



# North Orange County Community College District Integrated Planning Manual

**Publication Date:**

**2022-23 Update**

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**NOCCCD Mission Statement**

We at NOCCCD create and nurture inclusive, equitable learning and working environments to empower students and employees to reach their full potential. Collectively, we provide comprehensive academic programs and support services through our institutions that enable our students to achieve their educational, professional, and personal goals.

**District Strategic Directions**

Student Experience & Success

NOCCCD will provide comprehensive support, equitable opportunities, cocurricular 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 and employee success.

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**Introduction**

The *North Orange County Community College District Integrated Planning Manual* is a guide to integrated institutional planning District-wide. The processes described in this document identify the ways that constituent groups participate in and contribute to District-wide long-term and short-term planning.

This document begins with a description of the North Orange County Community College District (NOCCCD) integrated planning model. Following that overview is a description of the process and timeline for each component in the model.

Each of the NOCCCD entities, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE), also has an integrated planning process in which the components are linked to one another. The campus-level planning processes link to District-wide planning in two ways:

- The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.
- The District-wide Progress Report details progress on District Strategic Directions and District Objectives accomplished across all sites.

The *North Orange County Community College District Integrated Planning Manual* is reviewed and updated on a regular basis to maintain credibility as a valuable resource. The regular updates will reflect minor changes, such as in descriptions, timelines, or processes as well as substantive updates in content and processes. The regular update and review should occur no less than every three years. The assessment of NOCCCD's integrated planning processes is further described in the "Assessment of Planning and Decision-Making Processes" section of this document. As an overview, the assessment includes a review and proposed revisions to the *North Orange County Community College District Integrated Planning Manual* by the Institutional Effectiveness Coordinating Council and then a submission to the District Consultation Council. The District Consultation Council reviews and approves the proposed changes to the planning processes with any necessary updates. Through this review processes, this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD's cycle of continuous improvement.

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**Integrated Planning Model**

The NOCCCD integrated planning model depicts how the components in the District-wide planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. In this way, NOCCCD planning practices demonstrate institutional effectiveness and a cycle of continuous quality improvement.

Research is central to the NOCCCD integrated planning model because plans are developed based on data and plan outcomes are assessed using quantitative and qualitative data. In addition to research, the other components of the NOCCCD integrated planning model are as follows.

- The NOCCCD **Mission Statement** describes the intended student population and the services that NOCCCD provides to the community. As such, this statement is the touchstone for all planning processes.
- NOCCCD analyzes demographics to foresee **challenges and opportunities** (external scans) and compares its current status to the NOCCCD Mission Statement (internal scans) to develop a long-term **Comprehensive Master Plan** that includes both educational and facilities plans.
- Based on what is learned through the preparation of the Comprehensive Master Plan, **District Strategic Directions** are collaboratively developed and then approved by the Board of Trustees to serve as institutional goals that articulate how NOCCCD intends to address current and anticipated challenges.
- The **District-wide Strategic Plan** uses the District Strategic Directions (institutional goals) to derive **District Objectives**. The District Objectives describe specific initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District services and campus administrators, faculty, and staff. The initiatives to be undertaken at each site intended to contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews.
- The **District Services Administrative Review** includes a thorough analysis of data and a plan for each District Service. This process tracks the efforts of each District Service to

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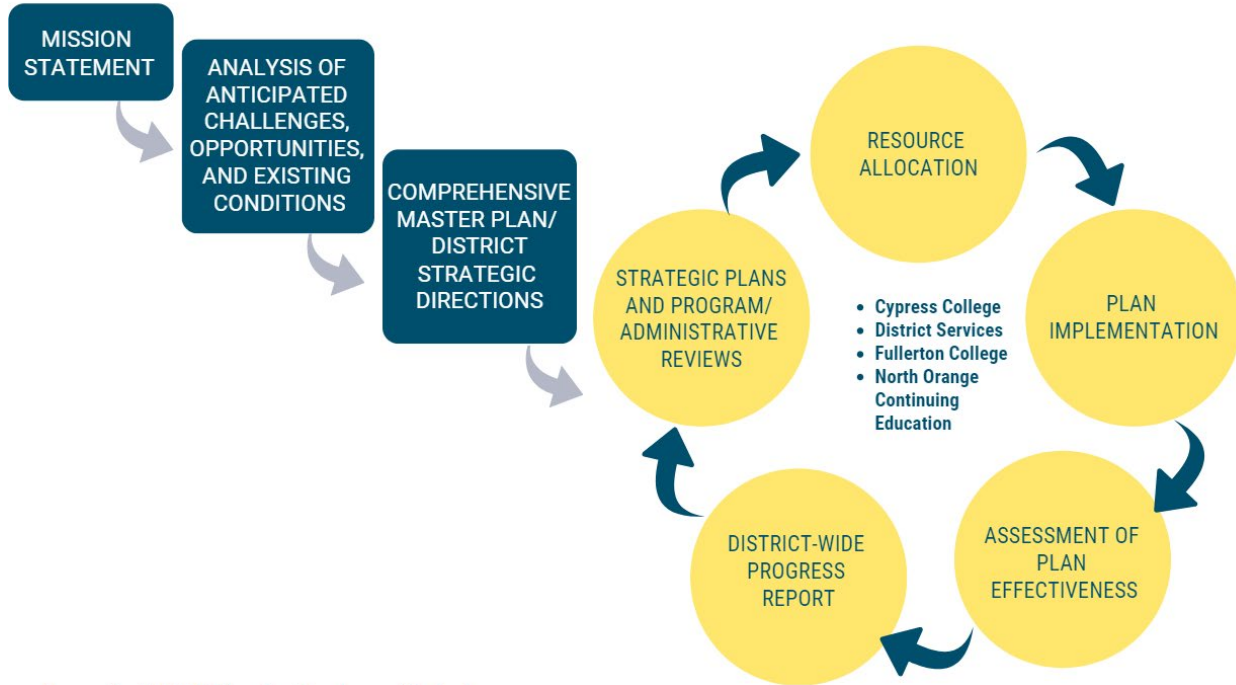
continually improve the quality of the services provided by District Services to the campuses and to other District Services.

- **District resources** are allocated based on the process outlined in the *North Orange County Community College District Budget Allocation Handbook*. Each campus and District Service then allocates resources based on its Strategic Plan and local process. In addition, the Strategic Planning Fund is used to fund initiatives related to the District Strategic Directions and District-wide Strategic Plan.
- Once resources are allocated, District Services and the campuses **implement the plans** as developed at the local site and identified in the site Strategic Plans.
- NOCCCD **assesses** in two ways: (1) regular **assessment of progress** on the District Strategic Directions and District Objectives and (2) **assessment of planning and decision-making processes** on a three-year cycle (minimum). The assessments inform the Strategic Plans and the District Services Administrative Review.

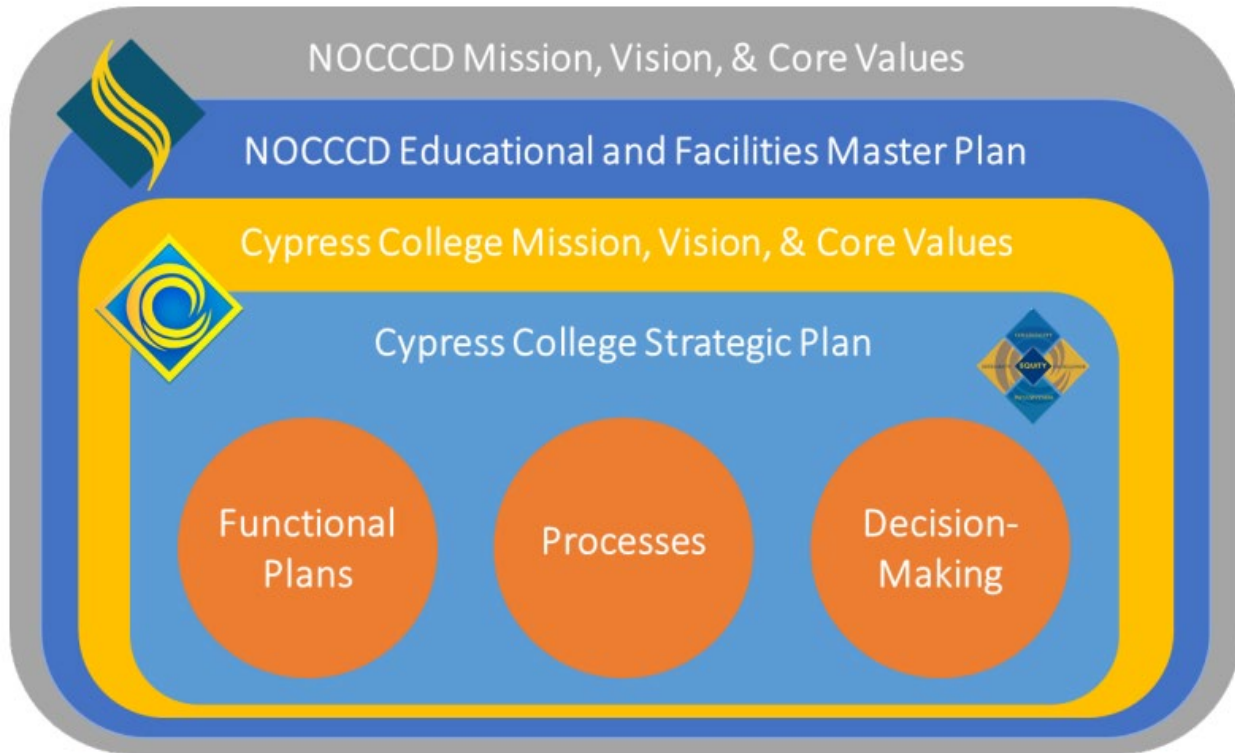
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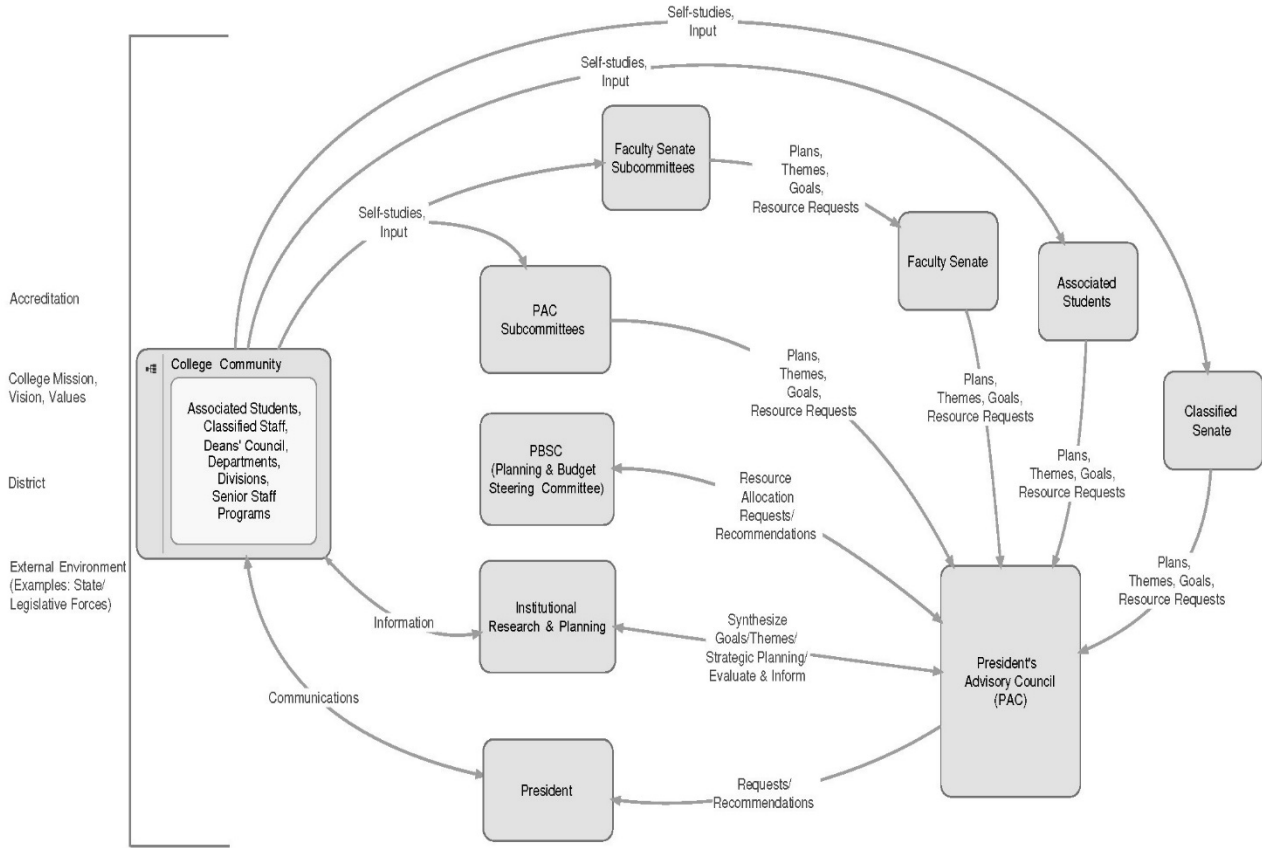
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## Fullerton College Campus-wide Planning Process

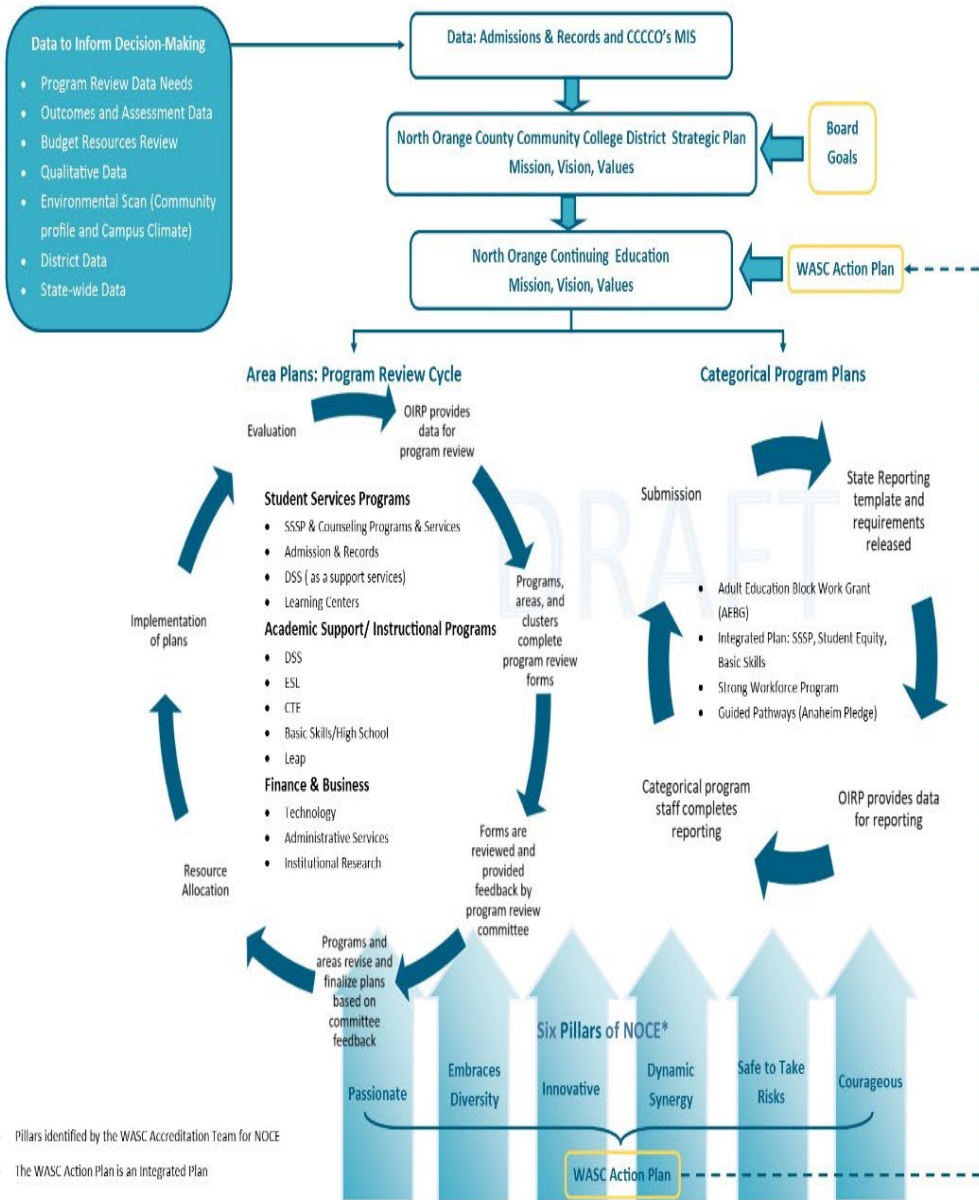


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Strategic Planning Process



- Pillars identified by the WASC Accreditation Team for NOCE
- The WASC Action Plan is an Integrated Plan

NOCE, OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING (OIRP)

09/21

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**NOCCCD Mission Statement**

The NOCCCD Mission Statement is the touchstone for the planning process in that it describes the intended student population and the services that NOCCCD promises to provide to the community.

NOCCCD reviews its mission statement every three years. The mission statement was most recently revised and approved by the Board of Trustees in Spring 2023.

The current NOCCCD Mission Statement is:

*We at NOCCCD create and nurture inclusive, equitable learning and working environments to empower students and employees to reach their full potential. Collectively, we provide comprehensive academic programs and support services through our institutions that enable our students to achieve their educational, professional, and personal goals.*

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a District and college mission statement is:

**I.A. Mission**

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6).
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

In addition, the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Adult School/ROCP Criteria most relevant to the development and review of a District and college mission statement is:

**Criterion 1: School Mission and Schoolwide Learner Outcomes**

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.

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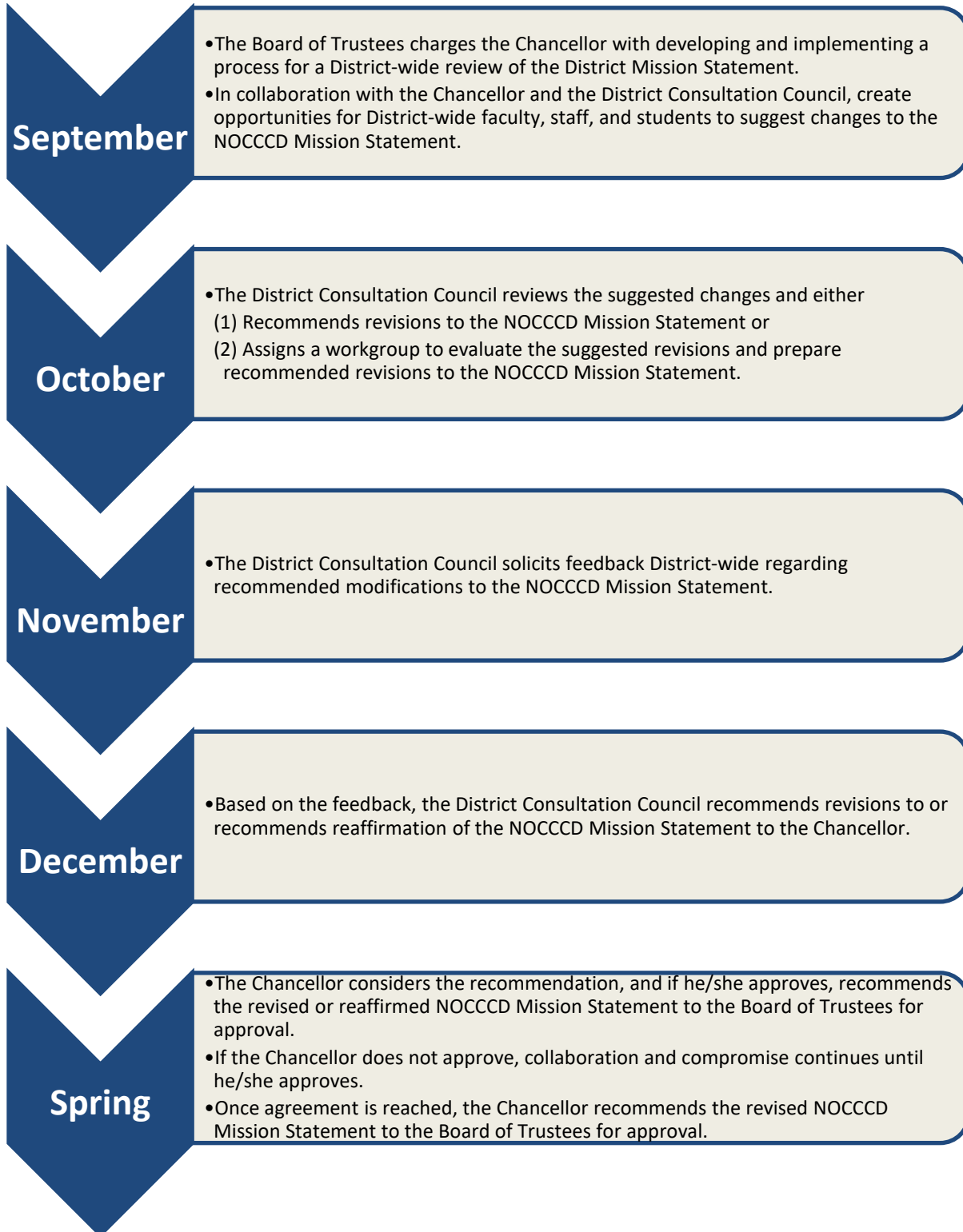
Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

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**Timeline and Process for Review of the Mission Statement**



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**Comprehensive Master Plan**

The Comprehensive Master Plan (CMP) is NOCCCD's long-term plan and, as such, projects its future for the coming decade.

The master planning process begins with a review of the results of the previous master plan and an analysis of current internal and external conditions. These provide the foundation for dialogue about NOCCCD's effectiveness in advancing its mission and for identifying anticipated challenges. These conversations culminate in:

- An overall growth projection for the coming decade;
- Growth projections for instruction, student services and support of learning areas;
- The identification of challenges that NOCCCD is facing or is likely to face in the coming decade;
- A plan for the addition or remodeling of facilities to support NOCCCD's programs and services that is aligned with the Educational Plan portion of the Comprehensive Master Plan; and
- District Strategic Directions that serve as the basis for both the District-wide and campus Strategic Plans.

Through this process, the CMP is linked to the mission statement:

Mission → CMP and District Strategic Directions

as well as to NOCCCD's short-term plans:

CMP District Strategic Directions → District-wide Strategic Plan

The District Strategic Directions are collaboratively developed through District-wide dialogue and are recommended to the Board of Trustees for approval. These institutional goals articulate how NOCCCD intends to address current and anticipated challenges.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and implementation of all processes described in the remainder of this *North Orange County Community College District Integrated Planning Manual* are:

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I. B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Adult School/ROCP Criteria most relevant to the development and implementation of NOCCCD planning processes are as follows:

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**Criterion 6: Use of Assessment**

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained, and that student learning remains the focus of the school.

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

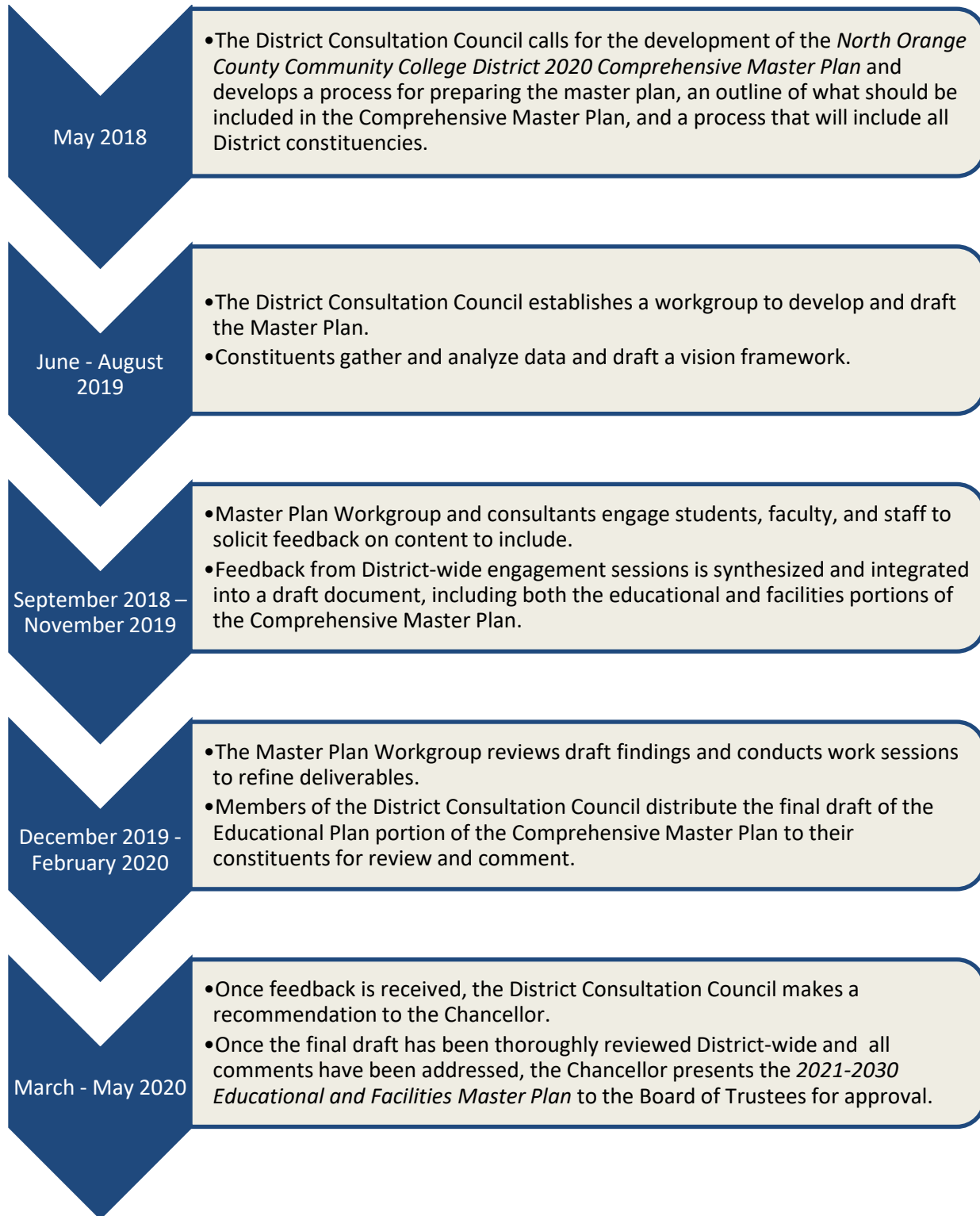
Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.



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**Timeline and Process for the 2021-2030 Comprehensive Master Plan**



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**District-wide Strategic Plan**

The *North Orange County Community College District-wide Strategic Plan 2022 - 2026* and *2026-2030* are NOCCCD's short-term plans. These plans include District Objectives and District Action Plans that describe how the District Strategic Directions identified in the *2021-2030 Educational and Facilities Master Plan* will be achieved.

The District Objectives describe the initiatives to be undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty, and staff. The initiatives to be undertaken at each site that contribute to the achievement of the District Strategic Directions are documented in the campus Strategic Plans and in the District Services Administrative Reviews. The District-wide objectives aggregate and synthesize the campus and District Services plans and identify commonalities in the work being performed districtwide to achieve the District Strategic Directions.

There are two District-wide Strategic Plans developed under the umbrella of the *2021-2030 Educational and Facilities Master Plan*:

1. *District-wide Strategic Plan 2022 – 2026*
2. *District-wide Strategic Plan 2026 – 2030*

The *2022-2026 District-wide Strategic Plan* will be developed in 2022-23, with implementation beginning in fall 2023. Following the Integrated Planning Manual process from prior years based on discussion in the Institutional Effectiveness Coordinating Council and approval by the District Consultation Council, the format of the *North Orange County Community College District-wide Strategic Plan 2022-2026* will be a narrative format. The following items will comprise the primary components of the plan:

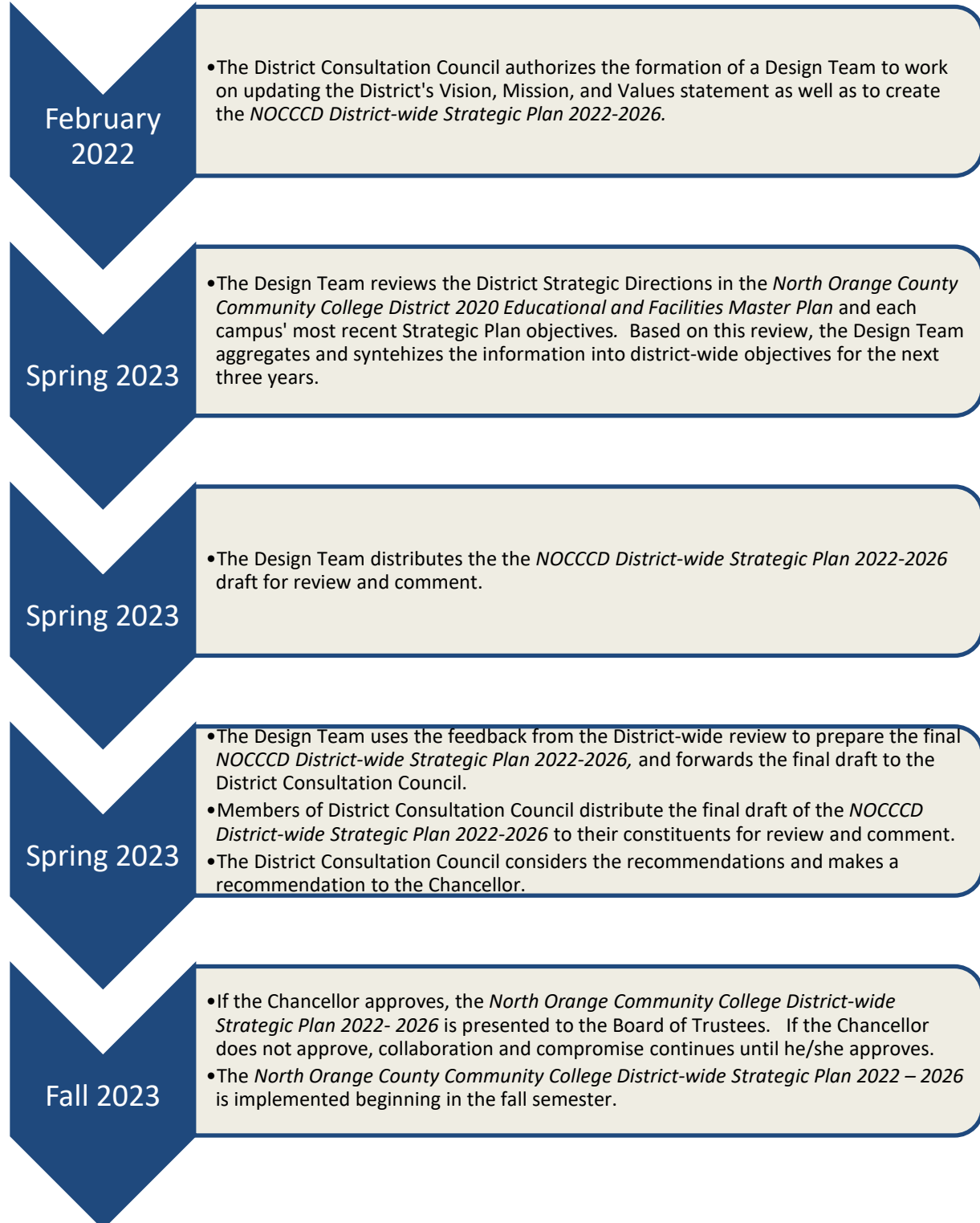
- **District Strategic Directions** that were developed as part of the *2021-2030 Educational and Facilities Master Plan*. The District Strategic Directions are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.

**District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty, and staff. The objectives will represent commonalities from the site-specific plans that describe districtwide efforts toward achieving the District Strategic Directions.

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**Timeline and Process for the Development of the 2022-2026 District-wide Strategic Plan**

(The following events happen in the sequence listed below.)



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**District Services Administrative Review**

The District Services Administrative Review is the 3-year program review process for centralized services. Each area also has the option to complete an annual update, as needed.

The purpose of this process is to analyze and track the efforts of each District Service to continually improve the quality of the services provided to the campuses and to other District Services. The three components of the District Services Administrative Review are:

1. An analysis of quantitative and qualitative data that reflect the services' strengths and weaknesses relative to meeting established standards, advancing the NOCCCD mission, and supporting District Strategic Directions and District Objectives. The data should also address the size and scope and effectiveness of each area's contribution to the District.
2. A report on the progress made in achieving the previous cycle's plans.
3. The development of a plan for the coming years (a) to sustain or improve the services provided and (b) to contribute to the achievement of the District Strategic Directions.

The District Services that complete this review process are:

- Chancellor's Office Services
- Educational Services
- Fiscal and Facilities
- Human Resources
- Information Services
- Public & Governmental Affairs

Resources are allocated to District Services in accordance with the NOCCCD budget allocation model described in the "Budget Allocation" section of this *Manual*. These resources are divided among the individual District Services based on current need and plans for improvement. Requests for distribution of allocations within District Services are presented to the District Services Committee for discussion and recommendation to the Chancellor. If funds are not available or if the request exceeds available funds within the District Services allocation, representatives from the District Services Committee may submit the request to the Council on Budget & Facilities.

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The Accrediting Commission for Community and Junior Colleges standards most relevant to District Services Administrative Reviews are:

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Standard III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

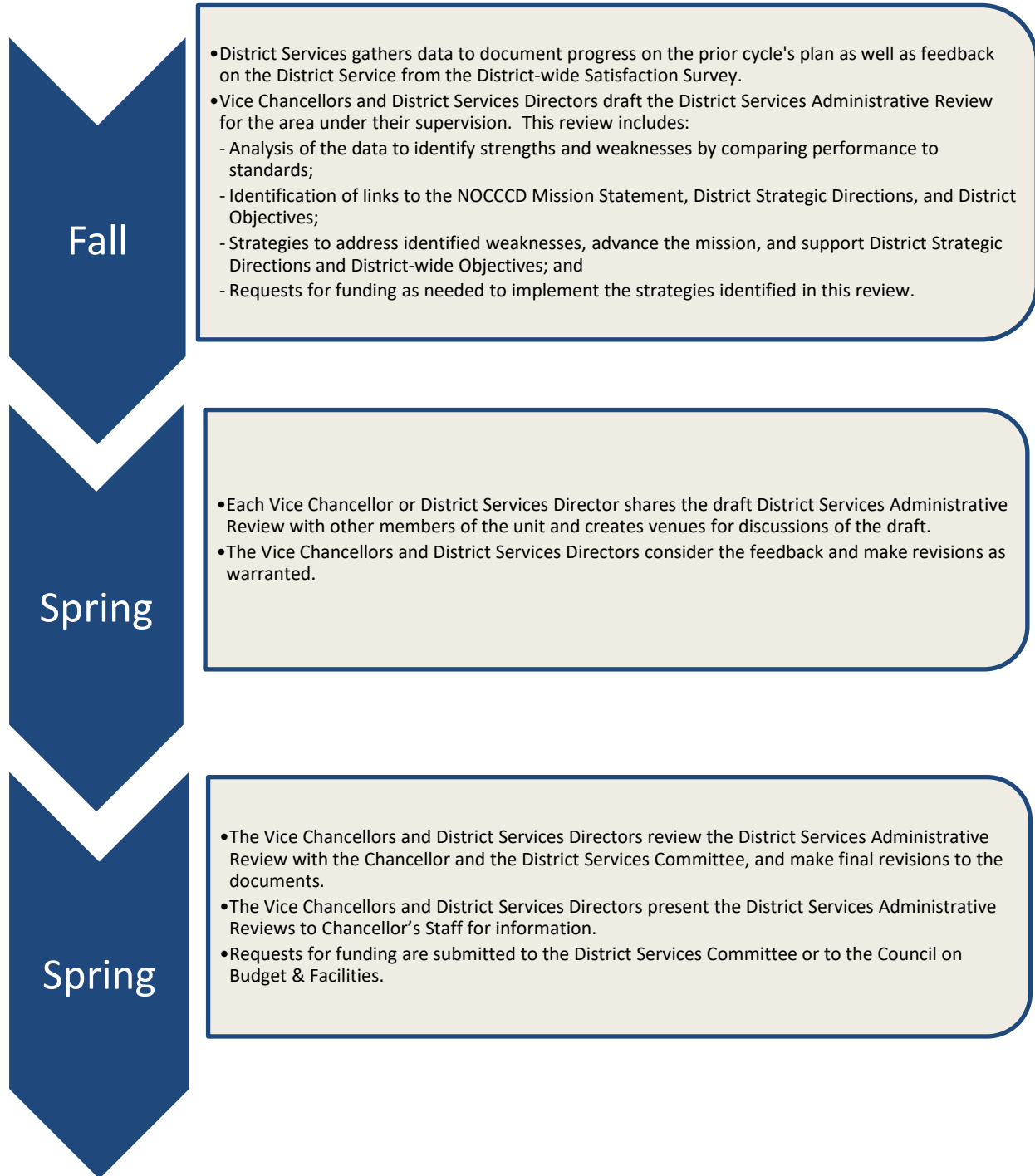
Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

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**Timeline and Process for District Services Administrative Review**

(The events happen in the sequence listed below.)



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**Budget Allocation**

Budget allocations align with the NOCCCD Mission Statement and link District Strategic Directions and District Objectives to the resources needed to accomplish these institutional goals.

The description in this *North Orange County Community College District Integrated Planning Manual* is an overview of the budget allocation model and budget development process. The factors that determine the distribution of funds to the four NOCCCD budget centers are summarized in the following charts, followed by the timeline and process for developing the annual budget. A detailed description of this model is presented in the *North Orange County Community College District Budget Allocation Handbook September 2021 Update*.

The District has implemented a new internal Resource Allocation Model (RAM) in efforts to more clearly align ongoing activities within each of its budget centers. The major principles that guide the budgeting process are to:

1. Recognize the District as the fiscal entity while honoring the unique legacy and culture of each institution
2. Use planning and goals to drive the budget process
3. Ensure that resource allocation decisions align with the type of funding
4. Consider both the inputs and outcomes of proposed budget decisions
5. Regularly assess operations and use data to inform the decision-making and planning processes
6. Incentivize innovation and program development
7. Take a long-term perspective
8. Be transparent, simple, and easy to explain

The RAM is a revenue allocation model. It incorporates: Student Centered Funding Formula apportionment revenues, other state revenues, and local revenues. It then uses those revenues to cover expenses: District-wide shared costs and all personnel & operating costs by budget center. The three educational centers—Cypress College, Fullerton College, North Orange Continuing Education—contribute revenue towards District Services, creating the 4 operational budget centers. The 4 budget centers then all share in covering the costs identified as institutional, or district-wide costs.

Speaking generally, all of the District Strategic Directions are plans for how to increase student success; similarly, the purpose of the budget allocation model is to fund the programs and services that both directly and indirectly promote student success. Students' needs are the

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foundation of decisions regarding the expansion and contraction of the budget allocations, especially in the personnel and extended day categories. In addition to this general link between planning and budget allocations, NOCCCD will provide direct links between specific budget allocations and the District Strategic Directions in the following three ways:

1. All expenditures related to the Strategic Plan Fund will be tracked separately to provide Budget/Financial information to the Project Leader for inclusion in their year-end report.
2. When appropriate, funding requests shall identify how the use of resources relates to the five District Strategic Directions and/or Comprehensive Master Plan.

The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocation processes are:

Standard I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Standard III.D.2.

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.



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**NOCCCD Budget Allocation Model: Revenues**

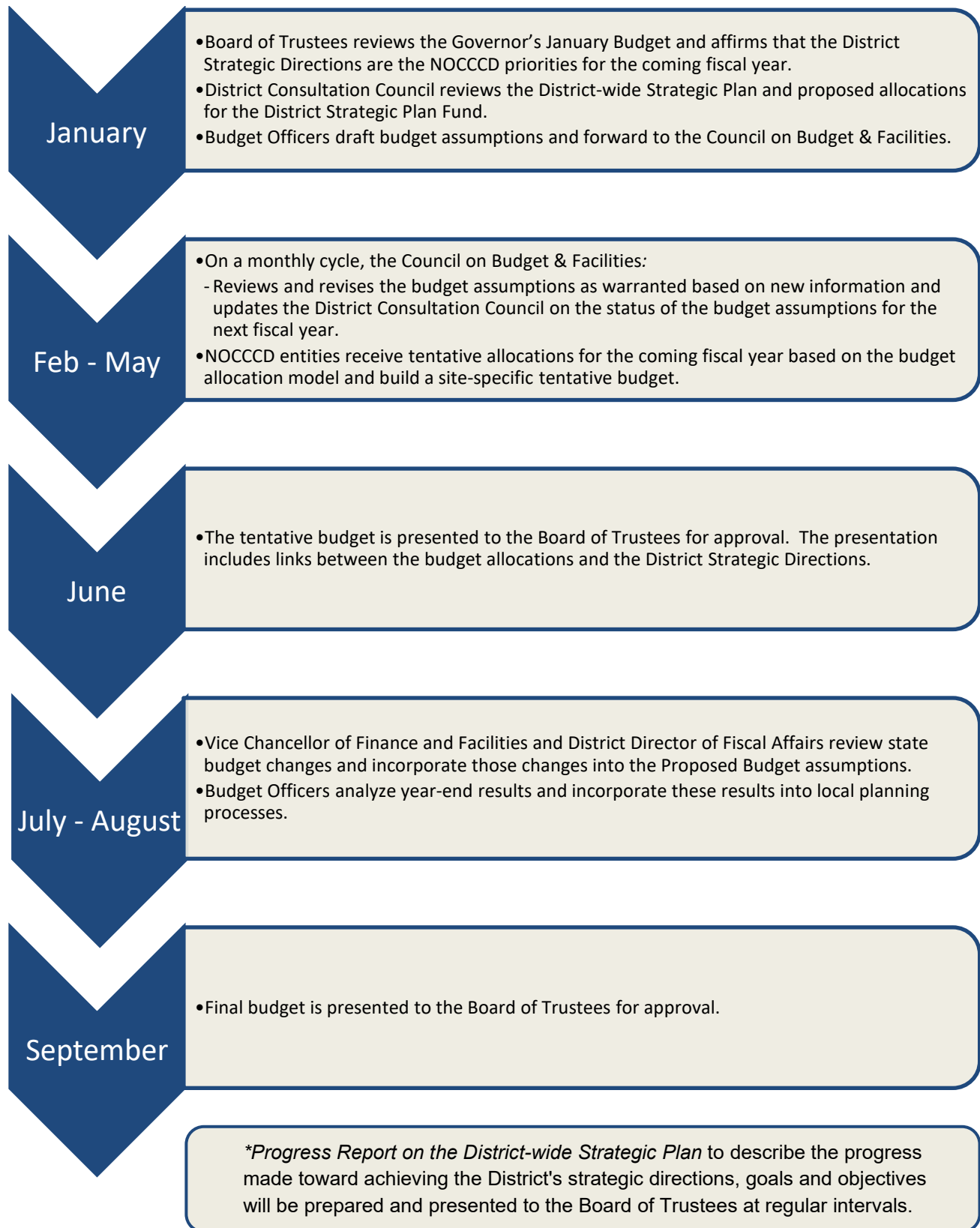
<b>Student Centered Funding Formula (SCFF)</b> <i>SCFF Revenue is the amount anticipated to be received by the District as State Apportionment</i>	<b>Other Unrestricted Revenues</b> <i>Unrestricted state revenues received as well as local revenues earned</i>	<b>Local Revenues</b>
<ol style="list-style-type: none"> <li>1. Base Allocation (70% of the SCFF): Sum of Basic Allocation funding, derived from the number of colleges and centers in a district, as well as its size, and its funding for Credit, non-Credit*, CDCP*, Incarcerated, and Special Admit FTES</li> <li>2. Supplemental Allocation (20% of the SCFF): Component that targets equity of access and opportunity for low-income students.</li> <li>3. Student Success Allocation (10% of the SCFF): Component that targets and incentivizes successful outcomes of California Community College students</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrollment Fee Waivers</li> <li>2. Full-Time Faculty Hiring Funds 2018-19</li> <li>3. Part-Time Faculty Compensation</li> <li>4. Lottery (Unrestricted portion)</li> <li>5. Mandated Costs</li> </ol>	<ol style="list-style-type: none"> <li>1. Districtwide Activity revenues, primarily interest earned</li> <li>2. Budget Center Activity, consisting of funds received for various local activities. Also includes self-supported activities that bring in revenue and are expected to cover their own costs</li> <li>3. Intrafund Transfers, currently comprised of funds received as RDA revenue that are being used to contribute towards ongoing resources.</li> </ol>

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**NOCCCD Budget Allocation Model: Expenses**

<b>District-wide Expenses</b>	<b>Budget Center Expenses</b>	<b>Chargebacks</b>
<i>Costs that have been identified and determined to be shared across all entities within the district.</i>	<i>Operating budgets included in the RAM for the budget centers are separated into ongoing and self-supported activities.</i>	<i>Certain expenses identified that one budget center incurred and which also benefitted another budget center</i>
<p><i>The listing of approved Districtwide expense categories and amounts are included in the annual proposed budget reports. Examples include:</i></p> <ol style="list-style-type: none"> <li>1. Retiree benefits</li> <li>2. Districtwide shared informational technology expenses</li> <li>3. Faculty sabbatical costs and related-activity expenditures</li> <li>4. Districtwide memberships</li> <li>5. Audit expenses</li> <li>6. Employee assistance program</li> <li>7. Hospitality</li> <li>8. Board-designated contribution to the Fullerton Child Care center</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel:               <ol style="list-style-type: none"> <li>a. Full-Time Faculty</li> <li>b. Classified staff</li> <li>c. Confidential staff</li> <li>d. Academic managers</li> <li>e. Classified managers</li> <li>f. Executives</li> <li>g. Temporary Special Positions (including instructors, project coordinators, managers, and directors)</li> </ol> </li> <li>2. Other operating expenses:               <ol style="list-style-type: none"> <li>a. Adjunct Faculty</li> <li>b. Other temporary hourly personnel</li> <li>c. Departmental and campus office costs and maintenance needs</li> <li>d. Contingency funds set aside</li> </ol> </li> <li>3. Intrafund/Interfund Transfers</li> </ol>	<p>Chargebacks currently include the following:</p> <ol style="list-style-type: none"> <li>1. Maintenance &amp; Operations (custodial) personnel</li> <li>2. Electricity</li> <li>3. Gas</li> <li>4. Water</li> <li>5. Security</li> </ol>

## Timeline and Process for Budget Development



## **Plan Implementation**

The main function of the District-wide strategic plan is to coordinate the strategies planned by Cypress College, North Orange Continuing Education, Fullerton College, and District Services to ensure integration and alignment districtwide. The Institutional Effectiveness Coordinating Council (IECC) will have the responsibility to monitor the progress the District (the three institutions and District Services) is making to meet the targets at acceptable rates. IECC will ensure collaboration among the institutions and the District office exists. To monitor each goal, IECC will rely primarily on information gathered by each individual institution about actions taken toward goal progress and districtwide initiatives.

To ensure implementation of the identified activities that will move NOCCCD toward accomplishment of the District Strategic Directions, the IECC shall:

- Encourage the coordination of initiatives to increase innovation and efficiencies and;
- Identify District-wide barriers that impede the implementation of plans and recommend administrative and/or policy changes to remove those barriers;
- Identify District-wide projects and activities designed to address District Strategic Directions or District-wide Objectives needing additional funding and/or District-wide support and enhance synergy of resources;
- Review data and other types of evidence to assess the levels of success following plan implementation; and
- Gather documentation about activities and outcomes to contribute to the preparation of the annual Progress Report.

The Progress Report described in the next section informs the District community about the outcomes of plan implementation.

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**Assessment of Progress on District Strategic Directions**

A Progress Report is produced on a regular basis to inform the internal community about movement toward achievement of the District Strategic Directions. The progress report will compile information on actions or achievements related to goal progress across each of the NOCCCD campuses and District Services.

Three tasks will be accomplished through the development of this Progress Report:

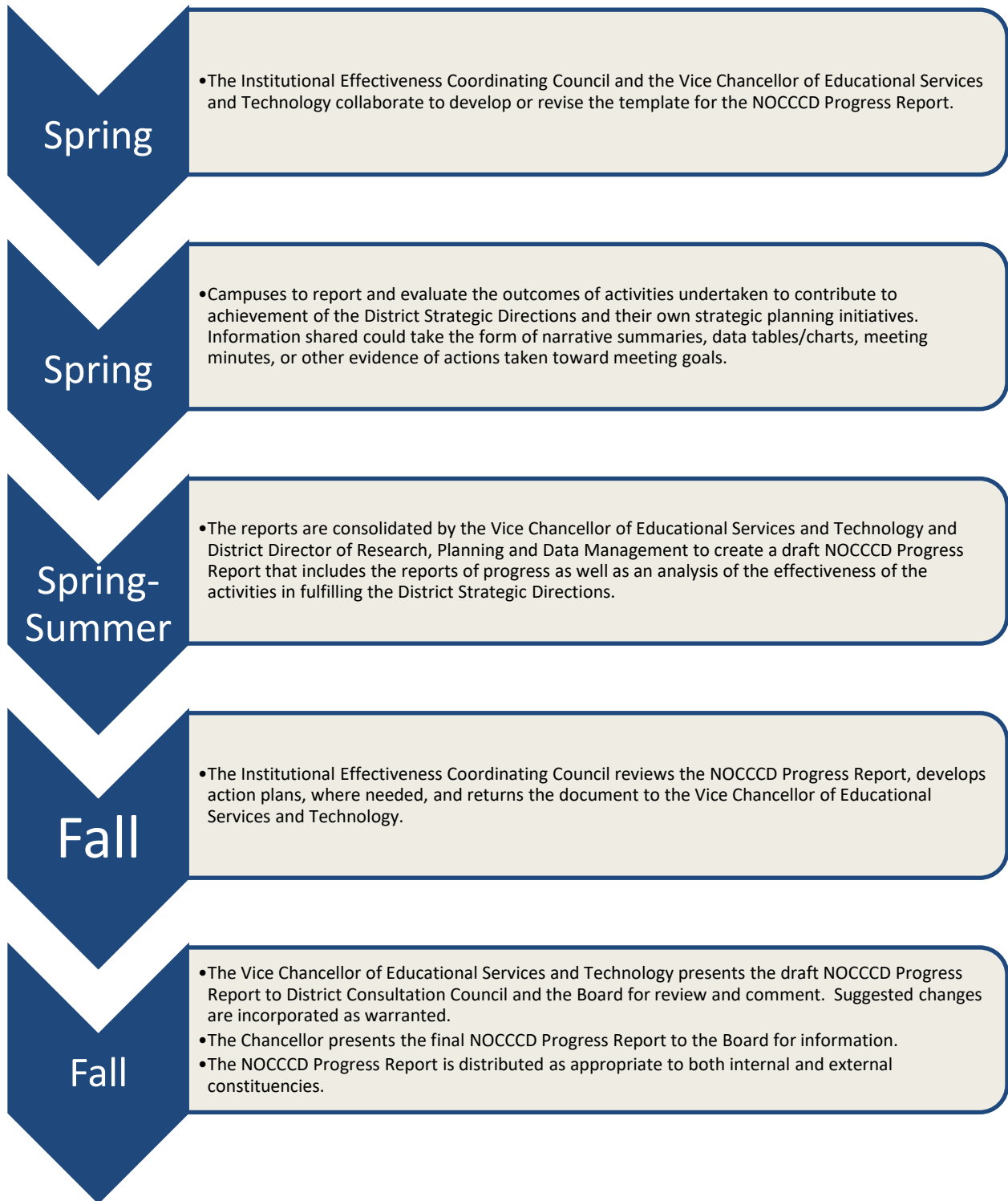
- Consolidate information about the actions that have been completed by all NOCCCD entities;
- Analyze those outcomes in terms of their effectiveness in moving NOCCCD toward achievement of the District Strategic Directions; and
- Develop Action Plans as needed for the future to better support completion of Districtwide Objectives and/or recommend administrative and/or policy changes to remove barriers impeding the plans

There will be a minimum of one progress report for each District-wide Strategic Plan.

The District-wide Progress Report is an essential accountability tool in the NOCCD Integrated Planning process because it reinforces and sustains a District-wide dialogue on its long-term and short-term goals.

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**Timeline and Process for Assessing Progress on District Strategic Directions**



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**Assessment of Planning and Decision-Making Processes**

NOCCCD assesses its planning and decision-making processes on a regular basis in keeping with the ACCJC and ACS WASC standards on institutional effectiveness. The assessment is conducted at a minimum every three years and could reflect minor changes, such as in descriptions, timelines, or processes and/or substantive updates in content and processes. The assessment includes a review and proposed revisions to the *North Orange County Community College District Integrated Planning Manual* by the Institutional Effectiveness Coordinating Council and then a submission to the District Consultation Council. The District Consultation Council reviews and approves the proposed changes to the planning processes with any necessary updates. Through this review processes, this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of NOCCCD's cycle of continuous improvement.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning and decision-making processes are:

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard IV. A.7.  
Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Adult School/ROCP Criteria most relevant to the implementation and assessment of NOCCCD planning processes are as follows:

**Criterion 10: Action Plan for Ongoing Improvement**

The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.