instructors at Cypress College and Fullerton College indicated they were most interested in integrating an early-alert system designed to catch potential academic issues. As Guided Pathways continues to be a focus for the District, an early-alert system will prove to be an effective mechanism to track students who require

subject-matter tutoring or a more formal check-in to ensure other non-academic counseling resources are needed. This will provide the campus opportunities to ensure students’ paths to completion are not disrupted by academic and non-academic challenges.

In contrast, NOCE instructors were focused on integrating practical and convenient learning tools for students taking non-credit classes. Examples include having greater access to laptops, tablets, and smartphones for course-related activities; as well as utilizing free web-based content and social media as a teaching tool to supplement course related materials.

TOP 3 DESIRED TECHNOLOGY ENHANCEMENTS

- 1 **FASTER/MORE RELIABLE WIRELESS INTERNET**
- 2 **IMPROVED ACCESS TO PRESENTATION TECHNOLOGY**
- 3 **IMPROVED ACCESS TO COMPUTERS/PRINTERS/SCANNERS FOR INDIVIDUAL USE**

DESIRED TECHNOLOGY FOR INTEGRATION INTO COURSES <i>(Survey responses combined by “Strongly Agree” & “Agree”)</i>	Cypress College	Fullerton College	NOCE	NOCE - Other Centers
Early-alert systems designed to catch potential academic trouble as soon as possible	78%	67%	62%	54%
In-class polling tools	73%	49%	50%	38%
Students’ laptops, tablets, smartphones as a learning tool for course-related activities	71%	52%	64%	50%
Free web-based content to supplement course-related materials	66%	53%	64%	50%
Publisher-supported electronic resources	66%	44%	50%	54%
Lecture capture for later use/review	65%	51%	50%	21%
Learning Management System	56%	51%	47%	43%
Social media as a teaching and learning tool for course-related activities	49%	36%	36%	62%

Source: B&D District-wide Surveys (2019)

DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

🕒 **Modernize Instructional Space:**

Updating and modernizing existing instructional space is a focus of the *EFMP* to ensure all students have adequate access to technology, flexible learning arrangements, and a supportive wireless Internet infrastructure. The *EFMP* recommends the addition of modernized learning environments with updated equipment that help foster active learning and student engagement. Modernized spaces should include solutions, such as audiovisual components, live recording capabilities, powered furniture/workstations with charging ports, interactive whiteboards, and other new advances appropriate for a variety of subject matters. Additionally, the updating of aged lecture halls, STEM classrooms and laboratories, and traditional classrooms with flexible-seating remains a priority for each campus. All of these classroom improvements would also meet the needs of faculty, who have expressed the need to modernize and enhance their teaching environments and technical capabilities.

🕒 **Strengthen Student Life & Campus Pride:**

Based on comments from students in the campus forums and survey data, strengthening students’ perspective of campus pride and enlivening student life at each campus should be an ongoing focus within the District. The District will empower campuses to showcase institutional pride and help foster a sense of unity through areas such as: campus architecture, student/faculty art, college history and legacy, scheduled events, and the overall demographic diversity of the campus community.

🕒 **Enhance Student Programs and Services That Promote Student Life:**

As part of the overall effort to improve student life, the survey and campus engagement revealed a lack of overall study, social, and dining spaces at each of the campuses. The desired spaces described by campus forum participants are those traditionally found in university student unions, such as student lounges, study spaces, student organization offices, multicultural center, meeting rooms, bookstore, coffee shop, and recreation/games spaces. The greatest appeal of these spaces is they are usually centrally located and adjacent to other key services or amenities, such as food. Currently, within the District, each campus provides some of these amenities across multiple buildings, such as the Library, Student Services, and Student Center. The decentralization of the spaces does not allow the campus to take advantage of the critical mass and student life naturally occurring within one building like a student union. The *EFMP* recommends that each campus identify new opportunities for indoor/outdoor study and social spaces be developed more intentionally through future construction or renovation projects.

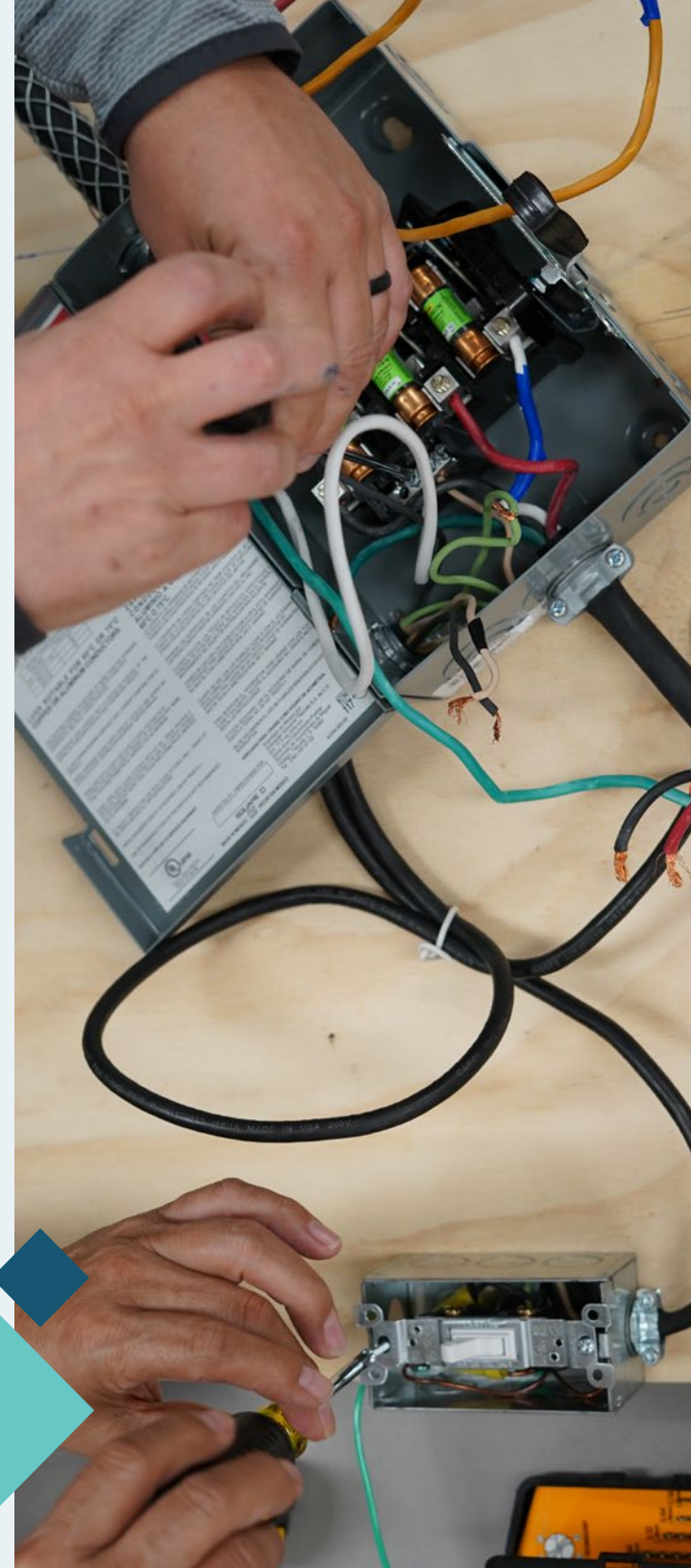


Improve District-wide Access to Technology and Infrastructure:

As previously stated, at the time of this master planning effort, a concerted effort is underway to modernize and update the wireless Internet infrastructure at each campus. Additional improvements are recommended that allow instructors to monitor student success through Canvas, or other Learning Management Systems, more effectively. These LMS improvements should include a usability for instructors to monitor student success aligned with Guided Pathways goals, such as an early-alert mechanism to ensure students are still on their path to completion. Similarly, the technological capacity and infrastructure of the District will require significant modernizations and improvements to support the future of hybrid learning and remote instruction. The *Online Learning* chapter delves into these improvements and transition with more specificity.

Include Additional Employee Office & Support Spaces:

Although all faculty desired improved support spaces to collaborate with peers, meet with students, and to prepare lessons, adjunct faculty were largely the most underserved employee group in the survey. The *EFMP* recommends that each campus provide adjunct faculty with open office environments that can be used on a drop-in basis with access to printers, scanners, reservable meeting rooms, Content Creation areas (see *Online Learning* chapter), and computer work stations. An open office environment like this will facilitate greater collaboration with other instructors and provide an ability for faculty to meet with students without the need to dedicate traditional private office space to faculty members.



★ SPOTLIGHT: **CHARGER EXPERIENCE PROGRAM (CEP)**

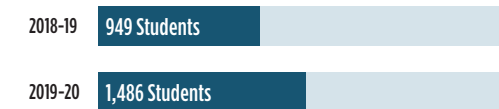
The Charger Experience Program (CEP) is designed to provide all incoming students the foundation for success through direct engagement with academic and student services programs. Participants benefit from two years of free tuition, personalized counseling services, and priority registration.

In Fall 2018, CEP welcomed its inaugural cohort from Anaheim Union High School District (AUHSD), with over 900 students in the program. Over 48% of the students who enrolled in 12 units or more earned a 3.0 or higher, boasting a cumulative GPA of 2.8 for the 2018-2019 academic year.

In Fall 2019, the program expanded the free tuition benefit beyond AUHSD and welcomed nearly 1,500 students from districts across Orange and Los Angeles counties, as part of the North Orange Promise. These students not only benefit from free tuition, but now have the opportunity to be mentored by student leaders from the first cohort. These student leaders have become ambassadors for Cypress College in many ways, serving as examples to high school students by representing the college across the county in outreach activities.

The Charger Experience Program officially welcomed its third cohort of students and their families in spring 2020.

GROWTH OF CEP STUDENT PARTICIPATION



48%
of all Pledge students made the Dean's or President's Honor Roll



EDUCATIONAL INITIATIVES

Diversity, Equity, Inclusion & Anti-Racism

NOCCCD is comprised of diverse communities and cultures. In order to serve these diverse communities effectively, the District must address these essential challenges:

- Creating a culture of inclusion, with attention paid to communication, practices, and facilities that allow historically marginalized groups to bring their full cultural selves to campus without harm.
- Creating an environment that is clearly anti-racist and is supportive of policies and programs that remove systemic barriers for students, staff, and faculty of color. Barriers should also be removed for students with disabilities, LGBTQ+, low-income, undocumented, and formerly incarcerated students.
- Setting clear expectations for inclusive leadership behaviors among the campus community.
- Aligning the mission of the District with the broader equity challenges being faced by students, staff, and the community.

The loss of George Floyd’s life and the protests that followed prompted the District to affirm the importance of active anti-racism.

Anti-racism is defined as the active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes, so that power is redistributed and shared equitably.¹



¹NAC International Perspectives: Women and Global Solidarity, www.aclrc.com/antiracism-defined

Diversity, equity, inclusion, and anti-racism should be seen as an **essential part** of the District’s educational delivery, something that NOCCCD cannot function without.



The District’s Diversity and Inclusion Faculty Fellows are already working on many fronts to **increase and enhance DEI&A** for the whole campus community—students, faculty and staff.

Their stated goal is to “decrease the success and achievement disparities, increase diversity parity between faculty and student populations, and increase diversity at all campus and district leadership levels.”

One of those goals—diversity parity between student and employee populations—is illustrated in the table (at right). A diverse staff benefits the campus by providing role models to a broad population of students and colleagues and a visible representation of the District’s commitment to racial equity and diversity.

The Fellows point out that DEI&A is not represented by a statistic, a committee, a class, or a single event: “The approach should be that DEI&A is everyone’s responsibility, not just the responsibility of the various committees and departments specifically assigned DEI&A work. Each department should have DEI&A goals ...”

DIVERSITY OF CAMPUS POPULATION, FALL 2019

	Student Count	Student Count (%)	Employee Count	Employee Count (%)
African-American	1,332	2.64%	100	3.76%
American Indian/Alaskan Native	94	.19%	7	.26%
Asian	7,205	14.29%	378	14.2%
Filipino	1,821	3.61%	35	1.3%
Hispanic	23,782	47.16%	706	26.54%
Multi-Ethnicity	1,320	2.62%	85	3.20%
Pacific Islander	144	.29%	11	.41%
Unknown	6,397	12.69%	199	7.48%
White Non-Hispanic	8,333	16.52%	1,142	42.93%



BRINGING EQUITY-MINDEDNESS TO THE CAMPUS COMMUNITY

One commonly cited goal of DEI&A is to develop students who are interculturally proficient, meaning they have the tools and knowledge to be successful in a diverse and global world. They must at a minimum have an understanding of diversity, equity, inclusion, anti-racism, and multiculturalism. However, faculty and staff also must be interculturally proficient, in order to create successful learning outcomes for students.

Faculty/staff associations (Black, Latinx, Asian/Pacific Islander, and GLADE-Gay and Lesbian Association) raise scholarships for students and create community for diverse employees. These associations should continue as an integral part of the DEI and anti-racism effort.

To ensure success across its culturally diverse student populations, the District must apply solutions in a customized and flexible way, taking into account each student’s background, current challenges, and financial means, among other factors. This requires coordination between instructors and student services professionals and those who have regular contact with students.

INTEGRATING DEI&A THROUGHOUT PROGRAMS AND CURRICULA

Successful implementation of DEI and anti-racism depends on making curricular and co-curricular multi-cultural experiences available at all campuses.

The goal in intercultural instruction is to integrate concepts into all types of classes so that all students benefit.

It also requires that the District’s students be reflected in what is being taught. This has multiple benefits:

- Students are exposed to experiences and viewpoints different than their own and can develop diverse and different perspectives.
- Students who are underrepresented or marginalized can feel represented and understood, and fully realize their potential both academically and socially.

To broaden the DEI&A perspective, the District will facilitate and support the faculty to integrate DEI&A content into all classes, especially in fields that are historically not pursued by women and minority populations, such as Science, Technology, Engineering, and Math (the STEM fields).

Currently, the District’s Office of Diversity and Compliance offers a week-long seminar for faculty to learn DEI integration. A specific anti-racism component will be developed and added to this seminar. The program delivery format should be revised into shorter segments over the course of the entire academic year so that more faculty are able to access the seminar. At one of the District forums, several staff members requested “equity-minded training for staff, faculty and administrators.”



ONLINE EDUCATION AND EQUITY

As the District moves some student services and classes online, the online environment becomes a space in itself. Care will need to be given to providing guidance in different languages and with sensitivity to factors such as ethnicity, religion, ability, sexual orientation, and age.

In addition, the District cannot presume that access to technology, such as laptops, and connectivity to the Internet is available for all students. In fact, we know from the District’s survey on “needs for remote instruction” in spring 2020 that 650 students in the District did not have a computer they could use at home, and more than 700 students did not have reliable access to the Internet at home. Creative solutions must include assessment and provision of technology, as well as convenient and welcoming ways for students to ask for help.

Online learning should include training for faculty to ensure that diversity, equity, inclusion, and anti-racism are communicated clearly.

There should be no assumption that all students have “technological aptitude.” Many will still need training on how to use the technology. By planning this support in advance, it can be delivered immediately to new students or to students who, because of changed circumstances, suddenly need the support. For more information on this topic, please refer to the *Online Learning* section.

SUPPORTING INDIVIDUAL RATES OF COMPLETION

Not all students at NOCCCD complete their goals in two years. Some are parents, or working full-time, or are re-entry students, and they may need more time to complete their programs. This will require the District to continue developing educational and career pathways in order to monitor the success of all students and help bolster persistence and retention.

As noted by the Diversity and Inclusion Faculty Fellows, “There need to be multiple versions/ definitions of success that parallel multiple pathways ... to account for and accommodate students who are not full-time and not achieving /seeking transfer, degree or program completion in two years.”



PHYSICAL SPACES TO REFLECT DEI&A

The design of physical spaces plays an important role in the success of diversity, equity, inclusion, and anti-racism and can be accomplished with projects of varying sizes and investments. Photos, quotes, and artwork reflecting diverse ethnicities and genders are small capital investments that can help students to visualize their own success.

At the same time, students at the forums and in survey responses said they would like to see “multicultural centers” or “social justice centers” at all campuses.

These spaces are seen as safe spaces for students, as well as places where students from different cultural or social backgrounds can learn to be “global citizens.”

In the student survey, 533 students—5%—requested multicultural/resource centers on campus. For instance, one student requested “a place where Muslims can pray on time by bringing our own prayer mats.” Another said, “I am gay and I need a place to go where I feel safe and accepted.”

In the staff survey, a respondent noted, “It would be very helpful to have affinity spaces for our disproportionately impacted groups (undocumented, LGBTQ+ students, etc.) that are safe spaces for students to talk and build community.”

The implementation of multicultural, affinity, or social justice spaces will be explored by each campus during specific plan development, which will occur after the finalization of the *Master Plan*. These spaces are further explored in the *Facilities Master Plan* portion of this document.



DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

Develop a District-wide Diversity, Equity, Inclusion, and Anti-Racism Council:

Incorporate the many groups addressing DEI&A, including ethnic studies faculty, student equity units, diversity and equity committees, EEOAC, and the Office of Diversity with campus professional development programs. Coordinate with external groups such as Los Amigos, OCAPICA, the NAACP Orange County Chapter, the LGBTQ Center of Orange County, Black Lives Matter Chapter of Orange County, Native Voices of Orange County Coalition, the Korean Resource Center, and Resilience Orange County, as well as other appropriate community groups.

Develop a Common Vocabulary for DEI&A Concepts and Components:

A common vocabulary would allow students, faculty, staff and administrators to converse civilly and easily on key concepts such as equity-mindedness, critical race theory, anti-racism, intersectionality and cultural humility. This vocabulary would be developed by the DEI&A Council.

Incorporate DEI&A Into Facilities Planning and Implementation:

Every project should incorporate inclusion, equity, accessibility, and sustainability. These can be small and large projects, as all sizes of projects can have a large impact on DEI&A. The method of engagement can be developed by the District-wide Diversity, Equity, Inclusion, and Anti-Racism Council.

Provide Equity and Anti-Racism Training to Faculty and Staff:

DEI&A content and teaching approaches should be integrated into the curriculum and co-curricular programs. To increase intercultural proficiency, unconscious bias, anti-racism, and equity training should be integral to all professional training, workshops, and events. Training should be spaced throughout the year so more employees can attend.

Create a Virtual Student Success Center:

With the rise in online learning, a virtual Student Success Center would deliver student services and resources online that are intuitive, easy to use, and offered in different languages.

Engage Students in Service Learning:

Student service learning projects or volunteer opportunities would allow students to work with community-based organizations, and gain valuable experience with other cultures, thereby broadening their cultural literacy and the lens through which they see the world.

★ SPOTLIGHT: **DISABILITY SUPPORT SERVICES (DSS)**

In the California Community College system, NOCE's Disability Support Services (DSS) is unusual in the breadth and depth of programs offered. In total, the program serves more than 1,100 students and there are over 700 students who have Intellectual Disabilities (ID) or autism spectrum disorder (ASD).

Classes focus on employment readiness, self-advocacy, and the skills needed to take inclusive academic and career education courses.

Programs help students gain employment, thereby earning their own income and furthering their ability to live independently. Social and emotional support empower students to persist and complete their education. Student and parent training bolsters family relationships and provides the support necessary for successful student transition to postsecondary education and employment.

Students in the DSS program are served by 85 staff members, including full-time and adjunct instructional and counseling faculty, sign language interpreters, job developers, alternate media specialist, educational coaches, and administrative staff. One major goal for DSS is to increase the number of students taking inclusive classes at Fullerton College, Cypress College and NOCE by expanding educational coaching and services that help students succeed.



EDUCATIONAL INITIATIVES

Enrollment Management

It would be challenging to plan future enrollment management strategies without acknowledging the effect that the COVID-19 pandemic will have on the District during the next few years. At the time of this writing (spring 2020), many questions remain regarding how regional and state responses to the pandemic will impact both the economy and the District's enrollment for fall 2020 and beyond:

- Will students respond positively and see the value of online learning or prefer to take a gap year until hybrid and on-campus options become available?
- How will students enrolled in programs that require hands-on or in-person learning environments (i.e., labs, clinical rotations, etc.) be accommodated in an online format?
- If some students are unable to take classes online, what level of decline in student enrollment will occur among those in certain degree and certificate programs?
- Conversely, if unemployment persists leading to a permanent recession, what level of increase in student enrollment will occur from those who are seeking to re-train or change careers?

- What will the impact be on community colleges as students with families who lost their jobs, struggle to survive financially?
- Will students not returning to four-year universities and living "at home" with parents decide to attend a community college to save money, thus increasing enrollment in the fall?
- What impact will certain industries experience from the pandemic and how will that impact the demand for existing CTE programs across the District?
- Finally, what effects to student success and equity will the District experience following the spring 2020 term and into the 2020-2021 academic year?

Many questions remain but since these could not all be addressed with certainty during the *EFMP* process, the District will plan to perform annual evaluations of enrollment patterns at each campus. Further, the *EFMP* recommends the *Enrollment Management* chapter be a part of a comprehensive mid-term update in 2023 to address any gaps and/or discrepancies in the document.



ECONOMIC TRANSITION

Despite uncertainty, the *EFMP* reflected upon regional demographic data to assess other ongoing factors, such as K-12 enrollment and graduation rates. As was indicated in the District Context section, from 2020 through 2028, K-12 enrollment rates are expected to decline steadily in Orange County with projections revealing that the county will have the second highest reduction in K-12 enrollment in the state, following Los Angeles County. The National Center for Education Statistics shows this is a nation-wide trend, which predicts that enrollment rates in this category will decrease by 3% in California. In the next eight years, Orange County’s K-12 enrollment will experience a drop of 8%.

The District’s enrollment goals will have to account for this continued decline in incoming students from local high schools. Similarly, as the overall population continues to grow older and there are fewer young people entering into local schools, the rate of graduations will also decrease into 2028.

Equally as important as declining K-12 enrollment and graduation rates, is the impact regional unemployment rates will have on the District’s

enrollment plan. Local unemployment continued to decrease from the post-recession boom as low as 2.8% in February 2020. However, the joblessness rate saw an unprecedented rise during the first and second quarters of 2020 due to the COVID-19 pandemic.

On March 19, 2020, under the direction of Governor Gavin Newsom, the state of California issued a “shelter-in-place order” as a response to the Coronavirus outbreak. Residents throughout the state, including Orange County, were forced to make drastic changes to their daily lives to mitigate the exposure and spread of the virus. The District took significant measures during this time to keep students, faculty, and staff safe by closing down campuses and moving to online instruction and remote work. Although the state-wide safety measures were important, many Orange County businesses were forced to close down suddenly and this led to employees being furloughed or released from employment with an uncertainty if there will be a job to return to.

According to the Bureau of Labor Statistics, over thirty million claims for unemployment were filed nationally during the six-week time frame of mid-March to late-April bringing the rate of unemployment to 18.6%. Similarly, unemployment

claims in California reached nearly three million (15.5% unemployment rate) during the same six-week time frame. According to the Employment Development Department (EDD) of California, Orange County saw unemployment reach 13.8% in April 2020.

Although the residual impacts of a struggling economy may not be fully understood at the time of publication of this master plan, the District should remain flexible and be prepared to respond to a variety of scenarios in the short and long term.

30.3M
people filed for unemployment nationally from mid-March to late-April (2020)



2.9M
people filed for unemployment in California from mid-March to late-April (2020)



UNEMPLOYMENT IMPACTS

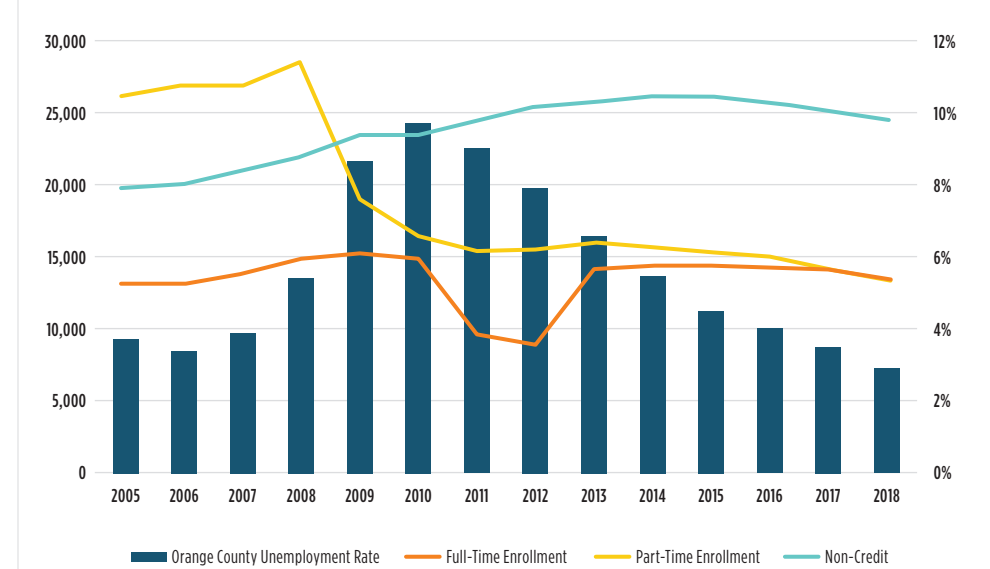
Historical enrollment data for the District following the Great Recession (2008) reveals that full-time, part-time, and non-credit student enrollment may fluctuate as unemployment rates increase during the life of the *EFMP*.

For instance, following the Great Recession as the unemployment rate reached 10%, the number of non-credit and full-time students decreased while part-time student enrollment increased. In response to the lack of available jobs, a resurgence of local residents seeking part-time academic opportunities to re-train or change careers may occur in the summer and fall (2020) if they are unable to retain employment within their primary field or industry.

It is uncertain how long the lack of jobs or depressed economic conditions will last, which remains contingent upon the success of the region’s public health response. However, it should be noted that if a rebound in jobs occurs more rapidly due to an end of the COVID-19 pandemic, it is likely that the District could see a drop among newly-enrolled students who are able to regain employment in the job market.

However, as suggested, the traditional relationship between unemployment and enrollment may be different from that of the Great Recession due to a variety of factors including those related to mandatory public health measures (i.e., social distancing, closure of non-essential businesses, etc.).

NOCCCD FALL ENROLLMENT VS. O.C. UNEMPLOYMENT RATE, 2005-2018



ONLINE LEARNING CONSIDERATIONS

The sudden transition to online instruction may lead to a decrease in student headcount or credit loads from those enrolled in certain programs. Students enrolled in classes that require hands-on or in-person instruction will remain at a disadvantage if social distancing measures remain in place into the 2020-2021 academic year. At the time of this writing, 90% of students District-wide were able to transition to online learning and it is expected that this format will continue during the summer (2020) as Orange County continues to respond to the pandemic.

What remains unclear is the number of students who will decline to re-enroll in classes the following academic year due to a lack of in-person class offerings that are needed for licensing or certification purposes in those fields. Degree and certificate programs that are the most impacted should continue to be carefully evaluated on a case-by-case basis semi-annually.

Creative solutions, such as hybrid learning, outdoor classrooms, re-configuration of classrooms, and collaborating with local private and public entities to offer off-campus instruction, should also be investigated.

As was covered in detail in the *Diversity, Equity, & Inclusion* chapter, the change to online instruction revealed many disparities and inequities among underserved and underrepresented groups.

As indicated in the campus-wide survey, some students did not have access to Internet and/or a computer at home, making it very challenging for them to participate in online classes. Without the ability to utilize public Internet access points, such as campus and public libraries, some students were unable to complete coursework or access services.

As the District adapts to the evolving public health situation, the *EFMP* recommends using this time to assess the opportunity for a more comprehensive phasing of its previous educational goals for online education and hybrid learning. A unique opportunity, although thrust upon the entire nation, has been presented to the District that will see immediate benefit from its students as soon as the following academic year (2020-2021).



WORKFORCE DEVELOPMENT CONSIDERATIONS

Recent economic reports by the Centers of Excellence (COE) and Orange County Business Council have outlined job opportunities for priority and emerging sectors but those are likely to evolve based on the prolonged impact of a down economy. For instance, according to data by the Bureau of Labor and Statistics, the hardest hit industries by the economic downturn from COVID-19 were hospitality, tourism, restaurants, retail, personal care services, entertainment, and their respective supply chains.

The industries that have continued to do well are healthcare, advanced manufacturing, biotechnology, advanced transportation/logistics, grocery stores, and their respective supply chains.

Although the District’s strategic directions and goals remain unchanged, new circumstances will necessitate a series of solutions that ensure students are prepared for sectors experiencing a high demand for jobs while reassessing the lack of employment opportunities among impacted industry sectors.

IMPORTANCE OF STUDENT SUCCESS

Although impacts of COVID-19 are unpredictable, what remains certain are the strategic directions centered on improving student success, equity, and completion. In particular, the largest and fastest growing segment of the population are Hispanic and Asian communities. The District should strategize how to collaborate with these communities to continue attracting and serving these diverse students.

Improving completion rates should remain the primary Enrollment Management strategy as the District assesses how to respond to enrollment fluctuations.

Strategies should also continue to align with the efforts being implemented through Guided Pathways at each of the campuses.

For more information on the efforts currently underway and recommendations to bolster student success through the *EFMP*, please see the *Student Success & Completion* chapter.



DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

Complete Mid-term Enrollment Management Update (3 Years):

As suggested, it will be important to make annual evaluations of impacts to enrollment by division at each of the campuses. As part of the *EFMP* mid-term update, a more thorough assessment in 2023 is also recommended for the Enrollment Management strategies of the District. Assessments of the District’s enrollment for in-person, hybrid, and online education will be completed as part of the mid-term update along with providing recommendations until 2030. Lastly, in order to adequately determine future classroom space needs and state funding eligibility, the campuses should assess capacity/load ratios and enrollment changes on a regular basis.

Broaden Online Education Options:

With 90% of instruction offered online during spring 2020, the District is positioned to roll out a broader and more sophisticated online education system to prepare for fall 2020 and beyond. Higher education has been thrust into the world of online learning, which will necessitate a comprehensive action plan that ensures equitable access and success for the District’s students. More information and detail is provided in the *Online Learning* chapter.

Expand Workforce Development Partnerships:

As stated in the *Workforce Development* chapter, expanding upon local private and public partnerships will leverage opportunities for students to complete coursework within growing industries. Additionally, existing partnerships should be maintained—and new ones developed—to assist in filling critical workforce gaps in the market, such as healthcare, biotechnology, advance manufacturing, and advance transportation/logistics. The *EFMP* will also focus on the investigation of creative solutions to offer near-term instruction options off-campus for students to complete degree and certificate program requirements not currently available in online education formats.

Continue to Explore Bachelor’s Degree Programs:

Monitor the success and popularity of the existing Bachelor’s degree program for possible expansion in the future. The expansion would depend on the educational capacity and availability of funding but should be explored at a divisional level.



EDUCATIONAL INITIATIVES

Workforce Development

According to the Orange County Business Council, the region has experienced tremendous economic growth since the past recession (2008) leading to a record low unemployment of 2.8% in February 2020. Additionally, the county was showing consistent job growth of 10% per year with STEM and health industries leading the regional economic boom. However, it should be noted that according to the Bureau of Labor Statistics, the Orange County unemployment rate reached 13.8% during a six-week time frame from mid-March to late-April as a result of the economic downturn and the impact of COVID-19. This drastic change in the economy will play a role in understanding the health of local industries and their rate of growth estimated during fall 2019.

As another example of the growth prior to COVID-19, during fall 2019 a gap of over 47,000 positions was estimated to exist throughout Orange County within the middle skills job category. Although more work remains in developing qualified workers for emerging sectors, NOCCCD has been positioned well to support the region with filling a number of these workforce gaps through its career technical education (CTE) programs, certificates, and degree offerings.

The District’s efforts have also aligned with the state’s Strong Workforce Program (SWP) initiative that provides state funding to community colleges that are able to respond to local labor market conditions by offering certificates or associates degrees that will help fill the jobs gap across priority and emerging sectors.

As established in Strategic Direction #4 (Collective Impacts & Partnerships) by the *EFMP* Steering Committee, the District’s role in workforce development in Orange County is dependent upon strategic partnerships and collaborations with local public and private sector entities that create a positive change in the region. The District regularly evaluates its existing CTE programs to determine the appropriate strategy to support SWP initiatives while also aligning them with other District-wide goals.

The ability for regional partners to provide trained faculty, internships, mentorships and ultimately employment, is integral to maintaining the success of the CTE programs within the District.



STRATEGIC DIRECTION 4: COLLECTIVE IMPACTS & PARTNERSHIPS

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

GOALS:

- The District will partner with regional public and private entities to create opportunities for internships, mentorships, and employment.
- The District will develop a strong brand identity that promotes its institutions and is recognizable throughout the local community, region, and state.
- The District will advocate at the state and national levels for legislation that supports student experience and success.
- The District will grow capacity to expand external partnerships.
- The District will support programs, provide spaces, and bolster student life in order to encourage student engagement and inclusivity.

Local and regional market data from 2019 indicated that for the next ten years many job opportunities are expected that support public and private businesses in sectors such as business/entrepreneurship; healthcare/social assistance; hospitality; ICT/digital media; construction; advance manufacturing; and biotechnology.

The recent sector analysis performed by the Centers of Excellence (COE) for Labor Market Research indicates the aforementioned awards gap of over 47,000 positions not currently being met by community colleges in Orange County.

The District will continue to use the COE regional reports to evaluate programs but a new internal assessment (by the District) of the regional market should be made following the impacts to the overall economy of the “shelter-in-place” order by the California Governor due to the COVID-19 pandemic.

Particular attention will be made to industries that may experience growth, such as advance manufacturing, healthcare, and life sciences/biotechnology; hence, CTE programs that support those sectors may see a parallel growth in enrollment from prospective students.

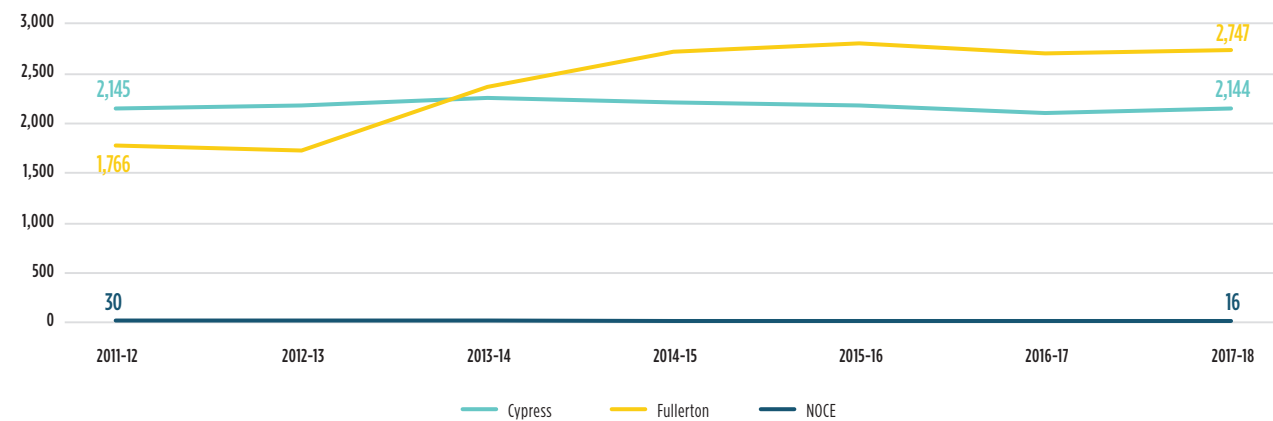
Likewise, careful attention of industries impacted negatively should also be assessed to determine any potential residual effects to the awards gap in the region. An unprecedented economic hit to the region could result in short-term and long-term impacts of which at the time of this master planning effort is not fully known.

More information on other enrollment considerations can be found in the chapter titled *Enrollment Management*.

STRONG WORKFORCE PROGRAM

Through the SWP, the District has made yearly investments in CTE for specific sectors with the highest need, such as health, ICT/digital media, advance manufacturing, business and entrepreneurship, and others. The chart below demonstrates the District’s continued success in matching the regional workforce needs with potential employees by helping students complete enough courses and/or awards to be qualified for open positions.

STRONG WORKFORCE PROGRAM STUDENTS WHO EARNED NINE OR MORE CAREER EDUCATION UNITS WITHIN THE DISTRICT IN A SINGLE YEAR, 2011-2018



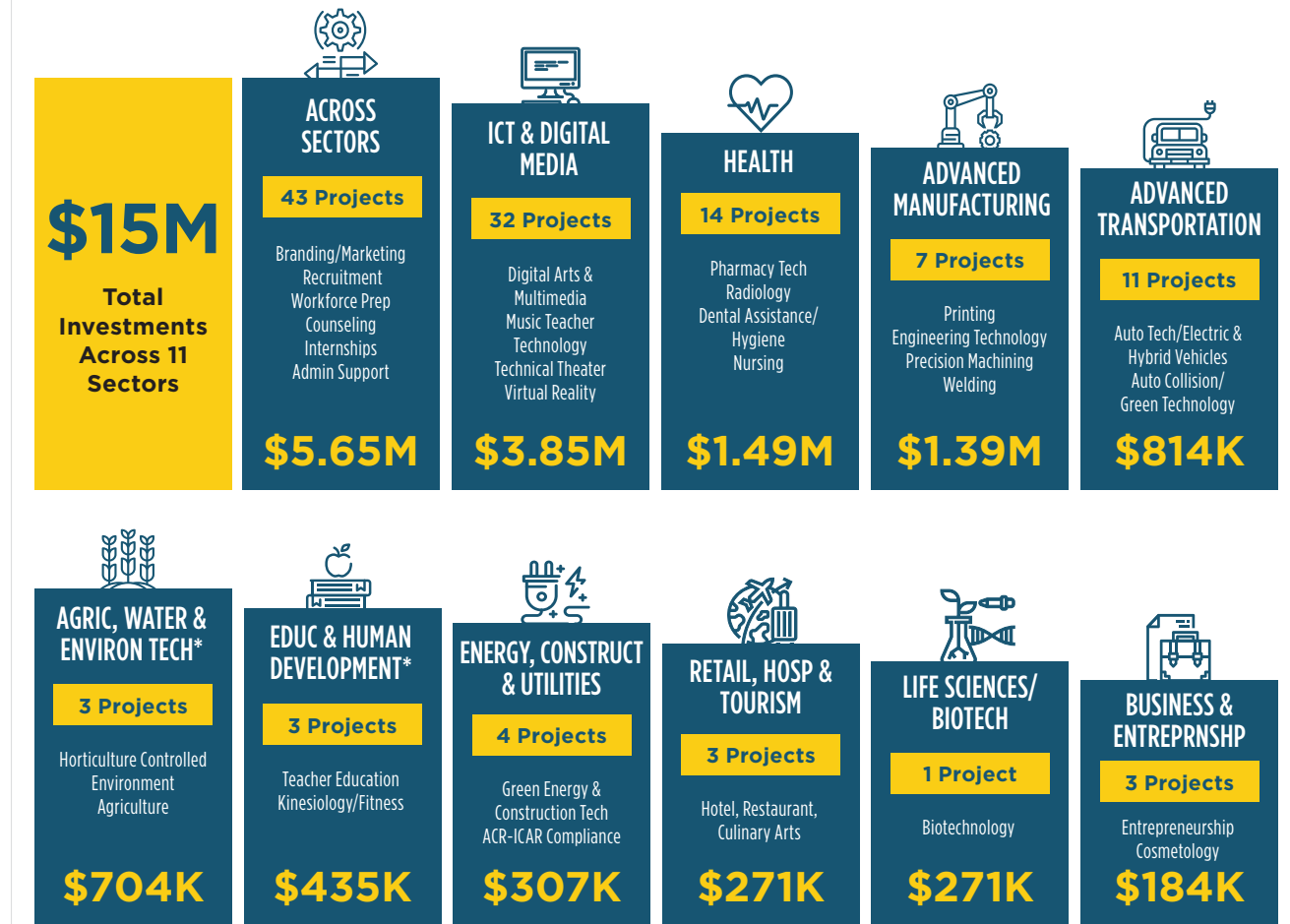
Source: Chancellor’s Office Management Information System (Launchboard)

Overall, Cypress College maintained a consistent student count of 2,145 while Fullerton College grew 56% during the 6-year period to approximately 2,747 students (2017-2018). As local unemployment and campus student headcounts decreased, the combined District SWP student count grew 9%, demonstrating the overall success of efforts to grow CTE and student success in these programs across the District.

Investments across the three campuses since the initiation of the SWP by sector have been strategic and beneficial to many students. As local residents in the District Service Area seek to come to Cypress College, Fullerton College, or NOCE, the sectors represented within CTE programs will continue to be a great opportunity to serve the local workforce in Orange County.

Through the life of the *EFMP*, it will be the focus of the District to support programs that produce opportunities for students to fill positions within the region that provide a living wage.

STRONG WORKFORCE PROGRAM: INVESTMENTS BY SECTOR, 2016-2017 to 2019-2020



*Indicates sector is not a Regional Priority Sector; Source: NOCCCD Educational Services & Technology

DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

🕒 **Continue Developing External Partnerships:**

As part of Strategic Direction #4, the District will continue growing its collaboration with quality partners within private and public entities. The SWP cannot be achieved without partnerships in local industries and businesses, which provide experienced professionals as instructors, access to technical equipment, private funding, and on-the-job learning environments. Seeking quality partnerships can potentially relieve some of the financial burden on CTE programs by diversifying funding sources. Additionally, critical partnerships that allow on-the-job learning off campus avoids the necessity for dedicated physical classroom space with large specialized equipment, advanced technology, and expensive software.

🕒 **Expand Branding & Marketing of District-wide Programs:**

Critical to the success of developing partnerships with regional industry leaders is the branding and promotion of the District’s CTE programs. Although the physical branding of the entire CTE program is important, adequately marketing the successes of each program to prospective businesses will be valuable in securing the interest of quality partners. The District should determine the internal capacity and capabilities of improving its CTE branding or should seek outside marketing expertise. The improvement of branding will also help promote the programs to prospective students and creates a general awareness in the region about the CTE opportunities available at NOCCCD.

🕒 **Evaluate Programs to Align With Student Success Metrics:**

In alignment with other Student Success Metrics, the District should regularly evaluate (i.e., each semester) SWP metrics for all programs located on the Chancellor’s Office Launch Board. Key SWP metrics include: 9+ CTE Units per Year, Non-credit Workforce Milestone, Completion, Transfer, Earnings Gains, and Attained Living Wage. Each evaluation should lead to actionable changes in the curriculum or student experience of the program under evaluation to ensure greater pathways to success.



DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

🕒 **Focus on Priority Middle-Skills Job Sector:**

Based on the report completed by the COE on the top middle skills jobs (2019), eight sectors emerged as those with the highest demand (annual job openings). A more detailed list of all the sectors and their respective top positions by annual job openings is available in the **Appendix**, available online. To support the District’s efforts in providing programs that lead to living wage employment, the District will continually evaluate regional reports to determine which sectors and positions remain aligned with existing CTE program offerings and where other opportunities exist to invest in new emerging sectors. In particular, careful evaluation will be made during the 2020-2021 academic year by the District to assess the residual impacts (both positive and negative) to the enrollment of CTE programs that will subsequently impact the overall enrollment of the District.

🕒 **Prioritize Training for In-Demand Skills Sought by Local & Regional Industries:**

Additionally, Orange County companies within these priority sectors will also continue to seek a workforce that is experienced or demonstrates preparedness in global hard skills across industry sectors, such as project management, scheduling, accounting, auditing, and selling techniques. Although the aforementioned skills are mostly attributed to those in the Business & Entrepreneurship sector, many of the skills also overlap with those sought by other industries, such as manufacturing, digital media, restaurant operations, healthcare, and biotechnology. CTE program offerings should focus on developing these hard skills as well as soft skills, such as communications, writing, teamwork/collaboration, being detail-oriented, and planning.



EDUCATIONAL INITIATIVES

Online Learning

The global pandemic of 2020 forced students, faculty, administrators and staff to shelter in place to combat the spread of COVID-19. The District very suddenly had to deliver remote emergency learning and services to students, not all of whom had the necessary equipment or the technology.

Within weeks, however, the District had given out laptops, helped students get Internet service, and provided technical assistance. Importantly, 90% of classes were available online, versus only 10% prior to the crisis. While the emergency response was impressive, it also pointed out opportunities to make the system better, particularly by providing equity for students, and increasing preparation for faculty and staff.

There was one other silver lining for education nationwide: COVID-19 highlighted the opportunities of online learning to many people who had not embraced it previously. However, this mode of learning comes with its own challenges for students, faculty, and staff, which must be addressed thoughtfully in order for education to remain accessible, relevant, and effective.

The long-term effects of the pandemic are unknown as of the publication of this master plan, however, the District anticipates that changes in education will be far-reaching. Students who have a hard time getting to campus—for example, parents and working students—may find that learning from home is far more efficient. Even students who return to the campus environment may find that they want to study some subjects at a distance, and others in the classroom environment. Some classes may be delivered in a hybrid model with in-person lectures augmented by distance study tools.

The primary concern of all online learning is student success: How will students access the instruction, interact with faculty, and learn effectively? In order to answer these questions, administration needs to address student and staff readiness through a device ecosystem, and the learning management plan.

Combined, these elements will provide a basis for the District to continue moving students toward completion of educational programs, while integrating new students into the fabric of a changed “student life.”



DEVICE ECOSYSTEM

In order to deliver online learning, the District must ensure that the device ecosystem is considered holistically, meaning that institutional technology and personal devices are functional, and can deliver the communication and learning resources required for student success.

First, availability of technology for students and faculty cannot be assumed. The District surveyed students in April 2020 at the onset of COVID-19 to gauge technology needs for remote instruction. The survey found that 9% (764 students) did not have reliable access to the Internet and 8% (650 students) did not have a computer that they could use while “sheltering in place.”

In addition, the *EFMP* online survey found that 6% of students carry no electronic devices on campus. We do not know if these populations have access at other locations. Certainly, this percentage indicates that there is a population that may be in need of supplemental technology, connectivity, and equipment in order to benefit from online learning.

The category of “devices” is large, and includes such items as: cell phones, owned and loaned

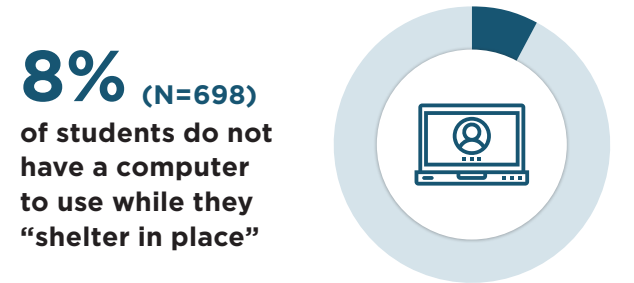
computers or laptops, charging carts, contracts and insurance, and buyback or trade programs. All must be considered in an overall strategy of curriculum delivery. Questions include: How do devices interact with the District’s system? Can students work offline, then turn in assignments by connecting to the Internet? Does the device ecology work with cell phones, computer game consoles, or tablets?

COVID-19 brought to light inequities in the device ecosystem, and this is perhaps one of the biggest issues facing online learning.

The District must assess each student’s needs at enrollment and through regular student contact, in order to ascertain what students already have, and what they may need. This will take coordination between enrollment management, student services, counseling services, and classroom instructors—all of these are possible points of connection with students, who may feel more comfortable talking to one of these groups about their needs.



9% (N=788)
of students do not have reliable access to Internet



8% (N=698)
of students do not have a computer to use while they “shelter in place”



6%
of students carry no electronic devices on campus

Source: Student Needs with Remote Instruction Survey (Spring 2020)

INFRASTRUCTURE

Online learning programs are delivered through infrastructure, which can be divided into segments that correspond to connectivity to campus. An industry standard is to divide infrastructure into “miles.”

Just as with devices, the District cannot presume that infrastructure is available to students and staff, and may need to provide access or information on how to access connectivity, particularly at the last mile point.



1ST MILE: The campus

Students traditionally have been able to connect to the Internet, campus programs, instruction, and resources on campus. However, the 1st Mile can also refer to local broadband systems—infrastructure and networks that anchor institutions like schools. Wireless connectivity or Wi-Fi available near campus buildings can help, as was instituted at Cypress College through “drive-up Wi-Fi” in one parking lot. For instance, a student can connect to the campus network by either being in the cafeteria, or sitting in a car next to the student services building, as long as the campus Internet signal is strong enough and programmed to reach beyond the buildings.

MIDDLE MILE: Linking the campus to the local network

This telecommunications network connects NOCCCD campuses to the local network, where distribution to customers (including students) can occur.

LAST MILE: From the local network to customers

Some campus community members have connectivity at home though Internet subscriptions, cell phone “hot spot” technology, or hard-wired services. Other students may have access to the Internet at coffee shops, and Wi-Fi hotspots at town squares and city parks, for instance.

LEARNING MANAGEMENT PLAN

An educational entity’s Learning Management Plan takes into account all instruction—both on campus and online—in order to provide structure. Having a solid Learning Management Plan is especially important in the face of disruption to “business as usual.” The Learning Management Plan contains such elements as:

- **Content:** What classes will be offered and—for each class—what are the learning outcomes?
- **Delivery:** How will the content be delivered—through written assignments, live feeds and/or recorded sessions on a learning management system, via a learning portal, or across several applications?
- **Accessibility and equity:** What communities have access? Have the most underserved populations been given a back-up plan?
- **Criteria:** How will the learning be validated and what grading system will be used?
- **Change Management:** How will the Learning Management Plan adapt in order to provide continuity to students in the face of a disruption?

A key element of the Learning Management Plan is the Learning Management System, software applications that are used to administer, track, deliver, and report learning. Elements of LMS can include educational modules to help students learn, teaching modules that help instructors track assignments and grades, and training modules to deliver professional learning to staff.

Canvas is NOCCCD’s Learning Management System, adopted by the District. The system is an expandable platform, capable of integrating different modalities of learning, teaching, tracking progress, and providing metrics to measure student success. Specialized trainings are also available to enhance online learning capabilities, such as seminars on “promoting student voice in the remote classroom” and “keeping students connected from a distance.”

In order to broaden class offerings from the District and its campuses, consideration must be made for how students will be trained to use the LMS and how they will be assessed to ensure they have understood the methods presented. Peer-to-peer LMS tutoring may be a method worth exploring, since experienced students can help those just starting out with online learning.

DIVERSITY, EQUITY, AND INCLUSION IN THE ONLINE ENVIRONMENT

The District cannot forget the need for focused efforts to integrate DEI&A into online learning platforms and instruction. As Michigan Association of State Universities’ CEO Daniel J. Hurley puts it: “You can’t enroll students who may be at risk, and then not help them succeed.”

Marginalized students may feel isolated in an online environment, pointing to the need for additional services. The District’s Diversity and Inclusion Fellows remarked at a planning meeting that students’ “sense of invisibility can become even stronger.” In order to combat this, faculty should be trained on how to ensure equity-minded online instruction. Positive and proactive teaching methods are often recommended, particularly when teaching online.

In the book “*Technology and Engagement, Making Technology Work for First Generation College Students*” (Rowan-Kenyon, Aleman, and Savitz-Romer), the authors outline their four-year study which showed that students were better able to engage with academic programs at their universities through social media interaction. This online connectivity allowed the students to stay

focused on their academic goals, while becoming more integrated into the university setting. Simply put, they felt a sense of belonging and that helped them persist despite the obstacles.

Although this study was geared toward first generation students, the results may point to potential methods of online engagement for other marginalized student groups in the District, as well.

THE FUTURE OF ONLINE LEARNING

The COVID-19 pandemic brought widespread change to NOCCCD’s Learning Management Plan in a very short time period in March and April 2020. Prior to this time, around 10% to 20% of classes were available online each semester. Within weeks, 90% of classes were available online.

While this change occurred out of necessity, it is likely that there will be long-term changes to the Learning Management Plan that will reflect the lessons learned in 2020. Educational predictors point to a possible long-term rise in the popularity and utilization of online learning. In a positive vein, students may appreciate the ease and accessibility of classes and programs.

The country faces the potential of a prolonged economic recession that could force some students to pursue more affordable educational alternatives, such as community colleges.

Certainly, the sudden leap into online education carries some silver linings: properly planned, this could signal a new economic opportunity to bring remote learners into the District.

While online learning cannot replace in-person instruction, particularly for Career Technical Education requiring hands-on training, it can be considered an important additional means of delivering knowledge in a timely way to a greater number of students.

The November 2019 survey of students asked this question: “What can your college do to help you complete your educational goals in a timely fashion?” In answer, 28% of students picked “better class scheduling options.” That was the number one answer, and the expansion of online learning may be part of the solution.



DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

① Create a Plan for Diversity, Equity, and Inclusion in the Online Environment:

The device ecosystem needs to be considered, covering both equipment and connectivity. Faculty and staff should receive training in order to know what questions to ask students in order to ascertain capability and readiness for online classes.

② Provide Educational Opportunities for Faculty and Staff Throughout the Year:

Delivery of online classes is more than a technical leap, and the District should provide training to ensure excellent delivery of instruction, instructional materials, interaction with students, and evaluation. Some of these trainings are already available through Canvas and other sources.

③ Create and Run Prototype Tests:

Create tests to ascertain fitness of emergency remote services, online learning, and blended learning. By testing these systems regularly, emergencies will be easier to handle in the moment.

④ Build Content Creation Labs:

Build Content Creation Labs on each campus that provide computer stations with multiple screens, good cameras, and a quiet place to record classes or interact with students. This is a small cap project that can be accomplished within existing buildings.

⑤ Review Curriculum and Schedule to Identify Online Opportunities:

Review the District’s catalog of offerings to identify opportunities to employ online learning. Look at enrollment data to discern which classes are over-subscribed, and add sections in an online format when possible. Regarding curriculum, consider blended formats based on set goals for face-to-face instruction vs. online learning.

⑥ Update Policies Regarding Working From Home:

Instructors who are teaching some or all online courses may not need to travel to campus every day, freeing up parking spaces and shared office spaces. In concert with the above suggestion regarding blended formats, on-campus spaces may be freed up, allowing shared classrooms and offices among instructors.

⑦ Create Equity In Online Learning:

Provide a centralized place for students to acquire devices or Internet services, to ask technical questions, and to receive training on how to utilize online instruction. Provide translation services on web pages related to all students.



District Services

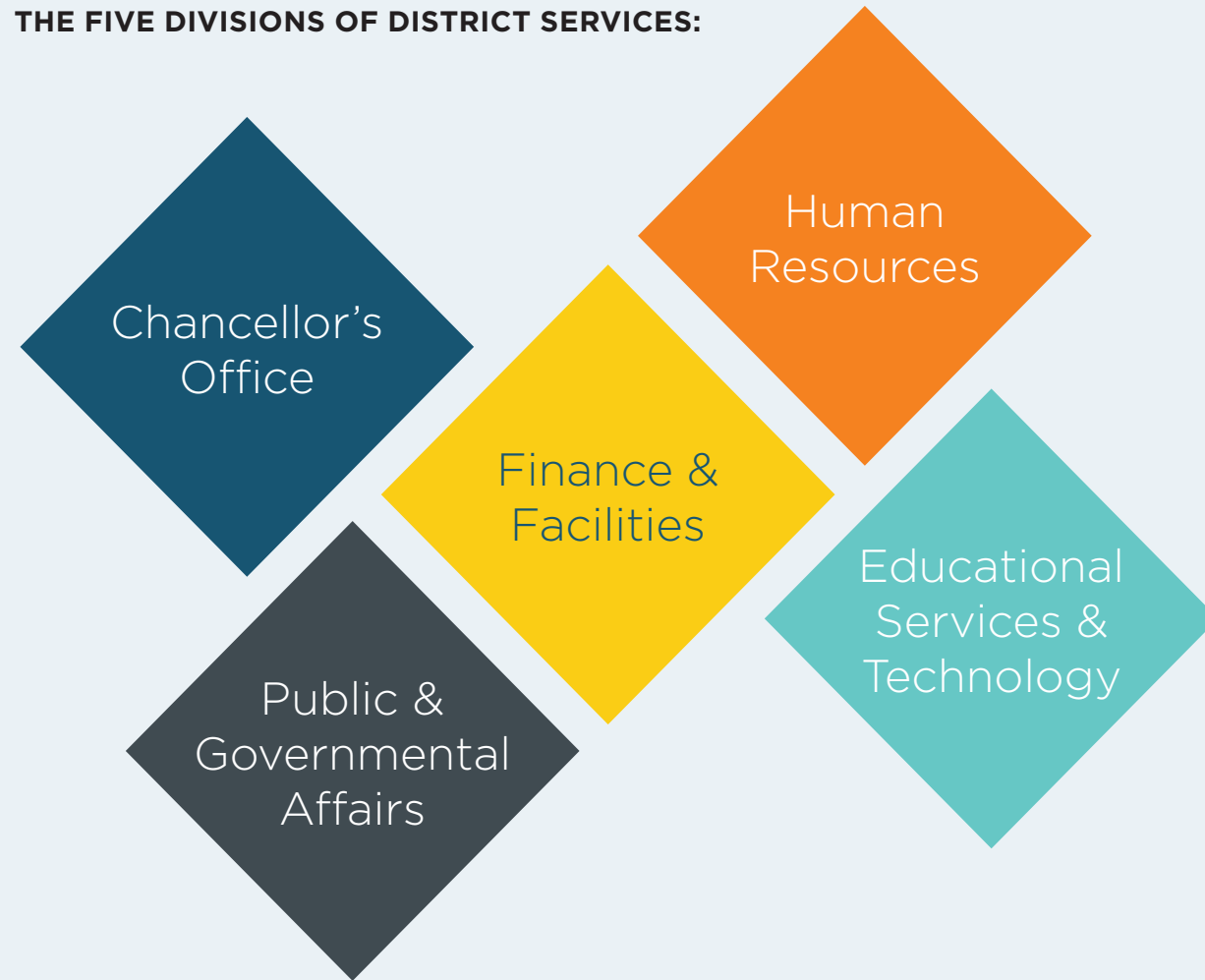
INTRODUCTION TO DISTRICT SERVICES

District Services refers to those divisions of NOCCCD which provide assistance District-wide and Campus-wide.

District Services plays an important role in leading and supporting initiatives related to student equity and success.

In addition, District Services leads initiatives that keep NOCCCD fiscally secure; supports and modernizes technology; leads diversity, equity and inclusion efforts; and leads employee recruitment, retention, and professional development. It is also the face of public affairs, creating relationships that can support and enhance District programs; and the implementer for the campus' facilities initiatives. Each department sets goals which are reviewed and evaluated annually.

THE FIVE DIVISIONS OF DISTRICT SERVICES:



CHANCELLOR'S OFFICE

The Chancellor's mission is to ensure that NOCCCD is an effectively-run organization that is responsive to the needs of diverse communities, that values and respects all constituents, and embraces life-long learning while putting students first.

The Board of Trustees has directed the Chancellor to enhance student equity and success; strengthen the District's capacity and enrich the culture; foster communication and collaboration; and participate in regional and state-level work.

The District's efforts have centered around the implementation of Guided Pathways with a desire to make significant progress within each of the four pillars which are: creating clear curricular pathways to employment and further education; helping students choose and enter their pathways; helping students stay on their paths; and ensuring that learning is happening with intentional outcomes.

The Chancellor's priorities also include the North Orange Promise Program, dual enrollment, and helping meet students' basic needs.

The Chancellor has identified a need to develop processes and systems that will outlast any singular administration, and is spending significant time on this project. The office is focusing attention on fiscal health, including developing a new resource allocation model that is transparent, easy to understand, and empowers the colleges while holding each responsible for revenues and expenses.

While keeping close track of expenditures, the Chancellor's office is also responsible for providing opportunities for employees to grow and be adequately compensated. The Chancellor is concentrating internally on "breaking down silos," encouraging collaboration, and continuing to find ways to bring together employees from different campuses to share ideas and knowledge.

Externally, the Chancellor is working to increase the statewide and nationwide recognition for the District's work and for the excellent programs that are present on each of the campuses.



BOARD OF TRUSTEES

The North Orange County Community College District is governed by seven elected trustees who establish all policies that guide the general operation of the District. Student trustees representing each of the colleges also sit on the Board.

The Chancellor has responsibility for carrying out the decisions and directions of the Board. The Vice Chancellors and the Presidents of Cypress College, Fullerton College, and North Orange Continuing Education oversee the operations of their respective areas and work closely with the Chancellor in the management of the District.

FINANCE & FACILITIES

Finance provides support for the business operations at Fullerton College, Cypress College, and North Orange Continuing Education (NOCE), as well as overseeing District-wide budget development, resource allocation, financial responsibility, accountability and reporting. The NOCCCD Finance Team is committed to providing expedient, accurate, transparent, and courteous fiscal services to customers, inclusive of students and faculty, through teamwork, employee empowerment, communication, and collaboration.

The **Finance Department's** responsibilities include the oversight for the District's budgets, publishing the annual audit report, and managing all District accounting functions. The Department also administers the District payroll, and is the risk manager, overseeing workers' compensation insurance and District safety. In addition, all purchasing, including contract administration for the District is managed by Finance.

The department also prepares state-mandated reports such as the *Education Protection Account (EPA)* report as well as the annual *Financial and Budget Report CCFS-311* and the *Quarterly*

Financial Status Report CCFS-311Q, in accordance with instructions issued by the California Community College Chancellor's Office.

The District **Facilities Planning & Construction (FP&C) Department** coordinates activities for District-wide facilities planning, renovation and construction functions, as well as oversees the Maintenance & Operations activities for the Anaheim Campus, which includes NOCE.

Main functions of the District Facilities Planning & Construction Department include securing outside funding, overseeing all planning, design, procurement and contracting for major and minor construction in the District. The Department's employees provide construction oversight and inspection of work in progress, and also monitor fiscal expenditures and fund transfers to ensure compliance with the District's accounting policies and procedures.

More information on facilities can be found in the *Facilities Master Plan* chapters.



EDUCATIONAL SERVICES & TECHNOLOGY

The Office of Educational Services and Technology provides leadership, coordination and facilitation of the District-wide effort to improve completion and success rates for students. The mission of the Division is to facilitate the achievement of the District's mission, the Chancellor's Goals, and the Strategic Directions of the District. The department is charged with forging stronger partnerships and collaborating with all stakeholders across the District, in order to foster innovation and promote creative, collaborative solutions in the District's ongoing effort to improve student success and eliminate the achievement gap. The division is focused on four areas of service:

The **Instruction and Curriculum Office** focuses on instruction and curriculum by supporting the expansion of dual enrollment programs and the North Orange Promise, which provides a tuition-free college experience, expanding the program to all first-time college students, regardless of high school district or graduation year.

The **Office of Research, Planning and Data Management** provides for evidence-based decision-making across the District, and its

responsibilities include collecting, analyzing, and reporting data for District decision-making that focuses on topics ranging from enrollment management and resource allocation to diversity and student success. The Office is focused on applying a reasonable formula to allocate state funding from the Student-Centered Funding Formula to the three institutions and reporting on outcomes from District-wide initiatives, such as Pledge/Promise, Strong Workforce, and Dual Enrollment.

The **Technology Planning and Deployment Division** includes two major aspects: infrastructure and application. The infrastructure team manages the network, server, and IT security for the District and provides the backbone of technology for faculty and staff to help students achieve their educational goals. The applications team provides application support, data services, and communication solutions while ensuring that business processes and solutions are available and current.

The **Grants Office**, created in 2020, is focused on developing infrastructure that will allow the District to pursue high value grants from federal, state, and private foundations. The Grants Office provides a full spectrum of service related to grant development and management to faculty, staff, and external agencies.

DISTRICT-WIDE NETWORK REFRESH PROJECT

The network refresh is a \$20+ million project partially funded by Measure J bond to update the network infrastructure across the entire District. Its goals include:

- One network across all sites
- Ubiquitous wireless across all sites including outdoor wireless access
- High availability network at all District sites
- Standardized technology, tools, processes and skills across the District

Once the network refresh completes its wireless upgrade (estimated fall of 2021) all students, faculty, and staff will use a single system across the District called *eduroam* to access Wi-Fi. *eduroam* (education roaming) is the secure, world-wide roaming access service developed for the international research and education community. *eduroam* allows students, researchers and staff from participating institutions to obtain Internet connectivity across campus and when visiting other participating institutions by simply opening their laptops or using their mobile devices.

PUBLIC & GOVERNMENT AFFAIRS

Communication is at the heart of every organization. Whether to internal constituencies or external partners, the Public and Governmental Affairs department is tasked with conveying District-wide information and key legislative messages.

The department serves as a resource to faculty, staff, students, the Board of Trustees, elected officials, and the general public for information that clarifies and enhances understanding of the District's mission, vision and values, as well as Board policies, programs and services.

The Department is responsible for the many forms of communications within the District, including internal, external, news media and public relations, and publications.

It also develops marketing and advertising, and manages the District website content. Responsibilities include any printing, binding, graphic design, copying and also mail delivery throughout the District.

The Department oversees all governmental responses for NOCCCD, including creating annual Legislative Priorities, coordinating advocacy at the state and federal level, membership in the Orange County Legislative Task Force, and acting as a resource for federal and state legislators.

The Board of Trustees regularly recognizes programs and individuals within the District for their work, and this work is coordinated by the Department, as well as managing the District Foundation.





07 Appendix



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



BRAILSFORD & DUNLAVEY

INSPIRE. EMPOWER. ADVANCE.

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