



North Orange County Community College District

2013 **INTEGRATED** PLANNING MANUAL

March 2014 Update



North Orange County Community College District 2013 Integrated Planning Manual

NOCCCD Mission Statement

The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, academically excellent, and 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. The School of 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 School of Continuing Education will be directed toward economic development within the community.

District Strategic Directions

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:

- The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second Language from noncredit basic skills instruction in the same discipline and
- College-level courses in mathematics, English and English as a Second Language from credit 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 a 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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INTRODUCTION

The *North Orange County Community College District 2012 Integrated Planning Manual* is a guide to integrated institutional planning at the District level. The processes described in this document identify the ways that constituent groups participate in and contribute to District-level 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 the School of Continuing Education, also has an integrated planning process in which the components are linked to one another. The campus-level planning processes link to District-level planning in two ways:

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

The *North Orange County Community College District 2012 Integrated Planning Manual* is reviewed and updated annually to maintain credibility as a valuable resource. The annual update prepared by the District Director of Public and Governmental Affairs reflects minor changes, such as in descriptions, timelines, or processes. In addition to this annual review of content, the planning processes described in this document are

evaluated every three years. This assessment occurs as part of NOCCCD's assessment of its decision-making processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of this document. 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 planning processes as warranted based on that assessment. 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 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.

INTEGRATED PLANNING MODEL

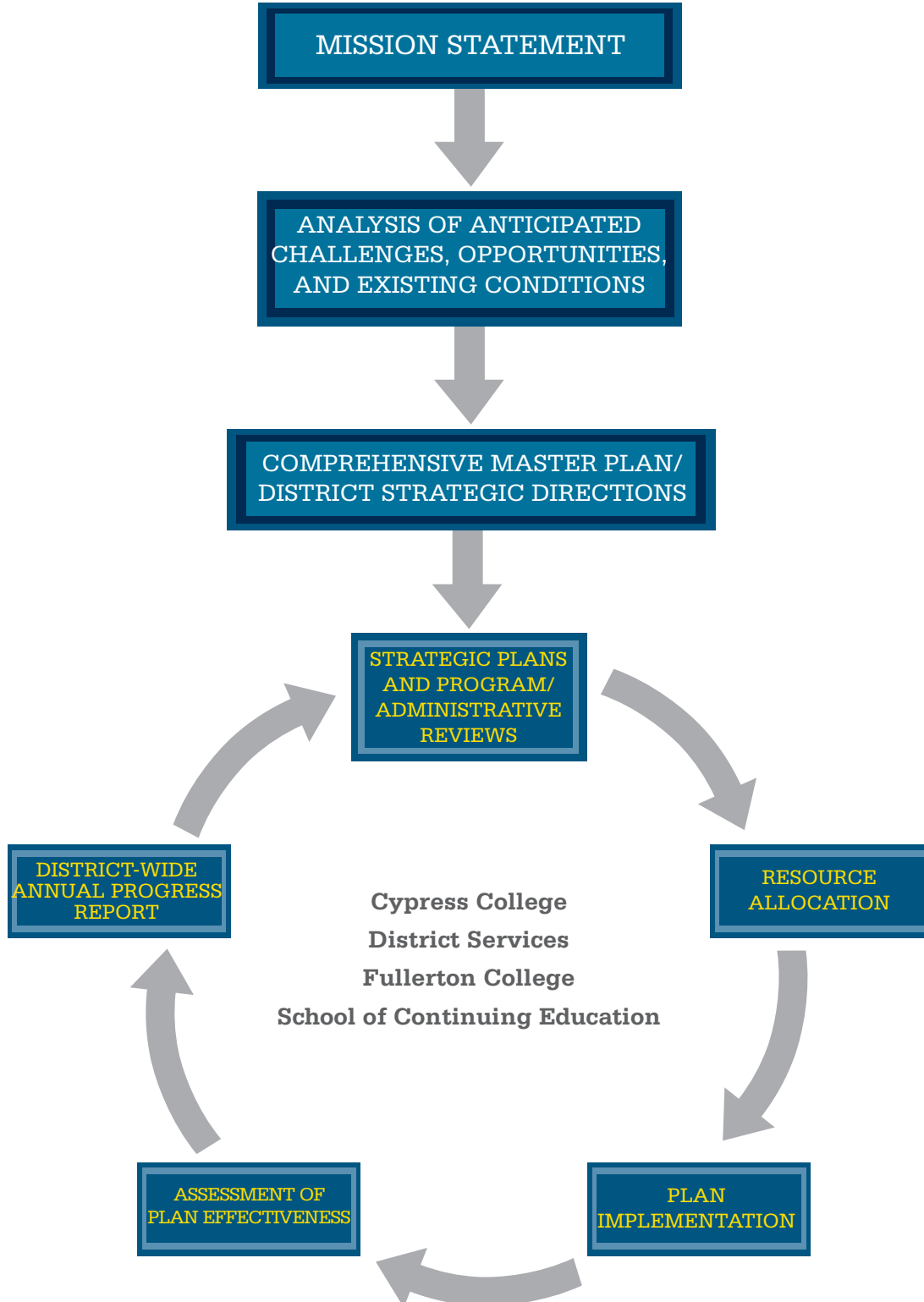
The NOCCCD integrated planning model depicts how the components in the District-level planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. In this way, NOCCCD planning practices demonstrate institutional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

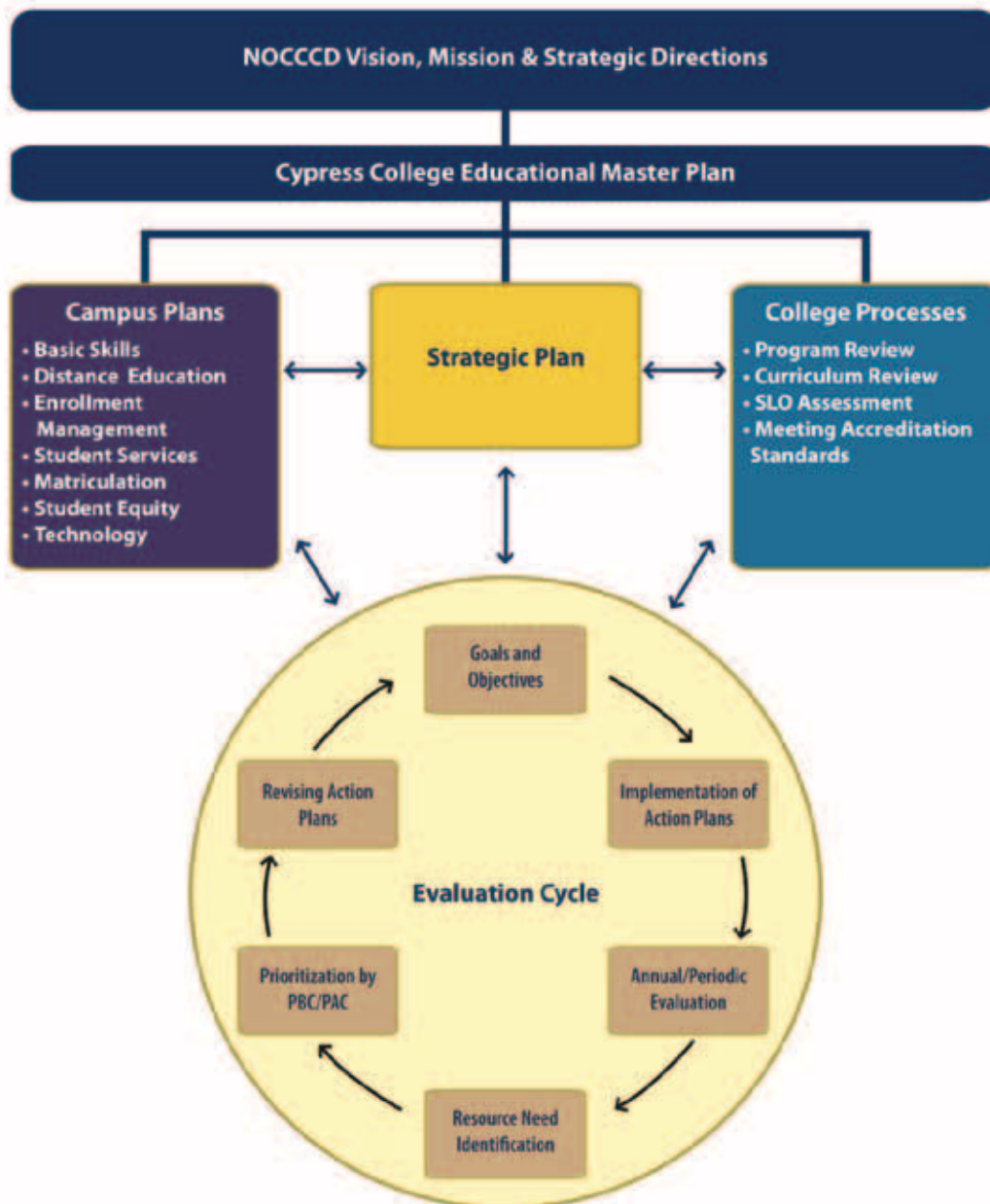
- The NOCCCD Mission Statement describes the intended student population and the services that NOCCCD provides to the community. As such, this statement is the touchstone for all planning processes.
- NOCCCD analyzes demographics to foresee challenges and opportunities (external scans) and compares its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

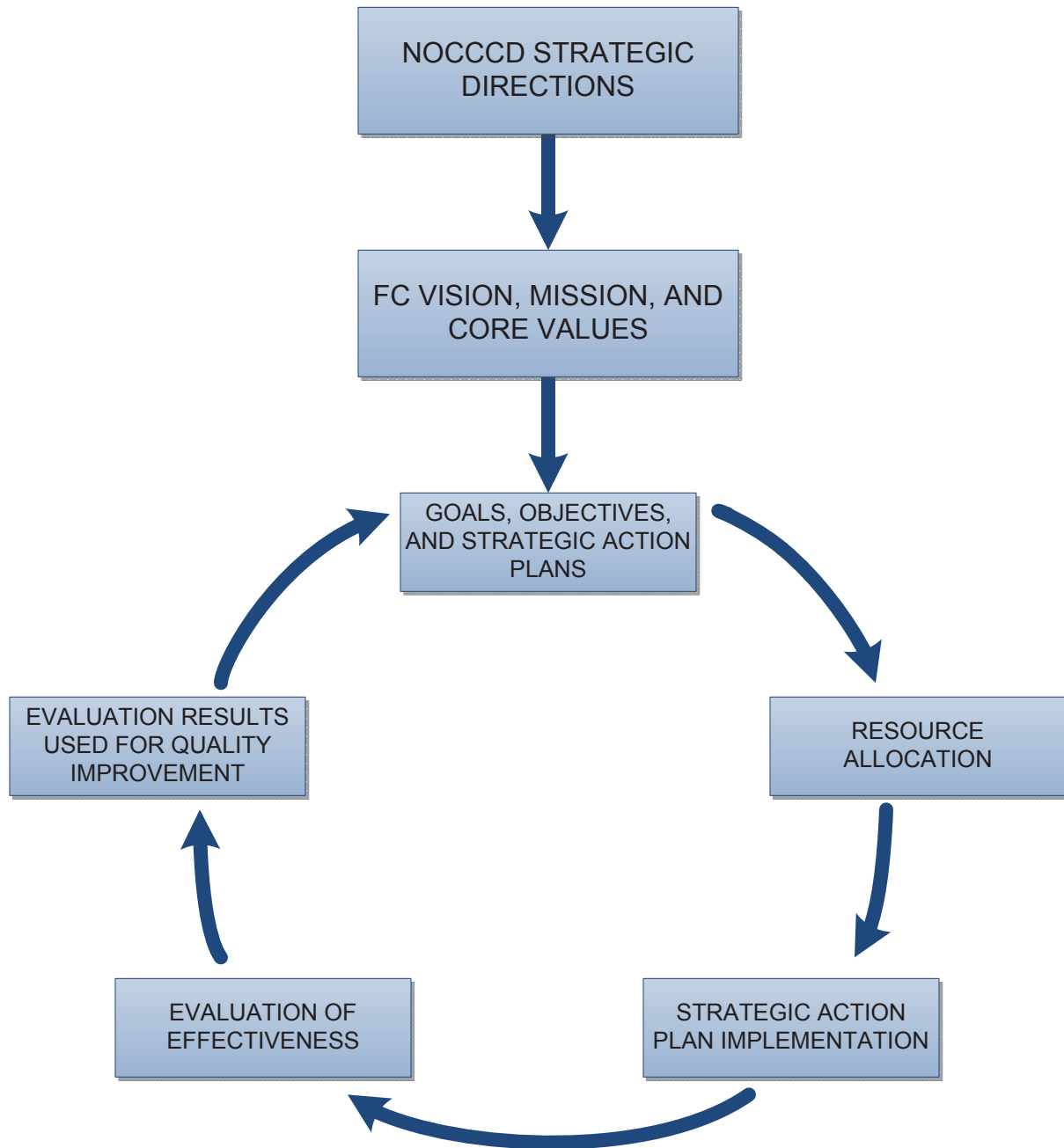
North Orange County Community College District Integrated Planning Model



Cypress College Planning Cycle



FULLERTON COLLEGE INTEGRATED PLANNING MODEL



NOCCCD MISSION STATEMENT

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

NOCCCD reviews its Mission Statement every three years. The Mission Statement was most recently revised and approved by the Board of Trustees in November, 2011.

The current NOCCCD Mission Statement is:

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, academically excellent, and 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. The School of 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 School of Continuing Education will be directed toward economic development within the community.

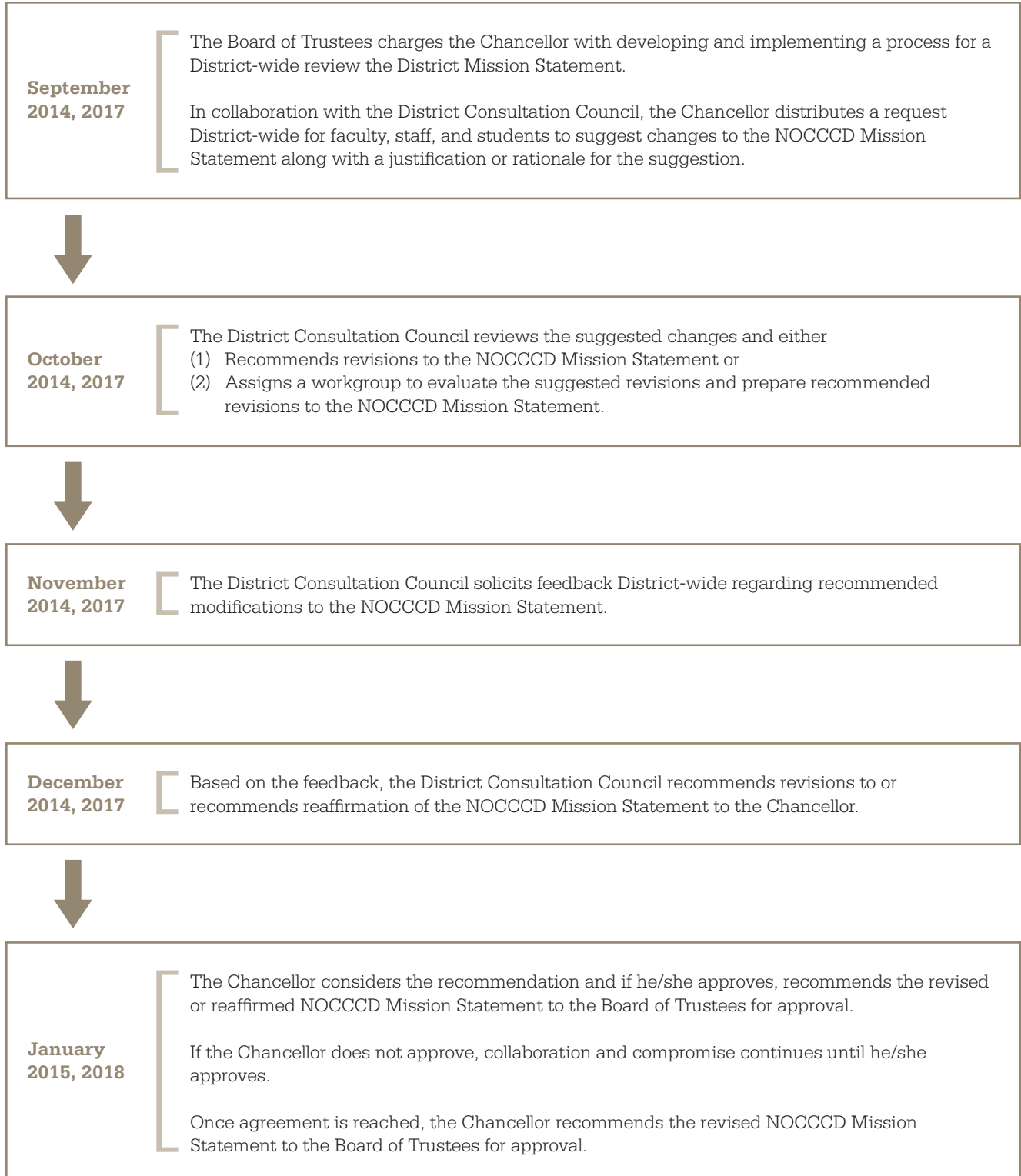
The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a district and college mission statement is:

I.A. Mission

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

TIMELINE AND PROCESS FOR REVIEW OF THE MISSION STATEMENT



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 and 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 standard most relevant to the development of a long-term plan is:

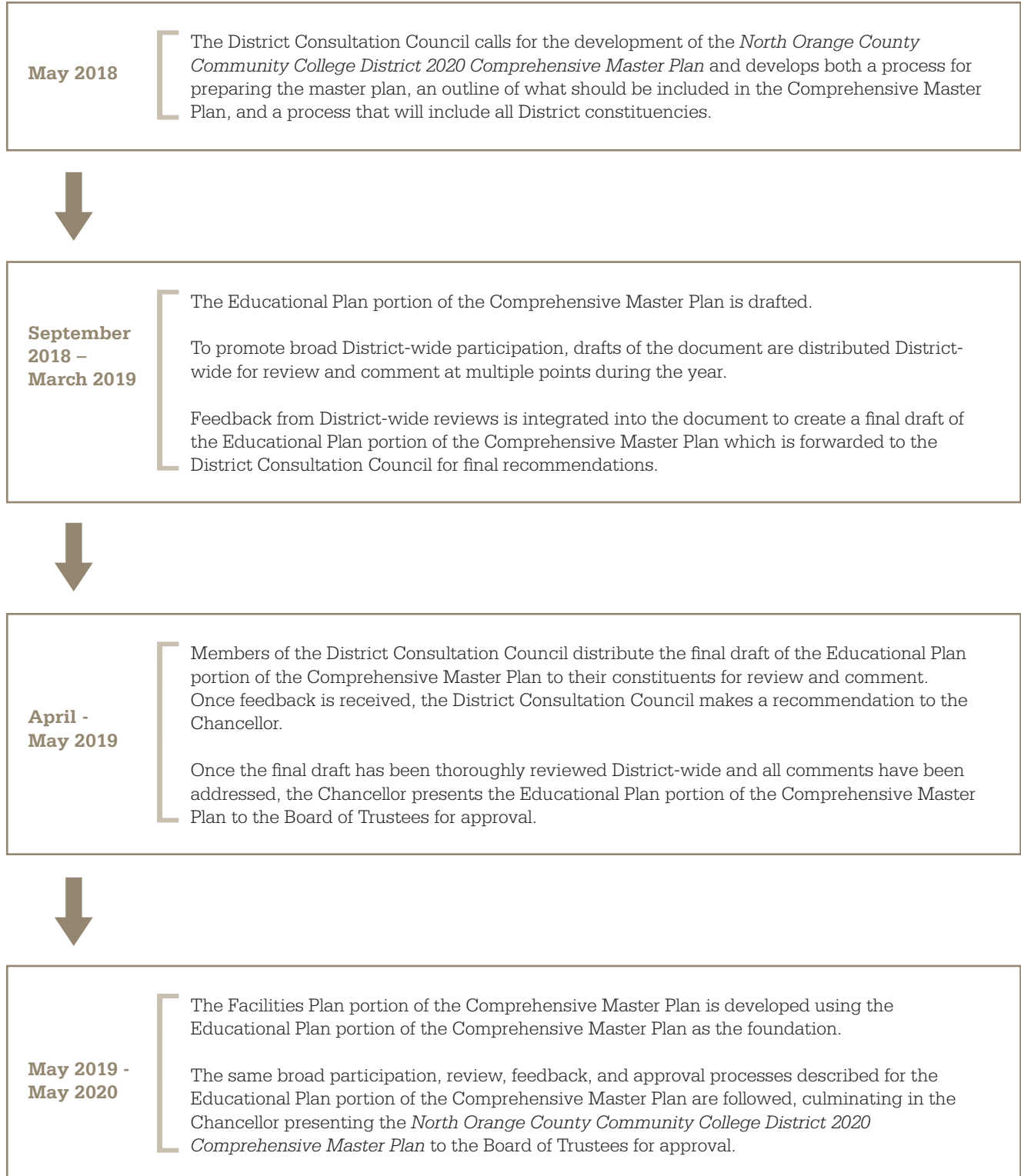
I. B. Improving Institutional Effectiveness

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.

COMPREHENSIVE MASTER PLAN *(CONT'D)*

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.

TIMELINE AND PROCESS FOR THE COMPREHENSIVE MASTER PLAN



DISTRICT-WIDE STRATEGIC PLAN

The *North Orange County Community College District-wide Strategic Plan 2012 - 2014* is NOCCCD's short-term plan. This plan includes District Objectives and Action Plans that describe how the District Strategic Directions identified in the *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.

Since the term of the District Strategic Plan is three years, there will be three District-wide Strategic Plans developed under the umbrella of the *North Orange County Community College District 2011 Comprehensive Master Plan*:

District-wide Strategic Plan 2012 – 2014

District-wide Strategic Plan 2014 – 2017

District-wide Strategic Plan 2017 – 2020

The current year is an exception to the three-year cycle. The *2012-2014 District-wide Strategic Plan* will be developed in spring 2012, with implementation beginning in fall 2012, and will be in place until the next Strategic Plan is developed for 2014.

The format of the *North Orange County Community College District-wide Strategic Plan 2012- 2014* is presented on the following page. The primary components in this plan are:

- **District Strategic Directions** that were developed as part of the *North Orange County Community College District 2011 Comprehensive Master Plan*. The District Strategic Directions are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.
- **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty and staff.
- **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.

DISTRICT-WIDE STRATEGIC PLAN *(CONT'D)*

- **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 Plans.
- **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.

DISTRICT-WIDE STRATEGIC PLAN *(CONT'D)*

One of the District Strategic Directions from the Comprehensive Master Plan will be listed here.

District Objective 1.1

The specific strategies to be implemented to work toward achievement of the District Strategic Direction that require District-wide collaboration will be listed here. The District Objectives are stated in measurable terms.

Action Plan for District Objective 1.1	Responsible Party	Target Completion Date	Estimated Budget	Outcome	Implications for Next Year's Action Plans
<i>1.1.1. The specific steps to be taken to fulfill the District Objective will be itemized here</i>	<i>The group or office responsible to launch and oversee completion of the Action Plan will be identified here.</i>	<i>The target date for completing the Action Plan.</i>	<i>An estimate of any resources needed in order to complete the Action Plan. Personnel costs for current employees are not included.</i>	<i>This column will be completed in the annual Progress Report and is a brief statement describing the completion of the Action Plan.</i>	<i>This column may be completed in the annual Progress Report. The outcome described in the previous column may result in the need to adjust subsequent Action Plans; if so, the adjustments are described here.</i>
<i>1.1.2. etc.</i>					

TIMELINE AND PROCESS FOR THE DEVELOPMENT OF THE DISTRICT-WIDE STRATEGIC PLAN

**February
2014, 2017**

The District Consultation Council appoints a District-wide Strategic Plan Workgroup to prepare the *North Orange County Community College District-wide Strategic Plan 2014 – 2017 (or 2017 – 2020)*.



**March
2014, 2017**

The District-wide Strategic Plan Workgroup reviews the District Strategic Directions in the *North Orange County Community College District 2011 Comprehensive Master Plan* and progress on the District Objectives in the 2013 (or 2016) Progress Report. Based on this review, the District-wide Strategic Plan Workgroup develops District Objectives and Action Plans for the next three years. The Action Plans identify specific tasks, timelines for completion, and the group or office responsible for completing each task.



**April
2014, 2017**

The District-wide Strategic Plan Workgroup distributes the draft *North Orange County Community College District-wide Strategic Plan 2014 – 2017 (or 2017 – 2020)* for review and comment.

The District-wide Strategic Plan Workgroup uses the feedback from the District-wide review to prepare the final *North Orange County Community College District-wide Strategic Plan 2014 – 2017 (or 2017 – 2020)*, and forwards the final draft to the District Consultation Council.

Members of District Consultation Council distribute the final draft of the *North Orange County Community College District-wide Strategic Plan 2014 – 2017 (or 2017 – 2020)* to their constituents for review and comment.

The District Consultation Council considers the recommendations and makes a recommendation to the Chancellor.

If the Chancellor approves, the *North Orange County Community College District-wide Strategic Plan 2014 – 2017 (or 2017- 2020)* 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 2014 – 2017 (or 2017 – 2020)* is implemented beginning in the Fall semester.

DISTRICT SERVICES ADMINISTRATIVE REVIEW

The District Services Administrative Review is the annual program review process for centralized services.

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 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.
2. The second component is a report on the progress made in achieving the previous year's plans.
3. The third component is the development of a plan for the coming year (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
- Finance 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 and Facilities.

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

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

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.

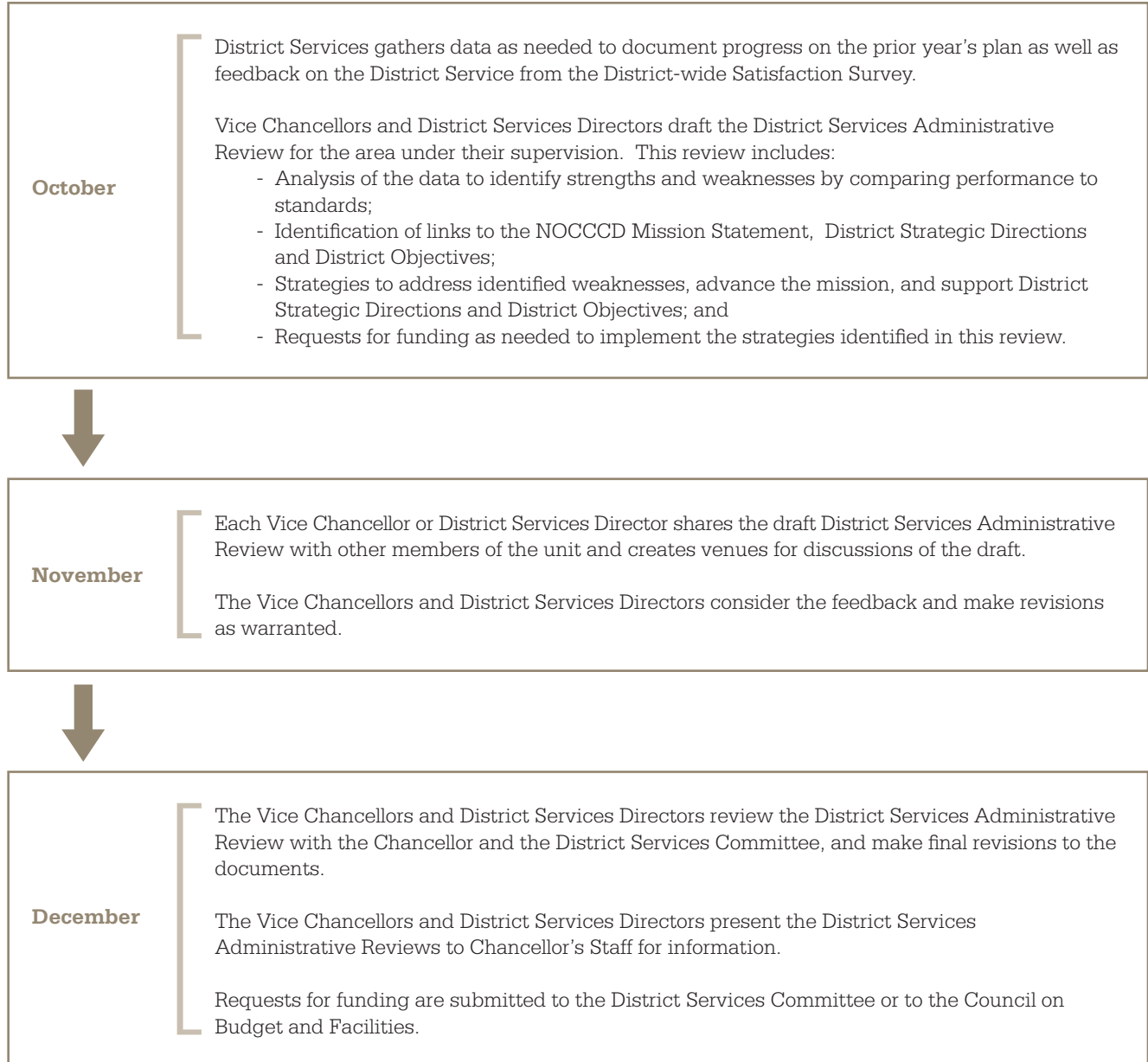
DISTRICT SERVICES ADMINISTRATIVE REVIEW *(CONT'D)*

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

TIMELINE AND PROCESS FOR DISTRICT SERVICES ADMINISTRATIVE REVIEW



BUDGET ALLOCATION

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

The description in this *North Orange County Community College District 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 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*.

The major principles that guide the budgeting process are to:

1. Balance on-going expenditures with on-going revenues;
2. Maintain a 5% reserve for economic uncertainties; and
3. Maintain appropriate autonomy for each NOCCCD entity to use resources in a manner that best addresses the individual entity's needs.

For budget purposes, the four entities in NOCCCD are Cypress College, Fullerton College, the School of 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.

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:

BUDGET ALLOCATION *(CONT'D)*

1. 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. 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:

Standard I.B.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.

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.

**NOCCCD BUDGET ALLOCATION MODEL:
Sources of Revenues**

<p>Unrestricted General Funds <i>Funds that can be used for any purpose related to the NOCCCD mission.</i></p>	<p>Restricted Funds <i>As codified in regulation or law, funds that can be used only for specific purposes.</i></p>	<p>Other</p>
<ol style="list-style-type: none"> 1. State apportionment: <ul style="list-style-type: none"> - Credit and noncredit FTES - Property taxes - NOCCCD's portion of the enrollment fees - Growth 2. Unrestricted lottery 3. Part-time faculty office hours/benefits/compensation 4. Fee waiver administrative fees 5. Non-resident tuition (First \$1 million) 6. Interest and miscellaneous income 	<ol style="list-style-type: none"> 1. Programs with state and federal restrictions, such as health services, parking, veterans' services, and financial aid administrative allowances 2. Restricted programs such as EOPS, DSP&S, Matriculation, Basic Skills, and numerous other federal, state, and local grants and contracts 3. Other Restricted Funds such as restricted lottery and instructional equipment allocations 	<ol style="list-style-type: none"> 1. Facilities rentals and swap meet income 2. Self-supporting programs such as tuition-based courses, laboratory fees, and other contractual agreements 3. Non-resident tuition above \$1 million 4. Bookstore and Foodservice

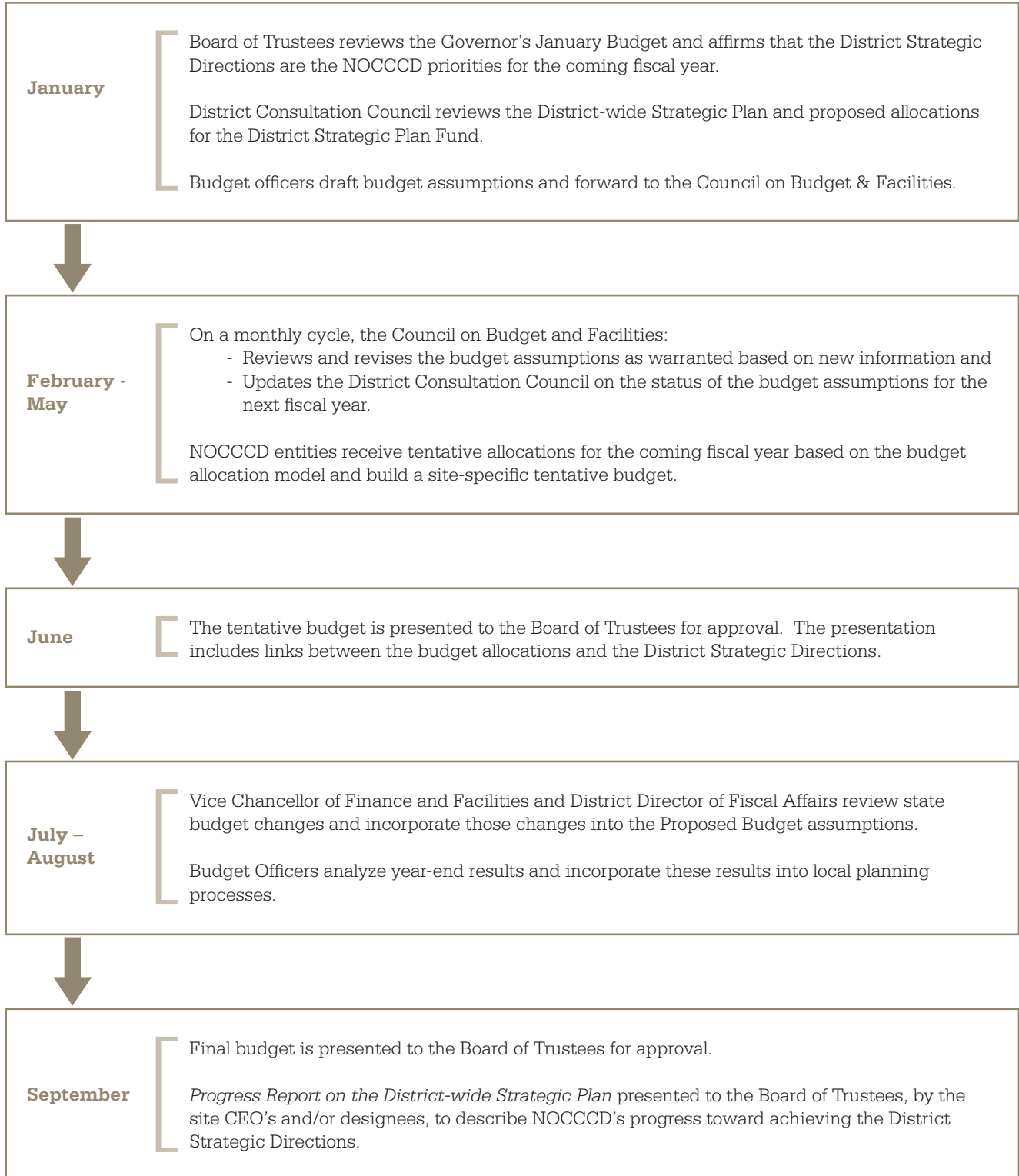
**NOCCCD BUDGET ALLOCATION MODEL:
Expenditures Prior to Allocations to the NOCCCD Entities**

<p>Unrestricted General Funds <i>Funds that can be used for any purpose related to the NOCCCD mission</i></p>	<p>Restricted Funds <i>As codified in regulation or law, funds that can be used only for specific purposes.</i></p>	<p>Other</p>
<p>The following expenditures cover these costs for all campuses and District Services. The amounts are required costs.</p> <ol style="list-style-type: none"> 1. 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 7. Election costs 8. Contribution to ride share as required by AQMD 9. Employee assistance program 	<p>Restricted funds are distributed directly to the NOCCCD entity (District Services, Cypress College, Fullerton College and/or SCE) as required in regulation or law</p>	<p>All revenue in the “other” category remains with the NOCCCD entity that generated that revenue</p>
<p>The following expenditures cover the costs for all campuses and District Services. The amounts are set in collaboration with the campuses.</p> <ol style="list-style-type: none"> 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 		
<p>The following expenditures are special allocations:</p> <ol style="list-style-type: none"> 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**

<p align="center">From Unrestricted General Fund <i>Funds that can be used for any purpose related to the NOCCCD mission.</i></p>	<p align="center">From Restricted Funds <i>As codified in regulation or law, funds that can only be used for specific purpose.</i></p>
<p>Notes:</p> <ul style="list-style-type: none"> - For CC, FC, and SCE, 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 SCE, the extended day allocation is based on meeting FTES targets and changes to the number of full-time faculty. <p>1. District Services</p> <ul style="list-style-type: none"> - Carry-over from prior year - Operating allocation <p>2. Cypress College</p> <ul style="list-style-type: none"> - Carry-over from prior year - Operating allocation - Extended day allocation <p>3. Fullerton College</p> <ul style="list-style-type: none"> - Carry-over from prior year - Operating allocation - Extended day allocation <p>4. School of Continuing Education</p> <ul style="list-style-type: none"> - Carry-over from prior year - Operating allocation - Extended day allocation 	<ol style="list-style-type: none"> 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

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 shall:

- Manage the timelines for the plan component;
- Develop appropriate processes;
- Identify and address funding needs through site-specific resource allocation processes or from funds identified to address District Strategic Directions or District Objectives;
- Provide data and other types of evidence to assess the levels of success following plan implementation; and
- Document 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.

ASSESSMENT OF PROGRESS ON DISTRICT STRATEGIC DIRECTIONS

A Progress Report is produced annually to inform the internal community about movement toward achievement of the District Strategic Directions.

Three tasks will be accomplished through the development of this progress report:

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

There will be annual progress reports for each District-wide Strategic Plan, in accord with the following schedule:

Spring 2013 Progress Report on District-wide Strategic Plan 2012 – 2014

Spring 2014 Progress Report on District-wide Strategic Plan 2012 – 2014

Spring 2015 Progress Report on District-wide Strategic Plan 2014 – 2017

Spring 2016 Progress Report on District-wide Strategic Plan 2014 – 2017

Etc

The annual Progress Report is an essential accountability tool in the NOCCCD 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:

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.

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.

TIMELINE AND PROCESS FOR ASSESSING PROGRESS ON DISTRICT STRATEGIC DIRECTIONS

February

The Institutional Effectiveness Coordinating Council and District Director of Public and Governmental Affairs collaborate to develop or revise the template for the annual NOCCCD Progress Report.



May

The Institutional Effectiveness Coordinating Council calls for:

- Responsible parties identified in the District Strategic Plan to report on progress on the Action Plans and
- Campuses to report and evaluate the outcomes of activities undertaken to contribute to achievement of the District Strategic Directions.



June

The reports are consolidated by the District Director of Public and Governmental Affairs to create a draft NOCCCD Progress Report that includes the reports of progress as well as an analysis of the effectiveness of the activities in fulfilling the District Strategic Directions.

The Institutional Effectiveness Coordinating Council reviews the NOCCCD Progress Report, adds comments if appropriate, and returns the document to the District Director of Public and Governmental Affairs.



**July -
August**

District Director of Public and Governmental Affairs presents the draft NOCCCD Progress Report to District Consultation Council and the Board for review and comment. Suggested changes are incorporated as warranted.

The Chancellor presents the final NOCCCD Progress Report to the Board for information.

The annual NOCCCD Progress Report is distributed as appropriate to both internal and external constituencies online and/or in print.

ASSESSMENT OF PLANNING AND DECISION-MAKING PROCESSES

NOCCCD assesses its planning and decision-making processes in keeping with the ACCJC standards on institutional effectiveness.

A formal assessment of planning and decision-making processes is conducted every three years. 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 recommendation 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*.

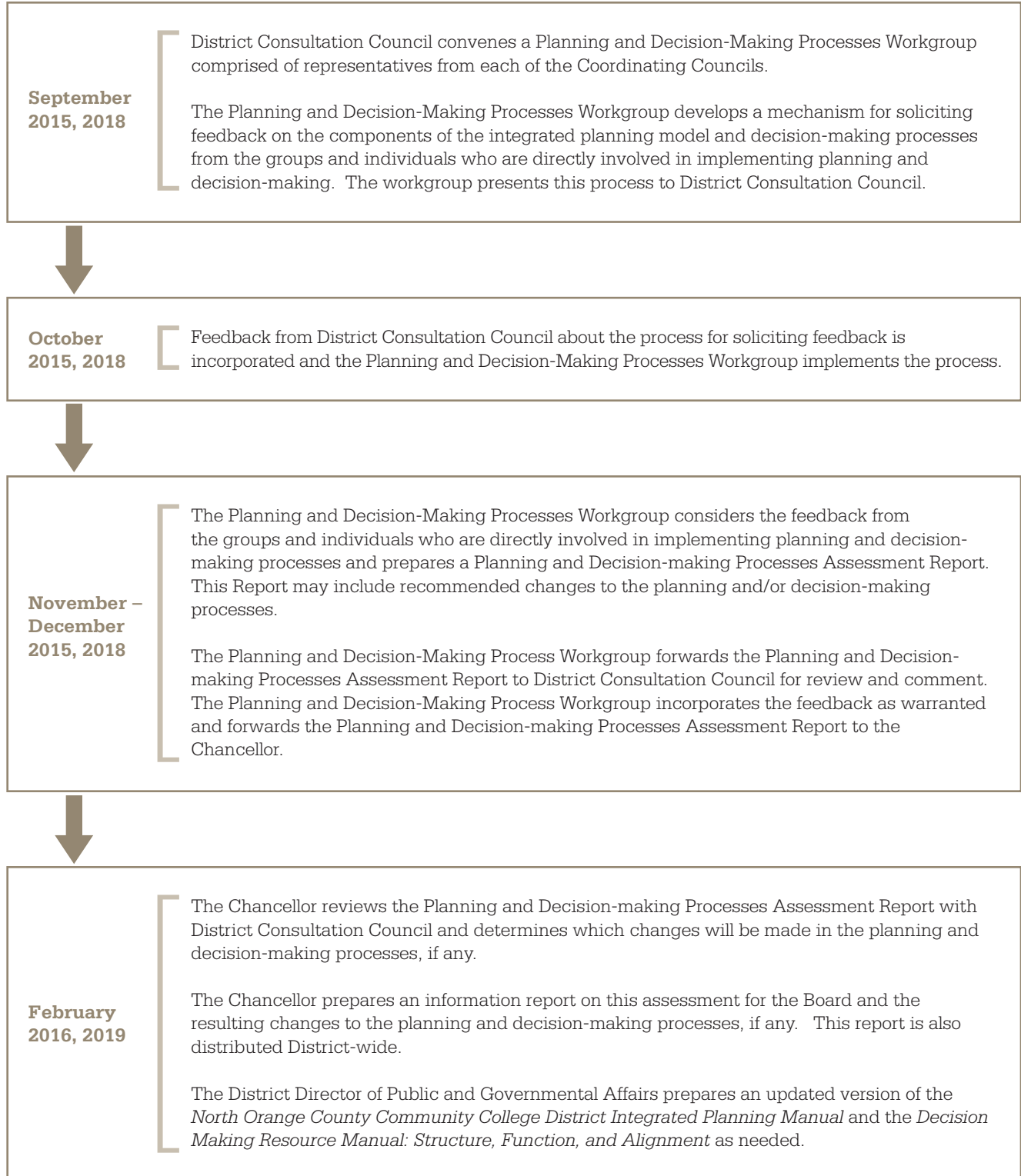
To maintain credibility as a valuable resource, the current version of the *North Orange County Community College District Integrated Planning Manual* and the *North Orange County Community College District Decision Making Manual: Structure, Function, and Alignment* are reviewed and updated annually by the District Director of Public and Governmental Affairs 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:

Standard I. B.6. 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. 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.

TIMELINE AND PROCESS FOR ASSESSING THE PLANNING AND DECISION-MAKING PROCESSES





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