District Consultation Council Meeting

May 22, 2023
2:00 p.m.
Anaheim Campus Room 105

Videoconferencing of the meeting will be available in the Cypress College President's Conference Room and the Fullerton College 200 Building, Room 229

AGENDA

MEETING SUMMARY

1.	April 24, 2023 Summary	**Action**

STRATEGIC GOALS & PLANNING

1.	IT Optimization Plan	**Information**
2.	One-Time Funding Request: Follett Equitable Access & Foundations	**Action**
3.	Budget Update	**Discussion**
4.	Analysis of FTES at P-2	**Discussion**

OPERATIONAL REVIEW

1.	NOCCCD Decision Making Resource Manual 2022 Updates	**Action**
2.	NOCCCD Integrated Planning Manual 2022-23 Updates	**Action**

POLICY

1.	Revised AP 3740, Web Sites; Revised AP 4105, Distance **and Correspondence** Education; and Revised AP 5030, Fees	**Action**
2.	Suspension of Program Discontinuance Pending Revision of BP/AP 4021, Educational Program Discontinuance	**Action**

OTHER ITEMS

1.	Winter Intersession Opportunity	**Discussion**

DISTRICT CONSULTATION COUNCIL
April 24, 2023

SUMMARY

MEMBERS PRESENT: Jim Bunker, Byron D. Clift Breland, Treisa Cassens (for DMA), Jennifer Combs, Damon de la Cruz, Jean Foster, Geoff Hurst, Cherry Li-Bugg, Kathleen McAlister, Cynthia Olivo, Jennifer Oo, Jeremy Peters, Valentina Purtell, Irma Ramos, Jeanette Rodriguez, JoAnna Schilling, Melissa Serrato, Pamela Spence, and Fred Williams.

VISITORS: Danielle Davy, Gabrielle Stanco, and Kashu Vyas.

Chancellor Byron D. Clift Breland called the meeting to order at 2:07 p.m.

MEETING SUMMARY

Summary: The summary of the March 27, 2023 meeting was approved as submitted.

STRATEGIC GOALS & PLANNING

Educational & Facilities Master Plan Refresh: DCC reviewed and discussed the Educational & Facilities Master Plan (EFMP) Refresh proposal and the structure of the EFMP Refresh Committee. When the 2021-2030 EFMP was approved in May 2020 it was stated that a focused assessment would occur within 2-3 years to reevaluate due to several factors including the pivot to a remote environment. The significant rise in construction costs also necessitates a need to review and update high-level space planning contained in the Facilities Master Plan. The District has engaged the same consultants who assisted in the drafting of the 2021-2030 EFMP and they submitted a proposal to do the refresh work.

The proposed structure of the EFMP Refresh Committee includes two faculty representatives each from CC, FC, and NOCE; two student representatives each from CC, FC, and NOCE; four classified representatives, one each from CC, DS, FC and NOCE; one Confidentials representative; and one DMA representative. It was requested that DCC members confirm the structure of the EFMP Refresh Committee (in alignment with the original EFMP Steering Committee) and begin appointing members so that it can begin its work by the start of the fall 2023 semester. During the discussion, members stated the following:

- Will administrators also be involved? (Yes, but only the constituency group members were listed so that the groups could begin the appointment process.)
- Vice Chancellor Fred Williams stated that the proposal does a good job of highlighting the issues he's concerned about including identifying priorities as bond funds are being spent.
- With the pivot to distance education, there is a need to address the best use of physical facilities.
- A request for the addition of a United Faculty representative appointment in addition to the six faculty academic/faculty senate members. If CSEA is named, then the faculty union voice should also be included. (The academic/faculty senates offered to possibly share one of their seats and Chancellor Clift Breland was OK with adding an additional United Faculty seat.)
- How many management representatives were on the committee?

- What is the timeline for the work? (Would like to constitute the group in the Fall so that the work takes place then.)
- Is there no way to do the work for less than $300,000? (The cost is largely due to the number of meetings that are required to obtain feedback from participants. This is the second version of the proposal, and it has been whittled down from the original proposal.)
- The last committee had high participation which added greatly to the EFMP, and student participation is critical to include student needs. Recruit students and compensate them for participating.

All names for participants on the EFMP Refresh Committee should be sent to Vice Chancellor Cherry Li-Bugg.

OPERATIONAL REVIEW

NOCCCD Mission, Vision, and Values: DCC received a first reading of the revisions to the District Mission, Vision, and Values that were developed by the workgroup that was formed by DCC and included districtwide constituency representation. During the discussion, members made the following comments:

- Why is “our institutions” used in the draft mission statement?
- The use of “you” in the draft vision statement is grammatically incorrect and suggested using “where one belongs” or “where everyone belongs” instead.
- Do not like the use of “belongs” in the vision statement.
- Add a hyphen so that it reads “data-informed” under the Stewardship proposed value.
- Revise the Respect proposed value and possibly make it two separate sentences.
- The Fullerton College PAC has not discussed the revisions.
- NOCE has discussed at PAC and sent survey to PAC and the Institutional Effectiveness Council to solicit feedback.

This item will return to a future DCC meeting.

NOCCCD Decision Making Resource Manual 2022 Updates: DCC received a third reading of the proposed updates to the NOCCCD Decision Making Resource Manual. In addition to the major updates previously reviewed by DCC, additional revisions proposed at the March 2023 DCC meeting included: 1) updated quorum and voting procedures for DCC; 2) changing “Governance Groups” to “Governance Committees/Councils;” and 3) the deletion of the reference to campus examples of governance groups. During the discussion, members stated the following:

- Page 10: CSEA requested a revision to include “per the CSEA Collective Bargaining Agreement Article 5.5 and California Education Code 70901.2(a)” when noting that CSEA is responsible for appointments.
- Page 25: Strike DEMAC, add DAC, and include that it meets twice a month.
- Page 27: For the District EEO Committee, add a CSEA representative from the Anaheim Campus, remove “from the campus diversity committee,” and update the EEO Director title.
- Strike the year from the title of the document and instead list the year to the last update.
- Add the District Director of Fiscal Affairs to the DAC membership.
- Pages 27-28: Update the calendar to reflect that DAC will meet twice a month.

- Is DEMAC completely gone or is it being reconstituted since the PRT recommendations for best practices include enrollment management? (Chancellor Clift Breland suggested holding off on forming a districtwide committee due to the difficulty in implementation when the campuses want to focus on different things.)
- Is there a desire, perhaps in the future, for the campus enrollment management groups to bring something forward to DCC? (Chancellor Clift Breland voiced support for the campus committees meeting quarterly and sharing information with DCC.)
- Add the Distance Education Director to the District Technology Committee listing.
- Concern with moving from consensus to a 66% percent threshold. DCC is the primary participatory governance committee, and the goal should be to reach consensus among constituencies and take time to hash things out.
- How would consensus be defined? 21 of 24 members? 85%? A definition would be helpful and could ensure that an entire constituent group is not being ignored.
- Support for the term "striving for consensus" because that's what DCC strives to do. In the case where consensus is not reached, then voting occurs but it is ensured that the majority of a group is not being ignored or excluded.

This item will return to the next DCC meeting.

NOCCCD Integrated Planning Manual 2022-23 Updates: DCC received a first reading of the proposed updates to NOCCCD Integrated Planning Manual that are proposed by the Institutional Effectiveness Coordinating Council to reflect changes to the districtwide strategic planning process. Gabrielle Stanco, District Director, Research, Planning, and Data Management, led a broad stroke overview of the revisions that include 1) updating the mission statement and strategic directions; 2) updating all accreditation standard references to reflect latest ACCJC/WASC standards; 3) revising the Districtwide Strategic Plan focus to be a synthesis of campus and District Services plans that will aggregate the commonalities in the work being performed districtwide to achieve the District Strategic Directions; 4) revising the frequency of assessment of strategic plan progress to be "regular" (at least once in three years) instead of annual; 5) updating the District Services Administrative Review process from an annual to a 3-year timeframe with an optional annual update; and 6) revising the budget allocation section to reflect updates made in the Budget Handbook, 2021 Update.

This item will return for consideration at the next DCC meeting.

POLICY

Revised AP 4010, Academic Calendar; Revised AP 7230-2, Confidential Employees – Holidays; and AP 7240-2, Management Employees – Holidays: DCC received a first reading of the proposed revisions to AP 4010, AP 7230-2, and AP 7240-2. AP 4010 was revised to include Juneteenth to the listing of statutory holidays and to clarify the Cesar Chavez Day observance date; AP 7230-2 was revised to include Juneteenth to the listing of holidays for confidential employees, strike "college" from section 3.0, and add a new section 4.3 to address compensation for the Independence Day holiday reflecting alignment with classified employee compensation; and AP 7240-2 was revised to include Juneteenth to the listing of holidays for management employees and to strike "college" from section 3.3. **There was consensus to approve AP 4010, AP 7230-2, and AP 7240-2 and post them on the District website.**

ADJOURNMENT: The meeting adjourned at 3:29 p.m.

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 16, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST and Geoff Hurst, District Director, Enterprise IT Applications Support and Development

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

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1. AGENDA ITEM NAME

NOCCCD IT Resource Optimization Project

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only	**X**	**Second Reading**	
Review/Discussion	**X**	**Action**	
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

As NOCCCD embarks on a sustained Digital Transformation effort, it's important to ensure that the infrastructure to support this initiative is reliable and resilient. Despite efforts throughout the three years of the $25 million Network Refresh project to design and build enterprise level solutions, there have been several areas where these changes have been deployed without adequate resources or clearly defined roles and responsibilities.

Last year's data security breach - which crippled one college and severely impacted the entire District - highlighted the importance of ensuring that there is not just visibility into enterprise level infrastructure, but that control and oversight is needed to enforce policies and procedures that improve our threat response and posture. Consequent systematic interruptions to services were attributable to similar systemic deficiencies where fundamental principles of network design (backup, monitoring, configuration) were lacking.

It is not a simple process to remediate these issues, but it is made more difficult by a culture that values independence over collaboration, and is deeply distrustful of sharing resources and knowledge. There have been incremental changes as new management has been put in place, and concerted efforts are made to standardize policy and process; however, these attempts at optimization have met with some fundamental structural hurdles:

- **Shared District resources (DNS/DDI, Firewalls, Security) are managed in isolation with little cross sharing.**
- **Separate systems (O365, Canvas) are attempting to act in an assumed shared environment. Duplication of effort and lack of consistency mean there are vastly different standards, particularly around security policies.**

- **Lack of staffing to support security and compliance initiatives. There is currently no 100% dedicated security role in the District.**
- **Firewalls, which manage all network traffic in to and out of the District are not centrally managed, resulting in differing rules for ensuring security and monitoring.**
- **Network management is not coordinated. There is no change management procedure enforced District-wide. A change in one environment could adversely impact other environments and takes a considerable amount of time to troubleshoot.**
- **No District-wide asset management solution to allow for an accurate 'snapshot' of what resources are available and how they are performing.**
- **No current method for conducting eDiscovery, Compliance Review, or Security monitoring across all services without the explicit permission of the individual campus staff.**
- **Too much responsibility falls on too few staff and therefore they are unable to devote the time and resources to ensure their services are well managed and maintained.**
- **Staffing is inconsistent and not optimized to meet the growing needs of the District. Staff have wildly disparate workloads with no District-wide consistency in accountability.**
- **Hiring is negatively impacted by the lack of a hybrid/remote work policy. The industry standard has dramatically shifted, and most IT professionals are prioritizing remote work opportunities.**
- **A flat management structure has reduced the ability to supervise and manage staff.**
- **Campus resources lack technical skills to migrate services to the cloud – a modern, proven solution for improving resiliency and responsiveness that minimizes the need for large capital outlay.**
- **Remote/Hybrid work has greatly increased the number of devices, services, and operational support needs without a similar increase in staff.**

North Orange has traditionally maintained a very 'flat' organizational structure in IT. There are no manager roles, or even well-defined lead roles that can contribute to cohesive district-wide planning and operations. Although it is well recognized that there should be a supervisor level position for approximately every eight staff, a quick look at the current organization chart below illustrates that there are at least two departments where there is a supervisor responsible for more than fifteen staff. This has resulted in many classified staff taking on 'unofficial' lead or supervisor roles, often without any change in job title, through the use of short-term stipends. Classified staff who are in long term 'temporary' supervisor/lead assignments are frustrated when attempting to formalize these roles through the reclass process because there is no higher role for them to reclassify into. When a director level position opens, they are unable to meet the minimum supervisory qualifications for that position. Unfortunately, the only path to a management level position in NOCCCD IT is to leave. The best illustration of this is to look at the current Director positions – all are currently held by people with no prior history with the District.

The Job Families work currently underway through Human Resources will highlight and attempt to remediate some of these problems by providing a clear progression of increased responsibilities. However, that does not address the allocation of staff. To do that, changes need to be made to the organizational structure itself. There are other considerations when considering a district-wide resource optimization plan:

Resource Allocation – Are staff at each campus utilized effectively?

Roles and Responsibilities – Are duties clearly delineated with an emphasis on team/district collaboration?

Cloud/SaaS – Are resources committed to maintaining solutions that could be managed more cheaply in a cloud environment?

Churn – How often are tasks revised multiple times due to lack of knowledge/skill or inadequate sharing of proven solutions with other campuses?

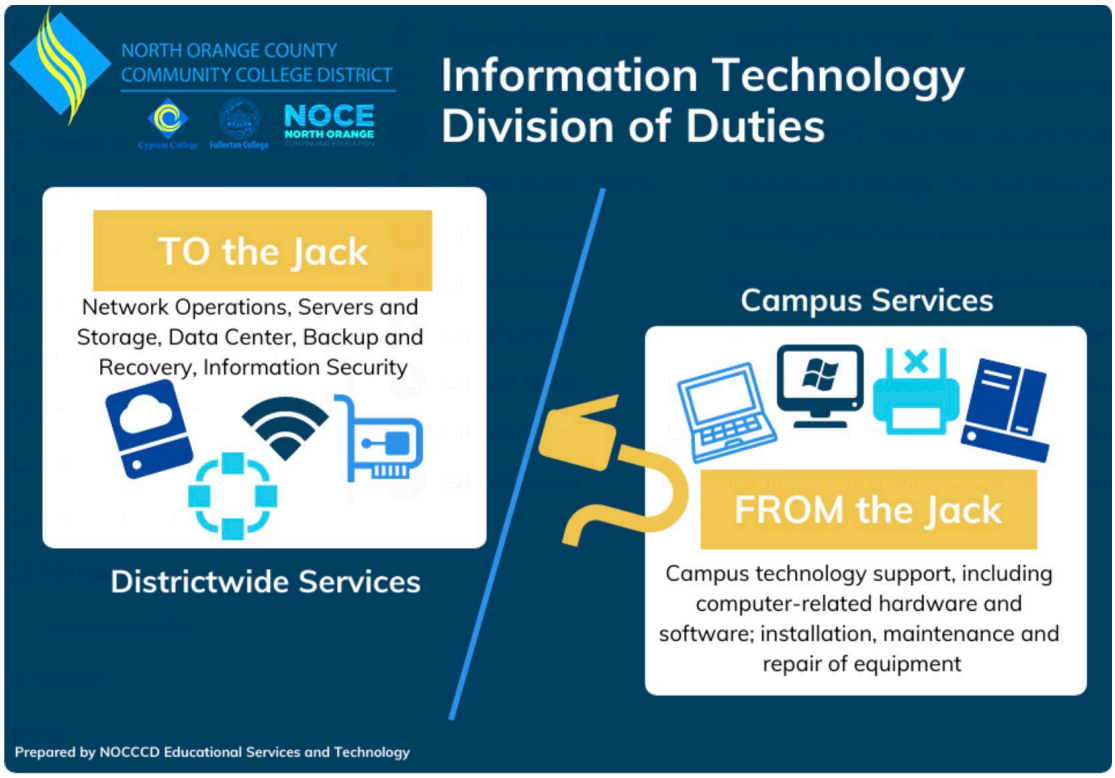
Consultants/Professional Experts – How much of the additional work needed is being completed by external consultants due to technical debt?

Manager/Staff Ratios – Do manager/supervisor positions contribute to the efficiency/effectiveness of the team?

By optimizing IT resources, centralizing management of key infrastructure responsibilities, and reorganizing existing job descriptions and roles to align with a modern, agile technology environment, the District can reduce system failures and improve the quality of the services it offers.

- **Reorganize District-wide resources by service not location.**
- **Ensure single optimized configuration and management of enterprise resources.**
- **Provide visibility, monitoring and control capability for security and compliance.**
- **Develop policies and procedures through shared governance to standardize configuration and management.**
- **Allow Academic Computing campus resources to focus on supporting student and staff focused resources.**
- **Consolidate and rearchitect services to align with an enterprise aware environment.**
- **Focus on service oriented, clearly defined roles and responsibilities**

In multi-college districts of a similar size to North Orange shared services have mostly been consolidated by service. For example, Coast has spent the last ten years in a consolidated environment where the district maintains and has responsibility for 'everything to the wall'. This means that all network, security, and infrastructure services up to the endpoint (the network jack) are managed centrally allowing for more effective resource allocation and standardization. The campuses manage all services beyond that point – devices, lab computers, AV and multimedia, etc.



In this resource configuration District assigned staff may have a responsibility for a campus but are supervised by a District manager who can coordinate and be responsible for ensuring that campus changes do not adversely impact the enterprise environment. In the event of a major problem at an individual campus, the manager can respond effectively and reallocate resources and expertise quickly from other campuses to resolve the issue. This happens now, but in an ad hoc way. At any point a campus director can refuse to allow their staff to be temporarily reassigned. The consolidation and centralization of core IT services in network management, security operations and enterprise applications support and development does mean re-organizing the current IT staffing structure and moving employees from the campuses to the District. The IT re-organization is being implemented in conjunction and alignment with the IT job family work being done by Human Resources.

5. RECOMMENDATION:

It is recommended that DCC review and discuss the NOCCCD IT Resource Optimization Project

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

District-wide IT staff, Technology Implementation Committee, District Technology Committee, District Technology Roundtable, Chancellor's Staff, District Services Committee

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 15, 2023

From: Fred Williams, Vice Chancellor, Finance and Facilities

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

1. AGENDA ITEM NAME

One-Time Funding Request:
1. **Follett Equitable Access - $5,000,000**
2. **Foundation Funding - $900,000**

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion		**Action**	**X**
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **20 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

At its May 8 meeting, the Council on Budget and Facilities reviewed, discussed, and approved the following one-time funding allocations, contingent upon campus approval.

1. **Follett Equitable Access - Funding of up to $5,000,000 is requested to pilot a digital book program. As part of the program, students will pay a $19 per unit/hour fixed charge for books and the District will supplement the full cost of this pilot program for students that take an agreed upon number of units/hours. At this point, this pilot program is in the assessment and approval stage, but for planning purposes it is requested that funding be set aside for use during the 2023-24 fiscal year to offset student costs. This will allow for additional discussion at the campuses on the implementation. It is anticipated that the Pilot will allow the campuses to dramatically reduce the cost of textbooks for students, gather data on the impact of having books on day one on student success, ease of implementation and accessibility, allow for student feedback, and better understand whether this is a viable and affordable book option for students.**

2. **Foundation Funding – Two years ago, one-time funding was provided to both the FC and CC Foundations to support operations. To support Board Goal 1.6 for diversification of the District's revenue sources including expanded foundation funding, a request is being made of $150,000 for each campus foundation (Cypress and Fullerton), per year, for a three- year period, for a total of $900,000. As part of the agreement, both Cypress College and Fullerton College foundations will be required to fund a permanent position within the Foundation and raise sustainable ongoing funding to support this position after the three-year period.**

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

5. RECOMMENDATION:

Members are asked to approve the one-time funding request for the Follett Equitable Access of $5,000,000 and Foundation Funding at Cypress and Fullerton for a three-year period ($450,000 per campus) for a total of $900,000.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Campus Presidents and members of Council on Budget and Facilities

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

North Orange County Community College District
One-time Funding Discussion
DCC
May 22, 2023

Districtwide		**Districtwide**
Sustainability *(DCC approval: 11/28/22)*		1,000,000
Contribution for Capital Projects *(DCC approval: 1/23/23)*		5,500,000
Cypress	2,000,000	
Fullerton	2,000,000	
Anaheim Campus	1,500,000	
Part-time Faculty Office Hours - Spring Semester		400,000
Three-year Foundation Contribution		900,000
Cypress	450,000	
Fullerton	450,000	
Contribution to Follett Pilot Book Program		5,000,000
Unallocated		**14,743,423**
Total		$ 27,543,423

Uncommitted Fund Balance	
Unallocated Resources	$ 17,612,711
2021-22 SCFF Hold Harmless	9,930,712
Total	$ 27,543,423

New Request

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 15, 2023

From: Fred Williams, Vice Chancellor, Finance and Facilities

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

1. AGENDA ITEM NAME

Budget Update

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion	**X**	**Action**	
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

On May 12, the Governor released the 2023-24 May Revision. Attached is a summary by Lizette Navarette, Interim Deputy Chancellor from the CCCCO, who provides a good one-page summary of the community college budget. In addition, we have included the Joint Analysis that is done jointly by Association of Chief Business Officials (ACBO), Association of California Community College Administrators (ACCCA) and the Community College League of California (CCLC), which provides much more information. Some quick highlights are below.

- **$31.5 billion statewide deficit**
- **8.22% COLA on apportionment and numerous categorical programs**
- **District flexibility to eligible categorical program**
- **Student Equity and Achievement, Student Financial Aid Administration, and student mental health resources**
- **$100M one-time dollars in funding to continue supporting community colleges with enrollment strategies but also a big reduction from the 22/23 allocations for deferred maintenance and COVID-19 Block Grant. The decrease to the deferred maintenance was even more than the January budget and the COVID Block Grant was new and is significant; approximately $12.5M for scheduled maintenance/instruction equipment and $9.5M for COVID-19 for NOCCCD.**

Remember this is just the May Revise and additional work will be done in Sacramento. The final budget is expected by July 1.

Also included are the early preliminary budget assumptions that were taken to the May 8 Council on Budget and Facilities meeting for review. Please note that this was prepared using an 8.13% COLA. The May Revise COLA was 8.22%. The net effect is less than $100,000 when factoring in revenue and expense increases. Fiscal staff will be

incorporating this information into the tentative budget, which will go to the second Board meeting in June.

5. RECOMMENDATION:

Members are asked to review the Joint Analysis and updated early preliminary budget assumptions.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Members of Council on Budget and Facilities

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

California Community Colleges

Dear Colleagues,

Today, Governor Newsom released the May Revision for 2023-24 fiscal year. The release of the May Revision kicks off the final weeks of budget negotiations as the Legislature must approve a budget by June 15. As anticipated, the proposal tackles a higher budget deficit, up from $22.5 billion to $31.5 billion, while seeking to keep prior year promises through pragmatic solutions.

For California Community Colleges, the budget proposal continues to be shaped by the Roadmap for the Future, introduced in 2022-23 and intended to advance equity, student success and the system's ability to prepare students for California's future. The proposal provides an 8.22% cost-of-living-adjustment and a continued commitment to Affordable Student Housing at California's Community Colleges. Following are some key changes in the proposal compared to the enacted budget for 2022-23 and the Governor's Proposed Budget for 2023-24.

- Under the May Revision, the overall state budget would be $306 billion, somewhat higher than proposed in January but slightly lower than the 2022-23 enacted budget ($308 billion). Compared to the 2022 Budget Act, General Fund spending would decrease by about $10 billion (4.4%) to $224 billion.

- The budget proposal for the California Community Colleges continues to be shaped by the Roadmap for the Future, introduced in 2022-23 and intended to advance equity, student success and the system's ability to prepare students for California's future. The Roadmap is part of the Administration's agenda to help the state reach a goal of having 70% of working-age Californians possess a degree or credential by 2030. Budget investments across higher education aim to support students to improve educational outcomes, close equity gaps, address basic needs, and increase affordability.

- The decline in revenues results in a corresponding decrease in resources for K-14 institutions. Under the May Revision, Proposition 98 is estimated to be $2 billion lower than projected in January (about $107 billion rather than $109 billion).

- Revised proposals for ongoing spending include $678 million for an 8.22% cost-of-living adjustment (COLA) for community college apportionments, $25.4 million more than the Governor proposed in January for a COLA of 8.13%. The proposal also includes an additional $3 million for COLAs and adjustments to certain categorical programs, on top of the approximately $92 million included in the Governor's Budget.

- One-time funding proposals in the revised budget include $100 million to continue supporting community college efforts and targeted strategies to increase student retention rates and enrollment.

- The May Revision reappropriates funds allocated in 2022-23 for Deferred Maintenance and the COVID-19 Recovery Block Grant by $452 million and $344.7 million respectively, even though most of these funds have already been distributed to districts through

apportionment. In part, the reappropriation allows for the May Revision's proposal to provide $503 million in one-time resources to support the Student Centered Funding Formula (SCFF), despite a reduction in the Proposition 98 guarantee.

To assist your review of the recently released budget proposal, attached please find the ***2023-24 Joint Analysis of the Governor's May Revision***. This detailed and comprehensive tool is crafted to serve as a common factual resources to aid in further analysis or advocacy.

The California Community Colleges Chancellor's Office once again partnered with the Association of California Community College Administrators (ACCCA), the Association of Chief Business Officials (ACBO), and the Community College League of California to release this analysis.

We hope you find the information in the *Joint Analysis* valuable. For further budget updates and resources, visit the Budget News page. Thank you for your partnership!

In service,

Lizette Navarette, Ed.D.
Interim Deputy Chancellor
Lnavarette@cccco.edu
California Community Colleges Chancellor's Office
1102 Q Street, Sacramento, California 95811
www.cccco.edu

Joint Analysis

Governor's 2023-24 May Revision

May 12, 2023

California Community Colleges

ACBO.ORG
ASSOCIATION OF CHIEF BUSINESS OFFICIALS

COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

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Purpose of Report

This analysis was prepared by the California Community Colleges Chancellor's Office (Chancellor's Office) with support from the:

- Association of California Community College Administrators (ACCCA),
- Association of Chief Business Officials (ACBO), and
- Community College League of California (League).

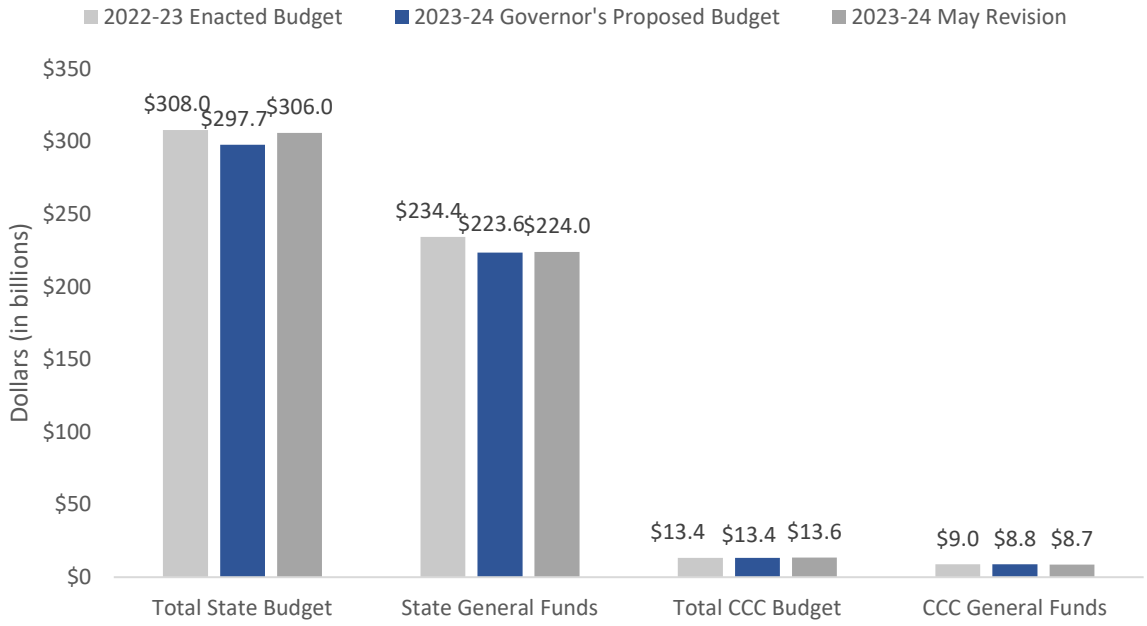
Its purpose is to provide information about the Governor's May Revision as a common resource for each organization's further analyses and advocacy efforts. Over the next several months, updated analyses will describe any proposed trailer bills and the enacted budget.

Summary of Key Budget Changes

Today, Governor Newsom released the May Revision for the 2023-24 fiscal year. Following are some key changes in the proposal compared to the enacted budget for 2022-23 and the Governor's Proposed Budget for 2023-24.

- Under the May Revision, the overall state budget would be $306 billion, somewhat higher than proposed in January but slightly lower than the 2022-23 enacted budget ($308 billion). Compared to the 2022 Budget Act, General Fund spending would decrease by about $10 billion (4.4%) to $224 billion.

Figure 1: May Revision for 2023-24 budget reflects projected deficit of $31.5 billion (dollars in billions).



- The budget proposal for the California Community Colleges continues to be shaped by the Roadmap for the Future, introduced in 2022-23 and intended to advance equity, student success and the system's ability to prepare students for

California's future. The Roadmap is part of the Administration's agenda to help the state reach a goal of having 70% of working-age Californians possess a degree or credential by 2030. Budget investments across higher education aim to support students to improve educational outcomes, close equity gaps, address basic needs, and increase affordability.

- The decline in revenues results in a corresponding decrease in resources for K-14 institutions. Under the May Revision, Proposition 98 is estimated to be $2 billion lower than projected in January (about $107 billion rather than $109 billion).

- Revised proposals for ongoing spending include $678 million for an 8.22% cost-of-living adjustment (COLA) for community college apportionments, $25.4 million more than the Governor proposed in January for a COLA of 8.13%. The proposal also includes an additional $3 million for COLAs and adjustments to certain categorical programs, on top of the approximately $92 million included in the Governor's Budget.

- One-time funding proposals in the revised budget include $100 million to continue supporting community college efforts and targeted strategies to increase student retention rates and enrollment, reduced from the $200 million proposed in the Governor's Budget.

- The May Revision reappropriates funds allocated in 2022-23 for Deferred Maintenance and the COVID-19 Recovery Block Grant by $452 million and $344.7 million respectively, even though most of these funds have already been distributed to districts through apportionment. In part, the reappropriation allows for the May Revision's proposal to provide $503 million in one-time resources to support the Student Centered Funding Formula (SCFF), despite a reduction in the Proposition 98 guarantee.

- The May Revision includes $232.3 million in capital outlay funding from Propositions 1A, 203, 153, 47, 1D, 55, and 51 to support the preliminary plans and working drawings and construction phases for two new and twelve continuing projects (up from $143.8 million in the Governor's Budget).

Changes in Overall Budget Framework

The Governor's May Revision proposes additional ongoing resources of approximately $746 million to California Community Colleges appropriations and categorical programs, as compared to the 2022 Budget Act, somewhat lower than proposed in January.

REVENUES LOWER THAN ANTICIPATED, INCREASING THE BUDGET DEFICIT

In January, the administration projected a $22.5 billion deficit for 2023-24, related to significant revenue shortfalls resulting from a downturn in the stock market, particularly in the technology sector that is such a critical part of the state economy. Since then,

revenue collections have continued to substantially lag projections, and the administration's May Revision now projects a budget deficit of $31.5 billion. The revised proposal is based on $209 billion in expected revenues for 2023-24, although the state's delay of the 2022 tax filing deadline from April to October, high interest rates, and the current impasse related to the federal debt ceiling increase the uncertainty of revenue projections.

The administration projects $37.2 billion in reserves, including $22.3 billion in the state's Rainy Day Fund. The state's efforts to build reserves over the last couple of years will somewhat mitigate the impact of the budget deficit for 2023-24. The revised budget plan uses similar mechanisms to close the projected shortfall as in the January proposal, including some funding delays and reductions from the 2021-22 and 2022-23 budgets, fund shifts, limited borrowing, and a withdrawal from the Safety Net Reserve. Some reductions are included in a trigger that would restore the funds in January 2024 if sufficient General Fund revenues are available.

LEGISLATIVE ANALYST CAUTIONS AGAINST USING RESERVES NOW

The Legislative Analyst's Office continues to express concern about the potential for a recession as the Federal Reserve takes repeated actions to raise interest rates to slow inflation. The LAO recommends addressing the budget shortfall for 2023-24 without using reserves, saving that option to support safety net and other core services in the event of a recession or higher-than-expected revenue shortfalls in the context of continued uncertainty. They note that the unusually strong revenues throughout the pandemic period allowed for elevated spending that was not expected to be sustained. The state's allocation of most of those revenues to one-time purposes provides options to maintain core ongoing spending without dipping into reserves according to the LAO, by curtailing temporary spending that was scheduled to phase in over the next several years. The May Revision proposes using half the funds currently available in the Safety Net Reserve ($450 million out of the $900 million available).

Changes to California Community Colleges Funding

In this section, we detail changes to proposals included in the Governor's Budget (and described in our January analysis) and describe new proposals presented as part of the May Revision.

PROPOSITION 98 ESTIMATE INCREASES

Minimum Guarantee for Community Colleges Decreases

Table 1 shows the Department of Finance's estimates of the minimum guarantee for the current and budget years as of the May Revision. The minimum guarantee is $2 billion lower than projected in January and is now at $106.8 billion (about the same as in 2022-23).

Table 1: California Community Colleges Proposition 98 Funding by Source (In Millions)

Source	2021-22 Revised	2022-23 Revised	2023-24 Proposed	Change From 2022-23 Amount	Change From 2022-23 Percent
ALL PROPOSITION 98 PROGRAMS					
General Fund	$ 83,754	$ 78,115	$ 77,435	$ (680)	-1%
Local property tax	$ 26,800	$ 28,656	$ 29,404	748	3%
Totals	**$ 110,554**	**$106,771**	**$ 106,839**	**$ 68**	**0%**
COMMUNITY COLLEGES ONLY [a]					
General Fund	$ 8,678	$ 8,554	$ 8,481	$ (73)	-1%
Local property tax	$ 3,515	$ 3,706	$ 3,831	125	3%
Totals	**$ 12,193**	**$ 12,260**	**$ 12,312**	**$ 52**	0%

[a] CCC totals include resources that go to the K-12 system via the Adult Education, Apprenticeship, and K-12 Strong Workforce programs.

District Revenue Protections Extended in Modified Form

The 2021 Budget Act extended the Student Centered Funding Formula's (SCFF) hold harmless provision through 2024-25, under which districts will earn at least their 2017-18 total computational revenue (adjusted by COLA each year). The 2022 Budget Act extended the revenue protections in a modified form beginning in 2025-26, with a district's 2024-25 funding representing its new "floor." Starting in 2025-26, districts will be funded at their SCFF generated amount that year or their "floor" (2024-25 funding amount), whichever is higher. This revised hold harmless provision will no longer include adjustments to reflect cumulative COLAs over time, as is the case with the provision in effect through 2024-25, so a district's hold harmless amount would not grow.

Required Transfer to Public School System Stabilization Account (PSSSA)

Proposition 2, approved by voters in November 2014, created the PSSSA, a state reserve for schools and community colleges that receives funding if several conditions are satisfied. In January, the Governor's Budget projected a total of $8.5 billion in payments to the PSSSA between 2021-22, 2022-23, and 2023-24. As the share of General Fund revenues attributable to capital gains have increased, the May Revision projects deposits (and the PSSSA balance) to increase from $8.5 billion to about $10.7 billion. This balance reflects the PSSSA reaching its constitutional cap in 2023-24.

CALIFORNIA COMMUNITY COLLEGES FUNDING DECREASES COMPARED TO JANUARY BUDGET PROPOSAL

The May Revision decreases funding for the California Community Colleges by $360 million compared to the Governor's Budget, as reflected in Table 2. The system would see a decrease of about $21 million in ongoing funding, and a decrease of $681 million in one-time funding compared to what was proposed in January.

Table 2: Proposed 2023-24 Changes in Proposition 98 Funding for the System (In Millions)

	Governor's Budget	May Revision	Change from Governor's Budget
POLICY ADJUSTMENTS			
Ongoing (Proposition 98)			
Provide 8.22% COLA for SCFF	$652.6	$678.0	$25.4
Provide 8.22% COLA for Adult Education Program	$48.5	$49.1	$0.6
Provide 0.5% for SCFF growth	$28.8	$26.4	-$2.4
Provide 8.22% COLA for Extended Opportunity Programs and Services (EOPS)	$13.8	$13.9	$0.1
Provide 8.22% COLA for Disabled Students Programs and Services (DSPS)	$13.0	$13.1	$0.1
Provide funding for a new LGBTQ+ Pilot Program	$0.0	$10.0	$10.0

Provide 8.22% COLA and a technical adjustment for Apprenticeship (community college districts)	$4.7	-$4.9	-$9.6
Provide 8.22% COLA for CalWORKs student services	$4.1	$4.2	$0.1
Provide 8.22% COLA and an enrollment-based adjustment for Mandates Block Grant and reimbursements	$3.0	$2.2	-$0.8
Provide 8.22% COLA for Cooperative Agencies Resources for Education (CARE)	$2.5	$2.5	$0.0
Provide 8.22% COLA for Childcare tax bailout	$0.3	$0.3	$0.0
Increase FCMAT funding for Professional Learning Opportunities	$0.2	$0.2	$0.0
Reduce Financial aid administration to reflect an enrollment-based adjustment	-$4.2	-$3.1	$1.1
Provide funding for the Equal Employment Opportunity Program	$0.0	$4.2	$4.2
Reduce Student Success Completion Grant to reflect an enrollment-based adjustment	$0.0	-$50.0	-$50.0
Subtotal Ongoing (Proposition 98) Policy Adjustments	**$767.3**	**$746.1**	**-$21.2**
One-Time (Proposition 98)			
Support retention and enrollment strategies	$200.0	$100.0	-$100.0
Workforce Training Grants	$14.0	$14.0	$0.0
East Los Angeles College Entrepreneurship and Innovation Center	$0.0	$2.5	$2.5
FCMAT Professional Learning Opportunities	$0.1	$0.1	$0.0
Reduce prior year deferred maintenance funding	-$213.0	-$452.2	-$239.2
Reduce prior year COVID-19 Recovery Block Grant funding	$0.0	-$344.7	-$344.7
Subtotal One-Time Policy Adjustments	**$1.1**	**-$680.3**	**-$681.4**
TECHNICAL ADJUSTMENTS			
Student Centered Funding Formula (SCFF) adjustments related to DOF estimates of 2023-24 Hold Harmless protection and FTES, supplemental, and success metrics.	-$314.4	$28.1	$342.5
Subtotal Technical Adjustments	**-$314.4**	**$28.1**	**$342.5**
TOTAL CHANGES	**$454.0**	**$93.9**	**-$360.1**

[a] *Funding for health care pathways in Adult Ed would be spent over three years.*

The estimated and proposed Total Computational Revenue (TCR) for the SCFF increases by $398 million from $9 billion to $9.4 billion. This reflects a proposed COLA of 8.22% ($678 million) and $26.4 million for FTES growth of 0.5% and modified estimates for stability, hold harmless and other underlying estimation factors. Specifically, the May Revision provides $503 million in one-time resources to support necessary increases in the SCFF despite a reduction in the Proposition 98 guarantee.

Further, the following adjustments are reflected in associated offsetting revenues (all comparisons are from the 2022-23 Budget Act to the 2023-24 Governor's May Revision

proposal):

- Property tax revenues are estimated to increase by $178.1 million from $3.65 billion to $3.83 billion.
- Enrollment Fee revenues are estimated to increase by $9.7 million from $397.8 million to $407.5 million.
- Education Protection Account funding is estimated to increase by $113 million from $1.42 billion to $1.54 billion.

Table 3 reflects the final SCFF rates for 2021-22 and 2022-23, along with the projected rates for 2023-24, as modified by COLA.

Table 3: Proposed 2023-24 Student Centered Funding Formula Rates (rounded)

Allocations	2022-23 Rates	Proposed 2023-24 Rates	Change from 2022-23 (Amount)	Change from 2022-23 (Percent)
Base Credit*	$4,840	$5,238	$398	8.22%
Incarcerated Credit*	6,788	7,346	558	8.22%
Special Admit Credit*	6,788	7,346	558	8.22%
CDCP	6,788	7,346	558	8.22%
Noncredit	4,082	4,417	336	8.22%
Supplemental Point Value	1,145	1,239	94	8.22%
Student Success Main Point Value	675	730	55	8.22%
Student Success Equity Point Value	170	184	14	8.22%
Allocations	**2022-23 Totals**	**Proposed 2023-24 Totals**	**Change from 2022-23 (Amount)**	**Change from 2022-23 (Percent)**
Single College District				
Small College	5,950,421	6,439,546	489,125	8.22%
Medium College	7,933,899	8,586,065	652,166	8.22%
Large College	9,917,373	10,732,581	815,208	8.22%
Multi College District				
Small College	5,950,421	6,439,546	489,125	8.22%
Medium College	6,942,161	7,512,806	570,646	8.22%
Large College	7,933,899	8,586,065	652,166	8.22%
Designated Rural College	1,892,601	2,048,173	155,572	8.22%
State Approved Centers	1,983,474	2,146,516	163,042	8.22%
Grandparented Centers				
Small Center	247,936	268,316	20,380	8.22%
Small Medium Center	495,869	536,629	40,760	8.22%
Medium Center	991,736	1,073,257	81,521	8.22%
Medium Large Center	1,487,605	1,609,886	122,281	8.22%
Large Center	1,983,474	2,146,516	163,042	8.22%

[a] *Ten districts receive higher credit FTE rates, as specified in statute.*

Appendix B compares the Governor's May Revision to the 2023-24 Board of Governors' budget request. Below we update information on the administration's more significant policy decisions and related information.

MAJOR POLICY DECISIONS CONTINUE STATE'S FOCUS ON ROADMAP

The multi-year Roadmap introduced in the 2022-23 budget continues to shape the Administration's revised budget, aimed at advancing equity, student success, and the system's ability to prepare students for California's future. The roadmap builds on existing efforts toward achieving the *Vision for Success* goals. The proposed budget provides funding for a COLA, targets one-time funds for enrollment and retention efforts, and allows districts more flexibility in the use of funds in pursuit of the roadmap's goals.

Apportionments Receive 8.22% COLA and 0.50% Growth

The revised proposal includes $26.4 million **ongoing** to fund 0.5% enrollment growth and $678 million **ongoing** to support an 8.22% COLA for apportionments, the same COLA proposed for K-12. Another $95.5 million **ongoing** would support a COLA of 8.22% for selected categorical programs and the Adult Education program.

District Flexibility Increases

To support the roadmap and provide districts with an opportunity to maximize use of their funds, the Administration introduces a mechanism to provide additional flexibility in the spending of certain categorical dollars to community college districts to support progress toward the roadmap goals. Eligible categorical programs include:

- Student Equity and Achievement Program
- Student Financial Aid Administration
- Student Mental Health Resources

Under the proposal, the Chancellor's Office would assess district-level progress in meeting five of the roadmap goals, as selected by the Chancellor's Office. In addition to the flexible spending authority, districts would have an option to submit a streamlined report for the specified programs.

Additionally, the May Revision proposes statutory changes to expand eligible uses of funding for the Strong Workforce Program funding, including providing funds for student grants to cover fees for third-party certification and licensing and supporting applied and experiential learning in the workplace, including, but not limited to, work-based learning programs and models.

Retention and Enrollment Receives Additional Support

The revised budget proposal reflects continuing concern about enrollment declines across the community colleges, providing $100 million one-time to continue supporting college efforts and focused strategies to increase student retention rates and enrollment (a decline from the $200 million proposed in the Governor's Budget in January). The $100 million would build on prior investments of $120 million in 2021-22 and $150 million in 2022-23. Districts have used the prior funding for a variety of efforts to recruit, retain, and re-enroll students, including to:

- Increase outreach and marketing efforts via mail, email, text, phone and social media, and through participation in virtual and in-person community events;
- Expand financial supports for students through emergency grants, book and transportation vouchers, and support for technology, food, housing, childcare and other needs;
- Remove financial holds, relax payment policies, and streamline burdensome administrative procedures;
- Offer alternative course schedules and modalities;
- Implement online student services and expand hours of service for virtual and in person services;
- Increase training and resources for faculty and staff; and
- Expand and deepen collaboration both on campus and with external partners to provide enhanced student services and improved educational options.

COVID-19 Recovery Block Grants are Reduced

The May Revision proposes to decrease the one-time funds provided in the 2022 Budget Act for the COVID-19 Recovery Block Grant, reducing the funding by $345 million (from $650 million down to $305 million). Currently, all $650 million in one-time COVID-19 Recovery Block Grant funds allocated in FY 2022-23 are scheduled to be distributed to districts via the Apportionment process by June 2023, prior to the expected enactment of the 2023-24 budget. As of May 2023, $598 million has been distributed to districts. The Chancellor's Office will need to identify a mechanism to reappropriate the funds if this proposal remains in the adopted budget.

Deferred Maintenance Funds are Reduced Further

The 2022 Budget Act included approximately $840 million in one-time funds for 2022-23 to address deferred maintenance and energy efficiency projects across the system. In January, the Governor's Budget proposed to decrease that amount by $213 million, providing a source of funding to support the additional investment for retention and enrollment efforts in the budget year. The May Revision proposes decreasing the deferred maintenance funding by an additional $239 million, for a total decrease of $452 million. Currently, all $840 million in one-time deferred maintenance funds allocated in FY 2022-23 are scheduled to be distributed to districts via the Apportionment process by June 2023, prior to the expected enactment of the 2023-24 budget. As of May 2023, $706 million has been distributed (the remainder is scheduled to be distributed in two equal disbursements, in late May and late June). Since the approval of the 2022 Budget Act, 72 districts have certified how they will spend their allocated funds. The 72 districts that have a certified plan have allocated $840.6 million to address the following needs on their campuses:

- $201 million for instructional equipment and library materials;
- $544 million for deferred maintenance projects;
- $34.6 million for water conservation projects; and
- $61 million for energy efficiency projects.

Affordable Student Housing Funding Extended by One Year

As part of the Budget Act of 2021, the state created the Higher Education Student Housing Grant Program to support the construction of affordable student housing across the three public higher education segments. The program was to receive funding over three years for three rounds of grants, with an investment of $750 million one-time expected in FY 2023-24. The May Revision proposes allocating available student housing resources for 2023-24 to the California Community Colleges in the amount of $450 million, with a commitment to provide $95.4 million in 2024-25. Responsibility for university projects would shift to the segments, with $161 million in state funds allocated to pay debt service on bonds issued by the University of California and California State University systems.

Cal Grant Reforms Targeted for 2024-25

The Fiscal Year 2022-23 State Budget enacted the Cal Grant Reform Act, a longstanding priority of the California Community Colleges system and our student-led organizations, overhauling and modernizing the state Cal Grant program for community college students. When it goes into effect in the 2024-25 academic year, the Cal Grant Reform Act would entitle all community college students with financial need to a revised "Cal Grant 2" financial aid award that would increase with inflation over time and continue to support students' total cost of attendance beyond tuition. The Cal Grant Reform Act depends on the Department of Finance determining, in the spring of 2024, that there will be sufficient revenues in the 2024-25 fiscal year to support this expansion of financial aid.

LOCAL SUPPORT FUNDING IS LARGELY STABLE FOR ONGOING PROGRAMS

Table 4 shows proposed local assistance funding by program for the current and budget years as of the May Revision. As the table shows, most categorical programs received level or workload funding in the Governor's revised proposal, with certain programs receiving cost-of-living adjustments consistent with recent practices. Decreases in funding are related to revised estimates of underlying factors. The May Revision adds $10 million for a LGBTQIA+ Pilot Program in the Los Angeles Community College District.

Table 4: California Community Colleges Ongoing Funding by Program[a] (In Millions)

Program	2022-23 Revised	2023-24 Proposed	Change Amount	Percent Change	Explanation of Change
Student Centered Funding Formula	$8,688.6	$9,421.1	$732.5	8.4%	8.22% COLA, 0.5% growth, and other base adjustments including DOF's estimates of FTES, supplemental, and success metrics.
Adult Education Program – Main[b]	603.1	652.2	49.1	8.1%	COLA
Student Equity and Achievement Program	524.0	524.0	0.0	0.0%	

Student Success Completion Grant	412.6	362.6	-50.0	-12.1%	Program participation adjustment
Strong Workforce Program	290.4	290.4	0.0	0.0%	
Part-time faculty health insurance	200.5	200.5	0.0	0.0%	
Extended Opportunity Programs and Services (EOPS)	169.2	183.1	13.9	8.22%	COLA
Disabled Students Programs and Services (DSPS)	159.7	172.8	13.1	8.20%	COLA
Full-time faculty hiring	150.0	150.0	0.0	0.0%	
California College Promise (AB 19)	91.2	91.2	0.0	0.0%	
Integrated technology	89.5	89.5	0.0	0.0%	
Financial aid administration	81.6	78.5	-3.1	-3.8%	Workload adjustment
Apprenticeship (community college districts)	69.2	64.3	-4.9	-7.1%	COLA and program reduction
CalWORKs student services	50.9	55.1	4.2	8.31%	COLA
NextUp (foster youth program)	50.0	50.0	0.0	0.0%	
Basic needs centers	40.0	40.0	0.0	0.0%	
Mathematics, Engineering, Science Achievement (MESA)	36.4	36.4	0.0	0.0%	
Mandates Block Grant and reimbursements	36.1	38.3	2.2	6.11%	COLA and enrollment-based adjustment

Cooperative Agencies Resources for Education (CARE)	30.9	33.5	2.5	8.22%	COLA
Student mental health services	30.0	30.0	0.0	0.0%	
Institutional effectiveness initiative	27.5	27.5	0.0	0.0%	
Part-time faculty compensation	26.5	26.5	0.0	0.0%	
Rising Scholars Network	25.0	25.0	0.0	0.0%	
Part-time faculty office hours	23.6	23.6	0.0	0.0%	
Economic and Workforce Development	22.9	22.9	0.0	0.0%	
California Virtual Campus	20.0	20.0	0.0	0.0%	
Homeless and Housing Insecurity Program ("Rapid Rehousing")	19.0	19.0	0.0	0.0%	
California Online Community College (Calbright College)	15.0	15.0	0.0	0.0%	
Nursing grants	13.4	13.4	0.0	0.0%	
Lease revenue bond payments	12.8	12.8	0.0	0.0%	
Equal Employment Opportunity Program	12.8	17.0	4.2	33.2%	Program Increase
Puente Project	12.3	12.3	0.0	0.0%	
Dreamer Resource Liaisons	11.6	11.6	0.0	0.0%	
Immigrant legal services through CDSS	10.0	10.0	0.0	0.0%	
LGBTQ+ Pilot Program	0.0	10.0	10.0	N/A	Create new program

Veterans Resource Centers	10.0	10.0	0.0	0.0%	
Classified Employee Summer Assistance Program	10.0	10.0	0.0	0.0%	
Umoja	8.5	8.5	0.0	0.0%	
Asian American and Native Hawaiian and Pacific Islander (AANHPI) Student Achievement Program	8.0	8.0	0.0	0.0%	
Foster Parent Education Program	6.2	6.2	0.0	0.0%	
Childcare tax bailout	4.0	4.3	0.3	8.13%	COLA
Digital Course Content for Inmates	3.0	3.0	0.0	0.0%	
Middle College High School Program	1.8	1.8	0.0	0.0%	
Academic Senate	1.8	1.8	0.0	0.0%	
Historically Black Colleges and Universities (HBCU) Transfer Pathway project	1.4	1.4	0.0	0.0%	
African American Male Education Network and Development (A2MEND)	1.1	1.1	0.0	0.0%	
Transfer education and articulation (excluding HBCU Transfer Pathway project)	0.7	0.7	0.0	0.0%	
FCMAT	0.6	0.8	0.2	35.1%	Increase for FCMAT Professional Learning Opportunities

TOTAL	**$12,113.30**	**$12,887.57**	**$774.26**	**6.4%**	

[a] Table reflects total programmatic funding for the system, including amounts from prior years available for use in the years displayed.
[b] The Adult Education program total includes resources that go to the K-12 system but are included in the CCC budget. The K-12 Strong Workforce program and K-12 Apprenticeship program are not listed above but are also included in the CCC budget.

Table 5 shows proposed one-time local assistance funding by program for 2023-24. Given the expected state budget deficit, the revised budget proposal for community colleges includes few one-time investments.

Table 5: California Community Colleges One-Time Funding by Program[a] (In Millions)

Program	2022-23 Revised	2023-24 Proposed	Explanation of Change
Retention and enrollment strategies	150.0	100.0	One-time funds added
Workforce Training Grants	0.0	14.0	One-time funds added
FCMAT Professional Learning Opportunities	0.0	0.08	One-time funds added
Deferred maintenance	388.5	N/A	Reduce prior year funding by $452.2 million (from $840.7)
CCC COVID-19 Recovery Block Grant	305.3	N/A	Reduce prior year funding by $344.7 million (from $650)
College-specific allocations	171.5	2.5	One-time funds added for East Los Angeles College Entrepreneurship and Innovation Center

[a] Table reflects total programmatic funding for the system, including amounts from prior years available for use in the years displayed.

CAPITAL OUTLAY INVESTMENTS LOWER THAN IN CURRENT YEAR

The May Revision includes $232.3 million **one-time** in capital outlay funding from Propositions 1A, 203, 153, 47, 1D, 55, and 51. This is less than the $403 million provided in the 2022 Budget Act, but higher than the $143.8 million proposed in January. The funding would support the preliminary plans and working drawings phases of two new projects and the construction phase for twelve continuing projects, as listed in Table 6.

Table 6: Governor's Proposed Capital Outlay Projects in the California Community Colleges (In Millions)

District, College	Project	2023-24 State Cost	2023-24 Total Cost	All Years State Cost	All Years Total Cost

NEW PROJECTS					
Proposition 51					
Coast, Golden West College	Fine Arts Renovation	$1.39	$2.58	$16.00	$31.28
San Mateo, College of San Mateo	Building 9 Library Modernization	$1.76	$3.52	$22.25	$43.92
CONTINUING PROJECTS					
Proposition 1A					
Redwoods, College of the Redwoods	Physical Education Replacement	$0.26	$72.30	$77.68	$77.68
Proposition 203					
Redwoods, College of the Redwoods	Physical Education Replacement	$0.15	$72.30	$77.68	$77.68
Proposition 153					
Redwoods, College of the Redwoods	Physical Education Replacement	$0.04	$72.30	$77.68	$77.68
Proposition 47					
Redwoods, College of the Redwoods	Physical Education Replacement	$0.16	$72.30	$77.68	$77.68
Proposition 1D					
Redwoods, College of the Redwoods	Physical Education Replacement	$55.53	$72.30	$77.68	$77.68
Proposition 55					
Compton, Compton College	Visual and Performing Arts	$12.53	$16.68	$13.33	$17.79
Desert, College of the Desert	Science Building Renovation	$6.85	$13.71	$7.44	$14.88
Grossmont-Cuyamaca, Cuyamaca College	Instructional Building 1	$15.93	$31.51	$16.93	$33.51
Sierra Jt., Sierra College	Applied Technology Center Modernization	$19.90	$37.39	$21.28	$41.79
Proposition 51					
Chabot-Las Positas, Chabot College	Building 3000 Maintenance Operations Warehouse & Garage	$10.06	$27.63	$10.73	$28.98
Grossmont-Cuyamaca, Grossmont College	Liberal Arts/Business/Computer Science Information Systems	$11.46	$22.23	$12.41	$24.40
Los Angeles, Los Angeles Mission College	Plant Facilities Warehouse & Shop Replacement	$7.32	$24.16	$7.83	$25.92
Redwoods, College of the Redwoods	Physical Education Replacement	$16.15	$72.30	$77.68	$77.68
Riverside, Norco College	Center for Human Performance and Kinesiology	$28.56	$51.49	$30.21	$54.19
Shasta/Tehama/Trinity, Shasta College	Building 800 Renovation	$5.97	$11.03	$6.46	$12.00
Sierra Jt., Sierra College	New Science Building	$27.47	$54.97	$29.81	$58.72
West Valley-Mission, West Valley College	Theater Renovation/Expansion	$10.81	$29.02	$11.63	$30.66
Total		**$232.31**	**$398.21**	**$283.98**	**$495.70**

[a] Several older bond funds are being closed out (Propositions 1A, 153, and 47), and will be applied to cover the total cost of the Physical Education Replacement project at College of the Redwoods. Therefore, the totals of the 2023-24 Total Cost, All Years State Cost, and All Years Total Cost columns take into account the duplication of that project across fund sources.

STATE OPERATIONS RECEIVES LEVEL FUNDING

The Chancellor's Office provides leadership and oversight to the system, administers dozens of systemwide programs, and manages day-to-day operations of the system. The office is involved in implementing several recent initiatives including Guided Pathways, basic skills reforms, and the Student Centered Funding Formula. In addition, the Chancellor's Office provides technical assistance to districts and conducts regional and statewide professional development activities. The current-year (2022-23) budget provided an increase of $3.9 million over the prior year to support 26 new positions to better support curriculum-related reforms and technology modernization efforts across the system as well as improved operational capacity in general. The May Revision keeps funding for 2023-24 level at about $25.7 million in non-Proposition 98 General Fund and $12.2 million in special funds and reimbursements for Chancellor's Office operations.

Next Steps

Following release of the Governor's May Revision, the budget process moves very quickly. The LAO typically publishes analyses of the May Revision within a few days. Budget subcommittees convene to review the proposals and often take action on both January and May proposals within about a week. Subcommittees report their recommendations to full committees, which in turn report to their respective houses. Not long after, a budget conference committee convenes to resolve differences between the two houses' versions of the budget by June 15, the state constitutional deadline for the Legislature to approve a budget. (See Appendix A for a more complete overview of the state budget process.)

For more information throughout the budget process, please visit the Budget News section of the Chancellor's Office website:

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News

Appendix A: Overview of the State Budget Process

The Governor and the Legislature adopt a new budget every year. The Constitution requires a balanced budget such that, if proposed expenditures exceed estimated revenues, the Governor is required to recommend changes in the budget. The fiscal year runs from July 1 through June 30.

Governor's Budget Proposal. The California Constitution requires that the Governor submit a budget to the Legislature by January 10 of each year. The Director of Finance, who functions as the chief financial advisor to the Governor, directs the preparation of the Governor's Budget. The state's basic approach is incremental budgeting, estimating first the costs of existing programs and then adjusting those program levels. By law, the chairs of the budget committees in each house of the Legislature—the Senate Budget and Fiscal Review Committee and the Assembly Budget Committee—introduce bills reflecting the Governor's proposal. These are called budget bills, and the two budget bills are identical at the time they are introduced.

Related Legislation. Some budget changes require that changes be made to existing law. In these cases, separate bills—called "trailer bills"—are considered with the budget. By law, all proposed statutory changes necessary to implement the Governor's Budget are due to the Legislature by February 1.

Legislative Analyses. Following the release of the Governor's Budget in January, the LAO begins its analyses of and recommendations on the Governor's proposals. These analyses, each specific to a budget area (such as higher education) or set of budget proposals (such as transportation proposals), typically are released beginning in mid-January and continuing into March.

Governor's Revised Proposals. Finance proposes adjustments to the January budget through "spring letters." Existing law requires Finance to submit most changes to the Legislature by April 1. Existing law requires Finance to submit, by May 14, revised revenue estimates, changes to Proposition 98, and changes to programs budgeted based on enrollment, caseload, and population. For that reason, the May Revision typically includes significant changes for the California Community Colleges budget. Following release of the May Revision, the LAO publishes additional analyses evaluating new and amended proposals.

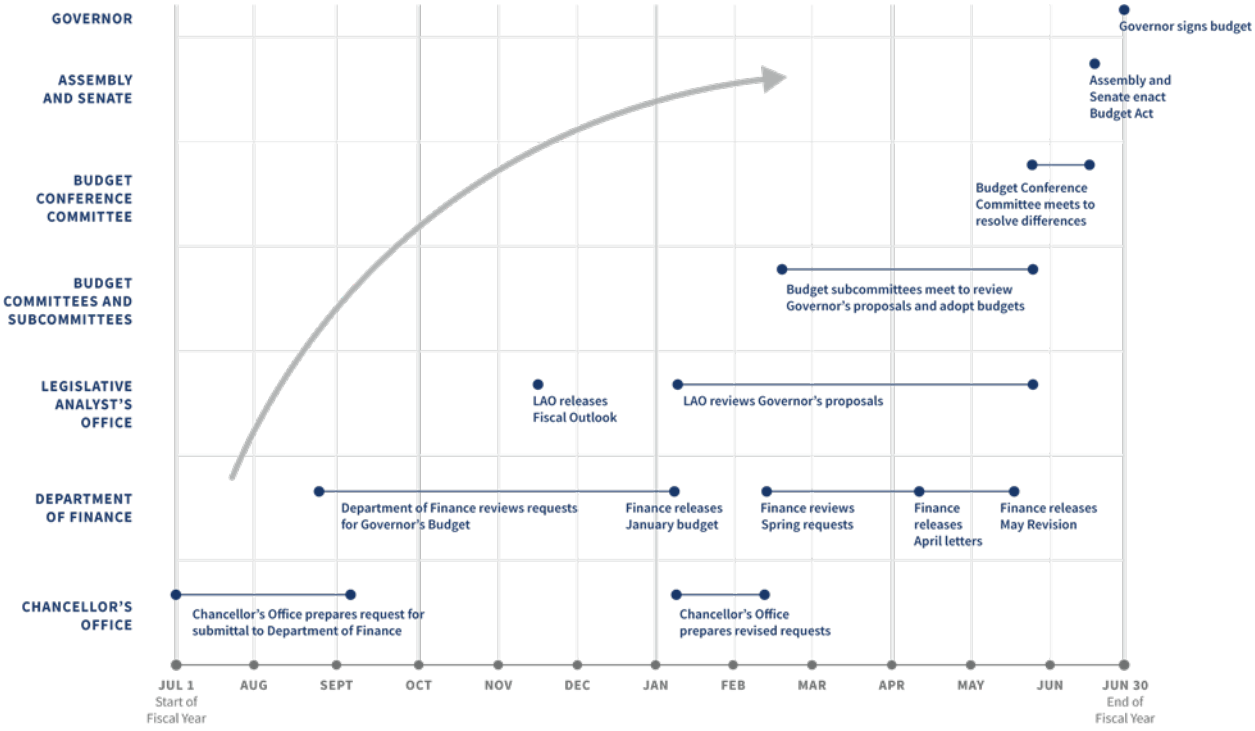
Legislative Review. The budget committees assign the items in the budget to subcommittees, which are organized by areas of state government (e.g., education). Many subcommittees rely heavily on the LAO analyses in developing their hearing agendas. For each January budget proposal, a subcommittee can adopt, reject, or modify the proposal. Any January proposals not acted on remain in the budget by default. May proposals, in contrast, must be acted on to be included in the budget. In addition to acting on the Governor's budget proposals, subcommittees also can add their own proposals to the budget.

When a subcommittee completes its actions, it reports its recommendations back to the full committee for approval. Through this process, each house develops a version of the budget that is a modification of the Governor's January budget proposal.

A budget conference committee is then appointed to resolve differences between the Senate and Assembly versions of the budget. The administration commonly engages with legislative leaders during this time to influence conference committee negotiations. The committee's report reflecting the budget deal between the houses is then sent to the full houses for approval.

Budget Enactment. Typically, the Governor has 12 days to sign or veto the budget bill. The Governor also has the authority to reduce or eliminate any appropriation included in the budget. Because the budget bill is an urgency measure, the bill takes effect as soon as it is signed.

SEQUENCE OF THE ANNUAL STATE BUDGET PROCESS



Appendix B: Board of Governors' Budget and Legislative Request Compared to Governor's May Revision

Board of Governor's Request	Governor's May Revision
Ongoing Investments	
Foundational Resources. $400 million for base funding increase.	Provides $678 million for a COLA of 8.22% and $26.4 million for 0.5% enrollment growth.
Diversity, Equity and Inclusion. $2 million to leverage federal match for Foster and Kinship Care Education program; $80 million for expanded campus childcare; $60 million increase to DSPS.	Not funded.
Pathways and Student Supports. $70 million for implementation of corequisite support models.	Provides $95.5 million for 8.22% COLA for selected categorical programs and the Adult Education Program.
Support for Faculty and Staff. $50 million for faculty supports across hiring, parity, curriculum development and office hours; $10 million for CCC Teacher Preparation Program	Not funded.
Technology and Data Sharing. $30 million for technology capacity to support flexible and online learning modalities; $200,000 for streamlined reporting process; $92 million for Common ERP (beginning in 2024-25).	Instead, it offers streamlined reporting and district spending flexibility for certain categorical programs to districts making progress toward Roadmap goals.
College Affordability and Supports. $10 million for structural reforms to financial aid administration; policy changes to cover Student Success Completion Grants for student Board of Governors members and to extend eligibility for AB 540 tuition exemption to students who have completed 60 units or an ADT.	Not funded.
One-Time Investments	
Pathways and Student Supports. $150 million to establish Childcare Expansion Fund for upgrading facilities and enhancing partnerships for campus childcare; $23 million to incentivize colleges to identify and implement changes to structures and processes to reduce excess units; $2.7 million for Intersegmental Transfer Success Collaborative of cross-segment disciplinary faculty; $231,000 for analysis of online learning innovations; $20 million for infrastructure for students with disabilities.	Instead, it provides $100 million to support college efforts and strategies to increase student retention rates and enrollment.
Technology and Data Sharing. $2.2 million for creation of streamlined reporting tool; $300 million for Common ERP (in 2024-25)	Not mentioned.

Institutional Quality and Capacity. $150 million one-time for deferred maintenance.	Decreases 2022-23 funds for deferred maintenance by $452 million.
Non-Proposition 98 Investments	
College Affordability and Supports. $900 million one-time for construction grants for student housing	Provides $450 million for housing projects, and includes a commitment to provide remaining $95.4 million in funds in 2024-25.
Pension Relief. Unspecified one-time investment to allow redirection of resources toward student success goals.	Not funded.
Capacity to Support the System. $963,000 ongoing for 5 additional Chancellor's Office staff to support NOVA platform	Not funded.
Workforce Education. Policy changes to revise Economic Workforce Development program to emphasize collaboration, coordination, and expanded work-based learning.	Not mentioned.

Appendix C: Local Budgets and State Requirements

BUDGET PLANNING AND FORECASTING

Based on the information used in developing the May Revision, it would be reasonable for districts to plan their budgets using information shown in Table C-1 below.

Table C-1: Planning Factors for Proposed 2023-24 Budget

Factor	2021-22	2022-23	2023-24
Cost-of-living adjustment (COLA)	5.07%	6.56%	8.22%
State Lottery funding per FTES[a]	$228	$237	TBD
Mandated Costs Block Grant funding per FTES	$30.16	$32.68	$35.37
RSI reimbursement per hour	$6.44	$8.82	$9.98
Financial aid administration per College Promise Grant	$0.91	$0.91	$0.91
Public Employees' Retirement System (CalPERS) employer contribution rates	22.91%	25.37%	26.68%
State Teachers' Retirement System (CalSTRS) employer contribution rates	16.92%	19.10%	19.10%

[a] 2022-23 estimate not available

STATE REQUIREMENTS FOR DISTRICT BUDGET APPROVAL

Existing law requires the governing board of each district to adopt an annual budget and financial report that shows proposed expenditures and estimated revenues by specified deadlines. Financial reporting deadlines are shown in Table C-2.

Table C-2: Financial Reporting Deadlines for 2023-24

Activity	Regulatory Due Date	Title 5 Section
Submit tentative budget to county officer.	July 1, 2023	58305(a)
Make available for public inspection a statement of prior year receipts and expenditures and current year expenses.	September 15, 2023	58300
Hold a public hearing on the proposed budget. Adopt a final budget.	September 15, 2023	58301
Complete the adopted annual financial and budget report and make public.	September 30, 2023	58305(d)

Submit an annual financial and budget report to Chancellor's Office.	October 10, 2023	58305(d)
Submit an audit report to the Chancellor's Office.	December 31, 2023	59106

If the governing board of any district fails to develop a budget as described, the chancellor may withhold any apportionment of state or local money to the district for the current fiscal year until the district makes a proper budget. These penalties are not imposed on a district if the chancellor determines that unique circumstances made it impossible for the district to comply with the provisions or if there were delays in the adoption of the annual state budget.

The total amount proposed for each major classification of expenditures is the maximum amount that may be expended for that classification for the fiscal year. Through a resolution, the governing board may make budget adjustments or authorize transfers from the reserve for contingencies to any classification (with a two-thirds vote) or between classifications (with a majority vote).

STATE REQUIREMENTS RELATED TO EXPENDITURES

State law includes two main requirements for districts' use of apportionments. The Chancellor's Office monitors district compliance with both requirements and annually updates the Board of Governors.

Full-Time Faculty Obligation

Education Code Section 87482.6 recognizes the goal of the Board of Governors that 75% of the hours of credit instruction in the California Community Colleges should be taught by full-time faculty. Each district has a baseline reflecting the number of full-time faculty in 1988-89. Each year, if the Board of Governors determines that adequate funds exist in the budget, districts are required to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit full-time equivalent students. Funded credit FTES includes emergency conditions allowance protections, such as those approved for fires and for the COVID-19 pandemic. Districts with emergency conditions allowances approved per regulation will not have their full-time faculty obligation reduced for actual reported FTES declines while the protection is in place. The target number of faculty is called the Faculty Obligation Number (FON). An additional increase to the FON is required when the budget includes funds specifically for the purpose of increasing the full-time faculty percentage. The chancellor is required to assess a penalty for a district that does not meet its FON for a given year.

Fifty Percent Law

A second requirement related to budget levels is a statutory requirement that each district spend at least half of its Current Expense of Education each fiscal year for salaries and benefits of classroom instructors. Under existing law, a district may apply for an exemption under limited circumstances.

Appendix D: Districts' Fiscal Health

The Board of Governors has established standards for sound fiscal management and a process to monitor and evaluate the financial health of community college districts. These standards are intended to be progressive, with the focus on prevention and assistance at the initial level and more direct intervention at the highest level.

Under that process, each district is required to regularly report to its governing board the status of the district's financial condition and to submit quarterly reports to the Chancellor's Office three times a year in November, February, and May. Based on these reports, the Chancellor is required to determine if intervention is needed. Specifically, intervention may be necessary if a district's report indicates a high probability that, if trends continue unabated, the district will need an emergency apportionment from the state within three years or that the district is not in compliance with principles of sound fiscal management. The Chancellor's Office's intervention could include, but is not limited to, requiring the submission of additional reports, requiring the district to respond to specific concerns, or directing the district to prepare and adopt a plan for achieving fiscal stability. The Chancellor also could assign a fiscal monitor or special trustee.

The Chancellor's Office believes that the evaluation of fiscal health should not be limited to times of crisis. Accordingly, the Fiscal Forward Portfolio has been implemented to support best practices in governance and continued accreditation, and to provide training and technical assistance to new chief executive officers and chief business officers through personalized desk sessions with Chancellor's Office staff.

The Chancellor's Office's ongoing fiscal health analysis includes review of key financial indicators, results of annual audit reports, and other factors. A primary financial health indicator is the district's unrestricted reserves balance. **The Chancellor's Office recommends that districts adopt policies to maintain sufficient unrestricted reserves with a suggested minimum of two months of general fund operating expenditures or revenues, consistent with Budgeting Best Practices published by the Government Finance Officers Association.**

Districts are strongly encouraged to regularly assess risks to their fiscal health. The Fiscal Crisis and Management Assistance Team has developed a Fiscal Health Risk Analysis for districts as a management tool to evaluate key fiscal indicators that may help measure a district's risk of insolvency in the current and two subsequent fiscal years.

Appendix E: Glossary

Appropriation: Money set apart by legislation for a specific use, with limits in the amount and period during which the expenditure is to be recognized.

Augmentation: An increase to a previously authorized appropriation or allotment.

Bond Funds: Funds used to account for the receipt and disbursement of non-self-liquidating general obligation bond proceeds.

Budget: A plan of operation expressed in terms of financial or other resource requirements for a specific period.

Budget Act (BA): An annual statute authorizing state departments to expend appropriated funds for the purposes stated in the Governor's Budget, amended by the Legislature, and signed by the Governor.

Budget Year (BY): The next state fiscal year, beginning July 1 and ending June 30, for which the Governor's Budget is submitted (i.e., the year following the current fiscal year).

Capital Outlay: Expenditures that result in acquisition or addition of land, planning and construction of new buildings, expansion or modification of existing buildings, or purchase of equipment related to such construction, or a combination of these.

Cost of Living Adjustment (COLA): Increases provided in state-funded programs intended to offset the effects of inflation.

Current Year (CY): The present state fiscal year, beginning July 1 and ending June 30 (in contrast to past or future periods).

Deferrals: Late payments to districts when the state cannot meet its funding obligations. Deferrals allow districts to budget for more money than the state will provide in a given year. A district is permitted to spend as if there is no deferral. Districts typically rely on local reserves or short-term loans (e.g., TRANS) to cover spending for the fiscal year.

Department of Finance (DOF or Finance): A state fiscal control agency. The Director of Finance is appointed by the Governor and serves as the chief fiscal policy advisor.

Education Protection Account (EPA): The Education Protection Account (EPA) was created in November 2012 by Proposition 30, the Schools and Local Public Safety Protection Act of 2012, and amended by Proposition 55 in November 2016. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges. These funds are set to expire on December 31, 2030.

Expenditure: Amount of an appropriation spent or used.

Fiscal Year (FY): A 12-month budgeting and accounting period. In California state government, the fiscal year begins July 1 and ends the following June 30.

Fund: A legal budgeting and accounting entity that provides for the segregation of moneys or other resources in the State Treasury for obligations in accordance with specific restrictions or limitations.

General Fund (GF): The predominant fund for financing state operations; used to account for revenues that are not specifically designated by any other fund.

Governor's Budget: The publication the Governor presents to the Legislature by January 10 each year, which includes recommended expenditures and estimates of revenues.

Legislative Analyst's Office (LAO): A nonpartisan office that provides fiscal and policy advice to the Legislature.

Local Assistance: Expenditures made for the support of local government or other locally administered activities.

May Revision: An update to the Governor's Budget presented by Finance to the Legislature by May 14 of each year.

Past Year or Prior Year (PY): The most recently completed state fiscal year, beginning July 1 and ending June 30.

Proposition 98: A section of the California Constitution that, among other provisions, specifies a minimum funding guarantee for schools and community colleges. California Community Colleges typically receive 10.93% of the funds.

Related and Supplemental Instruction (RSI): An organized and systematic form of instruction designed to provide apprentices with knowledge including the theoretical and technical subjects related and supplemental to the skill(s) involved.

Reserve: An amount set aside in a fund to provide for an unanticipated decline in revenue or increase in expenditures.

Revenue: Government income, generally derived from taxes, licenses and fees, and investment earnings, which are appropriated for the payment of public expenses.

State Operations: Expenditures for the support of state government.

Statute: A law enacted by the Legislature.

Tax and Revenue Anticipation Notes (TRANs): Short-term debt instruments issued in anticipation of taxes or other revenues to be collected at a later date.

Workload Budget: The level of funding needed to support the current cost of already-authorized services.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
2023-24 Early Preliminary Budget - Budget Assumptions
Resource Allocation Model
May 4, 2023

Student-Centered Funding Formula

Estimated COLA	**8.13%**		
Apportionment Base:	2023-24		January 2023-24
Basic Allocation	$ 17,157,854		$ 17,157,854
Credit FTES	119,628,761		120,066,849
Special Admit	4,050,480		3,180,124
Non-Credit FTES	5,990,325		10,031,586
CDCP	12,083,252		2,309,768
Subtotal - 2023-24 Funding from Base Allocation	158,910,672		152,746,181
Supplemental Allocation	39,926,319		39,883,000
Student Success Incentive Allocation	27,073,820		27,073,820
SCFF Earned Allocation	**$ 225,910,811**	<A>	**$ 219,703,001**
Additional funding resulting from applying prior Emergency Conditions Allowances	18,273,429		18,054,385
Stability Funding based on PY Funding + COLA	21,370,403		27,797,257
2023-24 SCFF Total Revenue	**$ 265,554,643**		**$ 265,554,643**
2023-24 SCFF Hold Harmless Allocation	**259,439,637**		**259,439,637**
Amount available for backfill and reserves	$ 6,115,006	*	$ 6,115,006

*: The District applied to continue with the Emergency Conditions Allowance (ECA) into 2022-23. This resulted in the District's calculated SCFF funding moving above the hold harmless levels for two years, 2022-23 as well as 2023-24. The 2022-23 ECA has several conditions the District must meet, including increasing it's Board Policy reserve levels equal to 2 months of general fund operating expenditures. This would be an increase from the current 5% to ~16-17% of expenses. The additional funding above the hold harmless level that will be received will be used to help meet the required increase to reserves.

Amount expected to be used to increase reserves	$ 10,904,712
Amount available above Hold Harmless levels	6,115,006
Additional amount to pull back towards reserves	$ 4,789,706

State Revenue

Enrollment Fee Waiver

2% fee waiver administration allocation estimate:				$ 516,460	<A>

Full-Time Faculty Hiring Funds 2018-19

Provided separately from SCFF in 2018-19 (no COLA on this since initial allocation):				$ 1,441,228	<A>

Part-Time Faculty Compensation Items

Estimated reimbursement for part-time faculty office hours				$ 1,150,000	
Estimated reimbursement for part-time faculty health insurance benefits				$ 50,000	
Estimated funding towards part-time faculty compensation				$ 700,000	
				$ 1,900,000	<A>

Lottery Funds

			22-23 Res+N/R		
Unrestricted lottery projection per FTES:	$	170.00	27,032.71	$ 4,595,561	<A>
Restricted lottery projection per FTES:	$	67.00	27,032.71	$ 1,811,192	

Mandated Costs

The budget proposal included funding for the Mandated Block Grant. The District will annually reevaluate whether it is prudent to continue selecting this option.

			22-23 Funded P2 FTES		
Mandated cost revenue projection per FTES:	$	35.34	29,902.62	$ 1,056,759	<A>

Local Revenue/Self-Supporting Revenue

Interest & Investment Income

Interest earnings estimate:				$ 1,000,000	<A>

Miscellaneous Districtwide Income

Other miscellaneous income estimate:				$ 10,000	<A>

Budget Center Revenues

Budget Centers have provided for the self-supported activities for each center. Included in this section, Cypress and Fullerton Colleges have budgeted Nonresident Tuition as part of ongoing revenues.				$ 6,211,613	<A>

Interfund Transfer In

Transfer In from Redevelopment Funds:				$ 1,000,000	<A>

Additional Contribution from OPEB Trust

The downturn the stock market is experiencing has reduced the Trust assets below the level of the District's OPEB liability. In the prior year, the Retiree Benefits Trust Board authorized the use of funds to pay current retiree benefit costs, capped at $3 million. However, due to the change in value of the Trust assets, we do not anticipate having funds available to use from the Trust to offset these expenses for 2023-24.				$ -	

Total Revenues	**$ 243,642,432**	= sum of <A>

Appropriations and Expenditures

Position Control Budgets (Permanent Positions)

All Permanent Positions have been budgeted based on applicable employee step, grade, and, if applicable, longevity, premium pay, professional growth and education stipends. $ 199,523,234

The current rates for benefits have been applied as follows:

		January
STRS: For employer share of contributions towards STRS pension costs.	19.10%	19.10%
PERS: For employer share of contributions towards PERS pension costs.	26.68%	25.20%
OASDI: For State Disability Insurance and Medicare required.	6.20% & 1.45%	6.20% & 1.45%
SUI: State Unemployment Insurance. Rate was reduced back to the prepandemic rate.	0.05%	0.50%
WC: Worker's Compensation Rate to contribute towards worker's comp costs.	0.50%	0.50%
RB: Retiree Benefits Rate to contribute towards ongoing retiree health benefit costs. Eliminated this rate as all groups have settled on the increased number of years for this benefit and the current liability is close to being fully funded via the Retiree Benefits Trust.	0.00%	1.00%

Health Costs

Health costs have been increased by an expected 4.5% annually. This estimates an annualized increase of 6.8%.
The rates increased an average 2.58% for HMO's and 9.92% for PPO's from 2022-23 to 2023-24.

Dependent Care Coverage Costs

All groups' current agreements include a contribution by the District towards dependent care coverage as well as full family coverage.
An estimate of these costs has been added, based on employees currently participating.

Other Operating Expenses

The remaining costs outside of position control have been budgeted to help meet departmental needs at each budget center. Included herein are estimated costs for Adjunct faculty.

Adjunct Faculty: Extended Day budgets have been estimated by each campus. Associated benefit costs have been added as an estimate. $ 30,790,375

Other Budget Center Expenses: Amounts budgeted to support operations as determined by each budget center. $ 25,316,594

Districtwide Expenses

Districtwide expenses include budget for costs that have been approved through CBF and DCC and that will be shared across all budget centers. $ 11,673,623

Total Expenses **$ 267,303,826**

North Orange County Community College District

Early Preliminary Budget

2023-24 Resource Allocation Model Budget Summary

May 4, 2023

	DW	DS	CC	FC	NOCE	Total
SCFF Revenues	$ -	$ 20,896,750	$ 81,406,259	$ 105,319,903	$ 18,287,899	$ 225,910,811
Other Revenues	-	1,970,109	6,721,533	7,591,374	1,448,605	17,731,621
Funding for Districtwide Expenses	11,673,623	(1,096,154)	(4,222,349)	(5,409,557)	(945,563)	-
Net Chargebacks	-	868,353	96,920	253,027	(1,218,300)	-
	11,673,623	22,639,058	84,002,363	107,754,747	17,572,641	243,642,432
Expenses	11,548,623	24,328,659	88,477,209	118,971,810	23,752,525	267,078,826
Contingencies	125,000	-	-	100,000	-	225,000
	11,673,623	24,328,659	88,477,209	119,071,810	23,752,525	267,303,826
Net Available Revenue	-	(1,689,601)	(4,474,846)	(11,317,063)	(6,179,884)	(23,661,394)
Net Transfers In/(Out) to Supplement Self-Supporting Operations	-	-	72,873	-	184,920	257,793
Structural Surplus (Deficit)	**$ -**	**$ (1,689,601)**	**$ (4,401,973)**	**$ (11,317,063)**	**$ (5,994,964)**	**$ (23,403,601)**
Additional Sources (Uses)						
Additional Revenue from Emergency Conditions ❖	-	1,690,292	6,999,443	9,583,694	-	18,273,429
Additional Revenue from Stability Funding ★ (based on PY +COLA)	-	1,976,763	2,340,473	5,029,469	12,023,698	21,370,403
Amount pulled back to increase Reserves from Emergency Conditions Funding ▲	-	(1,056,139)	(3,747,508)	(4,912,830)	(1,188,235)	(10,904,712)
Balance	-	921,315	1,190,435	(1,616,730)	4,840,499	5,335,519

❖ For 2023-24, the impact from applying the emergency conditions will have a residual benefit for Cypress College and Fullerton College as funding for the credit FTES is based on a 3-year average.

★ Stability Funding provides a one-year cushion that supplements revenue to the amounts received under 2022-23 calculations. Cypress College and Fullerton College received some of their stability funding as a result of the emergency conditions impact still benefiting them, as noted above.

▲ Amounts pulled back to increase Reserves

RAM Revenues	$ 22,639,058	$ 84,002,363	$ 107,754,747	$ 17,572,641	
Additional ECA Revenues	1,690,292	6,999,443	9,583,694	-	
Additional Stability Revenues	1,976,763	2,340,473	5,029,469	12,023,698	
	$ 26,306,113	$ 93,342,279	$ 122,367,910	$ 29,596,339	
Ratios	9.69%	34.37%	45.05%	10.90%	
Allocations of amount to be pulled back, by Center	$ 1,056,139	$ 3,747,508	$ 4,912,830	$ 1,188,235	10,904,712

North Orange County CCD
2023-24 Early Preliminary Budget
General Fund Ongoing (11200) & Self-Supported/Local Revenues
May 4, 2023

	Districtwide		District Services		Cypress College		Fullerton College		N. Orange Cont. Education		Total
	$	%	$	%	$	%	$	%	$	%	$
Revenues											
SCFF 2023-24 Estimated State Apportionment	$ -	0.00%	$ -	0.00%	$ 89,747,691	39.73%	$ 116,007,130	51.35%	$ 20,155,990	8.92%	$ 225,910,811
Revenue Allocation to District Services, 9.25%	$ -	0.00%	$ 20,896,750	9.25%	$ (8,341,432)	39.92%	$ (10,687,227)	51.14%	$ (1,868,091)	8.94%	$ -
Subtotal Revenue, 1	**$ -**	**0.00%**	**$ 20,896,750**	**9.25%**	**$ 81,406,259**	**36.03%**	**$ 105,319,903**	**46.63%**	**$ 18,287,899**	**8.09%**	**$ 225,910,811**
Other Unrestricted Revenue	$ -	0.00%	$ 363,564	2.06%	$ 7,362,824	41.52%	$ 8,413,009	47.45%	$ 1,592,224	8.98%	$ 17,731,621
Revenue Allocation to District Services, 9.25%	$ -	0.00%	$ 1,606,545	9.25%	*$ (641,291)*	39.92%	$ (821,635)	51.14%	$ (143,619)	8.94%	$ -
Subtotal Revenue, 2	**$ -**	**0.00%**	**$ 1,970,109**	**11.11%**	**$ 6,721,533**	**37.91%**	**$ 7,591,374**	**42.81%**	**$ 1,448,605**	**8.17%**	**$ 17,731,621**
Subtotal Revenue, 3	**$ -**	**0.00%**	**$ 22,866,857**	**9.39%**	**$ 88,127,792**	**36.17%**	**$ 112,911,277**	**46.34%**	**$ 19,736,504**	**8.10%**	**$ 243,642,432**
Contribution towards Districtwide Expenditures	$ 11,673,623	100.00%	*$ (1,096,154)*	-9.39%	$ (4,222,349)	-36.17%	$ (5,409,557)	-46.34%	$ (945,563)	-8.10%	$ -
Subtotal Revenue, 4	**$ 11,673,623**	**4.79%**	**$ 21,770,703**	**8.94%**	**$ 83,905,443**	**34.44%**	**$ 107,501,720**	**44.12%**	**$ 18,790,941**	**7.71%**	**$ 243,642,432**
Chargebacks between budget centers											
FC Chargebacks	$ -						$ 253,027		$ (253,027)		$ -
CC Chargebacks	$ -				$ 287,517				$ (287,517)		$ -
NOCE Chargebacks	$ -		$ (197,933)		$ (43,619)				$ 241,552		$ -
DS Chargebacks	$ -		$ 1,066,286		$ (146,978)				$ (919,308)		$ -
Net Chargebacks	**$ -**		**$ 868,353**		**$ 96,920**		**$ 253,027**		**$ (1,218,300)**		**$ -**
Final Revenue Allocation	**$ 11,673,623**	**4.79%**	**$ 22,639,056**	**9.29%**	**$ 84,002,363**	**34.48%**	**$ 107,754,747**	**44.23%**	**$ 17,572,641**	**7.21%**	**$ 243,642,432**
Expenditures											
Position Control Expenses	$ -	0.00%	$ 19,659,378	9.85%	$ 70,640,884	35.40%	$ 91,772,334	46.00%	$ 17,450,638	8.75%	$ 199,523,234
Personnel Costs outside of Position Control	$ -	0.00%	$ 540,158	1.42%	$ 11,475,429	30.17%	$ 20,499,711	53.90%	$ 5,519,904	14.51%	$ 38,035,202
Other Operating Expenses	$ 11,673,623	39.25%	$ 4,129,123	13.88%	$ 6,360,896	21.38%	$ 6,799,765	22.86%	$ 781,983	2.63%	$ 29,745,390
Total Expenditures	**$ 11,673,623**	**4.37%**	**$ 24,328,659**	**9.10%**	**$ 88,477,209**	**33.10%**	**$ 119,071,810**	**44.55%**	**$ 23,752,525**	**8.89%**	**$ 267,303,826**
Total Net Available Revenue	**$ -**	**0.00%**	**$ (1,689,603)**	**7.14%**	**$ (4,474,846)**	**18.91%**	**$ (11,317,063)**	**47.83%**	**$ (6,179,884)**	**26.12%**	**$ (23,661,394)**
Intrafund Transfers In/Out (To supplement Exp.)											
Intrafund Transfer In to 11200	$ -		$ -		$ 72,873		$ -		$ -		$ 72,873
Intrafund Transfer Out from 11200	$ -		$ -		$ -		$ -		$ (13,470)		$ (13,470)
Intrafund Transfer In to Self-Supporting	$ -		$ -		$ -		$ -		$ 198,390		$ 198,390
Intrafund Transfer Out from Self-Supporting	$ -		$ -		$ -		$ -		$ -		$ -
Total Intrafund Transfers	**$ -**		**$ -**		**$ 72,873**		**$ -**		**$ 184,920**		**$ 257,793**
Final Net Available Revenue	**$ -**	**0.00%**	**$ (1,689,603)**	**7.22%**	**$ (4,401,973)**	**18.81%**	**$ (11,317,063)**	**48.36%**	**$ (5,994,964)**	**25.62%**	**$ (23,403,601)**

North Orange County Community College District

2023-24 Early Preliminary Budget

Districtwide (DW) Expenses in Fund 11200 (Ongoing Budget only)

May 4, 2023

	Actuals 2021-22	Budget 2022-23	Budget 2023-24	
Sabbatical Replacement Costs	$ 61,205.08	$ 300,000	$ 300,000	
Related Activity (Additional Duty Days for Faculty)	$ 391,379.70	350,000	350,000	
Subtotal 10000's	$ 452,584.78	650,000	650,000	
Retiree Medical Benefits	$ 5,439,906.18	5,602,204	5,925,821	
Contribution from Retiree OPEB Trust	$ (3,000,000.00)	-	-	*
Net Retiree Medical Benefits Cost	$ 2,439,906.18	5,602,204	5,925,821	
Part-time Faculty Insurance	$ 168,719.08	215,000	215,000	
Fringe Benefits Clearing	$ 391,471.77	1,000,000	1,000,000	
Adjustments/Fees from STRS	$ 48,228.52	40,000	40,000	
Fees from PERS	$ 11,444.26	10,000	10,000	
Load Banking Benefits Accrual Adjustment	$ 76,730.24	15,000	15,000	
Subtotal 30000's	$ 3,136,500.05	6,882,204	7,205,821	
Other (Memberships for Contract Employees)	$ 4,440.00	6,000	6,000	
Recruiting Budget	$ 54,012.99	40,000	40,000	
Fingerprinting	$ 14,953.50	25,000	25,000	
Sabbatical Bond Reimbursements	$ 866.50	3,000	3,000	
Districtwide Memberships	$ 154,819.05	137,000	137,000	
Audit Expenses	$ 124,200.00	132,000	133,500	
Information & Emergency Communication System	$ 44,375.04	45,706	47,077	
Sewer Expenses	$ 31,924.61	99,000	99,000	
Additional Attorney Expenses	$ -	350,000	350,000	
Waste Disposal	$ 133,615.86	160,000	160,000	
Election Expense	$ -	150,000	150,000	
Ride Share (AQMD)	$ 58,160.84	120,000	120,000	
Student Insurance	$ 212,759.00	223,840	223,840	
Employee Assistance Program	$ 23,225.52	60,000	60,000	
Interest	$ 79,312.39	90,000	90,000	
Life insurance	$ 150,000.00	150,000	150,000	
Mandated Fees from PERS (for reports)	$ 350.00	5,350	5,350	
County Payroll Postage Charges	$ 4,647.71	4,650	4,650	
DW IT Expenses	$ 1,087,853.33	1,442,062	1,498,385	
Subtotal 50000's	$ 2,179,516.34	3,243,608	3,302,802	
FC Child Care Center Contribution (B/A 4/14/09)	$ 250,000.00	250,000	250,000	
Hospitality	$ 98,215.53	140,000	140,000	
Subtotal 70000's	$ 348,215.53	390,000	390,000	
EEO Plan Implementation	$ -	25,000	25,000	
Student Success	$ -	100,000	100,000	
Subtotal 79000's (Contingencies)	$ -	125,000	125,000	
Total Districtwide Expenses	$ 6,116,816.70	$ 11,290,812	$ 11,673,623	
STRS on behalf payments from the State	9,148,100.00			
Total	15,264,916.70			

*: Contribution from Retiree OPEB Trust: Expected to be provided from the OPEB Trust towards the cost of the pay as you go retiree medical costs. Zero for 2022-23 as the Trust Asset value has declined below the level of the District's OPEB Liability.

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 15, 2023

From: Fred Williams, Vice Chancellor, Finance and Facilities

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

1. AGENDA ITEM NAME

Analysis of FTES at P-2

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion	**X**	**Action**	
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **5 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Our District's P-2 attendance report was submitted as required. The attached sheets show a summary of the information submitted. The top takeaways from the summary are that we are up slightly from last year, but we're still down significantly from our pre-pandemic numbers.

5. RECOMMENDATION:

Members are asked to receive and review the information.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Members of Council on Budget and Facilities

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

NOCCCD
Analysis of FTES at P2
2022-23

KV
4/18/2023

Comparison to Target FTES:	CC	FC	NOCE	Total
Target	9,866.76	13,432.30	2,770.79	26,069.85
Actual	10,009.41	13,509.47	2,910.34	26,429.22
Variance Favorable (Unfavorable)	142.65	77.17	139.55	359.37
% Variance	1.45%	0.57%	5.04%	1.38%
Annualizer Used - C/Y	1.000/ 1.5000/1.2000 Ω	1.0000	1.2500/1.000	
Annualizer Used - P/Y	1.0000	1.0000	1.2500/1.000	

Ω: CC is using annualizers to bring the actual to date positive attendance hours from Banner up to an estimate of the expected final annua amounts.

FC has done an estimate of their annual positive attendance separately and entered those into the 320, thus would not use the annualizer within the report.

Comparison to Prior Year Actuals:	CC	FC	NOCE	Total
2021-22 @ Annual (Final)	9,866.76	13,432.30	2,772.79	26,071.85
2022-23 @ P2	10,009.41	13,509.47	2,910.34	26,429.22
Variance Increase (Decrease)	142.65	77.17	137.55	357.37
% Variance	1.45%	0.57%	4.96%	1.37%

Comparison to 17-18 FTES	CC	FC	NOCE	Total
17-18 FTES	11,487.53	18,042.34	5,065.67	34,595.54
Decrease from Current Actuals	(1,478.12)	(4,532.87)	(2,155.33)	(8,166.32)
% Decrease	-12.87%	-25.12%	-42.55%	-23.61%

Comparison to Funded FTES:	Funded PY *	Reported 2022-23 P2	Variance	Variance %
Total (* Emergency Conditions Applied, based on 2019-20 P1)	33,735.67	26,429.22	(7,306.45)	-21.66%

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 16, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

1. AGENDA ITEM NAME

NOCCCD Decision Making Resource Manual 2022 Updates

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Fourth Reading**	**X**
Review/Discussion		**Action**	**X**
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

This update to the NOCCCD Decision Making Resource Manual is coming to DCC for the fourth time to review and approve. We have incorporated all the comments and suggestions from the previous three readings.

5. RECOMMENDATION:

It is recommended that DCC approve the 2022 updates to the NOCCCD Decision Making Resource Manual.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

IECC, Chancellor's Staff, District Services Committee

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Greatness. Achieved.

~~2012~~ Decision Making Resource Manual: Structure, Function and Alignment

Update Date: Fall ~~2017~~ 2022

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

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

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

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

North Orange County Community College District
~~2012~~ Decision Making Resource Manual:
Structure, Function and Alignment

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- College Presidents and Provost
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- District Technology Roundtable
- Educational Technology Steering Team
- ~~Information Services Steering Committee~~ **Technology Implementation Committee**
  - ~~Sub-committees:~~
    - ~~Student Team~~
    - ~~myGateway Steering Committee~~

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NOCCCD Board Policy 2510 Participation in Local Decision-making
NOCCCD Administrative Procedure 2510 Participation in Local Decision-making

Board Policies **and Administrative Procedures** are available online at:
https://www.nocccd.edu/policies-and-procedures

NOCCCD IT Governance Structure and Framework (2021)

North Orange County Community College District
~~2012~~ Decision Making Resource Manual:
Structure, Function and Alignment

Prologue

The collegial culture in the North Orange County Community College District (NOCCCD) rests on a partnership in which Board members, faculty, staff, administration, and students participate in making decisions. The members of this District are united by a collective, shared vision that student success is the most important endeavor.

Making progress toward this important collective vision is possible only in an atmosphere of collegiality and mutual respect. Toward that goal, in July 2011, 40 NOCCCD faculty, staff, administrators, and Trustees were interviewed to ascertain their current concerns and their visions for the future of the campuses and district. The following nine themes describe the group's collective vision of NOCCCD's potential in the next decade:

1. NOCCCD will be student-centered.
2. Each NOCCCD campus will have a distinctive identity.
3. NOCCCD will be innovative.
4. NOCCCD will be courageous.
5. NOCCCD will communicate effectively within the district.
6. NOCCCD will be characterized by mutual respect for all sites within the district.
7. NOCCCD will be proactively compliant.
8. NOCCCD will have strong educational partnerships.
9. NOCCCD will reflect the community.

The fifth theme is of particular relevance to this document. The following suggestions were offered as strategies for strengthening trust in NOCCCD leadership:

- Clearly define roles for employees at all levels of NOCCCD;
- Clearly articulate decision-making processes;
- Develop goals and priorities through collaboration;
- Develop systems of accountability to ensure consistent adherence to those goals and priorities;
- Rely on data to make decisions and set priorities; and
- Create venues for representatives of the sites to collaborate with each other for the benefit of students District-wide.

The purpose of this resource manual is to describe how decisions are made in the North Orange County Community College District and has been developed with the goal of improving communication and trust across NOCCCD. These decision-making processes reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

This document delineates the processes by which recommendations to the Chancellor are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment of the groups to one another.

This *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment* is reviewed and updated ~~annually~~ **on a regular basis** to maintain credibility as a valuable resource. The **regular** ~~annual~~ update**s** ~~prepared by the District Director of Public and Governmental Affairs reflects~~ **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.** ~~In addition to this annual review of content, the processes described in this document are evaluated every three years.~~ ~~This~~ **The** assessment **of the NOCCCD's decision making process** occurs as part of **the District** ~~NOCCCD's~~ assessment of its **overall** planning processes. This timeline and assessment process is **further** described in the "Assessment of Planning and Decision-Making Processes" section of the *North Orange County Community College District 2012 Integrated Planning Manual*. As an overview, the assessment includes gathering input district-wide and then using those results to prepare an assessment report that is submitted to the District Consultation Council. The District Consultation Council reviews the assessment report and recommends revisions to decision-making processes as warranted based on that assessment. The *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment* is then updated to reflect any agreed-upon changes. Through these ~~two~~ review processes, ~~one completed on an annual basis and one completed every three years,~~ this document is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of NOCCCD's cycle of continuous ~~quality~~ improvement.

Roles of Constituents in District-level Decision Making

The constituents in NOCCCD participate in making decisions at the district level appropriate in scope to their roles within the District. The role in making decisions for each constituency described below is derived from the California Code of Regulations, NOCCCD Board Policies, and NOCCCD practices, procedures and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

The role of the Board of Trustees in making decisions is to determine policy and to serve as NOCCCD's legal and fiduciary body.

The Board of Trustees maintains, operates, and governs NOCCCD in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the NOCCCD mission is fulfilled and that NOCCCD's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of seven locally elected Trustees who represent and must reside in the trustee area they represent. One trustee is elected by the qualified voters from each of the seven trustee areas to serve four-year terms. The Board annually elects a president, vice president, and secretary of the Board. The Chancellor serves as the Board's Executive Secretary.

Two student trustees are elected annually, each representing the students at one of the two colleges. The Student Trustees have the same responsibilities as all trustees to represent the interest of the entire community. In addition, they provide a student perspective on the issues facing the Board. The Student Trustees receive all materials sent to other members of the Board, except those pertaining to closed session matters; attend all open session board meetings; ask questions; participate in discussions; and cast an advisory, nonbinding vote on the matters that come before the Board.

California State Education Code Section 70902 identifies the Board of Trustees as the NOCCCD's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role and responsibilities in *Board Policy 2200: Board Duties and Responsibilities* which includes this list of specific duties:

- ~~Represent the public interest.~~
- ~~Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.~~
- ~~Hire and evaluate the Chancellor.~~
- ~~Delegate power and authority to the Chancellor to effectively lead the District.~~
- ~~Assure fiscal health and stability.~~
- ~~Monitor institutional performance and educational quality.~~
- ~~Advocate for and protect the District.~~
- **Adopt policies that define the institutional mission and set prudent, ethical, and legal standards for campus operations.**

- **Hire a Chancellor and delegate to the Chancellor the authority to implement Board policies and decisions and other duties the Board of Trustees may prescribe.**
- **Establish policies for and approve comprehensive academic and facilities plans.**
- **Establish policies for and approve courses of instruction and educational programs, academic standards and graduation requirements, and rules governing student conduct.**
- **Monitor institutional performance, educational quality, and compliance with accreditation standards.**
- **Assure fiscal health and stability including adopting operational and capital outlay budgets and determining the need for tax or bond elections.**
- **Hold and convey property for the use and benefit of the District and manage and control District property.**
- **Employ and assign all personnel and establish employment practices, salaries, and benefits for all employees.**
- **Establish procedures for effective involvement of faculty, staff, and students in local governance.**

Chancellor

The role of the NOCCCD Chancellor in making decisions is determined by the authority delegated to this position by the Board of Trustees.

The Chancellor is the chief representative of the Board and is responsible directly to the Board. The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See *Board Policy 2430: Delegation of Authority to Chancellor*.)

NOCCCD governance and organizational groups forward their recommendations to the District Consultation Council which in turn makes a recommendation regarding the issue to the Chancellor. The Chancellor reviews the recommendation and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the District Consultation Council about the minor modification; or
- Returns the recommendation to the group that developed the recommendation for further consideration.

College **and NOCE** Presidents ~~and Provost~~

The role of the ~~College~~ Presidents ~~and the Provost of the North Orange Continuing Education~~ in making decisions at the district level is to articulate recommendations directly to the Chancellor in matters assigned in their job descriptions. In addition to making decisions at the campus level, these matters include serving as the

primary advocate for their college/school at the district level and with the Board of Trustees for financial needs, policy issues, special projects and the promotion of campus goals.

Faculty

The role of full- and part-time faculty members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on academic and professional matters as outlined in state regulations and
- The processes for developing recommendations that have or will have a significant effect on them.

Faculty are represented in academic and professional matters by Academic/Faculty Senates at each campus. As provided in *Board Policy 2510: Participation in Local Decision-Making*, the Board of Trustees recognizes the authority of the Academic /Faculty Senates with respect to academic and professional matters in accord with provisions of Title 5 of the California Code of Regulations. The academic and professional matters on which the Board will rely primarily on the Academic/Faculty Senates are:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Faculty roles and involvement in accreditation processes, including self-studies and annual reports; and
6. Policies for faculty professional development activities.

The academic and professional matters on which the Board will seek mutual agreement with the Academic/Faculty Senates are:

1. Educational program development and educational program discontinuance;
2. District and college governance structures as related to faculty roles;
3. Processes for program review;
4. Processes for institutional planning and budget development; and
5. Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s).

Refer to sections 2.1.2., 2.2.2., and 2.2.3. of Board Policy 2510 in the appendix of this document for processes that the Board follows when an Academic/Faculty Senates' recommendation is not accepted.

The following resources related to the role of the Academic/Faculty Senates in making decisions at the district level are included in the appendix of this document:

(1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
(2) California Code of Regulations Title 5, Section 53200.

For matters related to working conditions within the scope of collective bargaining, full time-time faculty are represented by United Faculty (NOCCCD, CCA/CTA/NEA) and part-time faculty are represented by Adjunct Faculty United (Local 6106, AFT/CFT).

Staff

The role of staff members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The specific matters identified as having a significant effect on classified are identified in the California Code of Regulations excerpt included in the appendix of this document.

Board Policy 2510 Participation in Local Decision-Making affirms that recommendations and positions developed by staff will be given every reasonable consideration prior to action on a matter having a significant effect on them.

There are two categories of staff members: classified staff and confidential employees. Classified staff members are represented by Classified School Employees Association Chapter 167 (CSEA) in matters related to working conditions within the scope of collective bargaining. Confidential employees do not bargain collectively, but are represented in their working relationship with NOCCCD by the Confidential Employees Group. As the exclusive representative of NOCCCD classified employees, CSEA is responsible for appointing representatives from the classified employees to specified committees **per the CSEA Collective Bargaining Agreement Article 5.5 and California Education Code 70901.2(a)**. The Confidential Employees Group is responsible for appointing representatives from the confidential employees to specified committees.

The following resources related to the role of staff in making decisions at the district level are included in the appendix of this document:

(1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
(2) California Code of Regulations Title 5, Section 53200.

Students

The role of students in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The following specific matters are identified in the California Code of Regulations as having a significant effect on students:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

The Board recognizes the Fullerton College Associated Students and the Cypress College Associated Students as the official voices for students in NOCCCD (*Board Policy 5400: Associated Students Organization*). In accordance with *Board Policy 2510 Participation in Local Decision-Making*, the Associated Students are given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Students are given reasonable consideration.

The following resources related to students' role in making decisions at the district level are included in the appendix of this document:

(1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
(2) California Code of Regulations Title 5, Section 53200.

<u>Administrators</u>

The role of administrators in making decisions at the district level is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

Drawn from various job descriptions for administrative positions, NOCCCD administrators are responsible to:

- Provide effective leadership and support in planning and accreditation;
- Implement and evaluate district objectives related to their area;
- Adhere to the legal and ethical standards as well as policies established by the Board of Trustees;
- Oversee the effective use of institutional resources;
- Make recommendations concerning the hiring of personnel;

- Make contributions to the development and improvement of all NOCCCD functions;
- Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors;
- Implement best practices and courses of action;
- Make appropriate decisions within their respective areas of responsibility;
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals;
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness;
- Initiate new ideas, improvements and promote quality and responsiveness in District operations; and
- Lead the units for which they are responsible.

The Chancellor, vice chancellors, college **and NOCE** presidents, ~~and Provost of the North Orange Continuing Education~~ are designated by the Board of Trustees as the Executive Officers of the district. Other than these Executive Officers, administrators are represented by the District Management Association, which is responsible for appointing administrators to specified committees.

Types of Groups that Develop Recommendations

All NOCCCD professionals are mission-driven, meaning that they are committed to making decisions with students~~' academic~~ success and well-being as their primary consideration.

Within the context of a primary focus on students, decision-making in NOCCCD is grounded in respect for each constituency's roles and scope of authority. Key committees have representation from the various constituent groups and members understand that they are responsible to their particular constituency in two ways: to share input from the constituent group to the committee and to share information and dialogue from the committee with their constituent group. Committee members also understand that their collective work product is a recommendation that is subsequently forwarded to the next individual or group in the decision-making process.

The NOCCCD groups that provide recommendations in the decision-making process are organized into three categories based on the group's responsibilities and its source of authority. The groups in all three categories are essential to the involvement of the NOCCCD community in both being informed about issues of district-wide importance, making decisions, and serving as conduits of information to and from the constituents. The membership in each type of group is determined by the source of authority on which the group is based.

1. **Governance ~~Groups~~ Committees/Councils**
   Governance ~~groups~~ committees/councils are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Examples of district-level governance ~~groups~~ committees/councils are District Consultation Council and Council on Budget & Facilities. ~~Examples of campus governance groups are Academic/Faculty Senates and Associated Student Government.~~ Members of district-level governance ~~groups~~ committees/councils represent specific constituencies and as such, serve as a liaison to bring information from the constituent group into the district-level dialogue and from the district-level governance ~~group~~ committees/councils back to their constituents. The membership and charge of these ~~groups~~ committees/councils are described in this document. Recommendations developed by district and campus governance ~~groups~~ committees/councils flow through a sequence of well-defined steps before the recommendations are forwarded to the Chancellor.

2. **Organizational Groups**
   Organizational groups assist the Chancellor in implementing the Board's plans and policies by coordinating operational, procedural and policy implementation. The authority for the members of organizational groups is derived from the Board of Trustees or the Chancellor through the assignment of responsibilities on job descriptions and appointment to positions within NOCCCD. Examples of district-level organizational groups are Chancellor's Staff and the ~~Banner Steering~~ Technology Implementation Committee. Membership in NOCCCD organizational groups is determined by the

position held within the district. The membership and purpose of these groups are described in this document.

3. Ad Hoc Workgroups

Ad hoc workgroups are formed to create a venue for conversations on topics deemed by NOCCCD to require timely and concentrated district-wide energy. Instead of being required by law or regulation, these groups are charged by the Chancellor or one of the Coordinating Councils to perform specific functions that benefit the entire district. Ad hoc workgroups function for a specific purpose for a limited period of time. Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document. **A 2022 example of an Ad Hoc Workgroup is the Security and Compliance Workgroup, stood up to specifically address the topics and concerns as a result of the cyber security incident in January 2022.**

NOCCCD Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Members of NOCCCD governance groups represent specific constituencies and as such, serve as the liaison to bring information from the constituent group into the district-level dialogue and from the NOCCCD governance group back to their constituents. The NOCCCD governance structure consists of a District Consultation Council with four sub-committees.

District Consultation Council

Charge

The District Consultation Council meets monthly to:

- Make recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the district;
- Promote communication and foster an awareness of district-wide perspectives among the students, faculty, classified staff and administration concerning the welfare, growth, and sustainable quality improvement within NOCCCD;
- Identify common areas of concern that require further study and forward these to the appropriate coordinating council or operational group;
- Annually review reports of progress on District Strategic Directions and District Objectives;
- Oversee the development, evaluation and integration of the Comprehensive Master Plan; and
- Monitor compliance with accreditation standards related to district functions.

Membership

Chancellor, Chair
Administrative Support Manager, Chancellor's Office (Recording Secretary)
President, Cypress College
President, Fullerton College
~~Provost~~ **President**, North Orange Continuing Education
Vice Chancellor, Educational Services and Technology
Vice Chancellor, Finance and Facilities
Vice Chancellor, Human Resources
District Director, Public and Governmental Affairs
District Director, ~~Information Services~~ **Enterprise IT Applications Support and Development**
District Director, ~~Equity & Diversity~~ **Diversity, Culture, and Inclusion**
President plus 1 designee, Cypress College Academic Senate
President plus 1 designee, Fullerton College Faculty Senate
President plus 1 designee, North Orange Continuing Education Academic Senate
President plus 1 designee, United Faculty Association
President **or designee**, Adjunct Faculty United

President plus 1 designee, Classified School Employees Association
President, Confidential Employees Group
President, District Management Association
Student Body President or designee, Cypress College
Student Body President or designee, Fullerton College
Student Leader, NOCE

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Consultation Council:

- Council on Budget & Facilities
- District Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- **District** Technology ~~Coordinating Council~~ **Committee**

Membership in the subcommittees is identified in April for the next academic year.

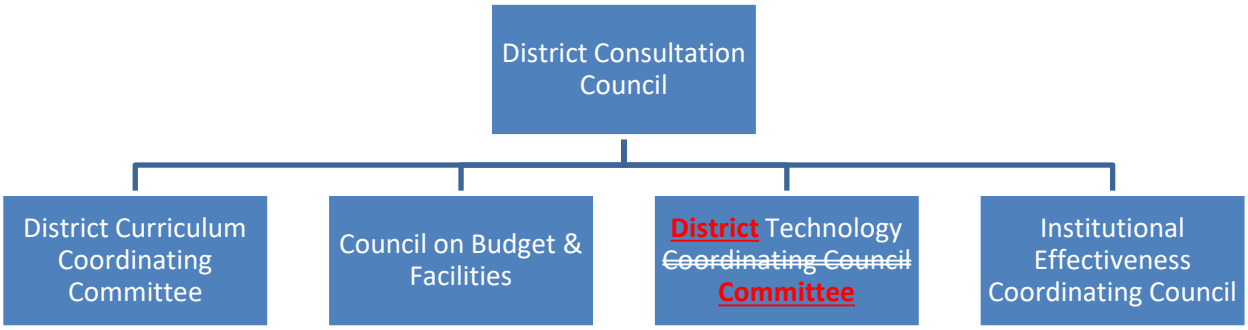
Consultation Council Subcommittees	Purpose	Membership
Council on Budget & Facilities	• Make recommendations to District Consultation Council on policies, planning and other matters related to fiscal resources and facilities • Ensure that NOCCCD resources are tied to the District Strategic Plan and the Comprehensive Master Plan • Monitor the NOCCCD's fiscal solvency • Review budget assumptions • Review NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Review and discuss implementation of policies related to fiscal resources and facilities • Coordinate practices as needed related to administrative services • Serve as a forum for dialogue on ongoing fiscal and facilities activities and reporting • Review and share information on the state budget including capital outlay funds • Review the draft budget in its developmental stages	• Vice Chancellor, Human Resources (Chair) • Vice Chancellor, Finance & Facilities • Vice Chancellor, Educational Services & Technology • District Director, Fiscal Affairs • VP of Administrative Services – CC and FC • **Director** ~~Manager~~, Administrative Services – NOCE • One faculty from each site appointed by the Academic/Faculty Senate– CC, FC, and NOCE • Two representatives appointed by CSEA • United Faculty Representative • Adjunct Faculty United Representative • District Management Association Representative • Confidential Employees Group Representative • One student from each site appointed by Associated Students **or other appropriate body for NOCE** – CC**,** ~~and~~ FC**, and NOCE**
District Curriculum Coordinating Committee	• Reviews curriculum prior to being submitted to the Chancellor • Serve as NOCCCD's highest authority for interpreting Title 5 curricular requirements • Serve as a resource to District Consultation Council on curricular issues	• Vice Chancellor, Educational Services & Technology (**non-voting** chair) • Two faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE • Administrative representative of the curriculum committee at each site – CC, FC, and NOCE • Non-voting members: CC**,** ~~and~~ FC, **and NOCE** Presidents ~~and NOCE Provost~~
Institutional Effectiveness Coordinating Council	• Make recommendations to District Consultation Council on policies, planning and other matters related to accreditation and mandated reporting	• Vice Chancellor, Educational Services & Technology (**non-voting** Chair)

	• Review and discuss implementation of policies related to research, accreditation and MIS reporting • Coordinate practices as needed related to research, accreditation and MIS reporting • Collaborate on the analysis and interpretation of data • Prepare ~~an annual~~ progress report**s** to describe progress in achieving the objectives in the District-wide Strategic Plan • **IECC meets four times a year (October, November, April, May); additional meetings can be called on an as-needed basis**	• Director, Institutional Research & Planning – CC, FC and NOCE • **District Director, Research, Planning, & Data Management** • District Director, ~~Information Services~~ **Enterprise IT Applications Support & Development** • Two faculty from each site appointed by the Academic/Faculty Senate; at least one of these faculty also serves on the District Consultation Council – CC, FC, and NOCE • Accreditation Liaison Officers from each college - CC and FC • One student from each college appointed by Associated Students **or other appropriate body for NOCE** – CC**,** ~~and~~ FC**, and NOCE**
District Technology ~~Coordinating Council~~ **Committee**	**The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.** **Specifically, DTC serves the following purposes:** **1. Develop and recommend District policies, procedures, and standards that:** **a. Address the acquisition and use of technology.** **b. Ensure the security and business continuity of the District's business critical systems.** **c. Ensure compliance with state and federal laws.** **2. Develop and regularly review the District Strategic Technology Plan to ensure that it:**	• **Vice Chancellor of Educational Services & Technology (non-voting chair)** • **One faculty from each site – appointed by the Academic/Faculty Senates (3 total)** • **One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)** • **IT managers from all sites – 5 total** • **Faculty DE coordinator from each site – 3 total** • **Campus budget officers and District Fiscal Rep– 4 total** • **One student from each site – appointed by AS or other appropriate body for NOCE (3 total)** • **1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)**

	a. incorporates leading practices in the District's use of technology; b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support; c. aligns with state recommendations and state's allocation of resources; d. aligns with the District's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein; e. aligns with the work of the colleges' planning/budget committees and/or technology committees; f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion. 3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning. 4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility. 5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges. 6. Assess how effectively current technology is being utilized throughout the District and make recommendations for improvement. 7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations. 8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success. 9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges. 10. Assure bi-directional communication between end users and IT with regard to technology. 11. Establish and oversee technology focus workgroups as needed.	• Site based IT technical leads – appointed by CSEA (4 total) • 1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total ~~• District Director, Information Services (Co-Chair)~~ ~~• Vice Chancellor, Educational Services & Technology (Co-Chair)~~ ~~• Three faculty/staff from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE~~ ~~• Three representatives appointed by CSEA~~ ~~• Representative appointed by each of the following:~~ ~~– United Faculty~~ ~~– Adjunct Faculty United~~ ~~– District Management Association~~ ~~– Confidential Employees Group~~ ~~• One student from each college appointed by Associated Students – CC and FC~~ ~~• One representative from each site appointed by College President and NOCE Provost – CC, FC, and NOCE~~

	DTC meets 8 times a year during the primary terms while school is session; additional meetings can be called on an as-needed basis. ~~• Make recommendations to District Consultation Council on policies, planning and other matters related to technology~~ ~~• Distance Education Vision & Planning~~ ~~• Develop and monitor implementation of the Technology Plan~~ ~~• Prepare an annual progress report on the Technology Plan~~ ~~• Develop instructional technology standards~~ ~~• Review and discuss implementation of policies related to technology~~ ~~• Coordinate practices as needed related to technology~~ • ~~Serve as a forum for dialogue on ongoing technology projects~~	

Coordinating Council Structure



Operating Agreements for District Consultation Council

Protocol

District Consultation Council meetings are open meetings and may be attended by any interested person from the District or the community.

Duties of Members

Members of the District Consultation Council serve as representatives of their constituencies and as such, voice the perspectives of those they represent as well as provide feedback to their colleagues.

Any member may place an item on the agenda, bearing in mind that it should address the stated purpose and activities of the District Consultation Council.

Attendance is mandatory for members of the Council and substitutes are ~~not~~ permitted~~.~~ **in cases where a regular member is sick or otherwise unavailable. Substitutes have full voting responsibility just like regular members.** The Chancellor may appoint an interim member when a position is vacant. Members are expected to be conversant with issues and are expected to engage in discussion and to express the perspectives of the represented constituents. Members are also responsible for keeping constituents informed on matters of the Council and for soliciting input to inform the decision making process.

Resource Personnel

The Council may enlist the assistance of persons with specialized knowledge or expertise to address specific agenda items. Such persons will be identified as "Resource Personnel" on the agenda and may not address any item on the agenda other than their own unless asked to do so by the Council.

Procedures for District Consultation Council

Recommendations of the District Consultation Council to the Chancellor are developed by consensus. **In cases where consensus cannot be achieved, the voting protocol can be invoked. A quorum of at least two-thirds of seated members is required for a vote on a recommendation. A majority (66%) vote of seated members carries. Council members can request a super majority (75%) vote on an agenda item, but the request has to be approved by the Council before adoption.**

If a recommendation from District Consultation Council requires action by the Board of Trustees, the Chancellor reviews the recommendation and if ~~he/she approves~~ **they approve** it, forwards it to the Board for their review and approval.

If the Chancellor does not concur with the recommendation, then it is either returned to the Council that developed the recommendation with the Chancellor's feedback for further consideration or it is forwarded to the Board with rationale for disapproval from the Chancellor. In reporting to the Board, the Chancellor will

provide a full accounting of the varying points of view and the rationale for the recommendation being presented without prejudice.

If the recommendation from the District Consultation Council is related to an operational issue or other area of responsibility delegated to the Chancellor by the Board, the Chancellor reviews the recommendations and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the Council about the minor modification; or
- Returns the recommendation to the Council that developed the recommendation for further consideration.

Minutes

Minutes of District Consultation Council meetings in the form of meeting summaries shall be recorded by a designated recorder and are subject to review and approval by the Council. These approved summaries are posted online ~~(see the employee tab in myGateway)~~ immediately after the meeting in which these are approved.

NOCCCD Organizational Groups

NOCCCD organizational groups coordinate operational, procedural and policy implementation. The authority for the members of organizational groups is through the assignment of responsibilities on job descriptions and appointment to positions within NOCCCD. Individuals other than those identified on this list are invited to attend meetings to share information or expertise as needed.

Title	Purpose	Membership
Chancellor's Staff	• Advise the Chancellor on matters of policy; instruction and student services; budget; the integration of planning and resource allocation; and other matters of the District • Implement and administer policies, procedures and day-to-day operations of the District • Review and discuss implementation of policy decisions made by the Board regarding the operations of the District	• Chancellor (Chair) • ~~College~~ Presidents – CC, ~~and~~ FC **and NOCE** • ~~Provost – NOCE~~ • Vice Chancellor, Educational Services & Technology • Vice Chancellor, Finance & Facilities • Vice Chancellor, Human Resources • ~~District Director, Information Services~~ • District Director, Public & Governmental Affairs • Administrative Support Manager, Chancellor's Office
Budget Officers	• Review and discuss implementation of policies related to fiscal resources • Develop budget assumptions • Coordinate practices as needed related to fiscal services • Review and share information on NOCCCD and state budgets	• District Director, Fiscal Affairs (Chair) • District Manager, Fiscal Affairs • VP, Administrative Services – CC and FC • Director, Administrative Services – NOCE • Bursar – CC and FC
~~DegreeWorks Management Team~~	~~• Set policy with regards to the operation and usage of the DegreeWorks application~~ ~~• Review planned usage of DegreeWorks at all campuses~~ ~~• Determine global practices, settings and features for the DegreeWorks application~~ ~~• Request necessary modifications to DegreeWorks application to accommodate the required changes in MIS reporting or other similar needs~~ ~~• Ensure that DegreeWorks system configuration and applications usage complies with regulations and Board policies~~	~~• District Director, Information Services (Chair)~~ ~~• Vice Chancellor, Educational Services and Technology~~ ~~• Executive VP – CC~~ ~~• Vice President, Student Services – FC~~ ~~• Vice President, Instruction – FC~~ ~~• Dean, Admissions and Records – FC and CC~~ ~~• Dean, Instruction and Student Services – NOCE~~

		• ~~Registrar – FC, CC and NOCE~~ • ~~Manager, SSSP – FC and CC~~ • ~~Counselor, Program Coordinator – FC~~ • ~~Dean, Counseling and Student Development – CC and FC~~ • ~~Manager, IT Applications Support – District~~ • ~~I.T. Project Leader – District~~ • ~~Educational Services and Technology Coordinator – District~~ • ~~Catalog Coordinator – CC and FC~~ • ~~Curriculum Specialist – CC, FC and NOCE~~
District Agenda Committee (DAC)	• **Share information about and coordinate agenda items prior to Board of Trustees' meetings** • **DAC meets twice a month on the Wednesday prior to Board meeting week**	• **Chancellor (Chair)** • **Presidents – CC, FC, and NOCE** • **Vice Chancellor, Educational Services & Technology** • **Vice Chancellor, Finance & Facilities** • **Vice Chancellor, Human Resources** • **District Director, Public & Governmental Affairs** • **Administrative Support Manager, Chancellor's Office** • **VP, Instruction – CC, FC, & NOCE** • **VP, Student Services – CC, FC, & NOCE** • **VP, Administrative Services – CC & FC** • **Director, Administrative Services – NOCE** • **District Director, Purchasing** • **District Director, Facilities Planning & Construction** • **District Director, Fiscal Affairs** • **District Director, Grants** • **Presidents of: Academic/Faculty Senates; United Faculty; Adjunct Faculty United; CSEA; Associated Students (CC and FC); District Management**

		Association; Confidential Employees Group
~~District Enrollment Management Advisory Committee (DEMAC)~~	~~**Purpose**~~ ~~The purpose of DEMAC is to improve overall institutional effectiveness in student achievement and fiscal stability. DEMAC operates at a strategic level to focus on the effective and efficient execution of Districtwide enrollment management. DEMAC will inform the development of enrollment strategies to support student success and retention as well as the achievement of the District's annual enrollment goals. DEMAC works in the mode of evidence-based decision-making and helps to cultivate and promote a culture of evidence Districtwide.~~ ~~**Responsibilities**~~ ~~Through mutually beneficial collaboration, sharing of information and constructive dialog, the Districtwide Enrollment Management Advisory Committee makes recommendation for improved efficiency, consistency and coordination in enrollment management understanding and practices across the District. The Committee will:~~ ~~• recommend a District definition of enrollment management;~~ ~~• establish and maintain ongoing dialogue regarding Districtwide enrollment management to increase understanding of enrollment funding issues in a systematic, comprehensive manner;~~ ~~• develop and/or promote Districtwide strategic enrollment management best practices;~~ ~~• facilitate the coordination of Districtwide and college/NOCE enrollment management planning;~~ ~~• recommend annual Districtwide initiatives that support the enrollment management plans of the colleges/NOCE;~~ ~~• monitor Districtwide enrollment issues and develop recommendations for addressing issues;~~	~~The Chancellor co-chairs the Committee with an appointed faculty member; the membership from the sites and constituency groups are as follows:~~ ~~• Executive Vice President, Cypress College~~ ~~• Vice President of Instruction, Fullerton College~~ ~~• Vice President of Student Services, Fullerton College~~ ~~• Dean of Instruction and Student Services and/or Program Director, NOCE (3)~~ ~~• Dean representative, two each from CC and FC~~ ~~• Faculty representatives, CC, FC, NOCE (3 each to be appointed by the Senates)~~ ~~• United Faculty representative (1)~~ ~~• Adjunct Faculty United representative (1)~~ ~~• Classified representatives, CC, FC, NOCE (1 each)~~ ~~• District Management Association representative (1)~~ ~~• District Director, Information Services~~ ~~• Vice Chancellor, Educational Services and Technology~~ ~~• Vice Chancellor, Finance and Facilities~~ ~~• District Director, Research and Planning~~ ~~• Student Representatives, CC, FC, NOCE (1 each)~~

	~~• assess and recommend Districtwide policies and procedures as they affect enrollment management, student success, persistence, and retention;~~ ~~• recommend Districtwide initiatives and enrollment management strategies to increase student success, persistence and retention;~~ ~~• recommend Districtwide target marketing, outreach, recruitment, enrollment, financial aid and other strategies to stabilize or increase enrollment;~~ • ~~assess Districtwide progress toward achievement of annual enrollment goals.~~	
District Equal Employment Opportunity Advisory Committee	• Assist the Vice Chancellor of Human Resources in the development and implementation of NOCCCD's Equal Employment Opportunity Plan • Formulate and recommend activities to promote diversity, inclusion and multiculturalism throughout NOCCCD • Promote community relations in the area of diversity.	• **District** Director, ~~Equity & Diversity~~ **EEO & Compliance** (Chair) • Faculty member ~~from the campus diversity committee~~ appointed by the respective Academic/Faculty senates -- CC, FC, and NOCE • Classified employee ~~from the campus diversity committee~~ appointed by CSEA – CC, **DS,** FC, and NOCE • Administrator ~~from the campus diversity committee~~ appointed by the District Management Association -- CC, **DS,** FC, and NOCE • Confidential employee appointed by the Confidential Employees Group ~~• District Services employee, appointed by the Chancellor~~ • Student representative appointed by the Associated Students – CC and FC • Student representative ~~appointed by appointed by the Academic Senate~~ NOCE • Two community representatives appointed by the Chancellor

District Facilities Committee	• Review and coordinate implementation of policies related to facilities • Prepare the NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Prepare and submit IPPs and FPPs for state capital outlay funding	• District Director of Facilities Planning & Construction (Chair) • VP of Administrative Services – CC and FC • Director of Administrative Services - NOCE • Manager, Maintenance & Operations – CC and FC
District Grants and Resource Development Committee	• Discuss grant writing opportunities and determine best practices • Ensure that grants align with the District Strategic Directions and/or the District-wide/~~or~~ Campus Strategic Plans • Coordinate grant writing activities across the District • Develop data and verbiage for use in grants • **Provide grant management program to ensure fiscal compliance** • **Meets quarterly**	• District Director, ~~Workforce and Economic Development~~ **Grants** (Chair) • District Director, Fiscal Affairs • Directors, Institutional Research & Planning – CC, FC, and NOCE • District Manager, Fiscal Affairs • Dean responsible for Perkins – CC, FC, and NOCE • Foundation Directors or **designee** ~~representative~~ – CC, FC, and NOCE • **CTE Grants Office, CC** • **Campus Accounting Manager, CC** • **Business Office Specialist, CC** • **Business Office Specialist, FC** • **Grants and Special Projects Assistant, NOCE**
District Services Committee	• Coordinate and communicate operational issues and initiatives related to District Services • Develop, implement and monitor a process of administrative unit review for District Services	• Chancellor (Chair) • Vice Chancellor, Educational Services & Technology • Vice Chancellor, Finance & Facilities • Vice Chancellor, Human Resources • ~~District Director, Information Services~~ • District Director, Public & Governmental Affairs • Administrative Support Manager, Chancellor's Office
District Staff Development Committee	• Coordinate district-wide staff development initiatives • Identifies priorities for district-wide staff development programs and processes • Implement tools to support staff development	• District Director, ~~Equity and Compliance~~ **Professional Development** (Chair) • Staff Development Committee Chair – CC, FC, and NOCE

	• Make recommendations to the Chancellor on allocation of staff development resources	• Representative from District Management Association, CSEA and Confidential Employees Group • Management Support Representatives –CC, FC, NOCE and District Services
District Technology Roundtable	• Coordinate and communicate implementation of technology plans, initiatives, upgrades and operations across NOCCCD • Provide feedback to District Information Services on performance, reliability and training needs with regard to district-wide networking and computing infrastructure • Develop and ensure compliance with district-wide standards for best practices with regard to technology • Recommend processes for systems users • Ensure technology decisions and practices are consistent with board policy and regulations • Coordinate computer hardware and software purchasing to leverage economies of scale and ensure efficiencies across the District	• District Director, ~~Information Services~~ **Enterprise IT Applications Support and Development** (Chair) • ~~Manager, IT Applications Support~~ • ~~Manager, IT Technical Support~~ • **Director, Academic Computing Technologies – CC, FC** • Manager, Systems Technology Services – ~~CC, FC, and~~ NOCE • **Vice Chancellor, Educational Services & Technology – Resource Member**
~~Educational Technology Steering Team (ETST)~~	• ~~Reviews and assesses the educational technology landscape and reaches a collective vision for the use of educational technology District wide~~ • ~~Reviews and recommends a plan to achieve the educational technology vision District wide that will include a component of District wide training and support in educational technology~~ • ~~Works collaboratively with District IS and campus academic computing departments to collectively resolve technical issues surrounding educational technology use by faculty and students~~ • ~~Provides communication with the TCC regarding:~~ ~~○ District wide educational technology vision~~ ~~○ District wide educational technology plan~~ ~~○ Major technical issues and challenges surrounding the use of educational technology by faculty and students~~	• ~~Vice Chancellor, Educational Services and Technology (Chair)~~ • ~~District Director, Information Services~~ • ~~Distance Education Coordinators – CC, FC, and NOCE~~ • ~~Two (2) Faculty representative – CC, FC, and NOCE~~ • ~~Manager, Systems Technology Services – CC, FC, and NOCE~~ • ~~Instructional and/or Student Services Dean – CC, FC, and NOCE~~ • ~~Student representative – CC, FC, and NOCE~~

~~Information Services Steering Committee (formerly Banner Steering Committee)~~ **Technology Implementation Committee (TIC)**	• **Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects** • ~~Guide the implementation and use of Banner and related systems (Argos, myGateway, Banner Self-Service, etc.)~~ • ~~Recommend processes for systems users~~ • ~~Provide advice to District Information Services on maintenance, planned downtime, enhancements, project prioritization, information security and regulatory compliance with regard to these systems~~ • ~~Provide feedback to District Information Services on performance, reliability and training needs~~ • ~~Serve as a clearinghouse for constituent concerns and needs~~ • ~~Discuss and review impact of federal and state reporting requirements~~	• **District Director, Enterprise IT Applications Support & Development (Chair)** • **One faculty from each site – appointed by the Academic/Faculty Senates (3 total)** • **Site based IT technical leads – appointed by CSEA (4 total)** • **Director, Academic Computing Technologies – CC, FC** • **Manager, Systems Technology Services – NOCE** • **Director of Enrollment Services – FC, CC, and NOCE** • **Director, Financial Aid – FC and CC** • **Academic dean – CC and FC (appointed by Presidents)** • **District Manager, Payroll** • **District Manager, Fiscal Services** • **District Manager, Human Resources** • ~~Manager, IT Applications Support (Chair)~~ • ~~Manager, Technical Support~~ • ~~Dean, A&R – CC and FC~~ • ~~Dean, Instruction and Student Services – NOCE~~ • ~~Directors, Financial Aid – CC and FC~~ • ~~Manager, SSSP – CC, FC and NOCE~~ • ~~District Manager, Payroll~~ • ~~District Manager, Human Resources~~ • ~~District Manager, Fiscal Affairs~~ • ~~Manager, Systems Technology Services – CC, FC or NOCE (Rotating basis)~~ • ~~Dean Student Support Services -FC~~ • ~~Dean, Counseling & Student Development – CC and FC~~

		• ~~Academic Dean – CC and FC appointed by the College Presidents~~ • ~~Systems Analyst, Applications Registrar, CC,FC and NOCE~~
~~Information Services Steering Subcommittee: Student Team~~	• ~~Make recommendations to the Banner Steering Committee regarding the use, upgrades and effectiveness of the Banner Student module~~ • ~~Guide data entry standards and enforce consistent practices among system users~~ • ~~Ensure that system configuration and use complies with regulations and board policies~~ • ~~Communicate technology and process changes~~	• ~~Dean, A&R – CC and FC (Chair responsibilities rotate)~~ • ~~Registrar – FC, CC, and NOCE~~ • ~~Director, Financial Aid – FC and CC~~ • ~~Catalog and Schedule Coordinator – FC, CC, and NOCE~~ • ~~Bursar – CC, FC~~ • ~~Manager, SSSP – CC, FC and NOCE~~ • ~~Manager, IT Applications Support~~ • ~~Academic dean – CC and FC (appointed by Presidents)~~ • ~~Student Records Coordinator NOCE~~ • ~~IT Project Lead- District IS~~
~~Information Services Steering Subcommittee: myGateway Steering Committee~~	• ~~Make recommendations to the Banner Steering Committee regarding the content, use, upgrades and effectiveness of the myGateway portal and mobile applications~~	• ~~Director District, Information Services or designee (Chair)~~ • ~~Dean, A&R – CC and FC~~ • ~~Registrar – CC, FC, and NOCE~~ • ~~Manager, Instructional Technology Services – NOCE~~ • ~~Staff Development Coordinator – CC~~ • ~~Manager, Systems Technology Services – FC~~ • ~~District Director, Human Resources~~ • ~~Administrative Support Manager, Human Resources~~ • ~~Distance Education Coordinator – FC~~ • ~~Campus Directors of Communication – CC, FC and NOCE~~ • ~~District Director, Public & Governmental Affairs~~ • ~~Director, Financial Aid – FC~~ • ~~Librarian – CC or FC~~ • ~~Manager, IT Applications Support~~

		• ~~Academic Dean appointed by the College President – CC and FC~~
~~Information Services Steering Subcommittee: Financial Aid Workgroup~~	• ~~Review changes to state and federal Financial Aid regulations~~ • ~~Determine their impact on district processes and services~~ • ~~Request necessary modifications to Banner system to accommodate the required changes in legislation and regulation~~ • ~~Ensure that system configuration and financial aid practices complies with regulations and Board policies~~	• ~~Director, Financial Aid – CC (Facilitator)~~ • ~~Financial Aid Support Staff – FC~~ • ~~Financial Aid Support Staff – CC~~ • ~~District Manager, Fiscal Affairs – District~~ • ~~Accounting Specialist – District~~ • ~~Manager, IT Applications Support – District~~ • ~~Systems Analyst, Applications – District~~ • ~~IT Specialist, Applications – District~~
Vice Presidents Council	• Reviews issues and concerns that are related to instruction and student support and makes recommendations to resolve these items • Recommends new policies and procedures to the Vice Chancellor, Educational Services and Technology regarding instruction and student support • Provides input regarding: ○ District-wide Curriculum Development and Enrollment management ○ District-wide FTES generation ○ District-wide Distance Education plan and goals ○ District-wide Student success initiatives ○ District-wide Career technical education and economic development initiatives ○ District-wide grants and resources development efforts	• Vice Chancellor, Educational Services & Technology (Chair) • ~~Executive Vice President, Cypress College~~ • Vice President of Instruction~~,~~ ~~Fullerton College~~ **– CC, FC and NOCE** • Vice President of Student Services~~, Fullerton College~~ **– CC, FC and NOCE** • ~~Dean of Instruction and Student Services, Anaheim Campus, NOCE~~ • ~~Dean of Instruction and Student Services, Cypress Campus, NOCE~~ • ~~Dean of Instruction and Student Services, Wilshire Campus, NOCE~~ • **District Director, Research, Planning & Data Management**

~~The Research departments across the District work collaboratively to coordinate the research activities. For many years, there has been a Research/IS Team composed of the research staff from the campuses and District Information Services to do the collaboration, training, and improve the decision support environment across the District. The growth in the need to coordinate the activities, to eliminate duplicative work and to share a Data Warehouse technology environment District-wide, has created the need for an expanded governance structure. As a result, the Research Team/IS needs to be re-configured into two committees. One, titled the Knowledge Management Team to handle issues of policy, priority, and strategic direction (organizational group) and a second, the Decision Support Implementation Team to manage operational and implementation issues. :~~

~~Title~~	~~Purpose~~	~~Membership~~
~~Knowledge Management Team~~	~~• Establish overall direction and development activities for the Data Warehouse data sharing environment in light of strategic objectives and operational needs~~ ~~• Map out business processes~~ ~~• Identify gaps in information~~ ~~• Profile decision makers and identify their needs for information~~ ~~• Determine policy regarding the use of the Data Warehouse and research tools including security~~ ~~• Obtain resources~~ ~~• Collaborate on research activities/projects to avoid duplication of effort across the District, improve capacity for research, and promote evidence-based decision making culture~~	~~• District Director, Research and Planning (Chair)~~ ~~• Director, Research and Planning – CC, FC, NOCE~~ ~~• District Director, Information Services~~ ~~• District Manager, IT Applications Support~~ ~~• District Manager, IT Technical Support~~ ~~• Dean, Admissions & Records~~ ~~• Other members as needed~~ ~~• Monthly meetings~~
~~Decision Support Implementation Team~~	~~• Function as the Scrum Development Team for the Data Warehouse and decision support products~~ ~~• Coordinate the development/enhancement of the District Data Warehouse environment~~ ~~• Ensure smooth operation of the District Data Warehouse~~	~~• District Director, Research and Planning (Co-Chair)~~ ~~• District Manager, IT Applications Support (Co-Chair)~~ ~~• Data Quality Analyst~~ ~~• Project Lead-Information Services~~ ~~• Research department staff – CC, FC, NOCE~~ ~~• MIS Analyst – CC, FC NOCE~~

	~~• Identify datasets and tools to be included in the District Data Warehouse~~ ~~• Implement changes to the District Data Warehouse~~ ~~• Implement security measures needed to ensure data is protected~~	~~• Others, as needed, depending on project~~ ~~• Weekly meetings~~

NOCCCD Meeting Calendar for Governance Committees/Councils and Organizational Groups

NOCCCD Governance ~~Groups~~ **Committees/Councils** are ~~identified in blue~~ highlighted.

This Organizational Group meets as needed: District Equal Employment Opportunity Advisory Committee.

Monday	Tuesday	Wednesday	Thursday	Friday
First week of the month				
• District Technology Roundtable ~~*telephone*~~ ***Online*** *meeting* • ~~Financial Aid Workgroup~~ • ~~Districtwide Enrollment Management Advisory Committee~~	• District Facilities Committee	• Chancellor's Staff/District Agenda Committee • ~~Student Team~~	• District Grants & Resource Development	
Second week of the month				
• District Technology Roundtable ~~*telephone*~~ ***Online*** *meeting* • Council on Budget & Facilities • ~~Vice Presidents Council~~	• Budget Officers • District Staff Development • ~~Knowledge Management Team~~	• Chancellor's Staff • ~~Information Services Steering Committee~~	• District Services Committee • **Vice Presidents Council** • **District Curriculum Coordinating Committee**	• ~~District Curriculum Coordinating Committee~~
Third week of the month				
• **District Technology Roundtable** ***Online meeting*** • Institutional Effectiveness	• District Facilities Committee • ~~District Technology Roundtable~~	• Chancellor's Staff**/District Agenda Committee** • ~~Student Team~~		

	Coordinating Council (October, November, April, May)		• **District** Technology ~~Coordinating Council~~ **Committee**								
Fourth week of the month											
	• District Technology Roundtable ~~*telephone*~~ ***Online*** *meeting* • District Consultation Council		• Budget Officers • District Staff Development		• Chancellor's Staff • ~~myGateway Steering Committee~~		~~• Educational Technology Steering Team~~				

Appendices

California Code of Regulation for Collegial Consultation

Academic Senate: Title 5, Section 53203
https://govt.westlaw.com/calregs/Document/I6050FC434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

Academic Senate: Title 5, Section 53206
https://govt.westlaw.com/calregs/Document/I605C95034C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

Faculty: Title 5, Section 51023
https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

Staff: Title 5, Section 51023.5
https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

Students: Title 5, Section 51023.7
https://govt.westlaw.com/calregs/Document/I5F4531934C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

NOCCCD Board Policies

Board Policy 2510 Participation in Local Decision-making
http://www.nocccd.edu/files/2510bpfinalrevisedc-staff11-26-14referenceonly_20571.pdf

Board Policy 2200 Board Duties and Responsibilities
http://www.nocccd.edu/files/2200bpfinalrevisedc-staff11-26-14referenceonly_60598.pdf

Board Policy 2430 Delegation of Authority to Chancellor
http://www.nocccd.edu/files/2430bpfinalrevisedc-staff11-26-14referenceonly_20278.pdf

Board Policy 5400 Associated Students
http://www.nocccd.edu/files/5400bp_062005_87474.pdf

NOCCCD Administrative Procedures

Administrative Procedure 2510 Participation in Local Decision-making
https://nocccd.edu/files/2510apfinalreviseddcc-2019-03-25_66910.pdf

Board Policies and Administrative Procedures are available online at:
http://www.nocccd.edu/policies-and-procedures

NOCCCD IT Governance Framework, Policy and Proposed Revisions

Cherry Li-Bugg

Spring 2021

Background

NOCCCD's IT Governance comprises of the leadership, organizational structures, and decision-making processes to ensure that NOCCCD's IT capabilities continue to sustain and extend the District's strategic directions and goals. The NOCCCD IT Governance structure specifies decision rights and an accountability framework that supports the District's mission, including:

- Appropriate accountability for IT initiatives
- Transparency - IT plans and investments are made visible beyond their origination points
- Adoption of a broad District-wide view
- A willingness to share and use IT leading practices across the District
- Entrepreneurial spirit and creativity in applying IT
- Participants understanding the value of the governance process and actively participating in it

Framework of NOCCCD IT Governance

One framework to organize ideas and thoughts related to the IT governance structure is with the use of the three questions of Why, What, How.

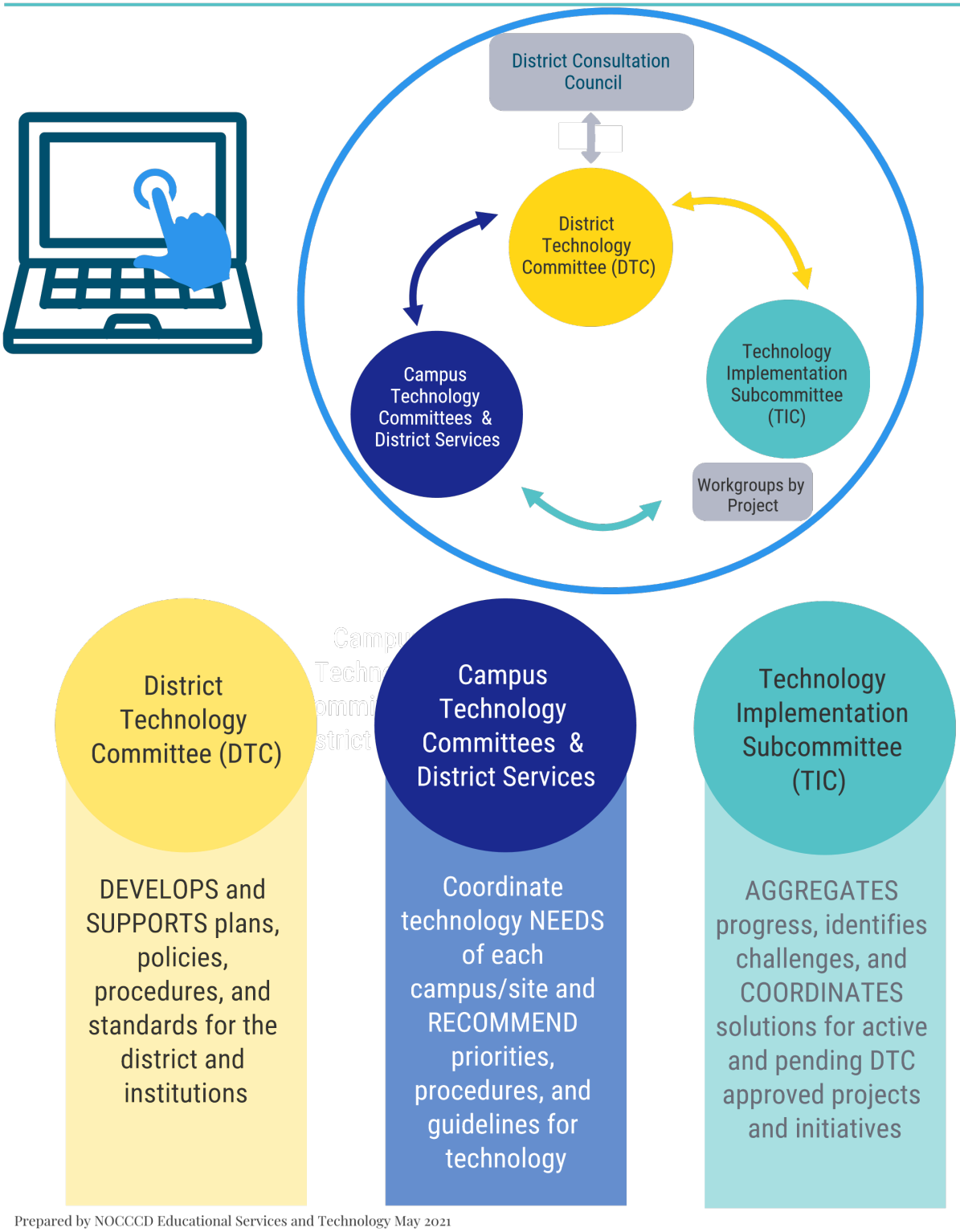
Why: The why of IT governance has to do with the big picture in terms of IT strategic planning, IT policies and IT standards. We propose slotting the District Technology Committee (DTC) in this role. The major charge for DTC is to develop and support plans, policies, procedures, and standards for the District and its institutions.

What: The what of IT governance has to do major initiatives/projects as they are outlined in the IT strategic plan. We recommend DTC for this role as well. DTC is the ultimate venue in adjudicating the IT priorities for the whole District and reports to the District Consultation Council for its actions and planning.

How: The how of IT governance has to do with action details in the implementation of the IT strategic plan. We propose the use of the Subcommittee, Campus Teams and working groups to accomplish action outcomes.

The infographic below is a visual representation of the why, what and how process flow for NOCCCD IT governance.

Proposed IT Governance Structure



As illustrated by the infographic, we propose three categories of Subcommittees:

1. Campus Technology Committees and District Services – these four groups are to coordinate technology NEEDS of each campus/site and RECOMMEND priorities, procedures, and guidelines for technology implementation
2. Technology Implementation Subcommittee (TIC) AGGREGATES progress, identifies challenges, and COORDINATES solutions for active and pending DTC approved projects and initiatives.
3. Ad Hoc Workgroups: these working groups can be formed and dissolved as needed based on topic/project.

The Subcommittee (TIC), just like DTC, works the entire spectrum of information technology from academic computing to online/distance education to enterprise systems and solutions such as Banner to infrastructure and support. As such, it has the ability to form working groups on an as-needed basis. Our vision of the working groups is that these groups are formed to deal with specific action items arising from planning and implementation of IT plans, projects and initiatives. The working groups have no set meeting schedule and can be formed and dissolved with the action items. In this proposed structure, the current District Technology Roundtable (DTR), for example, can be structured as a working group instead of a regularly constituted committee. To further illustrate, the DTR group is currently involved in planning and conducting Implementation analysis for the M365 consolidation project. Under this framework, the group would meet to address this topic. Otherwise, the group would be dormant.

The information below provides more details on the purpose, membership and decision-making processes of the District Technology Committee and the Technology Implementation Subcommittee.

District Technology Committee (DTC)

Purpose:

The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.

Specifically, DTC serves the following purposes:

1. Develop and recommend District policies, procedures, and standards that:
   a. Address the acquisition and use of technology.
   b. Ensure the security and business continuity of the District's business critical systems.
   c. Ensure compliance with state and federal laws.
2. Develop and regularly review the District Strategic Technology Plan to ensure that it

a. incorporates leading practices in the District's use of technology;
b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;
c. aligns with state recommendations and state's allocation of resources;
d. aligns with the District's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;
e. aligns with the work of the colleges' planning/budget committees and/or technology committees;
f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.

3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.
4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.
5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.
6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.
7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.
8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.
9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges.
10. Assure bi-directional communication between end users and IT with regard to technology.
11. Establish and oversee technology focus workgroups as needed.

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)
- IT managers from all sites – 5 total
- Faculty DE coordinator from each site – 3 total
- Campus budget officers and District Fiscal Rep– 4 total
- One student from each site – appointed by AS or other appropriate body for NOCE (3 total)
- 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)
- Site based IT technical leads – appointed by CSEA (4 total)

- 1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total
- Vice Chancellor of Educational Services and Technology serves the non-voting chair

Special Guidelines, Parameters, and/or Resources:
1. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.
2. Decision Making:
    a. Quorum - A quorum of at least two-thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.
    b. The District Technology Committee will obtain agreement of all three academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.
    c. DTC will work closely with CBF and DCC on technology funding recommendations.
3. Meeting Schedule: Once a month while school is session; 8 meetings per year

Communication:
The Technology Plan, policies, standards, and procedures will be posted to the District website for sharing with all District staff.

Subcommittees of DTC

Technology Implementation Committee (TIC)

Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- District Director, IT Infrastructure & Operations
- District Director, Enterprise Applications Support and Development
- Manager, Systems Technology Services – CC, FC and NOCE
- Director of Enrollment Services – FC, CC, and NOCE
- Director, Financial Aid – FC and CC
- Academic dean – CC and FC (appointed by Presidents)
- Program Director – NOCE (appointed by the President)
- District Director, Research, Planning and Data Management - District Services

We recommend the Chair of TIC be elected by members and that it rotates.

Meeting Frequency: Once a month while school is session; 8 meetings per year

Campus Technology Committees and District Services

An example of a campus technology committee is from Cypress College:

The Cypress College Campus Technology Committee (CTC) is a campus committee following a shared governance committee model guided by input from ad hoc committees representing focused technological interests. CTC Recommendations reflect the campus as a whole and support the Cypress College Strategic Plan.

Coordinate the campus's technology needs with the goals of Cypress College planning documents, including, but not limited to, the Educational Master Plan, the Strategic Plan, the Student Services Master Plan, the Distance Education Plan, and the Campus Technology Plan.

- Coordinate a shared vision of the utilization of technology to facilitate learning.
- Gather information, needs, and concerns from special interest groups.
- Promote the effective and efficient use of technology.
- Develop technological partnerships among campus programs and departments.
- Seek to avoid unnecessary duplications to technology.
- Recommend procedures and guidelines for the use of campus technology. Recommend priorities for using technological resources (funding, staff, hardware, software, etc.) submitted to PBC and PAC.

Campus specific technology recommendations and implementations will come to DTC as information via the campus technology committees. DTC will review the information as needed for District-wide compatibility and compliance. If issues surface on compatibility and compliance topics, DTC will refer the projects back to the campus technology committee for resolution. DTC is not slotted to approve campus specific project unless and until it becomes a District-wide project. The following two examples can provide further illustration of the process:

- Civitas Illume – In 2017, Cypress College was interested in adopting this solution for predictive analytics and student success. Conversations were held with the other two campuses and neither Fullerton nor NOCE were interested in adopting the same solution. Cypress College proceeded with implementation of Civitas Illume with no participation by the other two campuses. This became a Cypress-only project and was successful.
- StarFish by Hobson – All three campuses had been assessing the efficacy and feasibility of this solution for a couple of years prior to Fullerton College making a firm commitment in the fall of 2020. Cypress and NOCE were interested but not ready at that time. It was Board approved as a Fullerton-only project. However,

both Cypress and NOCE conducted further demos and assessment and will be ready to sign on in the fall of 2021 or spring 2022 at the latest. This has the potential to become a District-wide project in 2022-23 if DTC approves it as such.

Workgroups by Topic

Purpose: Ad hoc workgroups are formed to create a venue for discussions on topics deemed by NOCCCD to require timely and concentrated district-wide energy. These groups perform specific functions that benefit the entire district. Ad hoc workgroups function for a specific purpose for a limited period of time. Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document. Examples of recent workgroups include the following:

- Financial Aid (Regulations and IT Configurations)
- Network Refresh Implementation Advisory Committee

We recommend reconstituting the current student team as an ad hoc workgroup as well. Current members of the student team can be called upon to serve on a workgroup based on topic. For instance, for ongoing work on digital transcripts or attendance accounting coding in the schedule, current student team members and others can serve on these workgroups to provide input and contribute to issue resolution.

District-wide IT Projects and Costs

Currently, TCC is working with CBF and DCC to approve a permanent funding source for District-wide IT Projects. One of the contentions is the perceived lack of a transparent decision-making process to prioritize and fund District-wide IT projects. Under this structure, DTC will be tasked to prioritize and make funding recommendations of District-wide IT projects. In the StarFish example provided above, it will be up to DTC to decide if the District needs to turn it into a District-wide project, funded by the District-wide funding source, i.e. all four budget centers contributing to the funding source. TCC has reviewed the draft IT Service Delivery Evaluation Form (Appendix A). Once this updated IT governance structure is approved, DTC can conduct further review of the evaluation form and approve a final version for use in the prioritization of District-wide IT Projects.

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 15, 2023

From: Gabrielle Stanco, District Director, Research, Planning and Data Management & Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

---

1. AGENDA ITEM NAME

NOCCCD Integrated Planning Manual 2022-23 Updates

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	**X**
Review/Discussion		**Action**	**X**
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The Institutional Effectiveness Coordinating Council has reviewed and proposed updates to the NOCCCD Integrated Planning Manual to reflect changes to the districtwide strategic planning process. Approval of the changes will allow the District to have up-to-date procedures for planning and reflect recommended improvements to the planning process.

Some of the major updates in this iteration of the Manual include:

1. **Updated mission statement and strategic directions to reflect latest versions from the fall 2022 Design Team and the 2021-2030 Educational and Facilities Master Plan.**
2. **Updated all accreditation standard references to reflect latest ACCJC/WASC standards.**
3. **Revised Districtwide Strategic Plan focus to be a synthesis of campus and District Services plans that will aggregate the commonalities in the work being performed districtwide to achieve the District Strategic Directions.**
4. **Revised the frequency of assessment of strategic plan progress to be "regular" (at least once in three years) instead of annual. The longer timeframe allows progress to be more accurately tracked and reported.**
5. **Updated District Services Administrative Review process from an annual to a 3-year timeframe with an optional annual update.**
6. **Revised Budget Allocation section to reflect updates made in the *Budget Handbook, 2021 Update***

5. RECOMMENDATION:

It is recommended that DCC approve the proposed updates to the NOCCCD Integrated Planning Manual.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Institutional Effectiveness Coordinating Council (IECC)

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

North Orange County Community College District
~~2012~~ Integrated Planning Manual

Publication Date:

2022-23 Update

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

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

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

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

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NOCCCD Mission Statement

Commented [GS1]: Updated with new draft Mission

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

District Strategic Directions

Commented [GS2]: Updated from 2021-30 Master Plan

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

North Orange County Community College District
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NOCCCD will be a leader in creating accessible and sustainable facilities that support and employee success.~~District Strategic Direction 1~~
~~The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.~~

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

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

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

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

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

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Commented [GS3]: Table numbers to be updated once changes final

North Orange County Community College District
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Introduction

The *North Orange County Community College District ~~2012~~ Integrated Planning Manual* is a guide to integrated institutional planning ~~at the District level~~District-wide. The processes described in this document identify the ways that constituent groups participate in and contribute to District-~~level~~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-~~level~~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 ~~annual~~ District-wide Progress Report details progress on District Strategic Directions and District Objectives ~~as well as campus goals and objectives~~accomplished across all sites.

The *North Orange County Community College District ~~2012~~ Integrated Planning Manual* is reviewed and updated ~~annually~~ on a regular basis to maintain credibility as a valuable resource. The ~~annual~~ regular updates will ~~prepared by the Vice Chancellor of Educational Services and Technology~~ reflect~~s~~ 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. ~~. In addition to this annual review of content, the planning processes described in this document are evaluated every three years.~~ Thise assessment ~~occurs as part~~ of NOCCCD's ~~assessment~~ integrated planning processes ~~of its decision-making processes. This timeline and assessment process~~ 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 ~~gathering input District-wide and then using those results to prepare an assessment report that is~~and then a submission ~~submitted~~ to the District Consultation Council. The District

Consultation Council ~~reviews the assessment report and recommends revisions to~~reviews and approves the proposed changes to the planning processes ~~as warranted based on that assessment~~with any necessary updates. ~~The *North Orange County Community College District 2012 Integrated Planning Manual* is then updated to reflect any agreed-upon changes in the planning processes.~~ Through ~~these two~~this review processes, ~~one completed on an annual basis and one completed every three years,~~ 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 ~~quality~~ improvement.

Commented [GS4]: Updated this section to reflect "regular" updates, not annual updates via district-wide progress report

Integrated Planning Model

The NOCCCD integrated planning model depicts how the components in the District-~~level~~ 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.

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- 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 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 ~~2012~~*. 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) ~~an annual~~ 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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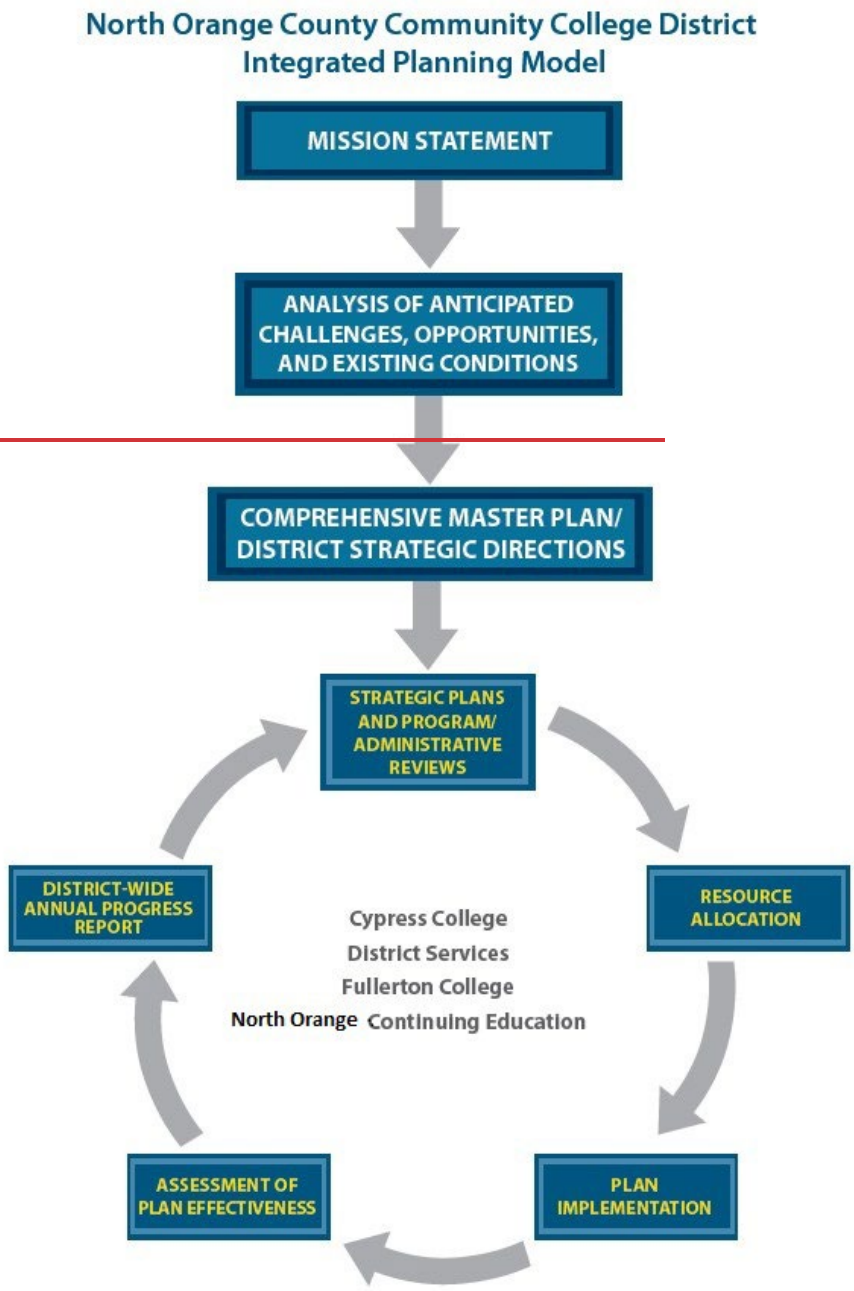

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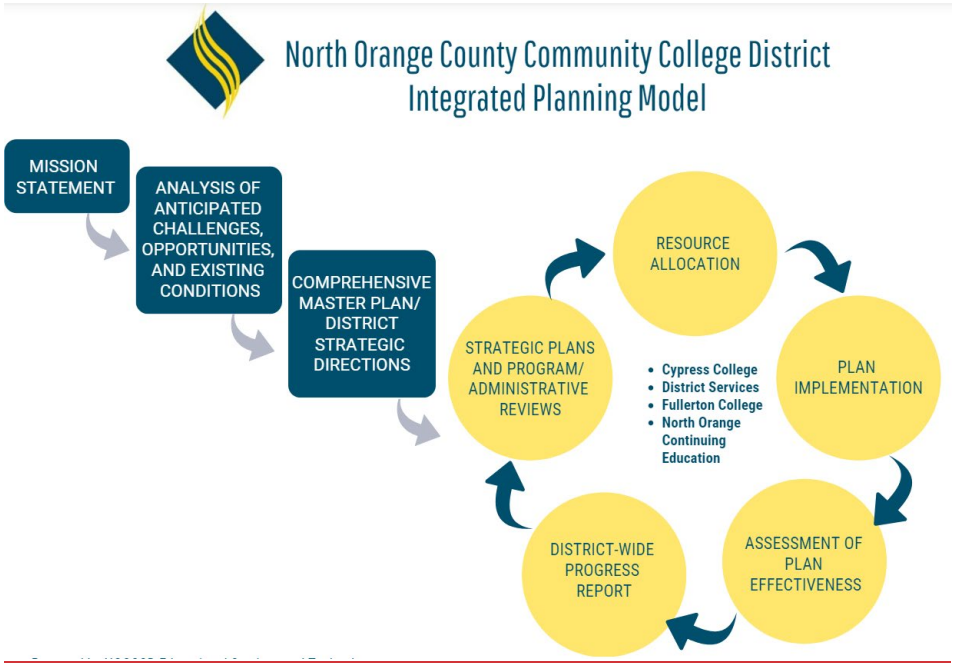
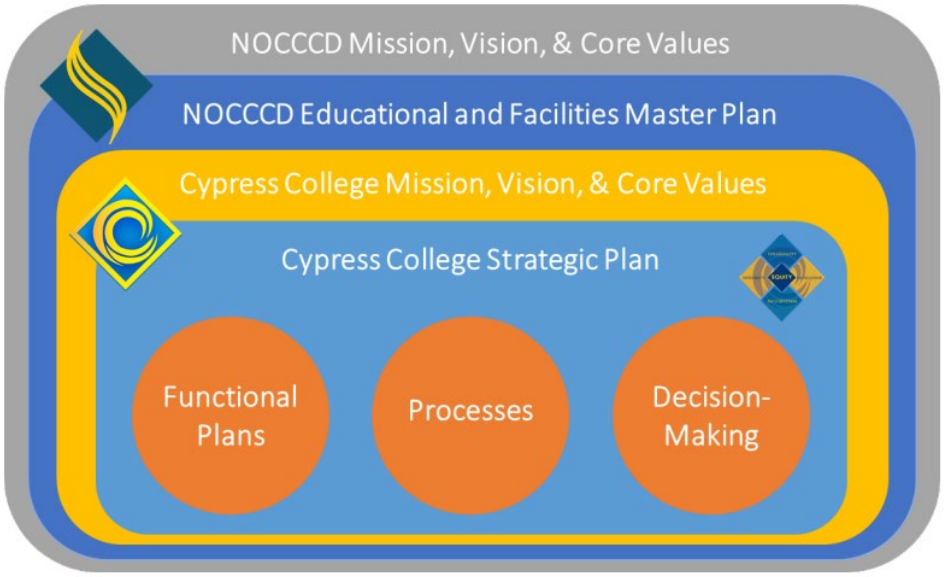
~~Fall 2022~~2022-23 Update




NOCCCD Mission, Vision, & Core Values
NOCCCD Educational and Facilities Master Plan
Cypress College Mission, Vision, & Core Values
Cypress College Strategic Plan
Functional Plans
Processes
Decision-Making

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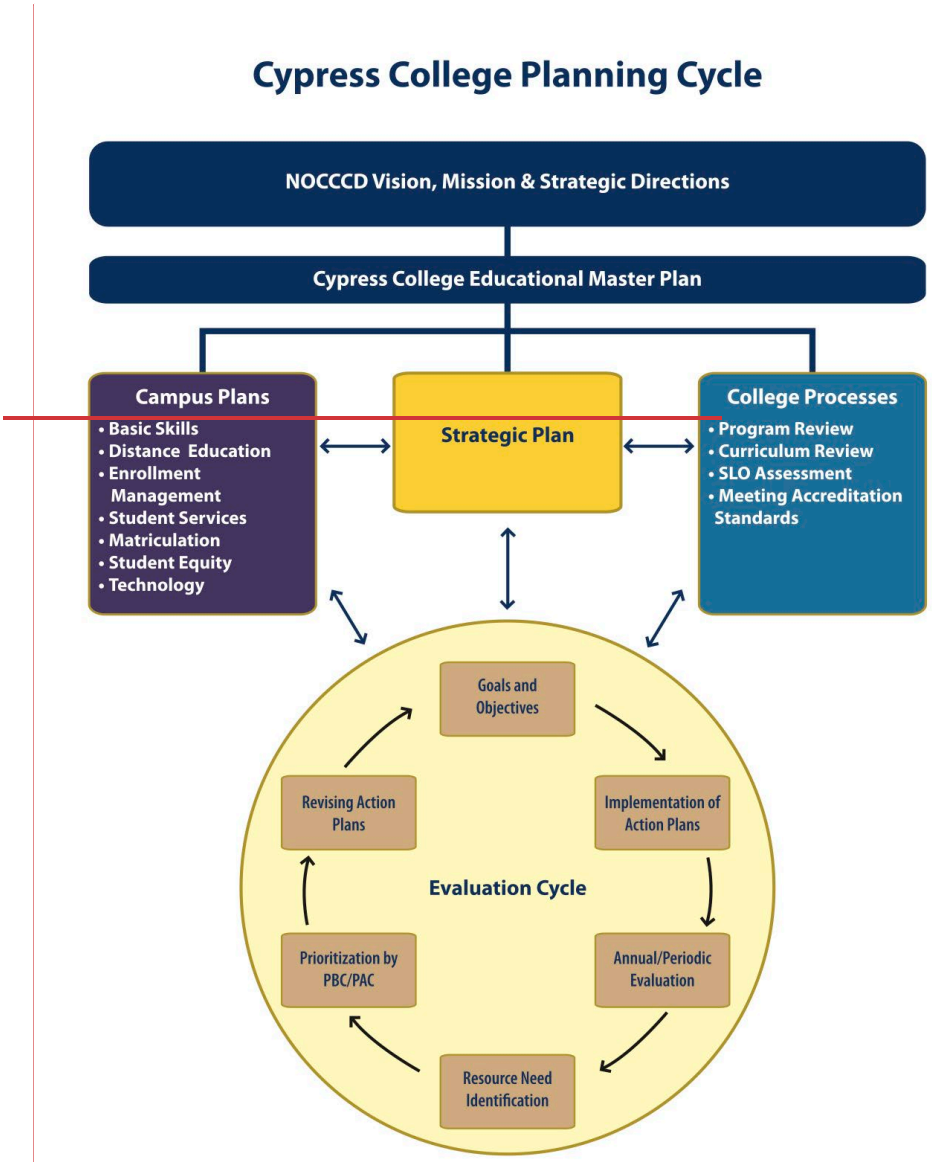

North Orange County Community College District
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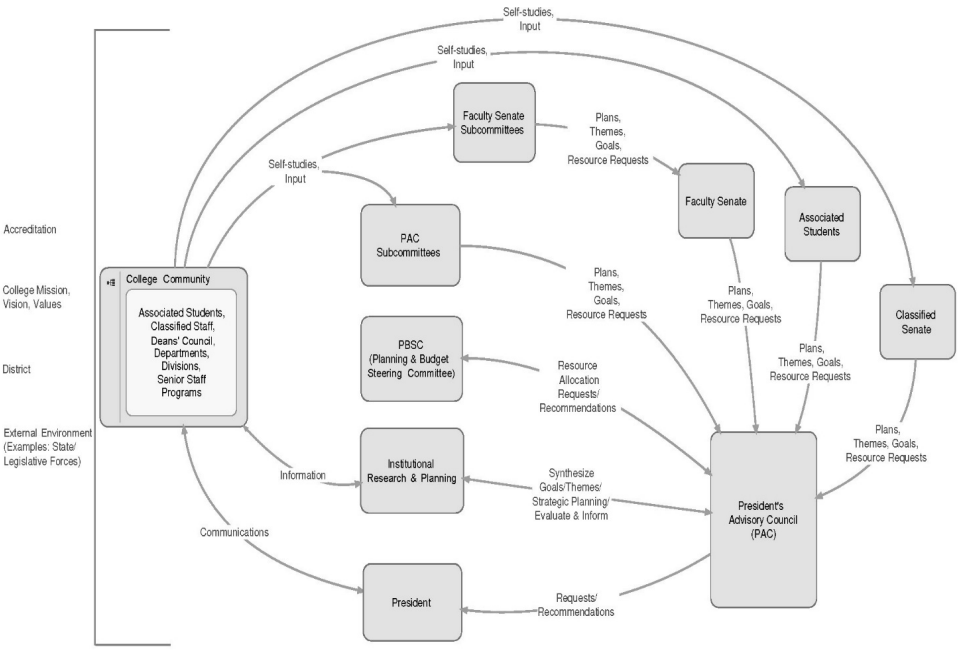
Fullerton College Campus-wide Planning Process



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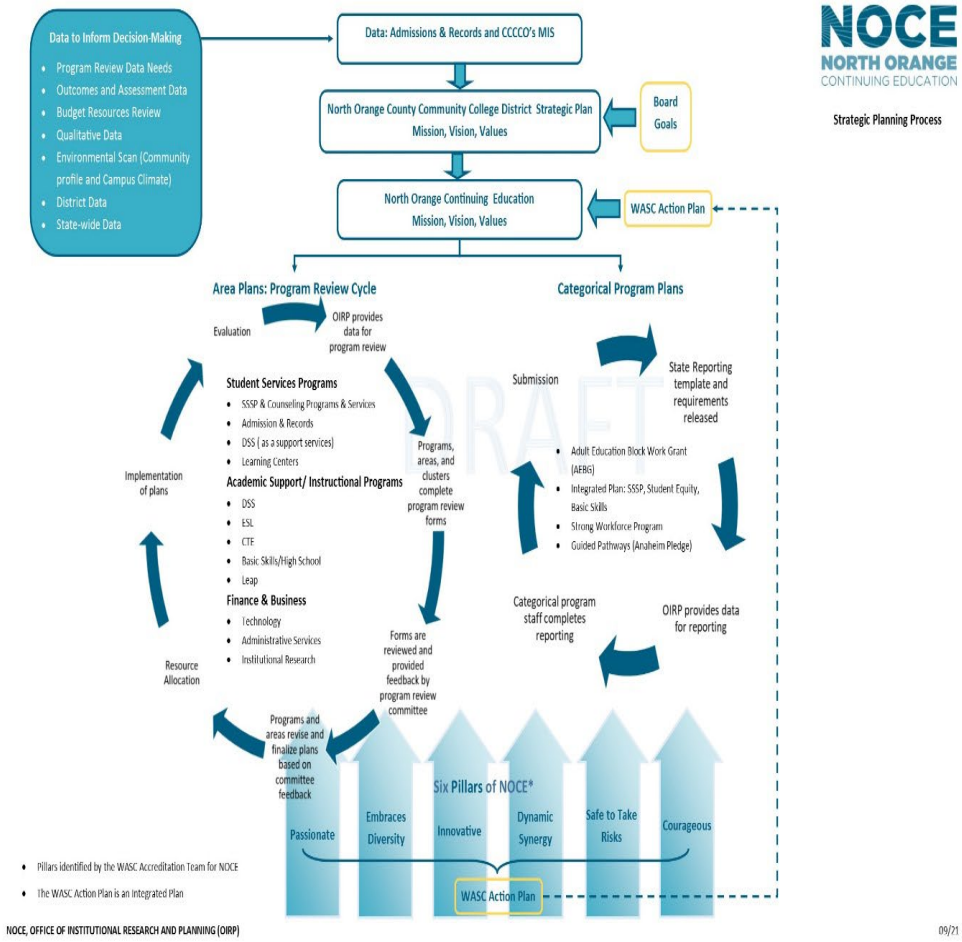


NOCE
NORTH ORANGE
CONTINUING EDUCATION

Strategic Planning Process

NOCCCD Mission Statement

Commented [GS6]: Update after final approval in 2023

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 ~~April 2015~~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 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, vocational certificates and transfer education as well as developmental instruction and a broad array of specialized training. North Orange Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, vocational certificates and self development courses. Specific activities in both the colleges and North Orange Continuing Education will be directed toward economic development within the community.~~*

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

Commented [GS7]: Updated with 2014 ACCJC standards

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)~~The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.~~
1. ~~The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.~~
2. ~~The mission statement is approved by the governing board and published.~~
3. ~~Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.~~

1. ~~The institution's mission is central to institutional planning and decision making~~.
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.

~~1.~~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:

Commented [GS8]: Added ACS WASC standards

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.

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.

Timeline and Process for Review of the Mission Statement

Commented [GS9]: Updated to reflect Design Team work in fall 2022

September

- The Board of Trustees charges the Chancellor with developing and implementing a process for a District-wide review of the District Mission Statement.
- In collaboration with the Chancellor and the District Consultation Council, create opportunities for District-wide faculty, staff, and students to suggest changes to the NOCCCD Mission Statement.

October

- The District Consultation Council reviews the suggested changes and either
  (1) Recommends revisions to the NOCCCD Mission Statement or
  (2) Assigns a workgroup to evaluate the suggested revisions and prepare recommended revisions to the NOCCCD Mission Statement.

November

- The District Consultation Council solicits feedback District-wide regarding recommended modifications to the NOCCCD Mission Statement.

December

- Based on the feedback, the District Consultation Council recommends revisions to or recommends reaffirmation of the NOCCCD Mission Statement to the Chancellor.

Spring

- The Chancellor considers the recommendation, and if he/she approves, recommends the revised or reaffirmed NOCCCD Mission Statement to the Board of Trustees for approval.
- If the Chancellor does not approve, collaboration and compromise continues until he/she approves.
- Once agreement is reached, the Chancellor recommends the revised NOCCCD Mission Statement to the Board of Trustees for approval.

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 ~~the~~ all processes described in the remainder of this *North Orange County Community College District ~~2012~~ Integrated Planning Manual ~~is~~* are:

I. B. Assuring Academic Quality and Institutional Effectiveness~~Improving Institutional Effectiveness~~

Commented [GS10]: Updated to 2014 ACCJC standards

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.

~~—~~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 institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program~~

~~performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.~~

1. ~~The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.~~

2. ~~The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.~~

3. ~~The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.~~

4. ~~The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.~~

5. ~~The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.~~

~~1.~~
~~2.~~
~~3.~~
~~4.~~9.

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:

Commented [GS11]: Added WASC criteria

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.

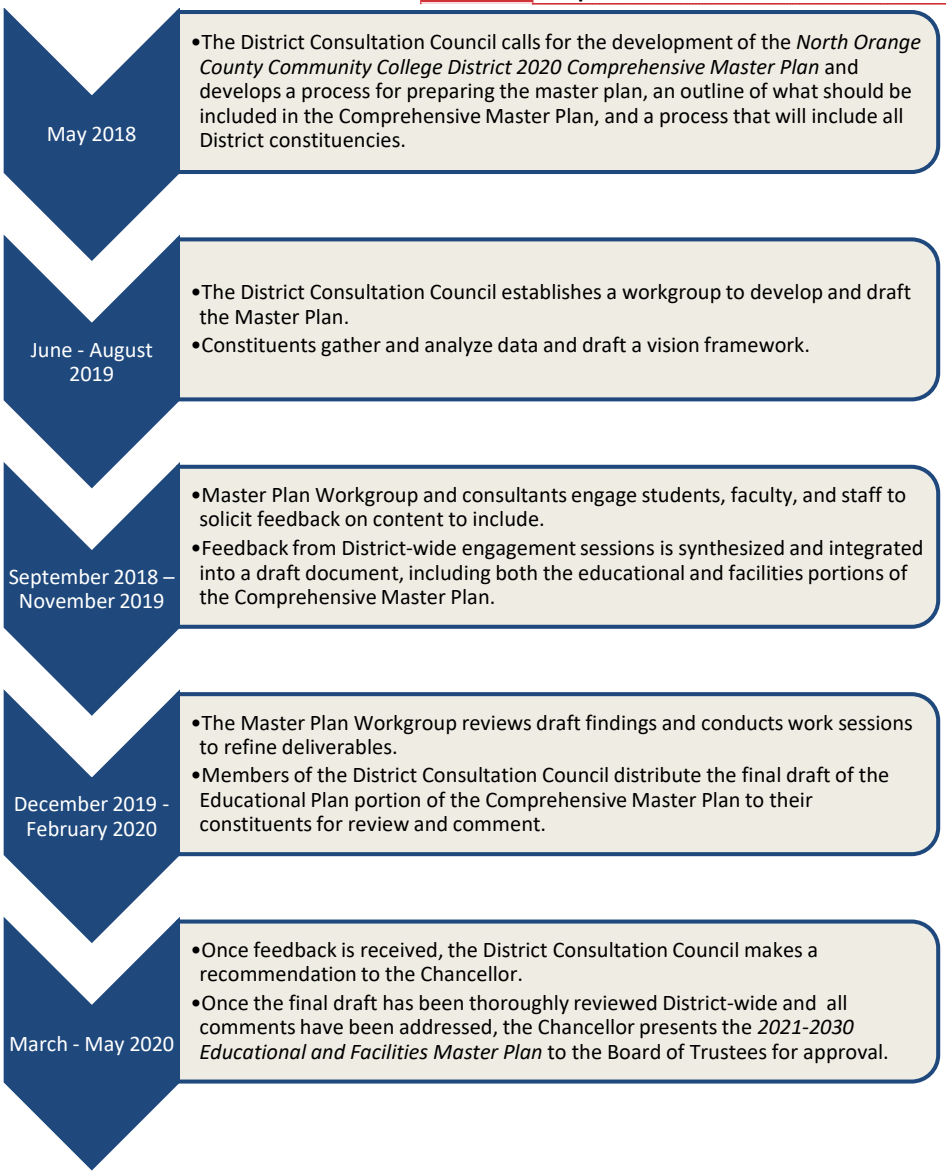
Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

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.

Timeline and Process for the 2021-2030 Comprehensive Master Plan

Commented [GS12]: Updated with EFMP timeframe and process.



District-wide Strategic Plan

The *North Orange County Community College District-wide Strategic Plan ~~2012 – 2014~~2022 - 2026* and *~~2014~~2026-~~2017~~ 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~~North Orange County Community College District 2011 Comprehensive Master Plan~~* will be achieved.

The District Objectives describe the ~~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 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.

~~Since the term of the District Strategic Plan is three years, there~~There are ~~three~~ two District-wide Strategic Plans developed under the umbrella of the *2021-2030 Educational and Facilities Master Plan~~North Orange County Community College District 2011 Comprehensive Master Plan~~*:

1. *District-wide Strategic Plan ~~2012~~ 2022 – ~~2014~~2026*
2. *District-wide Strategic Plan 20~~14~~26 – ~~2017~~2030*

~~*District-wide Strategic Plan 2017 – 2020*~~

~~The~~ *~~2017-2020~~2022-2026 District-wide Strategic Plan* will be developed in ~~2017-2018~~2022-23, with implementation beginning in fall ~~2018~~2023. Following the Integrated Planning Manual process from prior years based on~~With~~ discussion in the Institutional Effectiveness Coordinating Council and approval by the District Consultation Council ~~in fall 2016, the District decided to adopt a narrative format for the 2016 annual progress report. This has implications for~~, the format of the *North Orange County Community College District-wide Strategic Plan ~~2017-2020~~2022-2026~~, which~~* will be ~~a~~ narrative format. The ~~as well but still addressing the~~ following items will comprise the primary components ~~in~~ of the plan:

- **District Strategic Directions** that were developed as part of the *2021-2030 Educational and Facilities Master Plan~~North Orange County Community College District 2011 Comprehensive Master Plan~~*. The District Strategic Directions are institutional goals and,

Commented [GS13]: Updated with new proposed aggregation process

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.

- ~~**District Action Plans** describe in step-by-step sequence how the District Objectives will be accomplished and assessed. Each Action Plan includes a timeline for completion, the assignment of the group or office responsible for implementing the action, and an estimate of the cost if applicable.~~

- ~~**Responsible Party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan. The assignment of a responsible group or office is essential for accountability.~~

- ~~**Estimated Budget** identifies approximately how much funding will be needed, if any, to complete the Action Plan. Personnel costs for current employees are not included in this estimate.~~

- ~~**Outcome** is completed for the annual Progress Report and is a brief statement describing the results of the Action Plan.~~

- ~~**Implications for Next Year's Action Plans** is also completed for the annual Progress Report and is used to describe adjustments that may be needed if the outcome described in the previous column requires changes to subsequent Action Plans.~~

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

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

Commented [GS14]: Updated with Design Team work and timeline

North Orange County Community College District
~~2012~~ Integrated Planning Manual
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February 2022

- The District Consultation Council authorizes the formation of a Design Team to work on updating the District's Vision, Mission, and Values statement as well as to create the *NOCCCD District-wide Strategic Plan 2022-2026.*

Spring 2023

- The Design Team reviews the District Strategic Directions in the *North Orange County Community College District 2020 Educational and Facilities Master Plan* and each campus' most recent Strategic Plan objectives. Based on this review, the Design Team aggregates and syntehizes the information into district-wide objectives for the next three years.

Spring 2023

- The Design Team distributes the the *NOCCCD District-wide Strategic Plan 2022-2026* draft for review and comment.

Spring 2023

- The Design Team uses the feedback from the District-wide review to prepare the final *NOCCCD District-wide Strategic Plan 2022-2026,* and forwards the final draft to the District Consultation Council.
- Members of District Consultation Council distribute the final draft of the *NOCCCD District-wide Strategic Plan 2022-2026* to their constituents for review and comment.
- The District Consultation Council considers the recommendations and makes a recommendation to the Chancellor.

Fall 2023

- If the Chancellor approves, the *North Orange Community College District-wide Strategic Plan 2022- 2026* is presented to the Board of Trustees. If the Chancellor does not approve, collaboration and compromise continues until he/she approves.
- The *North Orange County Community College District-wide Strategic Plan 2022 – 2026* is implemented beginning in the fall semester.

North Orange County Community College District
~~2012~~ Integrated Planning Manual
~~Fall 2022~~2022-23 Update

District Services Administrative Review

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

Commented [GS15]: Updated from annual to 3-year timeframe with an optional annual update

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. ~~The first component is a~~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. ~~The second component is a~~ A report on the progress made in achieving the previous cycle's plans.

3. ~~The third component is the~~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 ~~and~~
~~Technology~~
- 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.

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

Commented [GS16]: Updated with 2014 standards

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 I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.~~

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.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.~~
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.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.~~

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.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement.~~

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.
~~Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.~~

North Orange County Community College District
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Timeline and Process for District Services Administrative Review

(The events happen in the sequence listed below.)

Commented [GS17]: Updated to general fall/spring timeframe

Fall

- District Services gathers data to document progress on the prior cycle's plan as well as feedback on the District Service from the District-wide Satisfaction Survey.
- Vice Chancellors and District Services Directors draft the District Services Administrative Review for the area under their supervision. This review includes:
  - Analysis of the data to identify strengths and weaknesses by comparing performance to standards;
  - Identification of links to the NOCCCD Mission Statement, District Strategic Directions, and District Objectives;
  - Strategies to address identified weaknesses, advance the mission, and support District Strategic Directions and District-wide Objectives; and
  - Requests for funding as needed to implement the strategies identified in this review.

Spring

- Each Vice Chancellor or District Services Director shares the draft District Services Administrative Review with other members of the unit and creates venues for discussions of the draft.
- The Vice Chancellors and District Services Directors consider the feedback and make revisions as warranted.

Spring

- The Vice Chancellors and District Services Directors review the District Services Administrative Review with the Chancellor and the District Services Committee, and make final revisions to the documents.
- The Vice Chancellors and District Services Directors present the District Services Administrative Reviews to Chancellor's Staff for information.
- Requests for funding are submitted to the District Services Committee or to the Council on Budget & Facilities.

Budget Allocation

Commented [GS18]: Updated per Budget Handbook, 2021 Update

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 ~~2012~~ 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 ~~entities~~ 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 ~~2012~~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

~~1. Be transparent, simple, and easy to explain Balance on-going expenditures with on-going revenues;~~

~~2. Maintain a 5% reserve for economic uncertainties; and~~

~~3.~~8. ~~Maintain appropriate autonomy for each NOCCCD entity to use resources in a manner that best addresses the individual entity's needs.~~

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.

~~For budget purposes, the four entities in NOCCCD are Cypress College, Fullerton College, North Orange Continuing Education, and District Services. These entities have autonomy to determine local employee staffing contingent on collaboration among NOCCCD leaders and approval of the Chancellor. In addition, each entity develops unique budgets for expenditures from general fund and categorical revenue in the following categories:~~

- ~~Supplies and materials;~~
- ~~Hourly employees;~~
- ~~Services and other operating expenses, such as travel;~~
- ~~Capital outlay, such as equipment; and~~
- ~~Maintenance.~~

Commented [GS19]: Delete per 2021 Budget Handbook Update

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 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.
1. When appropriate, funding requests shall identify how the use of resources relates to the five District Strategic Directions and/or Comprehensive Master Plan.~~Proposals for resources from the Strategic Plan Fund require that the project contribute to achievement of a District Strategic Direction.~~

2. ~~When appropriate, NOCCCD entities link expenditures required for campus or District-wide Action Plans to specific District Strategic Directions by using a unique identifying budget code.~~

~~3.~~2. ~~The budget allocation process at each campus includes links to campus goals, each of which aligns with District Strategic Directions.~~

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

Commented [GS20]: Updated to 2014 standards

Standard I.B.~~3~~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 institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.~~

Standard III.D.~~3~~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.~~The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.~~

NOCCCD Budget Allocation Model: ~~Sources of~~ Revenues

Commented [GS21]: Updated based on Budget Allocation Handbook 2021

Student Centered Funding Formula (SCFF)~~Unrestricted General Funds~~ *SCFF Revenue is the amount anticipated to be received by the District as State Apportionment~~Funds that can be used for any purpose related to the NOCCCD mission.~~*	Other Unrestricted Revenues~~Restricted Funds~~ *Unrestricted state revenues received as well as local revenues earned~~As codified in regulation or law, funds that can be used only for specific purposes.~~*	~~Other~~Local Revenues
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~~State apportionment:~~ Supplemental Allocation (20% of the SCFF): Component that targets equity of access and opportunity for low-income students.~~Credit and noncredit FTES~~ ~~Property taxes~~ ~~2. NOCCCD's portion of the enrollment fees~~ ~~3. Growth~~ ~~4. Unrestricted lottery~~ 2. ~~5.~~3. Student Success Allocation (10% of the SCFF): Component that targets and incentivizes successful outcomes of California Community College students~~Part-time faculty office hours/benefits/compensation~~	~~1.~~ Enrollment Fee Waivers~~Programs with state and federal restrictions, such as health services, parking, veterans' services, and financial aid administrative allowances.~~ 1. ~~2. Restricted programs such as EOPS, DSP&S, Matriculation, Basic Skills, and numerous other federal, state, and local grants and contracts.~~ 2. ~~Other Restricted Funds such as restricted lottery and instructional equipment allocations.~~ Full-Time Faculty Hiring Funds 2018-19 3. Part-Time Faculty Compensation 4. Lottery (Unrestricted portion) ~~3.~~5. Mandated Costs	~~1.~~ Districtwide Activity revenues, primarily interest earned~~Facilities rentals and swap meet income~~ ~~2.~~1. ~~3.~~ 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~~Self-supporting programs such as tuition-based courses, laboratory fees, and other contractual agreements~~ ~~4.~~2. ~~5.~~ Intrafund Transfers, currently comprised of funds received as RDA revenue that are being used to contribute towards ongoing resources. ~~Non-~~

~~Fee waiver administrative fees~~ ~~Non-resident tuition (First $1 million)~~ ~~Interest and miscellaneous income~~		~~resident Tuition above $1 million~~ ~~6.~~ ~~7. Bookstore and Foodservice~~ ~~8.~~3.

NOCCCD Budget Allocation Model: ~~Expenditures Prior to Allocations to the NOCCCD Entitie~~Expenses~~s~~

Commented [GS22]: Updated based on Budget Allocation Handbook 2021

District-wide Expenses~~Unrestricted General Funds~~	**~~Restricted Funds~~Budget Center Expenses**	**Chargebacks~~Other~~**
Costs that have been identified and determined to be shared across all entities within the district~~Funds that can be used for any purpose related to the NOCCCD mission~~.	*Operating budgets included in the RAM for the budget centers are separated into ongoing and self-supported activities~~As codified in regulation or law, funds that can be used only for specific purposes~~.*	*Certain expenses identified that one budget center incurred and which also benefitted another budget center*
The listing of approved Districtwide expense categories and amounts are included in the annual proposed budget reports~~following expenditures cover these costs for all campuses and District Services. The amounts are required costs~~. Examples include: 1. Retiree benefits 2. Districtwide shared informational technology expenses 3. Faculty sabbatical costs and related-activity expenditures 4. Districtwide memberships 5. Audit expenses 6. Employee assistance program 7. Hospitality ~~1.~~ Board-designated contribution to the Fullerton Child Care center~~Salary and benefits for permanent personnel (full-time faculty, staff, and administrators) except specially-funded positions~~ ~~2. Retiree benefits~~ ~~3. Utilities (gas, electric, sewer, waste disposal)~~ ~~4. Insurance (liability, property, and students)~~ ~~5. Legal and auditing fees~~ ~~6. District-wide memberships such as accreditation and athletic conferences~~	1. ~~Restricted funds are distributed directly to the NOCCCD entity (District Services, Cypress College, Fullerton College and/or NOCE) as required in regulation or law~~Personnel~~.~~: a. Full-Time Faculty b. Classified staff c. Confidential staff d. Academic managers e. Classified managers f. Executives g. Temporary Special Positions (including instructors, project coordinators, managers, and directors) 2. ~~NONPOS (a.k.a. Non-Position Control): Costs for~~ Other operating expenses: a. Adjunct Faculty b. ~~and o~~Other temporary hourly personnel c. ~~,d~~Departmental and campus office costs and maintenance needs d. Contingency funds set aside	Chargebacks currently include the following: 1. Maintenance & Operations (custodial) personnel 2. Electricity 3. Gas 4. Water 5. Security~~All revenue in the "other" category remains with the NOCCCD entity that generated that revenue.~~

~~7. Election costs~~ ~~8. Contribution to ride share as required by AQMD~~ ~~9.~~8. ~~Employee assistance program~~ ~~*The following expenditures cover the costs for all campuses and District Services. The amounts are set in collaboration with the campuses.*~~ ~~10. Scheduled maintenance~~ ~~11. Staff development~~ ~~12. Innovation Fund~~ ~~13. Strategic Plan Fund~~ ~~14. Hospitality fund~~ ~~15. Human resources costs such as recruiting and fingerprinting~~	3. Intrafund/Interfund Transfers	
~~*The following expenditures are special allocations:*~~ ~~16. Support for Fullerton College Child Care Center~~ ~~17. Maintenance cost related to the Co-Gen Plant at Cypress College~~		

~~**NOCCCD Budget Allocation Model: Allocation to NOCCCD Entities**~~

~~**From Unrestricted General Fund**~~	~~**From Restricted Funds**~~
~~*Funds that can be used for any purpose related to the NOCCCD mission.*~~	~~*As codified in regulation or law, funds that can only be used for specific purposes.*~~

~~***Notes:***~~

- ~~*For CC, FC, and NOCE, carry-over from prior year excludes funds for full-time faculty positions and benefits.*~~
- ~~*Operating allocations are based on the prior year's operating allocation increased or decreased as needed due to factors such as personnel changes, across the board reductions, and funding for growth and cost-of-living.*~~
- ~~*For CC, FC, and NOCE, the extended day allocation is based on meeting FTES targets and changes to the number of full-time faculty.*~~

~~**1. District Services**~~

- ~~Carry-over from prior year~~
- ~~Operating allocation~~

~~**2. Cypress College**~~

- ~~Carry-over from prior year~~
- ~~Operating allocation~~
- ~~Extended day allocation~~

~~**3. Fullerton College**~~

- ~~Carry-over from prior year~~
- ~~Operating allocation~~
- ~~Extended day allocation~~

~~**4. North Orange Continuing Education**~~

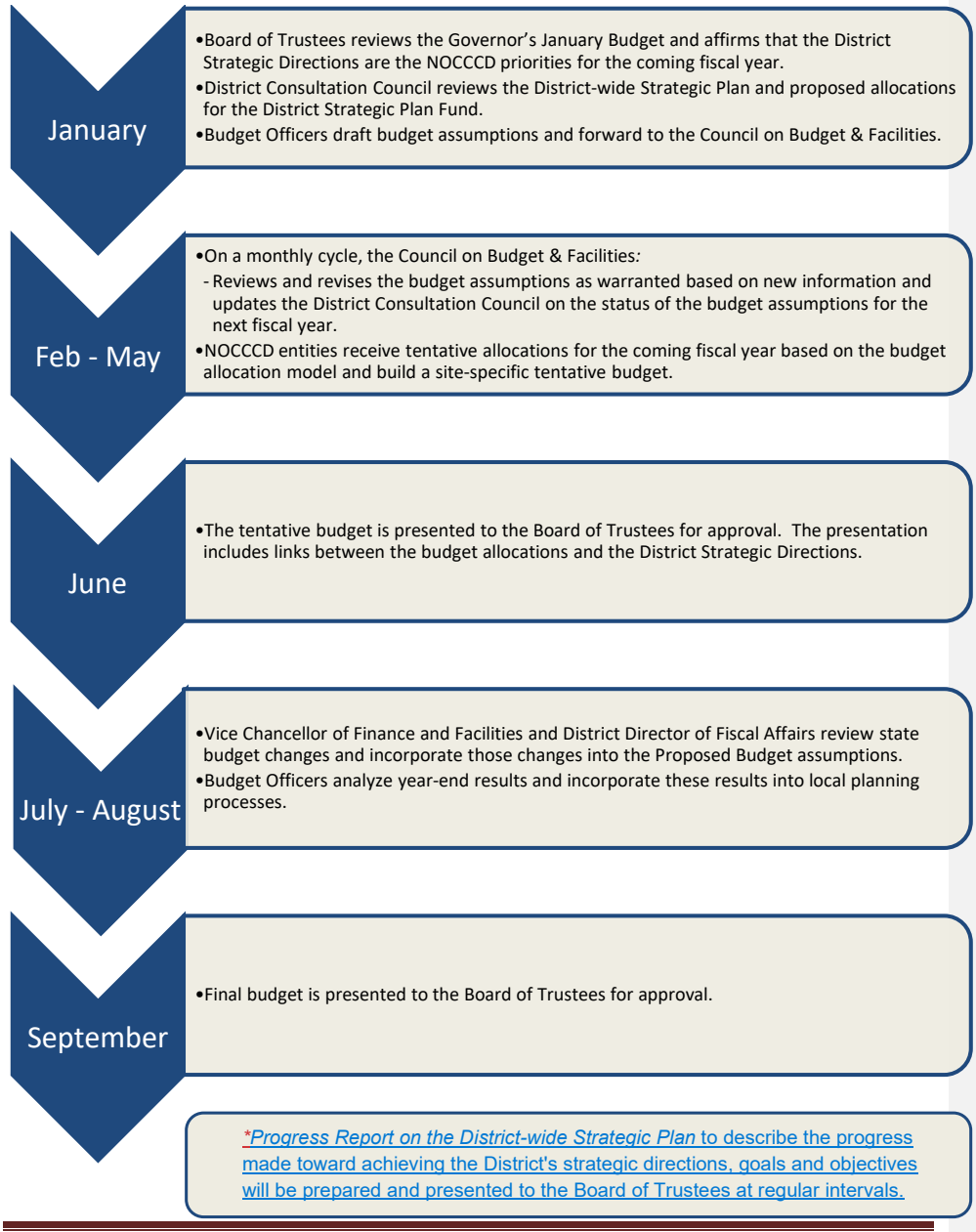
- ~~Carry-over from prior year~~
- ~~Operating allocation~~
- ~~Extended day allocation~~

~~1. Programs with state and federal restrictions, such as health services, parking, veterans' services, and financial aid administrative allowances: The amount allocated to each budget center is based upon the amount of fees generated or the level of services provided.~~

~~2. Restricted programs such as EOPS, DSP&S, Matriculation, Basic Skills, and numerous other federal, state, and local grants and contracts: The amount allocated to each budget center is based on the grantees' directives except for DSP &S and Perkins which are internally determined by their respective workgroups.~~

~~3. Other restricted funds such as restricted lottery and instructional equipment allocations: The amount allocated to each campus is based on target FTES amounts.~~

Timeline and Process for Budget Development



Plan Implementation

Commented [GS23]: Updated Districtwide purpose: Identifying synergy amongst campus plans to facilitate conversations about themes and identify/remove barriers Responsible for monitoring: IECC

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.

~~Through the development of the District Strategic Plan, an office or group is assigned responsibility for each Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan.~~

To ensure implementation of the identified activities that will move NOCCCD toward accomplishment of the District Strategic Directions, the ~~responsible parties~~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; ~~Manage the timelines for the plan component;~~
- ~~-~~
- ~~Develop appropriate processes;~~
- 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~~Identify and address funding needs through site-specific resource allocation processes or from funds identified to address District Strategic Directions or District Objectives~~;
- ~~Provide~~ Review data and other types of evidence to assess the levels of success following plan implementation; and
- ~~Document~~ Gather documentation about ~~the~~ activities and outcomes to contribute to the preparation of the annual Progress Report.

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

North Orange County Community College District
~~2012~~ Integrated Planning Manual
~~Fall 2022~~2022-23 Update

Assessment of Progress on District Strategic Directions

A Progress Report is produced ~~annually~~ 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.

Commented [GS24]: Progress will be monitored on a regular basis rather than annually

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

- Consolidate information about the ~~tasks~~ 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
- ~~Edit or augment~~ Develop Action Plans as needed for the ~~coming year~~future to better support completion of Districtwide Objectives and/or recommend administrative and/or policy changes to remove barriers impeding the plans ~~as needed based on the outcomes of the current year's work.~~

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

The ~~annual~~ 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.

~~The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annual Progress Reports are:~~

Commented [GS25]: Same standards as for Master Plan above so recommend removing (repetitive)

~~I. B. Improving Institutional Effectiveness~~
~~The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.~~

North Orange County Community College District
~~2012~~ Integrated Planning Manual
~~Fall 2022~~2022-23 Update

~~1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.~~

~~2. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.~~

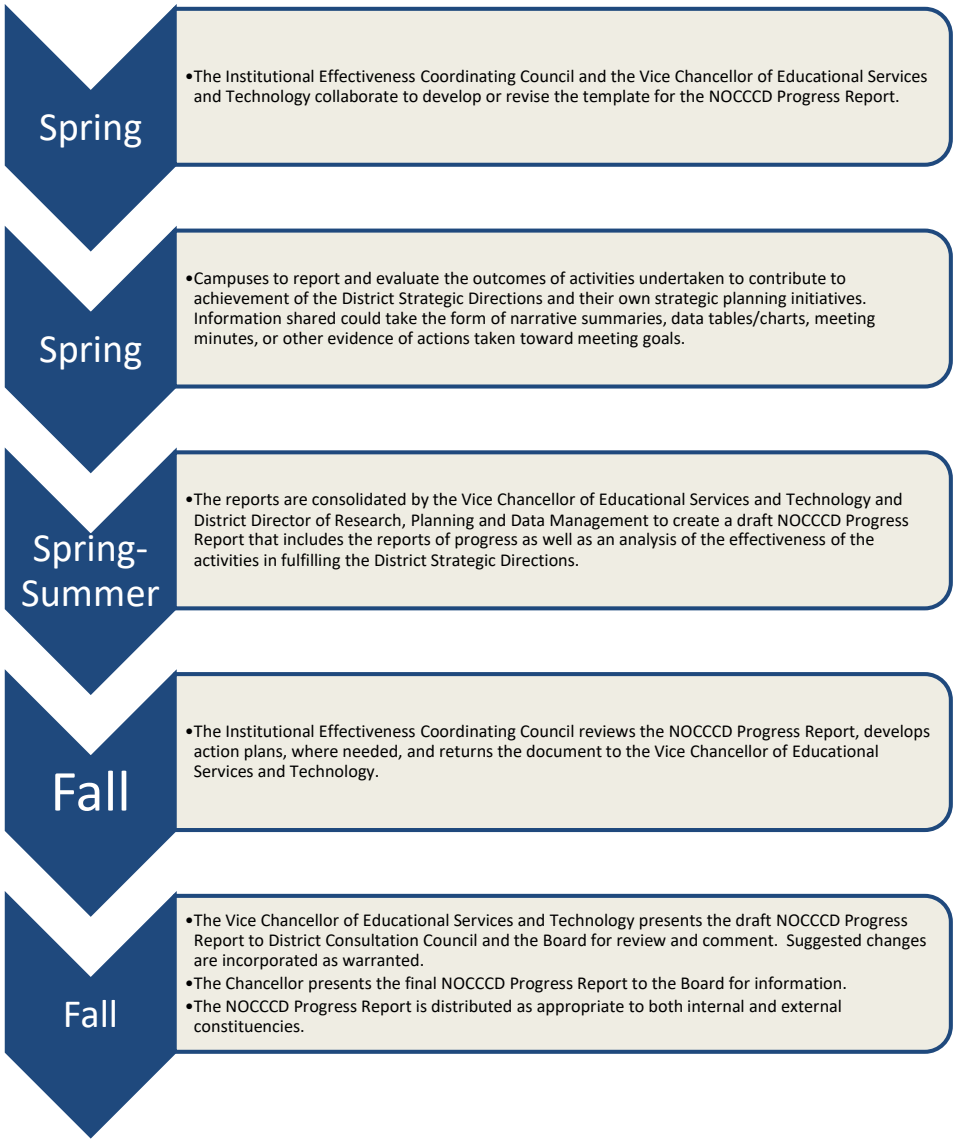
~~3. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.~~

~~With discussion in the Institutional Effectiveness Coordinating Council and approval by the District Consultation Council in fall 2016, the District decided to adopt a narrative format for the 2016 annual progress report. Henceforth until such a time that District Consultation Council decides to make a change, the annual progress report will be in a narrative format.~~

North Orange County Community College District
~~2012~~ Integrated Planning Manual
~~Fall 2022~~2022-23 Update

Timeline and Process for Assessing Progress on District Strategic Directions

Commented [GS26]: Updated timeline to be more general/allow flexibility of progress review



Assessment of Planning and Decision-Making Processes

Commented [GS27]: Updated to reflect "regular" assessment process by IECC and removed detailed timeline since updates will not always follow same timeframe.

NOCCCD assesses its planning and decision-making processes on a regular basis in keeping with the ACCJC and ACS WASC standards on institutional effectiveness.

~~A formal assessment of planning and decision-making processes is~~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 assessment includes gathering District-wide input and using that feedback to prepare an assessment report that is submitted to the District Consultation Council. The District Consultation Council reviews the assessment report and recommends revisions to planning and decision-making processes as warranted based on the assessment. The Chancellor considers the recommendations and approved changes are documented with revisions to the *North Orange County Community College District 2012 Integrated Planning Manual* and/or to the *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment*.~~

~~To maintain credibility as a valuable resource, the current version of the *North Orange County Community College District Integrated Planning Manual* and the *North Orange County Community College District Decision Making Manual: Structure, Function, and Alignment* are reviewed and updated annually by the Vice Chancellor of Educational Services and Technology to capture minor changes, such as in descriptions, timelines, or processes.~~

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

Commented [GS28]: Updated to 2014 standards

> ~~—————~~Standard I.~~-~~B.~~6~~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.

~~The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.~~

Standard IV. A.~~5~~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 role of leadership and the institution's governance and decision-making structures 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:

Commented [GS29]: Added WASC criteria

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.

North Orange County Community College District
~~2012~~ Integrated Planning Manual
~~Fall 2022~~2022-23 Update

~~Timeline and Process for Assessing the Planning and Decision-making Processes~~

~~September 2018~~

~~District Consultation Council convenes a Planning and Decision-Making Processes Workgroup comprised of representatives from each of the Coordinating Councils.~~

~~The Planning and Decision-Making Processes Workgroup develops a mechanism for soliciting feedback on the components of the integrated planning model and decision-making processes from the groups and individuals who are directly involved in implementing planning and decision-making. The workgroup presents this process to District Consultation Council.~~

↓

~~October 2018~~

~~Feedback from District Consultation Council about the process for soliciting feedback is incorporated and the Planning and Decision-Making Processes Workgroup implements the process.~~

↓

~~November – December 2018~~

~~The Planning and Decision-Making Processes Workgroup considers the feedback from the groups and individuals who are directly involved in implementing planning and decision-making processes and prepares a Planning and Decision-making Processes Assessment Report. This Report may include recommended changes to the planning and/or decision-making processes.~~

~~The Planning and Decision-Making Process Workgroup forwards the Planning and Decision-making Processes Assessment Report to District Consultation Council for review and comment.~~

~~The Planning and Decision-Making Process Workgroup incorporates the feedback as warranted and forwards the Planning and Decision-making Processes Assessment Report to the Chancellor.~~

↓

~~February 2019~~

~~The Chancellor reviews the Planning and Decision-making Processes Assessment Report with District Consultation Council and determines which changes will be made in the planning and decision-making processes, if any.~~

~~The Chancellor prepares an information report on this assessment for the Board and the resulting changes to the planning and decision-making processes, if any. This report is also distributed District-wide.~~

~~The Vice Chancellor of Educational Services and Technology prepares an updated version of the *North Orange County Community College District Integrated Planning Manual* and the *Decision Making Resource Manual: Structure, Function, and Alignment* as needed.~~

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 15, 2023

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

1. AGENDA ITEM NAME

Revised AP 3740, Websites; Revised AP 4105, Distance and Correspondence Education; and Revised AP 5030, Fees

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion		**Action**	**X**
First Reading	**X**	**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Revisions to all three APs were made to update legal language requirements and/or current District practice. AP 3740 was revised to reflect consultation with the Director of Campus Communications for web page changes. AP 4105 was updated and revised based on CCLC recommendations, to align with the updated ACCJC Distance Education Policy, and updated Title 5 provisions. AP 5030 was updated based on CCLC recommendations and to provide students with a longer grace period to pay their outstanding balance as well as a payment plan option.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, revised AP 3740, AP 4105, and AP 5030 be posted on the District website.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Chancellor's Staff

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

AP 3740 Web Sites

1.0 All official web pages must be approved by the administrator in charge of the program, department, or division that is the subject of the page, in consultation with the campus ~~Department of Academic Computing~~ **Director of Campus Communications** or with the District Director of Public Affairs. All official web pages must comply with the following procedures, as well as with those established by the colleges and North Orange Continuing Education.

2.0 Developers of official web pages are encouraged to utilize the resources of design professionals in the District in order to ensure the highest level of quality in presentation and style. Web pages should be both interesting and informative, while projecting a consistent and cohesive image.

3.0 All official home pages must include:

3.1 The name and logo of the appropriate college, or North Orange Continuing Education.

3.2 The North Orange County Community College District name or the abbreviation of the name with a link to the District home page. The District logo may be incorporated if desired, but is not required.

3.3 Disclaimer statement or link to a disclaimer statement.

3.4 Notification when a link is a non-supported District, college or North Orange Continuing Education link.

4.0 All official web pages and personal pages (faculty, staff, and student) must include:

4.1 The name of the appropriate department or division and the name and logo of the appropriate college, or North Orange Continuing Education.

4.2 The author of the page, with contact information, such as a “mail to” html tag.

4.3 The most current modification date.

4.4 Disclaimer statement or link to a disclaimer statement.

4.5 All web pages must have links to the appropriate Home Page (Cypress College, Fullerton College, North Orange Continuing Education, or District).

4.6 Notification when a link is a non-supported District, college or North Orange Continuing Education link.

5.0 Official home or web pages may not include:

5.1 Any commercial advertising unless provided as part of free software for use with the pages.

5.2 Information on for-profit activities or advertising unless in support of District,

AP 3740 Web Sites

college or North Orange Continuing Education activities.

5.3 Links to non-District-supported personal home pages, unless they support the academic, research, and public service mission of the District.

5.4 Copyrighted material without proper authorization.

6.0 Photographs, drawings, video clips, or sound clips may not be used on a web page without written permission from the owner of the image. In addition, people who are portrayed in such images must sign a release authorizing the use of their likeness unless the image was taken at an event that was clearly public in nature, where it is not feasible to obtain such a release.

7.0 Official web pages and their links should be regularly updated to ensure that they are accurate and timely.

See Board Policy 3740, Web Sites; Board Policy 3720, Computer and Electronic Communication Systems; and Administrative Procedure 3720, Computer and Electronic Communication Systems.

Date of Adoption: March 23, 2004

Date of Last Revision: April 27, 2020 District Consultation Council
September 25, 2017 District Consultation Council

AP 4105 Distance and Correspondence Education

Reference:

Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 55200 et seq. and 55260 et seq.;
34 Code of Federal Regulations ~~Section~~ Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.1;

ACCJC Policy on Distance and Correspondence Education (revised June 2021)
WASC/ACS ~~Criterion 1, Indicator 1.6 and Criterion 4, Indicator 4.6~~ Criterion 4, Indicator 4.1a and Criterion 5, Indicator 5.4

1.0 **Definitions**~~: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.~~

1.1 Distance Education: Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are physically separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously:

1.1.1 The internet;

1.1.2 One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

1.1.3 Audioconferencing; and

1.1.4 Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

1.2 Substantive Interaction: Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:

1.2.1 Providing direct instruction;

1.2.2 Assessing or providing feedback on a student's coursework;

1.2.3 Providing information or responding to questions about the content of a course or competency;

1.2.4 Facilitating a group discussion regarding the content of a course or competency; and

1.2.5 Other instructional activities approved by the District's or a program's accrediting agency.

AP 4105 Distance and Correspondence Education

1.3 Correspondence Education: Correspondence education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education.

2.0 Course Approval

2.1 Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

2.2 The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in ~~Administrative Procedures~~ **AP** 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses, and funded according to established campus procedures.

3.0 Certification

3.1 When approving distance education courses, the respective Curriculum Committees and ~~Executive Vice President,~~ Vice President of Instruction~~,~~ or ~~Provost~~ **President** will certify the following:

3.1.1 Course Quality Standards: The same standards of course quality are applied to the distance education **and correspondence** courses as are applied to ~~traditional classroom~~ **in-person** courses.

3.1.2 Course Quality Determinations: Determinations and judgments about the quality of the distance **and correspondence** education course**s** were made with the full involvement of the academic deans and curriculum committees.

3.1.3 Instructor Contact: Each section of the course that is delivered through distance education will include regular ~~effective~~ **and substantive** contact between instructor and students.

4.0 Instructor Responsibilities

4.1 Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and

AP 4105 Distance and Correspondence Education

students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:

4.1.1 Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.

4.1.2 Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.

4.2 Correspondence Education: Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined through the curriculum approval process. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined through the curriculum approval process.

5.0 Addendum to Course Outline

5.1 An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance or correspondence education. The addendum must be approved according to the District's curriculum approval procedures (BP/AP 4020). The addendum must address the following:

5.1.1 How course outcomes will be achieved in a distance or correspondence education mode;

5.1.2 For distance education, how the portion of instruction delivered via distance education provides regular and substantive contact between instructors and students;

5.1.3 For correspondence education, how the portion of instruction delivered via correspondence education documents and facilitates learning progression through a cycle of assignment submissions and feedback; and,

5.1.4 How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

AP 4105 Distance and Correspondence Education

~~4~~6.0 **Duration of Approval**

~~4~~6.1 All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

7.0 Faculty Distance Education Training and Certification

7.1 Instructors of course sections delivered through distance education will be required to complete training in online pedagogy and be certified as a result.

7.1.1 The colleges and NOCE will maintain and publish a process for faculty to remain certified to teach distance education courses.

7.2 At a minimum, training in online pedagogy will include course design, regular and substantive interaction, accessibility and assessment. The colleges and NOCE will maintain and publish an equivalency process for training in online pedagogy.

8.0 Correspondence Education Students

8.1 A student is considered to be "enrolled in correspondence courses" if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

8.2 In order for a correspondence education student to be considered a full-time student at the District, at least one-half of the student's coursework must be made up of non-correspondence coursework that meets one-half of the District's requirement for full- time students.

~~5~~9.0 Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

~~6~~10.0 ~~The College President/Provost or designee shall utilize~~ **The District shall make available for faculty members to utilize while teaching a Distance Education course** one or more of these methods to authenticate or verify the student's identity:

~~6~~10.1 Secure credentialing/login and password for users, including the District-provided Learning Management System;

~~6~~10.2 Proctored examinations; or

~~6~~10.3 After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identity.

11.0 Faculty teaching a Distance Education course who accept the electronic

AP 4105 Distance and Correspondence Education

submission of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be accessible to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

12.0 Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software, or computerized applications.

13.0 The District shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

See Administrative Procedure 4020, Program and Curriculum Development

Date of Adoption: June 22, 2004

Date of Last Revision: September 14, 2016 Chancellor's Staff
April 22, 2015 Chancellor's Staff
November 14, 2011 Chancellor's Cabinet
November 28, 2008 Chancellor's Cabinet

AP 5030 Fees

Reference:

Education Code Sections 66025.3, 70902 subdivision (b)(9), 76300, and 76300.5;
Title 5 Sections 51012, 58520, and 58629;
California Community Colleges Chancellor's Office (CCCCO) *Student Fee Handbook;*
ACCJC Accreditation Standard I.C.6;
WASC/ACS Criterion 2, Indicator 2.4

1.0 **Required Fees**:

1.1 Enrollment (~~E.C.~~ **Education Code Sections** 76300 and 76300.5; Title 5 Section**s** 58500 and 58509)

1.2 Baccalaureate degree pilot program fees (Title 5 Section 58520)

1.3 Non-resident tuition **with these permissive exemptions:** (~~E.C.~~ **Education Code Sections** 76140~~,~~ **and** 76140.5)

1.3.1 All nonresident students enrolling for 6 or fewer units; or

1.3.2 A student who is a citizen and resident of a foreign country who demonstrates financial need and this required exemption (Education Code Section 68130.5);

1.3.3 All students, other than nonimmigrant aliens under 8 U.S. Code Section 1101 subdivision (a)(15), who meet the following requirements:

1.3.3.1 high school attendance in California for three or more years;

1.3.3.2 graduation from a California high school or attainment of the equivalent thereof;

1.3.3.3 registration or enrollment in a course offered for any term commencing on or after January 1, 2002;

1.3.3.4 completion of a questionnaire form prescribed by the California Community Colleges Chancellor's Office verifying eligibility for this nonresident tuition exemption; and

1.3.3.5 in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so.

1.4 Student representation (Education Code Section 76060.5; Title 5 Section 54805)

AP 5030 Fees

2.0 **Fees Authorized by Law**:

2.1 Non-District physical education facilities (~~E.C.~~ **Education Code Section** 76395)

2.2 Noncredit courses (~~E.C.~~ **Education Code Section** 763~~95~~**85**)

2.3 Community services courses (~~E.C.~~ **Education Code Section** 78300)

2.4 Auditing of courses (~~E.C.~~ **Education Code Section** 76370)

2.5 Instructional materials (~~E.C.~~ **Education Code Sections** 73365, 81457, **and** 81458; Title 5 Sections 59400-59408)

2.6 Athletic insurance (~~E.C.~~ **Education Code Section** 70902 **subdivision** (b)(9))

2.7 Health (~~E.C.~~ **Education Code Section** 763~~35~~**55**)

2.8 Parking (~~E.C.~~ **Education Code Section** 76360)

2.9 Transportation (~~E.C.~~ **Education Code Sections** 76361 and 82305.6)

2.10 Student activities (California Community Colleges Chancellor's Office [CCCCO] Student Fee Handbook)

~~2.11 Student representation (E.C. 76060.5; Title 5 Sections 54801 and 54805)~~

2.~~12~~**11** Student center (~~E.C.~~ **Education Code Section** 76375; Title 5 Section 58510)

2.~~13~~**12** Copies of student records (~~E.C.~~ **Education Code Section** 76223)

2.~~14~~**13** Dormitory (~~E.C.~~ **Education Code Section** 81670)

2.~~15~~**14** Child care (~~E.C.~~ **Education Code Section** 79121 et seq., 66060)

2.~~16~~**15** Application processing fee for nonresidents who are both citizens and residents of a foreign country. The fee shall be the actual cost of processing the application and other documentation required by the federal government, not to exceed one hundred dollars ($100). (~~E.C.~~ **Education Code Section** 76142)

2.~~17~~**16** ~~Foreign citizen/~~**Non**resident capital outlay fee (~~E.C.~~ **Education Code Section** 76141)

2.~~18~~**17** Credit ~~by examination~~ **for prior learning** (~~E.C.~~ **Education Code Section** 76300; Title 5 Section 55050)

2.~~19~~**18** Use of facilities financed by revenue bonds (~~E.C.~~ **Education Code Section** 81901(b)(3))

2.~~20~~**19** Refund processing (Title 5 Section 58508)

AP 5030 Fees

2.~~21~~20 Telephone registration (~~E.C.~~ Education Code Section 70902 subdivision (a))

2.~~22~~21 Physical fitness test (~~E.C.~~ Education Code Section 70902 subdivision (b)(9))

2.~~23~~22 Cross-Enrollment with the California State University (CSU) or the University of California (UC) (~~E.C.~~ Education Code Section 66753)

2.~~24~~23 Instructional Tape lease/Deposit (~~E.C.~~ Education Code Section 70902 subdivision (b)(9))

2.~~25~~24 Credit Card Use (~~E.C.~~ Education Code Section 70902 subdivision (b)(9))

2.~~26~~25 International Student Medical Insurance (~~E.C.~~ Education Code Section 709~~29~~02 subdivision (b)(9))

3.0 **Prohibited Fees**:

3.1 Late application (CCCCO Student Fee Handbook)

3.2 Add/Drop (CCCCO Student Fee Handbook)

3.3 Mandatory student activities (CCCCO Student Fee Handbook)

3.4 ~~Mandatory s~~Student identification cards (CCCCO Student Fee Handbook)

3.5 Fees charged through student body organizations (CCCCO Student Fee Handbook)

3.6 Nonresident application (CCCCO Student Fee Handbook)

~~3.7 Field trip (5 CCR 66560, 55451)~~

3.~~8~~7 For dependents of certain veterans (~~E.C.~~ Education Code Section 66025.3)

3.~~9~~8 For dependents of certain victims of the September 11, 2001, terrorist attacks (CCCCO Student Fee Handbook)

3.~~10~~9 For certain recipients of the Medal of Honor and certain children of the recipients of the Medal of Honor (~~E.C.~~ Education Code Section 66025.3)

3.10 For surviving spouses and children of a firefighter employed by the federal government whose duty assignment involved performance of firefighting services in California (Education Code Section 68120)

3.11 For students who have been exonerated of a crime through writ of habeas corpus or pardon that meet certain conditions (Education Code Section 69000)

3.~~11~~12 Required or funded services (CCCCO Student Fee Handbook)

AP 5030 Fees

3.~~12~~13 Refundable deposits (CCCCO Student Fee Handbook)

3.~~13~~14 Distance education (other than the statutorily authorized enrollment fee) (CCCCO Student Fee Handbook)

3.~~14~~15 Mandatory mailings (CCCCO Student Fee Handbook)

3.~~15~~16 Mandatory fee for use of practice rooms (CCCCO Student Fee Handbook)

3.~~16~~17 Apprenticeship courses (~~E.C.~~ **Education Code Section** 76350)

3.~~17~~18 Technology fee (CCCCO Student Fee Handbook)

3.~~18~~19 Late payment fee (Title 5 Sections 58502 and 59410)

3.~~19~~20 Nursing/healing arts student liability insurance (Title 5 Sections 55234)

3.~~20~~21 Cleaning fees (CCCCO Student Fee Handbook)

3.~~21~~22 Breakage fees (CCCCO Student Fee Handbook)

3.~~22~~23 Test proctoring fees (CCCCO Student Fee Handbook)

4.0 **Collection and Refund of Registration Fees**:

4.1 Collection: All registration fees must be paid in full within ~~72 hours~~ **seven (7) calendar days** of registering. Acceptable forms of payment are: cash, check, money order, MasterCard or VISA.

4.1.1 Service charge will be added to the amount of all checks returned by the bank for non-sufficient funds or stop payments. Enrollment at the colleges, as well as credit, may be affected if this debt is not paid.

4.1.2 A payment plan option may be offered to students who have financial hardship in paying their outstanding obligations to the District.

4.2 Failure to Pay Financial Obligations: The District may withhold grades, ~~transcripts,~~ and diplomas, and may withhold enrollment privileges or any combination thereof, from any student or former student who has been provided with written notice that ~~he or she has~~ **they have** failed to pay a proper financial obligation due to the District. Any item or items withheld shall be released when the student satisfactorily meets the financial obligation. (~~This is authorized by California~~ Education Code Section 72237)

AP 5030 Fees

4.3 Collection when Legislature Changes Fees Following Registration: When, by an act of the Legislature, the registration fees are increased during a semester in which a student has already registered and paid fees in full, the student will be sent a bill informing them of the fee increase. The student will be allowed to continue enrollment for the semester currently in progress, but will not be sent grades, given a copy of a transcript, or allowed to enroll in classes the following semester until payment for the fee increase is made in full.

4.4 Refund Policy: Registration fees are refundable when a student withdraws from class(es) if the student withdraws from class(es) by the 10% point of the length of the course for summer, intersession, and short-term courses, or by the end of the second week for full-term fall/spring semester classes. The campus I.D. card fee will not be refunded and a processing fee will be deducted from the refund.

4.4.1 All summer intersession refunds will be processed after the second week of the summer session. For fall or spring semester periods all refunds will be processed the 4th week of the semester. Winter intersession refunds will be processed at the same time as spring semester refunds.

4.4.2 All refunds will be in the form of a check regardless of how the fees were paid.

4.4.3 Refunds must be requested during the semester of attendance. If a student withdraws from classes, a processing fee will be deducted from the refund.

4.5 Refund Deadlines for Enrollment, Health and Nonresident Tuition Fees:

4.5.1 Summer/Winter Intersession Classes: Refundable through the 10% date of the length of the class.

4.5.2 Fall/Spring Semester Classes: Refundable through the end of the second week of class.

4.6 Refunds for Campus ID Card: Refundable through the 10% date of the length of the class for intersession or end of the second week of class for fall/spring semester, as long as the card has not been produced and non-refundable if the card has been produced.

4.7 Parking: Refundable through the 10% date of the length of the class for intersession/short-term classes or end of the second week of the term for fall/spring full-term classes (only with complete withdrawal and when the permit is returned).

4.8 Refunds as a Result of Registration Adjustments: Refunds due to changes in the college's educational offerings, or fees collected in error will be refunded to the student in full and the refund processing fee will be waived.

AP 5030 Fees

5.0 **Collection of Fees for Service or Other Fees**:

5.1 Transcript and Student Status Fees: For transcript requests (first two copies free) and verification of student status fees are payable at the Admissions and Records Office. (A photo ID is required.)

5.2 Non-District Physical Education Facilities Fee: Fees for non-District physical education facilities are paid by the student directly to the facility being used.

6.0 **Exemptions**: Students will be notified of the availability of exemptions from certain mandatory and authorized fees.

7.0 **Waiver of Fees**: The District may waive enrollment fees which were not collected in a previous session where the enrollment fees were not collected as a result of the District's error in awarding a Board of Governors Fee Waiver to an ineligible student and not through the fault of the student, and to collect the enrollment fee would cause the student undue hardship.

See Board Policy 5030, Fees; Board Policy 5031, Instructional Materials; and Administrative Procedure 5031, Instructional Materials.

Date of Adoption: September 26, 2005

Date of Last Revision: September 26, 2016 District Consultation Council
April 22, 2015
August 27, 2012 District Consultation Council
January 22, 2007

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 15, 2023

From: Combs, Jennifer (FC FS President) and McAlister, Kathleen (CC AS President Elect)

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

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1. **Suspension of Program Discontinuance Pending Revision of BP/AP 4021**

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion	**X**	**Action**	**X**
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 Minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

   Need for update in policy language.

5. RECOMMENDATION:

   Form a committee to revise BP/AP 4021 and pause program discontinuance.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

   Damon de la Cruz (CC AS President)

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

North Orange County Community College District

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: May 17, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of May 22, 2023

1. AGENDA ITEM NAME

Winter Intersession Opportunity

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion	**X**	**Action**	
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

In 2019 the District assessed the feasibility of incorporating a winter intersession into the academic calendar. At that time, one of the main goals was to support the implementation of guided pathways as it is critical to provide opportunities for students to stay connected to our campuses and to prepare for future progress. Today as we exit the pandemic, the overall environment has additional factors to consider:

1. **Students need to be provided with the opportunity to learn throughout the year, and a break in winter is not conducive to students completing their degree and/or certificate programs.**
2. **Online learning is becoming more mature in the District with all three campuses joining CVC/OEI.**
3. **A winter intersession will allow us to serve more students while also positively contributing to enrollment and completion figures.**

There was active conversation/discussion in the PRT visits on the topic of incorporating a 4 or 5-week winter intersession and the recommendation from the group was to start piloting a fully online winter intersession in January 2024. A 2024 winter intersession would necessitate revising the District 2023-24 academic calendar and the 2024 spring term would likely end after the Memorial Day holiday.

5. RECOMMENDATION:

It is recommended that DCC discuss the addition of a winter intersession in January 2024.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

District PRT team; VP Council; and Chancellor's Staff

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.