



**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES**

MEETING: Regular Meeting in November 2022

DATE: Tuesday, November 22, 2022, at 5:30 p.m.

PLACE: Anaheim Campus Board Room
1830 W. Romneya Drive, Anaheim, CA 92801

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the “LIVE” video option:

<https://www.youtube.com/channel/UCsguBf7ndfQVQ6n0v9hrfiQ>

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting virtually may do so via the YouTube link listed on the agenda.

The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board by completing a yellow card entitled, “Request to Address Board of Trustees” and submit it to the Recording Secretary. These cards are available at the podium outside the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board. Those wishing to address matters not on the agenda can do so immediately prior to the adjournment to closed session or, in the absence of a closed session, at the conclusion of all other public session business. Public comments must comply with the three-minute time limit.

The Board reserves the right to change the order of the agenda items as the need arises. All Board meetings, excluding closed sessions, are electronically recorded.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Consider Non-Personnel block-vote items indicated by [] in Sections 3 & 4**
- d. **Consider Personnel block-vote items indicated by [] in Section 5**
 Agenda items designated as block-vote items with [] are considered by the Board to either be routine or sufficiently supported by back-up information that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them.

 Block vote items will be enacted by one motion. Exceptions to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion or if an individual wishes to comment on a block-vote item. During either scenario the Board President will remove the item from block-vote consideration for separate discussion and a separate vote.

 Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public by contacting the Chancellor’s Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. – 5:00 p.m.).
- e. **Chancellor’s Report**
2. a. **Approval of Minutes of the Regular Meeting of November 8, 2022.**
- b. **FIRST CLOSED SESSION** (only if needed)

3. **FINANCE & FACILITIES**

- [a] Authorization is requested to declare the attached list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).
- [b] Authorization is requested to increase the agreement with Brailsford & Dunlavey, Inc. by \$201,368 for Student Housing Feasibility Study Services for the Affordable Student Housing Project at Cypress College.
- [c] Authorization is requested for Fullerton College to accept donations to its divisions, departments, and/or programs.

4. **INSTRUCTIONAL RESOURCES**

- [a] It is recommended that the Board approve the amendment of the 2021-24 NOCCCD and Anaheim Union High School District AUHSD College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.
- [b] Authorization is requested for Cypress College to enter into an agreement with the CCCCO to accept the total of \$444,000.
- c. It is recommended that the Board receive as information the draft NOCE 2023 Institutional Self-Study for Reaffirmation of Accreditation.

5. **HUMAN RESOURCES**

- [a] Request approval of the following items concerning academic personnel:
 - Retirement
 - Change in Salary Classification
 - Payment for Independent Learning Contract Fall 2022
 - Leaves of Absence
 - Temporary Academic Hourly
- [b] Request approval of the following items concerning classified personnel:
 - Resignation
 - Change in Resignation Date
 - New Personnel
 - Transfers
 - Stipend for Additional Administrative Duties
 - Leaves of Absence
- [c] Request approval of Professional Experts.
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.

- [e] Request approval of Volunteers.
- [f] Request approval of the revised Academic Calendar 2022-2023 with the addition of the Juneteenth Holiday.
- [g] Request approval of the revised Nonclassified Short-Term Hourly Employee Rate Schedule, effective January 1, 2023.
- h. It is recommended that the Board receive as information the District Institutional Commitment to Diversity, Five Year Report 2017/18 – 2021/22.

6. **GENERAL**

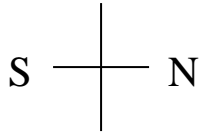
- a. It is recommended that the Board schedule on the agenda for November 22, 2022, the establishment of December 13, 2022, as the date of its Organizational Meeting.
- b. It is recommended that the Board receive and discuss the ad hoc committee report, including proposed amendments to BP 6320, Investments.
- c. It is recommended that the Board discuss any potential future agenda items.

7. **COMMENTS**

- a. Chancellor's Staff Comments
- b. Resource Table Personnel Comments
- c. Members of the Board of Trustees Comments
- d. Public Comments on Non-agenda Items

8. **ADJOURN TO CLOSED SESSION:** Per the following sections of the Government Code:

- a. Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.
- b. Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.
- c. Per Section 54957: PUBLIC EMPLOYEE: Cypress College President.
- d. Per Section 54957.5: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: CHANCELLOR
- e. Per Section 54956.9(d)(2): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.



Board Room Seating Arrangement

Jacqueline Rodarte,
President

Ed Lopez,
Vice President

Evangelina Rosales,
Secretary

Jeffrey P. Brown,
Board Member

Stephen T. Blount,
Board Member

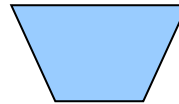
Ryan Bent,
Board Member

Dr. Barbara Dunsheath,
Board Member

Kisha Mehta,
Student Member CC

Dr. Byron D. Clift Breland,
Chancellor

Paloma Foster,
Student Member FC



Dr. JoAnna Schilling,
President CC

Alba Recinos,
Recording Secretary

Dr. Monte E. Perez,
Interim President FC

Valentina Purtell,
President NOCE

Audience Seating

Constituent Group
Representatives

Chancellor's Staff

Entrance



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: November 22, 2022

SUBJECT: Surplus and Obsolete Supplies and Equipment

| | |
|--------------|-------------------|
| Action | <u> X </u> |
| Resolution | <u> </u> |
| Information | <u> </u> |
| Enclosure(s) | <u> X </u> |

BACKGROUND: Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes, is deemed to be unsatisfactory or not suitable for school use, or if it is being disposed of for the purposes of replacement. The attached list of surplus items has exceeded their useful life and are no longer suitable for the District. Other campuses were made aware of the surplus items and were given the opportunity to view and request various surplus equipment prior to Board approval. In the past, local high schools were made aware of the surplus items but these attempts received no response. In this instance, local high schools were not notified because the District deemed that these items would not be of use to them.

The Liquidation Company will conduct an auction for the sale of the attached list of surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

This agenda item was submitted by Jenney Ho, District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy? This item is submitted in accordance with Board Policy 6550, Disposal of District Personal Property.

FUNDING SOURCE AND FINANCIAL IMPACT: Proceeds from the sale of surplus items will be deposited into the General Fund.

RECOMMENDATION: Authorization is requested to declare the attached list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

Fred Williams

Recommended by


Approved for Submittal

3.a.1

Item No.

SURPLUS ITEMS

| Qty. | Description | Location |
|------|-------------------|----------|
| 1 | Cooler | AC |
| 2 | Freezers | AC |
| 1 | Industrial Saw | AC |
| 3 | Pasta Cookers | AC |
| 2 | Refrigerators | AC |
| 93 | Desktop Computers | CC |
| 27 | iPads | CC |
| 29 | Laptop Computers | CC |
| 29 | Monitors | CC |
| 12 | Printers | CC |
| 12 | Tablets | CC |
| 2 | TVs | CC |
| 6 | Video Projectors | CC |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---|--------------|-------|
| TO: | BOARD OF TRUSTEES | Action | X |
| | | Resolution | _____ |
| DATE: | November 22, 2022 | Information | _____ |
| | | Enclosure(s) | _____ |
| SUBJECT: | Enter into Amendment No. 01 with Brailsford & Dunlavey, Inc. for Student Housing Feasibility Study Services for the Affordable Student Housing Project at Cypress College | | |

BACKGROUND: In 2021, Cypress College was awarded a planning grant through the Higher Education Student Housing Grant Program established by SB 169 (2021). The College is now preparing for submission of an affordable student housing construction grant application due to the State Chancellor’s Office by January 25, 2023.

On August 15, 2022, Cypress College entered into agreement with the state recommended firm Brailsford & Dunlavey, Inc. (“B&D”) for feasibility study services for the College’s upcoming affordable student housing construction grant application. On November 1, 2022, the State Chancellor’s Office released new draft guidelines indicating the required documents to be submitted along with the application. Included in these new document requirements is the submission of “pre-schematic plans” including a vetted site plan, floor plans, and building exterior elevations to be submitted with the application. In order for the College to have these documents prepared in time for the January 25, 2023 affordable student housing grant application deadline, architectural and engineering services are necessary. With a short window of time, and the expertise required to perform these services, the architectural firm will be hired as a subconsultant to B&D. B&D received proposals from the following three firms, which are also on the District’s pool of qualified architects:

| | <u>Proposed Fixed Fee</u> |
|-------------------------------|---------------------------|
| 19Six Architects | \$ 361,800 |
| Moore Ruble Yudell Architects | \$ 285,000 |
| SVA Architects | \$ 161,500 |

The College and B&D reviewed the proposals received on November 09, 2022 and recommends SVA Architects (“SVA”). The review was based on the thoroughness and comprehensiveness of their response, specific project experience, team members’ level of expertise, soundness of approach to the project, and fee. In addition to the fee for SVA, B&D’s fee has increased by \$39,868 to provide management and oversight of SVA, assist the college with the design-build procurement, and provide updated financial modeling. B&D’s original agreement amount was under the annual threshold; therefore, advance board approval was not required. This amendment will increase the original contract amount of \$60,905 by \$201,368 for a new total contract amount of \$262,273, inclusive of reimbursable expenses.

This agenda item was submitted by Allison Coburn, Campus Capital Projects Manager, and Dr. Stephen Schoonmaker, Interim Vice President of Administrative Services at Cypress College; and Jenney Ho, District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #3 – Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning; and Direction #5 – Physical Environment: NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse; Board Policy 6340, Bids and Contracts; and Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: This agreement is funded by Capital Outlay Funds.

RECOMMENDATION: Authorization is requested to increase the agreement with Brailsford & Dunlavey, Inc. by \$201,368 for a new total contract amount of \$262,273 for Student Housing Feasibility Study Services for the Affordable Student Housing Project at Cypress College. Authorization is further requested for the Vice Chancellor, Finance & Facilities or District Director, Purchasing to execute the agreement on behalf of the District.

Fred Williams

Recommended by


Approved for Submittal

3.b.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: November 22, 2022
SUBJECT: Fullerton College Donations

Action X
Resolution
Information
Enclosure(s)

BACKGROUND: Businesses and individuals frequently make monetary donations or donate supplies and equipment that are of value to Fullerton College and its instructional programs.

This agenda item was submitted by Dr. Monte E. Perez, Interim President, Fullerton College.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 4) Collective Impact and 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.

How does this relate to Board Policy: This item is in compliance with Board Policy 3820, Gifts and Donations.

FUNDING SOURCE AND FINANCIAL IMPACT: The monetary and supplies/equipment donations to Fullerton College will assist with expenses associated with the Fullerton College instructional programs and departments which would otherwise be funded through the division budgets.

RECOMMENDATION: Authorization is requested for Fullerton College to accept the following donations:

To Fullerton College Alpha Gamma Sigma Scholarships:

- \$1,000 Check – Kiyarash Khanessari

To the Fullerton College Fine Arts Division, Fullerton College Art Gallery and Collection:

- *Artwork: Branded Paper and Branded Book – Gerald Clarke*
- *Artwork: Cowgirl – Chris Sickels*
- *Artwork: Untitled from Horizon Series and Fullerton Studies – Marjorie Kerr*
- *Artwork: Sketch for the Fullerton Flute Player – Leslie Gabrielse*

To the Fullerton College P.E. Division, Athletic Hall of Fame:

- \$1,500 Check – Gerald M. Padilla

To the Fullerton College P.E. Division, Baseball:

- \$ 250 Check - Shanno M. Ochoa

- \$250 Check – Jared K. Sawyer and Donald Sawyer
- \$250 Check – Marc Edward McDonnell
- \$200 Check – Melissa Wong Chavez and Mark Chavez
- \$250 Check – Ernesto Prieto and Ana Lita Prieto
- \$250 Check – Teresa Kachirisky
- \$250 Check – Teresa A. Marquez and Gabriel A. Marquez
- \$125 Check – Elizabeth A. Sandoval and James Blumberg
- \$250 Check – Garry Kagimoto and Ramonette Kagimoto

To the Fullerton College P.E. Division, Cross Country:

- \$550 Check – Art Physical Therapy Corporation

To the Fullerton College P.E. Division, Lacrosse:

- \$1,000 Check – Debi Woelke
- \$250 Check – Jerry Hirsch

To the Fullerton College P.E. Division, Men's Soccer:

- \$350 Check – Claudia Villarreal
- \$350 Check – Luz M. Zapata

To the Fullerton College P.E. Division, Women's Soccer:

- \$1,000 Check – Debi Woelke

To the Fullerton College P.E. Division, Women's Water Polo:

- \$75 Check – Dennis Ward and Anita Ward

Fred Williams

Recommended by

B. J. Dift *B. M.*

Approved for Submittal

3.c.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|--|--------------|-------------------|
| TO: | BOARD OF TRUSTEES | Action | <u> X </u> |
| | | Resolution | <u> </u> |
| DATE: | November 22, 2022 | Information | <u> </u> |
| | | Enclosure(s) | <u> X </u> |
| SUBJECT: | Amendment to NOCCCD & AUHSD Dual Enrollment CCAP Agreement 2021-2024 | | |

BACKGROUND: As of October 27, 2022, the NOCCCD Board of Trustees approved the NOCCCD AUHSD CCAP Dual Enrollment Partnership Agreement 2021-2024.

As of November 22, 2022, the CCAP agreement between NOCCCD – Cypress College and Anaheim Union High School District (AUHSD) will be amended by the addition of nine courses within the existing Hotel, Restaurant and Culinary Arts (HRC) program with AUHSD. This amendment was created in response to a request received from AUHSD regarding expanding course offerings within the educational programs listed above. This change is limited to the addition the existing educational program in Hotel, Restaurant and Culinary Arts (HRC). The entire remainder of the original agreement remains in full force.

This agenda item was prepared by Stephanie Teer, Director, Educational Partnerships and Dual Enrollment and Sandra Rocha, Special Projects Manager, Educational Partnerships and Dual Enrollment.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 1: The District will provide comprehensive support, equitable opportunities, cocurricular programming, and clear pathways to ensure that students achieve their educational and career goals. This amendment will allow for twenty-three additional course offerings that will provide students with the opportunity to progress towards completion of a Cypress College certificate and/or degree within the Hotel, Restaurant and Culinary Arts (HRC), educational program. This item also responds to District Strategic Direction 4: The District will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and businesses to create positive change in the region. This amendment will further develop the collaborative educational partnership that exists between NOCCCD and AUHSD and contribute to the available workforce in technology, public health, aviation and travel for the region.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3250: Institutional Planning.

FUNDING SOURCE AND FINANCIAL IMPACT: AB 288 makes it possible for community college districts to collect apportionment for CCAP Partnership Agreement

classes offered at high schools provided attendance requirements for high schools are met; therefore, this has the potential to not only increase student access but also generate more funding for NOCCCD.

RECOMMENDATION: It is recommended that the Board approve the amendment of the NOCCCD AUHSD CCAP Dual Enrollment Partnership Agreement 2021-2024.

Cherry Li-Bugg

Recommended by


Approved for Submittal

4.a.2

Item No.

**AMENDMENT TO
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2021-2024**

As of January 1, 2023, the agreement entitled “College and Career Access Pathways Partnership Agreement (CCAP Agreement)” between Cypress College and Fullerton College (“COLLEGE”), colleges of the North Orange County Community College District (NOCCCD), and Anaheim Union High School District will be amended by adding by adding nine courses to one educational program (ADDENDUM A).

This change is only the addition of nine courses to one educational program; the entire remainder of the original agreement remains in full force.

This amendment may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on January 1, 2023

By: _____
Anaheim Union High School District
Dr. Jaron Fried
Assistant Superintendent, Education Services

By: _____
Cypress College
Dr. Joanna Schilling
President

By: _____
North Orange County Community College District
Cherry Li-Bugg, Ph.D.
Vice Chancellor, Educational Services and Technology

North Orange County Community College District Board Meeting: *November 22, 2022*
School District Board Meeting: *December 13, 2022*

Note: All referenced Sections from AB 288 (Education Code 76004)

4.a.3
Item No.

ADDENDUM A

- 1. CCAP AGREEMENT PROGRAM YEAR** – college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor; and employer of record.

PROGRAM YEAR: 2021-2024

COLLEGE: Cypress College

EDUCATIONAL PROGRAMS: Hotel, Restaurant, Culinary Arts (HRC)

SCHOOL DISTRICT **Anaheim Union High School District**

HIGH SCHOOLS: **Magnolia, Oxford Academy, Kennedy, Cypress, Western, Savanna, Cambridge Virtual Academy**

| TOTAL NUMBER OF STUDENTS TO BE SERVED: 10 | | | | TOTAL PROJECTED FTES: 15 | | | |
|---|---------------|-----------------------|------|--------------------------|------------|--|---|
| COURSE NAME | COURSE NUMBER | TERM | TIME | DAYS | INSTRUCTOR | EMPLOYER | LOCATION |
| Culinary Fundamentals | HRC 135 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Baking Fundamentals | HRC 136 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| The Art of Garde Manger | HRC 145 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Menu Planning and Purchasing | HRC 152 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Beverage Management | HRC 170 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Cost Control in Hospitality | HRC 231 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Culinary Fundamentals II | HRC 235 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |

Note: All referenced Sections from AB 288 (Education Code 76004)

| | | | | | | | |
|------------------------|-----------|-----------------------|-----|-----|-----|--|---|
| Baking Fundamentals II | HRC 236 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |
| Pastry Arts | HRC 246 C | Fall, Spring , Summer | TBD | TBD | TBD | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input checked="" type="checkbox"/> CC <input checked="" type="checkbox"/> HS |

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

The courses have been offered previously to college bound high school students to support a successful transition into college level coursework and improve matriculation.

- 2. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

CYPRESS COLLEGE:

| COURSE NAME | TEXT | COST | OTHER INSTRUCTIONAL ITEMS | COST |
|-------------------------|---|-------|---------------------------|------|
| Culinary Fundamentals I | The Professional Chef 9TH ED – WILEY Publishing / Culinary Institute of America | \$167 | Lab fee | \$95 |
| Baking Fundamentals I | Professional Baking - 8 th Edition – Gisslen | \$126 | Lab fee | \$95 |
| Baking Fundamentals I | Pastry Chef's Companion - Rinsky | \$20 | | |
| Baking Fundamentals II | Professional Baking - 8 th Edition - Gisslen | \$126 | Lab fee | \$95 |
| Baking Fundamentals II | Pastry Chef's Companion - Rinsky | \$20 | | |

Note: All referenced Sections from AB 288 (Education Code 76004)

| | | | | |
|------------------------------|---|-------|---------|-------|
| Baking Fundamentals II | Bread - 3 rd edition - Hamelman | \$62 | | |
| The Art of Garde Manger | Garde Manger: The Art and Craft of the Cold Kitchen, 4th ed, Culinary Institute of America, John Wiley & Sons, Incorporated | \$75 | Lab fee | \$120 |
| Culinary Fundamentals II | The Professional Chef 9TH ED – WILEY Publishing / Culinary Institute of America | \$167 | Lab fee | \$120 |
| Pastry Arts | Baking & Pastry - 3rd edition – CIA (* Will change in Fall 2023 to Professional Baking - 8 th edition*) | \$75 | Lab fee | \$120 |
| Pastry Arts | Pastry Chef's Companion - Rinsky | \$20 | | |
| Pastry Arts | Bouchon Bakery - Thomas Keller | \$50 | | |
| Menu Planning and Purchasing | Foundations of Menu Planning 2 nd Ed. (Pearson) | \$127 | N/A | N/A |
| Menu Planning and Purchasing | Purchasing 2 nd ed. National Restaurant Association (Pearson) | \$78 | | |
| Beverage Management | Bar & Beverage Management textbook National Restaurant Association (Pearson) | N/A | Lab fee | \$50 |
| Beverage Management | ServSafe Alcohol California Online Course and Exam | N/A | | |
| Cost Control in Hospitality | Food and Beverage Cost Control, 7 th edition, Lea R. Dopson; David K. Hayes, Print | \$113 | N/A | N/A |

Note: All referenced Sections from AB 288 (Education Code 76004)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|--|--------------|-------------------|
| TO: | BOARD OF TRUSTEES | Action | <u> X </u> |
| DATE: | November 22, 2022 | Resolution | <u> </u> |
| | | Information | <u> </u> |
| SUBJECT: | Cypress College Rising Scholars Network Grant Agreement from the CA Community Colleges Chancellor's Office (CCCCO) | Enclosure(s) | <u> X </u> |

BACKGROUND: Cypress College is pleased to report a grant award from the California Community Colleges Chancellor's Office (CCCCO) for the Rising Scholars Network grant program in the total amount of \$444,000 for the 2022-23, 2023-24, and 2024-25 fiscal years. These funds serve formally incarcerated students on campus, in county jails, in youth detention centers, and/or local correctional institutions.

Through this grant program, Cypress College will have the ability to provide the following services: support to formerly incarcerated students on campus, enabling them to succeed and stay on a guided pathway to a certificate or degree; support in enrollment, matriculation, and financial aid processes; assist Rising Scholar students in accessing campus resources and departments; partner with EOPS, Next Up, Puente, Dual Enrollment, Veterans Center, and/or other campus programs; provide a dedicated campus space for Rising Scholars students to meet and congregate; provide structured for peer-to-peer support or mentoring; assist students with accessing campus and community resources; provide individualized counseling and advising with clear pathways to certificate or degree completion; and partner with community organizations and correction agencies as feasible.

In addition, Cypress College will be responsible for providing annual professional development focusing on Rising Scholars students or provide faculty, staff and/or administrators supporting Grantee's Rising Scholars students to attend professional development elsewhere that is focused on incarcerated and/or formerly incarcerated students.

This agenda item was prepared by Lisa King, District Director, Grant, NOCCCD.

How does this relate to the five District Strategic Directions? This funding supports the following District Strategic Directions:

How does this relate to Board Policy: This item is in compliance with Board Policy 3280, Grants, 1.0 and 2.0. The Board will be informed about all grants received by the District, and the Chancellor shall establish procedures to assure the timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College has been awarded a total of \$444,000 from the CCCCCO to be used within three years of receipt of the funds to serve formally incarcerated students on campus, in county jails, in youth detention centers, and/or local correctional institutions.

RECOMMENDATION: Authorization is requested for Cypress College to enter into an agreement with the CCCCCO to accept the total of \$444,000, to be used within three years of receipt of the funds. It is also requested that a resolution be adopted to accept new revenue and authorize expenditures within the General Fund, pursuant to the California Code of Regulations Title 5, Section 58308. Further authorization is requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Cherry Li-Bugg

Recommended by

B. V. Dipt BudM

Approved for Submittal

4.b.2

Item No.

REVISED PAGE

**Cypress College
Rising Scholars Network**

July 1, 2022 to June 31, 2025

| <u>OBJECT OF EXPENDITURE</u> | | | | | <u>PROPOSED BUDGET</u> |
|--|-------|------|-----------------------|------|----------------------------|
| 50000 Other Operating Expenses & Services | | | | | |
| Other Operating Expenses & Services | 18294 | 2606 | 50000 | 6490 | 4440,000 |
| | | | | | |
| | | | Total Expenses | | \$ 4440,000 |
| 80000 Revenue | | | | | |
| TANF, CalWorks, TTIP, Other | 18294 | 2606 | 86280 | 6490 | \$ 4440,000 |
| | | | | | |
| | | | Total Revenues | | \$ 4440,000 |

REVISED PAGE

RESOLUTION OF THE BOARD OF TRUSTEES
OF
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
OF
ORANGE COUNTY, CALIFORNIA

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the General Fund (0101), for fiscal year 2022-2023, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

| <u>INCOME ACCOUNT</u> | <u>INCOME SOURCE</u> | <u>AMOUNT</u> |
|-----------------------------|-------------------------------------|--------------------|
| 8629 | TANF, CalWorks, TTIP, Other | \$ <u>4440,000</u> |
| | | |
| <u>EXPENDITURES ACCOUNT</u> | <u>DESCRIPTION</u> | |
| 5000 | Other Operating Expenses & Services | 4440,000 |
| TOTALS | | \$ <u>4440,000</u> |

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF ORANGE)

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on November 22, 2022 and passed by a _____ vote of said Board.

Vice Chancellor, Finance and Facilities

The above transfer approved on the _____ day of _____

Al Mijares, Ph.D., County Superintendent of Schools

by _____, Deputy

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|--|--------------|-------|
| TO: | BOARD OF TRUSTEES | Action | _____ |
| DATE: | November 22, 2022 | Resolution | _____ |
| SUBJECT: | North Orange Continuing Education (NOCE) Self-Study Draft for Reaffirmation of Accreditation | Information | X |
| | | Enclosure(s) | X |

BACKGROUND: Each institution affiliated with the Accrediting Commission for Schools Western Association of Schools & Colleges (WASC) accepts the obligation to undergo evaluation through institutional self-study and professional peer review. The cycle of evaluation requires a comprehensive self-study every six years and a visit by a team of peers.

North Orange Continuing Education received its second consecutive 6-year accreditation with no mid-term review and no warnings in 2011 and again in 2017. Over 100 administrators, faculty, managers, confidential, and classified professionals participated in the virtual team visits and contributed to the preparation of an updated Self-Study report.

NOCE embraced the changes WASC made during their restructuring process. The self-study report was condensed to meet the new guidelines of a 100-page maximum with no pictures and no names throughout the report. NOCE will enjoy experiencing its first virtual team visit scheduled for March 13-15, 2023.

Enhancements will continue to be completed with the final self-study report presented to the Board of Trustees on January 24, 2023, for approval prior to submission to the Commission.

This item is submitted by NOCE co-chairs Tina McClurkin, WASC Faculty Accreditation Chair and Julie Schoepf, WASC Marketing/Logistics Liaison.

How does this relate to the five District Strategic Directions? Accreditation falls within the general framework of the District Strategic Directions. It focuses on (1) Student Experience & Success and (2) Employee Experience.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3200 Accreditation.

FUNDING SOURCE AND FINANCIAL IMPACT: Expenses related to the publication and submittal of the self-study report will come from the Accreditation budget within the general fund of the School of Continuing Education.

RECOMMENDATION: It is recommended that the Board of Trustees receive as information the North Orange Continuing Education's draft of the 2023 Institutional Self-Study for Reaffirmation of Accreditation.

Cherry Li-Bugg

Recommended by



Approved for Submittal

4.c.1

Item No.

SELF-STUDY REPORT

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

NORTH ORANGE CONTINUING EDUCATION

1830 W. Romneya Drive, Anaheim, CA 92801

March 13-15, 2023

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Preface

North Orange Continuing Education (NOCE) is one of the largest community college-based providers of adult education in the State of California. It is responsive to evolving community needs by offering a wide range of programs and services in Basic Skills, Career Technical Education, Disability Support Services, English as a Second Language, and Lifeskills Education Advancement Program. NOCE institutional learning outcomes support its mission to serve the community by preparing students for productive civic engagement and supporting learning goals across the lifespan.

NOCE's development of the self-study report has been an inclusive complement to the annual review of the NOCE Strategic Plan. The WASC criteria have been incorporated into the continuous program review cycle and the Action Plan items have been integrated into the Strategic Plan. Linking the completion of the WASC Action Plan to the completion of the Strategic Plan allows for maximum participation and planning integration. It ensures that all identified action steps are monitored for completion.

The self-study process for NOCE is one of high energy, fun, and involvement. Everyone is encouraged to participate at a high level and provide feedback during team meetings. The pandemic allowed for a high level of participation by conducting the meetings on Zoom and providing fun team backgrounds based on the team's selected team name and color choice.

- WASC “soft” launch: Kindness Campaign and Canvas platform created. (8/19)
- WASC Chairs quickly moved everything into an online format in order to continue the self-study process. (3/20-6/20)
- Kindness Campground was launched to keep staff connected. Engaging photo ops, activities, and resources were provided in the online SharePoint site. (3/20)
- Announcement to recruit team members was announced at an Opening Day event and a link to sign up was emailed to all staff. Staff were encouraged to select the two teams of their choice.
- WASC Chairs and the President assigned staff and students to teams based on their choice, program, and work location to build cohesive teams. (9/20)
- “Journey to Accreditation” Training for Team Captains and Co-Captains. (10/20)
- “You’re a Critical Piece to the NOCE Puzzle” launch party in Zoom. (11/20)
- Team meetings began – in Zoom. Each team selected a team name and team color. Zoom backgrounds were created to utilize for team meetings. (1/21)
- Teams conducted monthly meetings via Zoom and WASC Chairs attended all meetings. (1/21-12/21)
- All staff had the opportunity to provide feedback on the self-study, organizational structure, and timeline. (2020-2022)
- Strategic Planning Retreat. (9/22)
- The draft of the WASC self-study report and the Action Plan were presented:
 - Via email to all staff (9/22/22)
 - NOCCCD Board of Trustees (11/22/22)
- Final draft of the WASC self-study report and the Action Plan were presented:
 - President’s Cabinet approval (10/25/22)
 - NOCCCD Board of Trustees (1/24/23)

Self-Study Committee Members

NOCE was proud to form diversely representative teams from various departments and centers. The school officially launched the accreditation process in person in 2019. Due to the pre-planning and the technological tools that were used, NOCE was able to smoothly continue the team conversations via Zoom in March 2020.

NOCE's WASC self-study teams were led by WASC Co-chairs and supported by the President. Writers were assigned specific criteria to support. Feedback from outside parties was recruited and incorporated into the report.

Criterion 1: Institutional Mission and School-wide Learner Outcomes

| | |
|-----------------------------|-----------------|
| Dulce Delgado (Captain) | Lisa Johnson |
| Marcella Valle (Co-Captain) | Patricia Haro |
| Hilda Arroyo | Rosemary Rangel |

Criterion 2: Organizational Infrastructure and School Leadership

| | |
|--------------------------|-------------------|
| Karen Bautista (Captain) | Michelle Patrick |
| Jennifer Oo (Co-Captain) | Tom Cao |
| Danielle Barbaro | Susan Key Quihuis |
| Janeth Manjarrez | Megan Prell |
| Matthew Stivers | April Fante |

Criterion 3: Faculty and Staff

| | |
|------------------------------|----------------|
| Tyesha Volcy (Captain) | Lily Park |
| Cynthia Ramirez (Co-Captain) | Manpreet Kaur |
| Maricela Moran | Mary Ann Babbo |
| Corinna Lopez | Megan Ly |
| Edna Heredia | Monica Gomez |
| Kerrie Cornell | |

Criterion 4: Curriculum

| | |
|-------------------------------|---------------------|
| Kimberley Stiemke (Captain) | Jason Makabali |
| Amabel Arredondo (Co-Captain) | Jennifer Carey |
| David Afshar | Wasan Alrubaye |
| Shelia Moore-Farmer | Mary Helen Albrecht |

Criterion 5: Instructional Program

| | |
|--------------------------|----------------|
| Raine Hambly (Captain) | Lorri Guy |
| Carlos Diaz (Co-Captain) | Margie Abab |
| Afraim Sedrak | Patricia Giron |

Criterion 6: Use of Assessment

Alli Stanjkovic (Captain)
Stacey Webb (Co-Captain)
Yolanda Ponce
Alice Niyondagara

Megan Reeves
Ruben Trujillo
Yolanda Barba

Criterion 7: Student Support Services

Khanh Ninh (Captain)
Deb Perkins (Co-Captain)
Adam Gottdank
Denise Mora
Gary Jimenez
Giana Rivera Tweedie
Kim Tang

Monica Torres
Raquel Murillo
Rebekah Lee
Yvette Krebs
Patty Lujan
Hilda Rivera

Criterion 8: Resource Management

Terry Cox (Captain)
Deepali Dave (Co-Captain)
Karla Frizler

Katherine Pham
Renee Myles
Shontel Corona

Criterion 9: Community Connection

Jennifer Perez (Captain)
Jayzelle Mata (Co-Captain)
Ayano Suzuki
Mary Jo Marvulli
Renee Day

Nancy Flores
Regina Apuntar
Dennis Davino
Vicki Sodman
Roland Pascua

Criterion 10: Action Plan for Ongoing Improvement

Martha Turner (Captain)
Triseinge Ortiz (Co-Captain)
Crystal Nava
Harpreet Uppal
Jenny Martinez Cuadra

Linda Langgle
Rocio Navarro
Violeta Aguilera Valdes
Mary Moscoso

Online Programs/Courses

Janet Cagley Williams (Captain)
Julie Shields (Co-Captain)
Cesar Norzagaray
Garrett Reza
Karla Zamorano

Maureen Borillo
Song Hong
Vincent Eze
Nicholette Brown
Enrico Del Zotto

Chapter I. School, Community, and Student Characteristics — School's Mission and Schoolwide Learner Outcomes

North Orange Continuing Education (NOCE) is part of the North Orange County Community College District (NOCCCD) consisting of NOCE, Fullerton College, and Cypress College. NOCE creates a transformative education experience that builds lasting foundational skills to pursue career and education goals. For over 40 years, NOCE has provided noncredit programs and robust student support to transitioning and underrepresented adult learners through short-term coursework aimed at preparing students for immediate employment, career ladders, and higher education. Programs offered at NOCE include basic skills, high school diploma and equivalency, ESL and citizenship, adults with disabilities, and short-term vocational certificates leading to industry-recognized credentials in high-demand labor market areas. NOCE boasts one of the largest programs for older adults and parents. All NOCE's programs are tuition-free and most of them are offered in a flexible open-entry format both in person and online.

NOCE is an Orange County, California Community College based comprehensive noncredit education center, which in 2019/20 served a diverse student body of 25,828 students that translated to 4,692 Full-Time Equivalent units. This information is shared in the [2019/20 NOCE Institutional Effectiveness Report](#).

NOCE continues to strive to create an inclusive environment that serves the needs of its diverse student population. Such commitment is evident in NOCE's [Mission Statement, Vision Statement, Institutional Student Learning Outcomes, and Core Values](#).

NOCE employs 29 full-time instructional faculty, 10 full-time counselors, and 200+ adjunct faculty, as well as a variety of professional experts and independent contractors. There are 80 classified staff, one confidential staff member, 5 Associate Deans, 13 Program Managers, one Vice President of Instruction, one Vice President of Student Services, and the President.

Over three quarters of NOCE employees identify as female and over one third of employees identify as Latino/Hispanic at 36%. The second largest race/ethnicity is White at 31%, followed by Asian at 15%. The least represented ethnic group is Native Hawaiian/Pacific Islanders at a fraction of a percentage, followed by African American/Black at 4%.

The school's 2019/20 [general fund budget](#) totaled \$26,139,000, or just over \$41,000,000 when including resources such as grants, lottery, and carry-over funds. The institution operates under the direction of the NOCCCD Board of Trustees and utilizes the principles of participatory governance.

NOCE has an Academic Senate and a 11-member school leadership council called President's Cabinet, which is comprised of representatives of all employee constituent groups and includes student representatives. Community input is obtained from the Executive Committee and workgroups of the North Orange Consortium for Adult Education (NOCRC), various advisory committees, focus groups, local research studies, and surveys of students, residents, and employers. The school utilizes a strategic planning process to develop and monitor annual goals.

NOCE provides instruction at three main centers and 80 off-site locations.

Anaheim Campus

1830 W. Romneya Avenue, Anaheim, CA 92801

Telephone #: 714.808.4645; Fax #: 714.808.4659

The President and both Vice Presidents are located at the Anaheim Campus.

Cypress Continuing Education Center

9200 Valley View Street, Cypress, CA 90630

Telephone #: 714.484.7038; Fax #: 714.826.1766

The Associate Dean, Basic Skills and High School Diploma Programs oversees this center.

Wilshire Continuing Education Center

315 E. Wilshire Avenue, Fullerton, CA 92832

Telephone #: 714.992.9500; Fax #: 714.992.9599

The Director of Admissions and Records oversees this center.

CURRICULAR CHANGES

The curricular changes outlined in this section addressed the needs of the community served by NOCE, including local employers. They maximized students' potential for reaching learning outcomes and aimed to eliminate stop-out or exit points on the pathway of learning.

English as a Second Language Program Acceleration. The ESL and Citizenship Programs implemented multiple strategies to address the data trend that showed students stopping or dropping out. One strategy was to nearly triple the number of CDCP Certificates of Completion available to students to acknowledge their work along the path, the fluency, and keep students motivated to persist. For example, off-site/community-based students now have the opportunity to earn CDCP certificates. Another strategy was to create separate courses for our off-site community-based, specialty, and Citizenship classes designed for Beginning-level and Intermediate-Advanced students. This gives instructors and students the opportunity to focus on level-appropriate language skills and practice, rather than multi-level classes serving literacy to advanced learners in the same classroom. A successful pilot was conducted for Academic Success students with accelerated online classes to complete 9-week sections back-to-back rather than taking two courses simultaneously for an entire semester. In the Integrated Education and Training (IET) program, a co-teaching model (CTE and ESL) was implemented by expanding ESL support throughout entire CTE programs (i.e. rather than in the first CTE course only) to ensure that cohorts of language learners master both language and job skills concurrently.

New and Existing Revised Career Technical Education (CTE) Certificates. With the goal of introducing industry-recognized certification and aligning NOCE offerings with the current labor market demands, several curricular changes were implemented in the short-term vocational certificates. Administrative Assistant certificate program was revised to include two shorter certificates to match the two new pathways endorsed by The Academic Senate for California Community Colleges: Business Information Worker (BIW) and Administrative Professional. Both pathways were developed as a statewide effort with employer input for the top skills needed by businesses that employ office professionals.

The Electrical Trainee program was revised to meet new industry standards for Electrical Technology certification. Early Childhood Education (ECE) program was also revised to include several stackable certificates to qualify students for multiple ECE positions ranging from Teacher Aide to Center Director. Two new CTE certificates, Personal Care Aide and Bookkeeping, were launched in Spring 2021 and Fall 2021 respectively. For an entry-level position as a Personal Care aide in consumers' homes or residential care settings, students are invited to complete a one-term certificate program. The bookkeeping certificate is designed to

prepare students for a career as an entry-level bookkeeper or to provide the necessary knowledge of basic bookkeeping functions for business owners or entrepreneurs.

New Parenting Classes: Building Trauma-Informed Communities. Trauma-informed parenting classes were developed in response to the regional needs for adult education services identified in the process of developing a three-year regional adult education plan for California Adult Education Program (CAEP) activities. Building Trauma-Informed Communities coursework includes Adverse Childhood Experiences, Family Dynamics, Mental Health in our Homes, and Human Trafficking Awareness and Prevention.

College Preparation Program. Implementation of AB 705 necessitated finding accelerated ways for students enrolled in credit-bearing programs to attain transfer-level math and English skills. In collaboration with Cypress College math and English departments, NOCE Basic Skills Program faculty developed noncredit College Preparation Math and College Preparation English courses. The College Preparation Program provides students with an opportunity to develop their critical thinking and language skills needed to succeed in college-level credit courses.

Google IT Specialist Pre-Apprenticeship Program. In June 2022, Career Technical Education (CTE) Program received a pre-apprenticeship program grant award as part of the California Apprenticeship Initiative: New and Innovative. NOCE's application focused on developing a noncredit certificate program for Computer Network Specialist. The certificate coursework will be developed in partnership with Google as an entry pathway to a Google IT Support Apprenticeship at its partner institution, San Jose City College. NOCE plans to accomplish these goals by offering expanded paths from high school to noncredit and to credit community college offerings.

NEW WRAP-AROUND STUDENT SERVICES

NOCE continues to re-evaluate the types and the format of student services keeping in mind its students' demographic characteristics and institutional priorities of job readiness and academic transition. The following three strategies for student services, which were recently implemented, demonstrate innovative design and reliance on proven practices.

StarHelp. NOCE developed an onboarding team that provides in-person and remote helpdesk services to all students wishing to enroll in NOCE classes. The StarHelp team consists of Admissions and Records staff rotating among the three main NOCE sites and offering remote assistance.

Foreign Transcript Evaluation Service for Transferring Foreign High School Credits. Using CAEP funds, NOCE secured services of the American Education Research Corporation (AERC) for foreign transcript evaluation for students enrolled in High School Diploma Program (HSDP). On average, students receive 90 credits toward their high school graduation requirement of 260 credits.

Student Food Pantry. NOCE responded to the food insecurity needs of its students by partnering with Pathways of Hope, a non-profit organization assisting with housing and hunger support, and opening the Anaheim Campus Food Pantry on September 24, 2019. During in-person campus operations, the food pantry was open to students on Tuesdays and Wednesdays from 11 a.m.-2 p.m. and 4 p.m.-6:30 p.m. Since its opening, the Anaheim Campus Food Pantry has served a minimum of 766 students (unduplicated) with more than 2,139 visits to the pantry (data through March 4, 2020). Drive-through food distribution events served more than 1,000 students between September and December 2020.

NOCE’S RESPONSE TO THE COVID-19 PANDEMIC: Year at a Glance

On March 16, 2020, NOCCCD closed their campuses for in-person instruction. NOCE was 80% into its winter term at the time of closure. The following timeline presents NOCE’s ongoing efforts to sustain its programs, services and operations in a remote setting as well as engage students in continuous learning.

- **March 2020:** NOCE campuses closed for in-person operations.
- **April 2020:** NOCE started spring term in a remote setting; StarHelp is launched; round one of student emergency aid begins. Kindness Campground website launched to connect with staff while working remotely.
- **May 2020:** Student remote needs survey is administered; online training for faculty began; laptop loan program for students is launched.
- **June 2020:** Summer term begins; [student participation survey](#) is administered to faculty.
- **July 2020:** Student survey evaluating their experience in remote learning environment is administered; enrollment dashboard is launched; round two of student emergency aid begins.
- **August 2020:** Fall semester begins; food distribution monthly events commence.
- **September 2020–December 2020:** Drive-up Wi-Fi is set up at the Anaheim Campus; round three of the student emergency aid is distributed; book lending program for students is established.

POSTSECONDARY CHANGES

The North Orange Continuing Education offers classes and programs in three categories:

1. Noncredit eligible for general-fund apportionment
2. Community Service classes funded by tuition

This table shows key NOCE instructional offerings grouped by category.

| Noncredit | Community Services |
|--|--|
| Adult High School Diploma Basic Skills Citizenship Preparation Courses for Adults with Disabilities Courses for Older Adults English as a Second Language Health and Safety High School Equivalency Parenting Short-Term Vocational | Art Kids’ College and Teen Program Creative Arts Culinary Arts Personal Enrichment Business and Finance Exercise and Dance Home Economics |

FULL-TIME EQUIVALENT STUDENT

Full-time Equivalent Student (FTE) is the measure used to determine apportionment funds. Prior to the 2021 Fall semester, NOCE used the actual, or positive attendance collecting method required for all noncredit coursed offered in person. Collect actual student attendance

hours for the full duration of the course in a given term. Divide the number by 525. In response to the COVID-19 pandemic restrictions, NOCE transitioned to an almost 100% remote instruction in the 2021 Fall semester, which required the use of the alternative attendance collection method.

Alternative Attendance Accounting Method. Determine the weekly student contact hours by counting the total hours of instruction, add in instructor contact, add in outside-of-class work listed in the COR, multiply by the weeks of the course and divide by 54. This is the WSCH factor. Count the number of students actively enrolled as of Census 1 (actual date set based on 1/5 or 20% of the course being finished) and as of Census 2 (actual date set based on 3/5 or 60% of the course being finished). Add the number of students actively enrolled on Census date 1 and Census date 2 and divide by 2 to get the average. Multiply this number by the WSCH factor. Multiply by 17.5 (primary term length multiplier). Divide the total by 525.

STUDENT SERVICES

Counseling and Student Services (CSS) department offers a comprehensive list of student services aimed at supporting students from onboarding to completion, including admission and registration, orientation, assessment, academic and career counseling, scholarships, and basic need support. Counseling and Student Services coordinates the Student Equity and Achievement Program (SEAP) which strives to achieve equity in access and success and provides additional services and resources to the students who have been disproportionately impacted. Student Leadership Program is also coordinated by CSS to give students an opportunity and support to develop their leadership skills and practice civic engagement by joining institutional participatory governance committees and receiving mentorship support.

Disability Support Services (DSS) provides learning disability assessment and coordinates accommodations to help students with disabilities reach their educational goals. Accommodation services include assistive technology, exam proctoring, and sign language interpretation. Besides academic accommodations, students enrolled in DSS, receive other services, such as mobility training, job placement, educational coaching, and transitional support.

CERTIFICATES AND DIPLOMAS

NOCE offers state-approved high school diploma and numerous Career Development College Preparation (CDCP) certificates in the disciplines of ESL, short-term vocational training, and basic skills. In addition, students receive locally approved certificates in Parenting and DSS programs. In the 2020/21 school year, NOCE celebrated 183 High School Diploma graduates and more than 300 certificate completes.

CALENDAR SYSTEM

In November 2018, NOCE's Academic Senate made the decision to transition from a trimester-based to a semester-based academic calendar. The decision was backed by findings from a student survey with 1,149 participants and was based on the programmatic and operational reasons, including sufficient time for skill mastery and ability to offer short sessions for career training. Thus, the academic calendar at NOCE consists of two primary 18-week terms and a 6-week summer session.

STUDENT DEMOGRAPHICS

In 2020/21, NOCE served 15,937 students, unduplicated headcount, with the total enrollment count of 78,458. NOCE student demographics are well aligned with those of the NOCE service area demonstrating that NOCE provides access to a diverse student body reflective of the community it serves.

COMMUNITY INFORMATION

NOCE is a member of North Orange County Community College (NOCCCD), a multi-college district which is comprised of two credit colleges, Cypress College and Fullerton College, and one noncredit institution, NOCE. NOCCCD is a 155-square mile district that includes 18 communities and 16 school districts within its boundaries. This chart includes the eight largest feeder cities in NOCE's service area.

| City | Number of NOCE Students Served | Percentage of NOCE Total |
|--------------|--------------------------------|--------------------------|
| Anaheim | 8,407 | 33% |
| Fullerton | 3,788 | 15% |
| Buena Park | 1,964 | 8% |
| La Habra | 1,391 | 5% |
| Yorba Linda | 1,110 | 4% |
| Cypress | 1,051 | 4% |
| Placentia | 1,022 | 4% |
| Garden Grove | 914 | 4% |

The economic landscape of Orange County highlights the need for higher education. Since the recovery from the recession, the job market has shown an increase in jobs for those with higher levels of education. Of Orange County families whose head of household has earned a bachelor's degree or higher, 97% are above poverty, whereas only 73% of Orange County families are above poverty if the head of household has not earned a high school diploma. Furthermore, there are about 483,970 middle-skill occupations in Orange County and this number is projected to grow. Due to the gap in skills required by the employer and those possessed by potential employees, many of these job positions remain vacant.

Orange County has also been identified as the nation's fourth largest international population, with 30% of the county residents being born in other countries. Close to half (47%) of residents over the age of five speak a language other than English at home, opening an opportunity for English as a Second Language programs for residents.

According to the 2020/21 [Orange County Community Indicators](#), in 2019, Orange County's median age increased to 38.6, which is higher than that of both the state (37 years) and the country (38.5). NOCRC and NOCE worked together to create a user friendly [community profile visual](#).

The projected increase in the age of the Orange County population suggests that the average and median ages of NOCE will continue to grow as well. The rise in older adults also

suggests that NOCE should prepare to cater more classes toward older adults and a possible expansion of the Emeritus Program. Furthermore, with Orange County trending toward a more diverse population, the need for NOCE to maintain a culture of diversity is highlighted so that all students served continue to feel welcomed and accepted.

The continuing decline in high school dropout rates of the North Orange County population suggest that NOCE's Basic Skills High School Diploma Program enrollment rates and graduate rates may decline in the upcoming years. We see that NOCE's number of high school graduates has declined in recent years. However, with the increase of jobs requiring higher-level skills, NOCE's future enrollments may cluster heavily around fields that allow them to enter the advanced job market (e.g., technology, data management). NOCE will continue to monitor community data as a means of planning and to better serve its prospective students. An increased proportion of ELL students in Orange County's K-12 schools supports the NOCE's plan to continue offering a robust ESL Program and to expand ESL classes at community-based sites, especially local elementary and high schools. Among those who graduate high school in Orange County, 42.8% attend a California Community College. This suggests that institutions like NOCE could be potential gateway points or can serve as additional support structures for recent high school graduates as they continue their educational journeys in a California Community College.

Student Learning Data. Ongoing analysis of the student learning data is an integral part of NOCE's instructional effectiveness model. Specifically, student performance measures are included in the Institutional Effectiveness Indicators which are detailed in the annual Institutional Effectiveness Report (IER). The IER is the foundation for making data-driven decisions during strategic, operational, and fiscal planning and is intended to serve as a catalyst for the ongoing improvement of NOCE in a systematic, continuous, and documented manner. Institutional Effectiveness Indicators, especially the ones evaluating student learning, are aligned with the accountability framework of the major adult education initiatives, such as CAEP and Workforce Innovation Opportunities Act (WIOA). These indicators have been defined by the Institutional Effectiveness Committee (IEC) and other institutional stakeholders. Student learning data is disaggregated by race/ethnicity and gender where feasible, with the intent to shed light and better understand achievement gaps that may exist for individual student populations.

Annual publication of Institutional Effectiveness Report (IER) documents provide the NOCE community with the Institutional Effectiveness Indicators. IEC members examine Institutional Effectiveness Indicator definitions and calculations annually to ensuring relevancy of data points. Student performance indicators follow the student's trajectory at NOCE and are grouped into three major categories: Learning Progress - which includes such measures as course retention and course success, Momentum - which includes term-to-term retention, and Student Success - which includes program completion and transition to credit-bearing programs. The NOCE 3-Year Data Brief was used to draw data implications in preparation for the 2022/25 NOCE Strategic Plan development. The brief includes a three-year view of NOCE's Institutional Effectiveness Indicators. More detailed effectiveness indicator data can be found in the NOCE Institutional Effectiveness Reports.

As indicated by the 2019/20 Institutional Effectiveness Report, over 85% of students have consistently been retained in courses throughout each NOCE term indicating that students continue to be motivated to complete their NOCE coursework. Summer continues to see the highest retention rates. It is possible that students who forgo their summer break and enroll in classes may be more dedicated and thus more likely to be retained until the end of the course.

Another speculation is that since summer sessions are shorter than primary terms, students may have stayed in the course until the end of the term. NOCE's spring term has the second highest retention rate. White students have consistently had the highest course retention rates across the four terms in 2019/20. Students who identified as Asian were the second group with the highest course retention rates compared to other ethnic groups. Hispanic or Latino(a/x) students consistently had the lowest retention rates among student ethnic groups for the same time frame, despite being the largest ethnic group NOCE serves. Over three-fourths of NOCE students continue to be successful in their coursework in the 2019/20 academic year as indicated by the 80% courses success rate. White and the Other and Unknown students had the highest success rates compared to other ethnic groups. This population along with Asian students exceeded the success rate of NOCE overall. Students in the Two or More categories had the lowest success rate, followed by Hispanic or Latino(a/x) students. In 2019/20, NOCE had retained over two-thirds (69%) of the fall students in the winter term. Based on the student feedback received, NOCE students shared several reasons that could impact their decision to return or not return to NOCE, including family/personal responsibilities, conflicting job schedules, lack of course offerings, and lack of transportation.

Due to the campus closure in 2020 Winter Term, students have also identified the inability to take in-person classes as another barrier in continuously enrolling term to term. A total of 246 CTE certificates were awarded in 2019/20 (Figure 19). Most CTE certificates were awarded in the Medical Assistant and Early Childhood Education subprograms. It is important to note that certificate programs such as the Pharmacy Technician, which requires students to complete a lab component, may not have offered this component in the 2020 Spring Term. This may have impacted students' ability to complete the certificate within the 2019/20 academic year. Data showing CTE certificates awarded by ethnic background indicates that Latino(a/x) students received the highest number of certificates (99 or 41%) followed by Asian students (64 or 265) and White (46 or 19%). NOCE DSS Program awards local certificates to students who complete all the course requirements within specific subprograms. In 2019/20, the DSS program awarded a record number of 270 certificates. The ethnic breakdown of the DSS certificate recipients is similar to that of the CTE completers with Latino(a/x) student leading the way (41%) followed by White students (25%) and Asian students (20%). A total of 175 High School diplomas were awarded in 2019/20. Latino(a/x) students comprised most of the recipients (64%). At the time of the self-study publication, 2019/20 IER was the latest available. However, it is worth noting that in 2020/21, NOCE celebrated 183 High School Diploma graduates and 300 certificate completers.

Student Learning Data Implications. For the last 10 years, NOCE has seen a decline in enrollment. The tables below show a four-year view of the school's overall enrollment and headcount.

Enrollments:

| Program | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------|---------|---------|---------|---------|
| CTE | 11,145 | 10,034 | 8,534 | 5,644 |
| ESL | 27,718 | 22,050 | 18,481 | 9,364 |
| DSS | 3,545 | 3,714 | 3,453 | 1,936 |
| LEAP | 82,544 | 87,124 | 87,780 | 58,053 |
| Basic Skills | 12,754 | 10,211 | 8,512 | 3,461 |
| Overall | 137,706 | 133,133 | 126,760 | 78,458 |

Headcount:

| Program | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------|---------|---------|---------|---------|
| CTE | 3,275 | 2,929 | 2,487 | 1,529 |
| ESL | 8,341 | 7,061 | 5,640 | 2,963 |
| DSS | 719 | 781 | 746 | 504 |
| LEAP | 15,029 | 15,911 | 15,310 | 10,249 |
| Basic Skills | 4,273 | 3,858 | 3,312 | 1,502 |
| Overall | 29,331 | 28,493 | 25,828 | 15,937 |

There are several external factors contributing to the decline of enrollment. Orange County has seen a significant decline in school-aged children and as a result a decline in enrollment of incoming high-school graduates. To address this gap, NOCE developed an [Enrollment Recovery Plan](#) where it focused its outreach efforts on adult and older adult learners, specifically re-careering adults.

The COVID-19 pandemic toward the end of the 2020 Winter Term required NOCE to make significant changes in a short amount of time, including the conversion of all 2020 Spring Term courses to be offered in an online/remote modality, along with providing all student services in a remote setting. This abrupt transition created new challenges for students, faculty, and staff. To address this gap, NOCE implemented just-in-time student support hubs for assistance with online learning and compliance with the COVID-19 vaccine mandate. Existing learning centers were used for these functions. Additionally, NOCE secured funding and implemented services for emergency financial assistance and food insecurity during the two years of campus closure due to the COVID-19 pandemic.

NOCE's High School Diploma Program (HSDP) has experienced a steady decline in enrollment and the number of diplomas awarded. There external and internal factors influencing these numbers. High school dropout rates in Orange County have steadily declined from 9.5% to 5.7% between 2010 and 2015, which was reflected in fewer students enrolling in NOCE.

Dropout rates for Latino(a/x) students in feeder high school districts were disproportionately high at 8.1% in 2015 as compared to Asian students at 2.6% and White students at 3.7%. On the contrary, NOCE Latino(a/x) students show the highest completion rates. Absence of online learning options may have also contributed to a decrease in enrollment in High School Diploma Program. To address this gap, HSDP faculty are exploring options for online delivery. Several distance education courses in the Social Studies subject area started being offered in fall 2022.

To address the gap of disproportionately distributed rates of course retention, NOCE has begun the pilot of an early alert system, StarFish. The goal of the pilot is to identify students who are in danger of failure early in the term and provide targeted support.

Higher retention and completion rates during summer sessions indicated students' preference for short-term instructional programs. To address this gap, ESL and CTE program faculty have been engaged in the design of micro-credentialed offerings. For example, a lengthy Early Childhood Education Certificate has been broken down into several shorter certificates, each leading to employment and each representing one step up the career ladder. ESL faculty redesigned existing leveled courses by reducing the time to completion by half.

ADDITIONAL ONLINE SCHOOL PROGRAM AND COURSE DESCRIPTION

The 2019-2021 and 2022-2024 North Orange Continuing Education (NOCE) Distance Education Plan documents the program's launch and defined the immediate and long-term goals of the Distance Education (DE) Program for the instructional programs and online student resources within NOCE. As a result of the COVID-19 pandemic, all instructional programs transitioned to online instruction during the Spring 2020 trimester. As programs return to campus following the COVID-19 pandemic, programs will continue their goal to design specific online courses that would enable students to effectively re-enter, establish, or continue the individual academic pursuit to reach short- and long-term goals to graduate, transfer to a credit college, and advance their career. NOCE employs fully asynchronous and a combination of synchronous and asynchronous distance education modalities. NOCE uses the California Community Colleges State Chancellor's definition and Title 5 (§ 55200, § 55204, § 55206, § 55208) of the California Education Code to facilitate distance education, define regular effective contact, set standards for instructor preparation and the publication of course standards, including accessibility, and establish a process for separate course approval.

The NOCE Distance Education Program provides Canvas as the official learning management system (LMS). Canvas includes managed hosting (<http://noce.instructure.com>), Administrator Support, Canvas Blueprints, Integration Customization Maintenance Support (ICM), and Accessibility software. Based on the training requirements set forth in the NOCE Distance Education Plan and Faculty Handbook, Canvas shells are generated for courses with the designation of fully online (FO), partially online (PO), online with flexible in-person component (OFI), or web-enhanced only.

NOCE did not have an online presence before the stay-at-home state order. Rather than develop emergency plans, the institution opted to rapidly implement and scale up the Distance Education plan developed during the Fall 2019 semester. As of the spring 2022 semester, about 70% of NOCE's class sections are offered online and 359 courses have been approved to be delivered in a distance education modality. Prior to the pandemic, a few courses were being outsourced, but at this time, no classes are being outsourced. Additionally, 181 instructional faculty completed an in-house distance education certification and six are @ONE certified by the Online Teaching Certificate program offered by the California Community Colleges State Chancellor's Office, which is currently the qualifying requirement to teach distance education courses at NOCE.

Currently, NOCE provides the following staff to support Distance Education Program: the Vice President of Instruction is assigned to oversee the program, Faculty Coordinator (100%) to oversee the program direction, and an Instructional Designer (100%) to assist faculty with course design. The DE program and its leadership strive to meet the program outcomes:

1. Distance Education students will use the basic features of Canvas at a proficiency level sufficient to access course materials and complete course assignments and assessments.
2. Distance Education students will be aware of student academic and support services as a result of direct access to links to those services available on every NOCE distance course site or the Distance Education website.

To ensure that all students have access to the instructional programs necessary for learning success announcements and communications are provided through Canvas

communications and announcements, the website, the Career Skills and Resource Center, counselors, the Learning Center, Canvas Student Resources, email, mailers, and support services such as laptop loans, parking lot Wi-Fi access, and the food pantry. To increase student involvement many of the same avenues have been used. We have also used social media: Instagram, Facebook, Twitter, and YouTube. The pandemic also gave us a great opportunity to include students in many shared governance committees to ensure student involvement.

StarHelp was created to provide students with a central hub to obtain information and assistance with common problems. Student surveys were also sent out on a variety of topics to ensure the student voice. As a result, some great activities were provided, such as, the Wellness Workshops, online Counseling appointments, and virtual labs.

To help students understand the expectations for the online learning environment, in Canvas a help section is populated within each course with a tutorial on OEI online readiness. An orientation course has also been created in Canvas called Preparing for Online Success at NOCE. It was piloted during the fall 2022 semester. The course outcomes are:

1. Use the Canvas LMS to access course content and activities (Apply)
2. Summarize time management and organizational strategies that support the success of online students (Evaluate)
3. Interface with NOCE and Canvas online student resources to get assistance when needed (Create).

The final quiz has a question to assess whether students believe this training course was helpful, so we will be able to collect data. Instructors will also, at a minimum, initiate contact with students on a typical day using the following resources: threaded discussion forums with appropriate instructor participation, general email, weekly announcements in the LMS, timely feedback for student work, and instructor prepared e-lectures or introductions in the form of e-lectures. Formative and summative assessments are used to assist our students in obtaining understanding and showing understanding. The assessments are linked to student learning outcomes. The High School Diploma program uses in-person exit exams. ESL utilizes CASAS exams, while CTE has in-person and online challenge exams to name a few.

Students have a variety of support services available. Tutoring is available through the Learning Centers and the High School lab. Virtual counseling is available through Disability Support Services and Counseling and Student Services. The Virtual Career Skills and Resource Lab provides resources in employability, career support, computer skills, and homework assistance. The ARISE lab assists DSS students with academics, relationships, independence, self-advocacy, and emotional health.

SCHOOL-WIDE LEARNER OUTCOMES

NOCE has two Institutional Learning Outcomes.

1. Empowerment to be lifelong learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry, and goal-setting skills.

2. The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking, and problem-solving skills as well as an understanding of the value of diversity.

As of Spring 2022, 36.5% of NOCE programs and 4.75% of our courses have been mapped to the Institutional Outcomes. Of the courses that are currently mapped to the two ILOs, 71.37% of students assessed met the Institutional Learning Outcomes. The numbers are low for the following reasons:

- The implementation of a new system.
- A large deactivation of courses was implemented during the spring semester.
- Several new programs and courses completed the curriculum process in the spring semester and were not entered prior to this report.
- Although LEAP does not collect SLOs for community education, the courses still appear in the system.

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

After the WASC visit and the six-year accreditation status award in 2017 NOCE developed its six-year Action Plan by using an integrated planning model. It incorporated other institutional plans, such as the Student Equity Plan, Adult Education Comprehensive Regional Plan, and Guided Pathways Plan.

This was NOCE's first attempt to integrate all categorical plans into one plan and to use it as the schools' strategic plan. This resulted in an ambitious Strategic Plan, with 59 Steps arranged under the following three Goals:

1. Develop a school-wide cycle of program review which includes data collection, analysis, discussion, and use to support SLOs, curriculum, instruction, and program improvement. (14 steps)
2. Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond. (22 steps)
3. Align student services from various funding streams to improve student performance as measured by common indicators. (23 steps)

While this approach ensured alignment of several key planning initiatives and their outcomes, the final version of the Action Plan appeared to be lengthy and somewhat duplicative. As a result, the school engaged in the revision of the Action Plan. The goal was to consolidate duplicative action steps and better align with the North Orange County Community College District's Strategic Directions and state initiatives shaping policies for adult education, such as, California Adult Education Program, Strong Workforce Program, and Guided Pathways. The work to revise the original Action Plan began with an all-school Strategic Planning Retreat held on June 22, 2018, with 71 participants. Based on the feedback by the retreat participants, the work of the Strategic Planning Workgroup commenced in October 2018 and concluded in May 2019 resulting in the production of the revised NOCE Strategic Plan.

[NOCE's Strategic Plan](#), which also serves as the school-wide action plan, is the focal document providing direction to the NOCE departments, committees, and initiatives. Once in three years, NOCE engages its stakeholders in the development and revision of the Strategic Plan following the annual monitoring and implementation cycle. Every action step of the Strategic Plan is assigned to a champion, a person or a committee, responsible for its completion. In several cases, existing NOCE committees or workgroups, which are aligned with entire sections of the plan, take ownership for monitoring and implementing said sections. At its June 2022 meeting, President's Cabinet certified completion of the NOCE Strategic Plan (Schoolwide Action Plan). Each Action Step is given one of the three indicators Completed, In Progress, In Progress: Ongoing Efforts. The third indicator denoted the initial completion of the Action Step and the fact that ongoing work is required to meet evolving needs of students and community. Of the 73 Action Steps 36 were completed, 16 were completed while ongoing efforts will continue, 19 are in progress, one deleted and one deferred for future opportunities.

KEY ISSUES FROM 2017

NOCE worked to address the key issues determined during the prior self-study and major key issues identified by the visiting accreditation team in 2017.

Criterion 1: Institutional Mission, Purpose, and Objectives

A need to fully implement SLO assessments and track progress with TracDat (Nuventive).

In 2017/18, the Nuventive software was acquired to remedy the deficiencies in the locally developed iSLO software used to collect NOCE's SLO assessment data. Upon rolling the system out and training the pilot team began, it was determined that the software was not very user friendly and more importantly, it was not working well with other systems. In August of 2018, it was decided not to renew the contract. We continued to use iSLO for another year.

In August of 2019, NOCE contracted with eLumen to utilize the SLO portion of their software. In September, the SLO Coordinator, the NOCE IT department, and the District IT department began working to set up and upload information into eLumen. Training for the pilot began towards the end of the winter term with a full rollout in spring 2020.

A need to analyze and disaggregate student learning data for institutional planning.

At this time, student learning data is not disaggregated in a variety of ways. On the front end, eLumen does not show student data that would be relevant to disaggregated data. OIRP has been given access to the eLumen system and is working on pulling the data from eLumen and connecting it with other systems to link student information. Once the link is found, we will be able to show student learning data based on the needed indicators. In the annual Institutional Effectiveness Report (IER) key performance indicators such as course retention, term to term retention, course success, and completion are all broken down by gender, race/ethnicity and special populations. Special populations include those students who identified as having a disability. NOCE's research department has made progress in capturing additional variables from students in order to provide further disaggregation by other sub-populations, such as low-income and homeless. IER also breaks down student enrollment data by student demographics: age, gender, race/ethnicity, educational level, and educational goals.

NOCE's Office of Institutional Research and Planning works closely with the Student Equity Committee in providing disaggregated student data for equity planning and discussions. In July of 2019, research provided a detailed [3-year student equity data report](#) that calculated learning data for the past three academic years ([2015/16, 2016/17, 2017/18](#)). Disproportionately impacted student groups were identified.

Criterion 2: Organizational Infrastructure and School Leadership

Even though no key issues have been identified for this criterion, a few important developments are worth noting.

During 2017, North Orange County Community College District engaged Collaborative Brain Trust (CBT) consultants to review the [district's organizational structure](#). The five-month process resulted in a series of recommendations designed to help NOCCCD and its units to improve service to their students and community by revising the organizational structure. CBT provided specific feedback on the structure within NOCE, "Reorganize the North Orange Continuing Education Unit". The position of the NOCE Provost should be retitled President. This current position has all the responsibility of a President and NOCE is one of the few community college continuing education programs separately accredited in California. Re-titling the leadership post to President will clearly signal the intention to treat NOCE as a third college within the district. NOCE should also create the position of Vice President and reduce one of the campus Deans.

In fall of 2019, as part of the NOCE Alignment Plan, the institution adopted a management structure that reduced duplicative representation efforts and promoted shared knowledge and consistent communication. Under the new management structure, Cypress Center Dean assumed oversight of all instructional programs, curriculum management and oversight of the Distance Education Program. The Anaheim Campus Dean assumed oversight of all student service programs and initiatives, including student conduct administration and Title IX investigations. Additionally, the Anaheim Campus Dean was assigned to oversee Instructional Technology and Campus Safety. Pursuant to Title 5, Article 53021, on February 25, 2020, NOCCCD Board of Trustees approved reorganization of the NOCE's senior management structure now consisting of the Vice President of Instruction, former dean at Cypress Center, Vice President of Student Services, former dean at Anaheim Campus, and President, former Provost.

The requested reorganization was done as a result of significant institutional changes. NOCE has grown in its complexity and scope. NOCE manages many state initiatives that parallel those managed by our sister colleges, namely Strong Workforce Program, Guided Pathways, Student Equity, Workforce Innovation Opportunity Act, and Perkins Grant. Additionally, NOCE is the fiscal agent and the administrator of the regional adult education consortium. The scope of academic programs, student services, and institutional research matches the level of a college. According to the NOCE established processes, the requested reorganization request was presented at the following committees:

- Budget and Facility Planning Committee, October 30, 2019
- Academic Senate, January 7, 2020
- Provost's Cabinet, January 21, 2020

Under the new management structure, the position of the Wilshire Center Dean, Instruction and Student Services was eliminated. The Registrar whose office is located at the Wilshire Center, assumed supervision of additional staff and oversight of the Wilshire Center operations, both responsibilities previously held by the dean. In response to the reclassification request for the Fullerton College Registrar, a district representative workgroup was formed to review the job duties of the registrars at all three campuses, including NOCE. It has been determined that all three registrars have been working beyond their classification and that a more appropriate classification for their current scope of responsibilities would be Director of Admissions and Student Records. A new position of Director of Admissions and Student Records was developed by the workgroup and approved by the Board of Trustees on November 10, 2020. Subsequently, NOCE's Registrar position was restructured to the Director of Admissions and Records. Due to the elimination of one dean position, the reorganization did not result in additional cost, but savings to the NOCE's budget. The reorganization request for the Registrar position received unanimous votes of approval by the NOCE Budget and Facility Planning Committee on February 24, 2021, and President's Cabinet on March 16, 2021. Academic Senate voted at the March 2nd meeting resulted in 25 votes (approval).

Criterion 3: Faculty and Staff

Need for a systematic approach to coordinate multiple site-based professional development opportunities, employee participation, and related outcomes

NOCE Professional Development (ProD) Committee has made significant efforts to ensure wide participation in professional development events and initiatives. These efforts did not diminish during the COVID-19 pandemic but, in fact, drew higher numbers of participation resulting from customizing events to address specific needs of the participants and from offering training in a remote format. Since the campus closure in March 2020, all professional development events were offered remotely making access to the events easier for all employees, including the ones working at multiple off-site locations. The ProD team hosted fall and spring one-day NOCE's Flexible Calendar Program (FLEX) [workshops](#) on relevant and timely topics for faculty training.

To address professional development needs of its classified and management employees, NOCE has and continues to work with the Dynamic Cultures consultants. During the course of a two-year partnership, Dynamic Cultures offered monthly workshops on leadership skills, customized one-on-one coaching, assistance with developing institutional processes to improve communication and decision-making and a series of workshops on customer service. ProD Committee is working on developing a formal annual professional development plan based on the results of the professional development need survey and institutional priorities.

Need for systematic communication of critical NOCE procedures, policies and documents to be embedded in all employee orientations in support of consistency

NOCE Information Depot is a SharePoint site that was developed to house all school-wide procedures. SharePoint was chosen because it is a web-based collaborative platform that integrates with Microsoft Office. It provides a secure place to store, organize, share, and access information from any device.

Criterion 4: Curriculum***No online course offerings***

Following the adoption of the first NOCE Distance Education Plan in spring of 2019 and its accelerated implementation during the pandemic months, NOCE currently offers about 70% of its class sections online with 359 courses approved for Distance Education delivery modality. This trend is expected to continue as it aligns with the students' learning preferences as the recent survey indicates. Goals for further development and expansion of the Distance Education Program are detailed in the newly approved [NOCE Distance Education Plan 2022–2024](#).

Criterion 5 Instructional Program***The high school instructional model offers limited, formal direct instruction opportunities at all locations.***

NOCE partnered with California Adult Education Program (CAEP) to launch a High School Equivalency Instructional program for adults who had not earned a high school diploma. The response was an enrollment of 125 students. This program, located on the Anaheim Campus, offers preparation for two of the high school equivalency options offered in the state of California – the General Education Development (GED) and the High School Equivalency Test (HiSET). Students attend cohort-style classes in the morning or in the evening, and all sections include direct instruction from a faculty member and an in-class tutor. Students who complete the preparatory program and pass a high school equivalency exam, celebrate their success by participating in the annual NOCE Commencement event starting 2020. The High School Diploma Program is currently engaged in strategic planning to determine the most fitting delivery modalities taking into account recent changes in student demographics and learning preferences.

Criterion 6: Use of Assessment***Use of assessment tracking tools and analysis of SLO data at all levels (course, program, and institution) to facilitate program evaluation and improvement.***

As of Spring 2022, 36.5% of NOCE programs and 4.75% of our courses have been mapped to the Institutional Outcomes. Of the courses that are currently mapped to the two ILOs, 71.37% of students assessed met the Institutional Learning Outcomes. The numbers are low due to the following:

- The implementation of a new system.
- A large deactivation of courses was implemented during the spring 2022 semester.
- Several new programs and courses completed the curriculum process in the spring semester and were not entered prior to this report.
- Although LEAP does not collect SLOs for community education, the courses still appear in the system.

Criterion 7: Student Support Services***Need for analysis and use of assessment data to facilitate program evaluation and improvement***

In fall 2021, NOCE launched the Program Review and Planning process as a mechanism to evaluate all aspects of the institution's functions including academic, student support services, and administrative. Each unit is required to complete program review every four years and to use qualitative and quantitative data to set planning and operational priorities. Program review units for Student Support Services are Counseling, Admissions and Records, and Disability Support Services. Data points connected to Key Performance Indicators (KPI) for student service units include access, participation, awareness of services, and satisfaction. The [Program Review and Planning](#) process itself will be subject to annual review and continuous improvement. The Program Review and Planning was renamed the Departmental Review and Planning in the fall of 2022 to eliminate confusion between curricular review and institutional planning and resource allocation. This review process will be referred to as Departmental Review and Planning further in this report.

Historic Diploma and Certificate records are not secured in case of a natural disaster.

Admissions and Records has implemented the process of record scanning for all incoming records as well as indexing. A set of guidelines has been created by the Records Department to assist personnel in digitizing archival records using the OnBase system. This systematic approach has resulted in significant progress with a little over half of all historic file folders completed. Due to COVID-19 office closures and the shift of the onsite work priorities as a result, staff have not been able to work on this project regularly although progress is still being made.

Criterion 8: Resource Management

Multiple funding streams necessitate a variety of plans which are not currently integrated.

After the accreditation team visit in March 2017, NOCE made its first attempt to integrate all major planning initiatives and their funding streams into one schoolwide Action Plan. An additional ALIGN column has been added to the Action Plan template indicating which of the plans, Basic Skills Initiative, Student Equity Plan, NOCRC Regional Comprehensive Plan or NOCCCD Educational Master Plan, contributed to the creation of the Action Steps.

Criterion 9: Community Connections

Although the visiting team did not identify any key issues for this criterion, NOCE made a concerted effort to increase its outreach activities and create new partnerships. With the goal of recovering enrollment in a post-pandemic environment, NOCE launched a digital marketing/nurture campaign, redesigned its published schedule of classes and is currently working on the Community Re-Engagement Plan.

NOCE addressed every key issue from the prior accreditation visit. Furthermore, sustainable structures, policies, and mechanisms are being put into place to ensure a long-term plan to prevent reoccurrence of the same issues.

Chapter III. Self-Study Findings based on the ACS WASC Adult School/ROCP Criteria

Criterion 1: School Mission and Schoolwide Learner Outcomes

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.

NOCE's broad educational purpose, diverse student population, and commitment to high levels of student learning are proudly reflected in its Mission Statement, Vision Statement, Core Values, and Institutional Student Learning Outcomes. NOCE is a stand-alone institution within the North Orange County Community College District and offers comprehensive instructional programs and student services at three Centers and more than 80 community-based locations. In May 2021, the NOCCCD Board of Trustees approved NOCE's latest mission and vision statements, and core values:

Mission Statement

NOCE serves our diverse community by providing holistic programs and services that are relevant and accessible to all learners in achieving their goals. NOCE is dedicated to offering a transformative educational experience that builds lasting foundational skills and promotes student success.

Vision Statement

NOCE commits to enriching lives through education to meet the evolving needs of the community.

Core Values

Accountability – We strive to utilize data-informed decision-making processes.

Diversity – We celebrate our diverse community by committing ourselves to an inclusive institutional culture.

Equity – We actively address achievement gaps and systemic racism to ensure equal opportunity and access for all.

Excellence – We strive for excellence by providing evolving, dynamic, high-quality instruction.

Innovation – We challenge the status quo by finding creative solutions.

Integrity – We cultivate a collaborative equity-minded culture of mutual respect, honesty, and responsibility.

Learning – We commit to offering holistic programs that promote personal and professional growth.

Indicator 1.2: The school's mission statement is central to institutional 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.

President's Cabinet is the planning and consultative council and the overarching participatory governance planning body for North Orange Continuing Education (NOCE). The Cabinet is essential to the success of NOCE. It represents all constituent groups and provides guidance and recommendations to the President. The school's mission statement is central to the organizational planning and decision-making activities of the President's Cabinet. The mission statement is reviewed every three years as part of NOCE's strategic planning activities and revised as needed to ensure its currency and relevancy to the learning needs of today's students.

In 2020/21, NOCE engaged in the development of new mission and vision statements, and core value to align the course of our institution with the evolving needs of the community we serve. A Mission, Vision, and Values (MVV) Workgroup was formed in the Fall of 2020 consisting of classified, confidential, faculty, and management representatives, who met monthly through Spring 2021. Chaired by the President, the team drafted new statements and values that were presented and approved by the President's Cabinet in April 2021, and subsequently by the NOCCCD Board of Trustees. A marketing campaign #WeAreNOCE to roll-out the new mission and vision statements was developed and launched with a video presentation at NOCE's Opening Day 2021.

NOCE committees and departments refer to the NOCE mission, vision, and core values in their planning and decision-making processes. For example, the NOCE Budget and Facilities Planning Committee Request for Funds application and the NOCE Proposal for Student Funded Projects application each have a question on how the request supports the NOCE mission statement. The NOCE Curriculum Committee course and program approval process ensures that curriculum is aligned with the school mission.

In 2022, NOCE's Office of Institutional Research and Planning (OIRP) revised their [Institutional Effectiveness Cycle](#) to include the newly adopted mission, vision and core values. These institutional statements serve as a driver for each of the four components that are a part of NOCE's Institutional Effectiveness Cycle. NOCE's mission statement establishes educational priorities, while IE indicators help measure progress towards its vision. Finally, NOCE's work in institutional effectiveness is guided by the institution's core values.

The [NOCE Mission, Vision, and Core Values](#) statements are included on the school's website and in its major publications including the [NOCE Annual Report](#), [Institutional Effectiveness Report](#), student handbooks, [course catalog](#), and [schedule](#) of classes, which is distributed throughout North Orange County. In addition, the updated mission, vision, and core value statements are posted in each NOCE classroom and emailed to all staff when updated.

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.

NOCE established Institutional Learning Outcomes as a way to assist our students in reaching their goals. By completing a NOCE course, group of courses, or certificate program, students can be expected to demonstrate the following:

- Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn, as well as appropriate research, study, inquiry and goal-setting skills.

- The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem-solving skills, as well as an understanding of the value of diversity.

Every NOCE course is required to be aligned with one of two school-wide Institutional Learning Outcomes, and the school-wide Institutional Learning Outcomes (ILOs) are derived from NOCE's mission and vision statements. NOCE's SLO Coordinator produces an [SLO annual report](#) showing the achievement rate of each of the two Institutional Learning Outcomes (ILOs). The ILO achievement rate is derived from the achievement rate of Course Learning Outcomes (CLOs) aligned with Program Learning Outcomes (PLOs) that are aligned with one of the two ILOs. The ILO achievement rate is considered by the President's Cabinet when reviewing NOCE Strategic Action Plan for completion on an annual basis.

Learning outcomes at all levels correspond to and support the NOCE mission. CLOs are most numerous and are the foundation upon which the various PLOs are built; both contribute to and reinforce the ILOs, which support the mission of the school.

[Program Review](#). In spring 2020, NOCE launched the Program Review Taskforce composed of Institutional Effectiveness Committee members representing, student, classified, management and faculty constituency groups. The taskforce provides structure, guidance, and recommendations on NOCE's program review process and implementation. As a key component of institutional planning and resource allocation, program review provides systematic and data-driven information that allows NOCE to examine the overall effectiveness of the institution. The Program Review Taskforce was renamed the Departmental Review Taskforce in the fall of 2022 to eliminate confusion between curricular review and institutional planning and resource allocation.

All academic, student support services and administrative services departments participate in departmental review. This process allows NOCE departments to identify operational and personnel priorities, in addition to directing departmental activities towards NOCE's strategic goals. Staff are asked to complete a departmental review template every four years and a departmental planning template every year in between. The departmental review report template asks departments how the unit's purpose contributes to the mission of NOCE and how department goals are linked to the NOCE Strategic Action Plan. Department assessment of its PLO data through departmental review assists teams with strategic planning, preparation of funding and personnel requests, and facilitating improvements that promote and advance student success. NOCE is proud to present Department Review reports for CTE, CSS, OIRP.

School's Strengths and Growth Areas for Criterion 1

Strengths:

1. NOCE team members can easily participate in multiple discussions with the use of Zoom. NOCE provides opportunities for participation by NOCE constituent groups in the review, revision, and approval process of its mission and vision statements, including invitation to President's Cabinet meetings, strategic planning events, and research and data collection activities.
2. NOCE team members are invited to participate in President's Cabinet meetings where the Mission, Vision, and Core Value statements are discussed and approved.

3. NOCE effectively communicates its mission, vision, and core values statements to all stakeholders through a comprehensive marketing and communications plan.
4. NOCE has a dedicated SLO Coordinator available to focus on SLO planning with faculty and staff.

Growth Areas:

1. NOCE needs to expand and streamline Diversity, Equity, Inclusion, and Accessibility (DEIA) and basic needs research to inform the development of student learning outcomes at all levels and enhance the program review process.
2. Ensure that all departments are assessing SLOs.
3. Update SLOs that are not assessable or easily assessed.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

North Orange Continuing Education is one of three institutions that comprises the North Orange County Community College District (NOCCCD). The North Orange County Community College District (NOCCCD) is governed by seven elected trustees who establish all policies that guide the general operation of the district. The NOCCCD Board of Trustees is committed to and responsible for establishing policies that define the institutional mission and for monitoring the institutional performance and educational quality provided by its three entities: Cypress College, Fullerton College, and the North Orange Continuing Education (NOCE). The Chancellor has the responsibility to carrying out the decisions and directions of the Board. The Presidents oversee the operations of their respective areas and work closely with the Chancellor in the management of the district. The college Presidents, along with representatives from constituent groups including Academic Senate, Management Association, and CSEA, are members of the district-level governance group District Consultation Council (DCC). The DCC 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.

The district has established job descriptions, processes for hiring employees, and plays a support role in the hiring process. Job descriptions for management, full-time faculty, confidential, and classified positions are vetted through the shared governance process and must be Board approved. This ensures consistency across the district in clearly communicating the role of each employee and the position’s essential functions within the organizational structure.

Over the past few years, [NOCCCD Human Resources](#) has developed specific Hiring Toolkits for faculty, classified, and managers to guide committees by providing a checklist on all parts of the process. Trainings now address the creation of appropriate hiring materials and recognizing bias to improve committee performance and selection of diverse candidates. The district provides annual training for Committee Chairs, a first-time training for hiring committee participants, and a specific training for Equal Employment Opportunity/Diversity Representative committee members, referred to as EEO members. A recent change in hiring practices delays the request for recommendations until after the employee moves to the second level interview. Temporary positions include Special Project Manager, Professional Expert, and TEA (hourly) positions. These positions do not have regular evaluation requirements and are not part of the collective bargaining groups: United Faculty, Adjunct Faculty, and CSEA.

The NOCCCD Steering Committee completed the 2021-2030 [Educational and Facilities Master Plan](#) (EFMP) to provide alignment between strategic directions and instructional and facility goals for all three institutions, Cypress College, Fullerton College, and NOCE. The plan was informed by stakeholders from each campus who participated in a series of interactive sessions resulting in drafts of a comprehensive plan to guide the development of programs and facilities to support student learning.

Since the WASC Accreditation visit in 2017, there have been several changes to NOCE's organizational structure resulting in many positives for the institution. In July 2019, President Valentina Purtell introduced the NOCE Alignment Plan. This plan addressed several concerns through the development of a reorganization of the senior leadership structure. The result was a shift in the NOCE leadership structure to a president and two vice presidents, one for instruction and one for student services, to mirror the credit college structures. NOCE adopted a management structure that reduced duplicative representation efforts, eliminated the Wilshire Center dean position, and divided those responsibilities among the senior leadership positions. This reorganization request was presented at the Budget and Facility Planning Committee, Academic Senate, and President's Cabinet. This institutional reorganization supported by Title V, Article 53021, was made official at the Board of Trustees meeting held February 25, 2020, as part of President Purtell's report.

In July 2019, weekly Directors' Team meetings were instituted to bring consistency to practices across departments. Instructional directors, including the director of NOCRC, met weekly with the vice president of instruction to create a shared understanding of department processes and challenges. Over time these meetings were expanded to include the president and the vice president of student services as well as the director of counseling and student services. In January 2020, the third Tuesday of the month transitioned to become a Directors' Plus meeting. Many initiatives are presented to the President's Staff for feedback and decision making. The Directors' Plus meeting was scheduled so that directors would have an opportunity to provide feedback before initiatives were agendaized for President's Staff meetings. The Director's Plus meeting includes all members of the Directors' Team plus the Director of the Office of Institutional Research, the Director of A&R. Other members of President's Staff regularly put items on the agenda and may also be asked to attend, namely the director of Campus Communications, the director of Administrative Services, and the manager of Information Technology.

When NOCE implemented the Adult Education Program instituted by Assembly Bill 86, the most expedient way to hire coordinators to lead the workgroups was to hire Special Project Managers. Beginning in Fall 2019, the NOCE leadership made a concerted effort to move away from using Special Project Manager (SPM) positions without a defined time limit of two years or less at the district's request. In departments where the workload was ongoing, permanent positions were added and SPM positions ended. SPM positions are only used to address a temporary workload or for a pilot program so that the workload can be assessed.

Shared Governance Committees. NOCE's shared governance committees include the President's Cabinet and Budget and Facility Planning Committee. The President's Cabinet membership is composed of members of the President's Staff and representatives of constituent groups: Academic Senate, United Faculty and Adjunct Faculty United representing faculty; California State Employees Association (CSEA) representing classified staff; District Management Association (DMA) representing management; and NOCE student leaders. The President's Cabinet makes recommendations to the President on matters concerning policies,

procedures, academic programs, and school improvement efforts. The Cabinet initiates the strategic planning process and is the WASC accreditation leadership group. This organizational structure not only provides for clearly defined roles of governance but promotes a process that is transparent and provides for ethical and effective leadership.

Indicator 2.2: The school’s governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

District Integrated Planning Model. The district uses an integrated planning model to evaluate its organization, governance structures, and decision-making procedures. The integrated planning model depicts how the components in the planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. District-wide planning practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Each of the three institutions within NOCCCD, Cypress College, Fullerton College, and NOCE has their own internal processes for planning and evaluation. These plans are simultaneously integrated into the district-wide planning and resource allocation processes.

Institutional Effectiveness Report. Each year the Office of Institutional Research and Planning (OIRP) produces the Institutional Effectiveness Report on all NOCE programs. The report is shared with the Board of Trustees and with President’s Cabinet. Department Planning and Department Plan Review provides a mechanism for NOCE to collect information and take a comprehensive look at all aspects of the institution’s functions, including academic, student support services, and administration. NOCE uses regular surveys to collect student voices to inform decision making. Recent surveys include the Campus Climate Survey for students, Student Feedback Report (to inform the switch from Trimester to Semester), Student Stop Out Survey, Distance Education Student Survey Report Fall 2020, and Return to Campus Survey. OIRP organizes and implements student focus groups on a regular basis. Formal reports are presented to the Academic Senate and President’s Cabinet and are published on the NOCE website.

NOCE Integrated Planning Model. NOCE’s review process for planning and evaluation includes accreditation, strategic planning, program planning, curriculum review, and SLO assessment. Accreditation work continues throughout the six-year term and is reflected in the strategic planning process. Strategic planning produces 3-year plans, and the action plans are updated on an annual basis through work conducted in President’s Cabinet. These plans align district vision, mission, and strategic directions with NOCE department plans, Chancellor’s Office initiatives, institutional priorities, and grants. The 2019 Strategic Plan organized tasks in terms of institutional effectiveness, guided pathways, capacity, and equity. Each department engages in the development of their own plans which guide course and program development. Planning considers assessment of student performance data and student feedback as communicated in recent student surveys. Department level grants also have their own data which provides additional information for program assessment. Grant-required plans also inform department planning and influence priorities for course and program development.

Stakeholder Participation. Stakeholders actively participate in the development of plans at NOCE. For example, the strategic plan allows for participation of all constituencies and is inclusive of fulltime faculty, adjunct faculty, classified employees, and managers. Numerous grants involve the use of regular surveys to collect data and information to guide planning efforts. The AEFLA Grant which involves both the ESL department and the Basic Skills

department, requires regular planning, evaluation, and stakeholder input. The DSS Department convenes monthly meetings of the PSETC (Postsecondary Education Transition Consortium). The California Adult Education Program (CAEP) Consortium is comprised of seven advisory groups and one Executive Board, and district stakeholders constitute the membership of each group, including the board. In the Career Technical Education Department, each program must conduct a job study every two years. The Pharmacy Technician program is accredited by the American Society of Health-System Pharmacists (ASHP) and there is an advisory that provides regular input relative to the industry and program performance. Student leaders who serve on the shared governance committees provide a student voice in regular meetings and the review of plans and initiatives.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

In-House Policies and Procedures. In 2019, WASC Leadership launched the NOCE Information Depot to provide institution-wide access to current policies, procedures, and reports. This is a SharePoint site which is used as a one place depository for key documents. District-specific forms can be accessed through the MyGateway portal. Many departments have their own handbooks. Distance Education resources may be found in Canvas in the online Teacher Resource Handbook. All shared governance committees have recently updated their charters to include key information that has been standardized. The district has a review cycle for district policies that originates in District Consultation Council and culminates with Board of Trustees approval after stakeholder input and approval.

Position Management Process. One example of a process that was designed to provide consistency and transparency is the Position Management Process. When there is a vacancy due to a retirement or a resignation, the position becomes part of the Position Management Process. This process begins every year in the Fall as the Director of Administrative Services announces the process and explains the goal of aligning planning with general fund resource allocation. The departments complete petitions for new classified and management positions which are sent from the directors to their corresponding vice president for approval. The Budget and Facility Planning Committee receives these requests moving forward and prioritizes them according to set criteria. A prioritized list is created based on the scoring for both types of positions, management and classified. These lists are presented to the president as a recommendation. A similar participatory process is used to prioritize fulltime faculty positions. The only difference is that the recommending body to the president is a representative workgroup consisting of three Academic Senate appointees and two vice presidents. Categorically funded positions move from the department level to the vice president for approval, then to President's Staff. President's Staff discusses the position request and votes to recommend or not recommend. The positions that are approved are shared with the Budget and Facility Planning Committee and President's Cabinet as an informational item.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Administrative leadership. The President is the Chief Executive Officer and is charged with formulating and articulating a constructive vision for NOCE. President Purtell is a

collaborative leader and convenes the faculty and staff to participate in Strategic Planning on a regular three-year cycle. In 2021, President Purtell convened a workgroup of employees to draft new mission and vision statements, that reflect the values statements for NOCE. The new tenets were presented at Opening Day in August 2021. Strategic planning consultant Matthew Lee returned in September 2022 to lead the institution through data workshops and strategic planning conversations for the subsequent three-year plan. NOCE met the challenge of completing most activities of the 2018 strategic plan and stakeholders are excited to formulate the next set of goals and action plans to provide students.

School leaders and school improvement. School improvement is realized through the work of shared-governance committees, department and institutional plans, and at the instruction level through the collection of student learning outcomes. In their planning efforts, departments reference the Institutional Effectiveness Report (IER) produced annually. IER provides three-year data for effectiveness indicators broken down by department and disaggregated by such equity indicators as race/ethnicity, gender, and age. Committees evaluate existing plans and provide guidance in terms of feedback concerning those plans. Departments produce their own planning documents, many driven by grants, and often led by faculty in partnership with managers. Student Learning Outcomes (SLOs) originate with the development or the revision of the Course Outline of Record. Once reviewed and approved by the Curriculum Committee, the faculty enters the SLO into eLumen and collects data on each student and whether the objective was met during a course. Departments review data in aggregate and make decisions to make curriculum changes based on this data review.

School's Strengths and Growth Areas for Criterion 2

Strengths:

1. Our institutional voice across the state has increased due to having a president, rather than a provost.
2. Alignment of the NOCE Vice President positions with the sister colleges' positions has improved efficiency.
3. The use of Zoom during the pandemic increased attendance at shared governance committee meetings and preventing the need for employees to commute from numerous campuses and community locations.
4. Both the Faculty Hiring Toolkit and the Management Hiring Toolkit have provided needed guidance and transparency to complicated processes.
5. Movement away from temporary positions to permanent positions has improved the feeling of inclusion.

Growth Areas:

1. Temporary positions do not have a standardized job description, are not evaluated, and there is no consistent pay scale increase commensurate with accountability and efficiency.
2. NOCE permanent employees who are seeking promotion opportunities can take a temporary position in the district when there is an interim vacancy. This temporary loss of a permanent employee causes a workload issue within their department. If NOCE were to provide learning and/or management opportunities for current employees, this might encourage employees to stay at NOCE and not seek these temporary positions.

3. Develop new employee cohort. There is no standardized onboarding for new employees. Employees who are hired at the same time could feel connected and provide an orientation for processes and procedures.
4. Publish all meetings on the NOCE Information Depot website. Most meetings are open meetings, especially shared governance meetings, so meeting information should be shared so anyone can attend any meeting if they have an interest.
5. Provide training on the Roberts Rules of Order to maximize efficiency.
6. Continue to educate current and new staff on how decisions are made at NOCE.

Criterion 3: Faculty and Staff

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and Schoolwide Learner Outcomes.

NOCE is governed by the North Orange County Community College District (NOCCCD) and its recruitment, hiring, and administrative policies and procedures. NOCCCD policies and procedures are established to ensure personnel are sufficiently qualified to guarantee the integrity of NOCE’s mission, programs, and services. Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors of the California Community Colleges, and classified employees shall possess the required qualifications prescribed for their positions by the Board of Trustees.

- [Faculty Qualifications BP 7210; Equivalency AP 7210-1](#)
- [Tenure-Track Faculty Hiring Policy, Administrative Guide 3004](#)
- [Adjunct Faculty Hiring Policy, Administrative Guide 3010](#)
- [Classified Employee Hiring, AP 7120-3](#)
- [Confidential Group, AP 7230-1](#)
- [Management Employee Hiring, AP 7120-4](#)

The selection of faculty is one of the most important functions of an educational institution. NOCE follows clearly defined hiring policies and procedures to ensure the selection of successful, capable, effective faculty members who contribute to the institution as a whole. This applies equally to adjunct faculty. Adjunct faculty minimum qualifications are the same as full-time tenured faculty for the same discipline. The responsibility for selecting well-qualified faculty is shared cooperatively between faculty and administration in all phases of the hiring process.

NOCE stays true to its mission, vision, and values of serving a diverse community throughout the hiring process for all employee categories by adhering to District policies, procedures, and best practices that promote diversity, equity, and inclusion. The minimum qualifications for all positions require that individuals demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and the ethnic backgrounds of community college students, faculty, and staff. Job announcements for permanent positions include at least one minimum and one desirable qualification related to understanding of diversity, equity, and inclusion (DEI), and DEI standards are upheld throughout the entire recruitment process.

- [BP 7100 Commitment to Equal Employment Opportunity and Diversity](#)
- [EEO/DEIA Hiring Committee Representative Workshop](#)

In addition, the NOCE institutional culture and its values of accountability, diversity, equity, excellence, innovation, and learning are incorporated into its job announcements to attract individuals who hold the same values as NOCE. These values are referenced in the creation of hiring materials and in the selection of qualified personnel.

- [Campus Safety Officer Coordinator](#)
- [Noncredit ESL Instructor Pool Part-Time](#)
- [Director, Student Equity and Success](#)

Indicator 3.2: The school develops personnel policies and procedures that are clearly communicated to all employees. The school’s hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

NOCE adheres to the North Orange County Community College District (NOCCCD) [personnel policies and administrative procedures](#), which are posted on the [district website](#). The procedures for the selection of personnel are clearly outlined in the administrative procedures for each classification. The District’s Chancellor’s Office communicates updates to policies and administrative procedures to all personnel via email. New and updated procedures that specifically address the needs of NOCE are emailed to all staff by the President’s Office or Campus Communications and shared at President’s Cabinet meetings.

Detailed job descriptions delineate the essential functions, education and experience, and knowledge, skills, and abilities expected of the position and may also be accessed on the district website. NOCCCD works with the specific constituent bargaining units to create and/or update job descriptions. The Board of Trustees approves all job descriptions.

NOCCCD Human Resources has begun work on the Job Families Project. Chancellor’s Staff, which is the district’s executive team, identified several job families where the job descriptions are dated or no longer aligned with the actual work being done (e.g., administrative assistants, IT positions). Human Resources will work with a job family committee and a compensation/classification subject matter expert (outside consultant) on analyzing current job duties, updating existing job descriptions, and proposing new descriptions if warranted.

The district is also reviewing the classification process. The process is to provide a uniform method for processing requests for classification review of classified, management, and confidential positions. It would also promote consistency across the district so that positions with similar job duties, levels of responsibility, scope, and decision-making authority are assigned to the same job classification. The [CSEA collective bargaining agreement](#) governs the classification review for classified employees. [AP 7230-13](#) regulates the classification review for confidential employees, and [AP 7240-13](#) for management employees.

North Orange Continuing Education must comply with immigration law. NOCE will not knowingly hire anyone who is not legally authorized to work in the country. New employees complete the Employment Eligibility Verification Form I-9.

Indicator 3.3: The school assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

NOCE adheres to the evaluation policies and procedures for employees approved by the North Orange County Community College District Board of Trustees and as outlined in collective bargaining agreements. Full-time faculty, adjunct faculty, and classified staff are

evaluated in accordance with their respective Collective Bargaining Agreements (CBAs) and established timelines. Full-time permanent faculty and adjunct faculty get evaluated on a three-year cycle. Classified and confidential staff get evaluated every two years.

- [Classified staff CBA](#)
- [Full-time faculty CBA](#)
- [Adjunct faculty CBA](#)
- [Confidential employee evaluation AP 7230-7](#)

Prior to July 1, 2021, managers were being evaluated annually, with a comprehensive evaluation due every three years. A new evaluation process was implemented to incorporate ongoing coaching for managers by their immediate management supervisors through quarterly check-in meetings and the use of worksheets for setting goals and skill-building in key leadership and behavioral competencies. Managers still get evaluated every three years, but the annual evaluation is now optional for formal recognition of accomplishments, to support development needs, or to address performance issues.

- [Management Evaluation AP 7240-7](#)
- [NOCCCD Ongoing Check-in Guidance worksheet](#)

NOCE provides direction and support for employee professional growth by encouraging their participation in school, districtwide and external professional development opportunities, including participation on committees, leadership development programs, and training available through the District's Edvantage Workshop Calendar to build essential job skills. Managers may assign their staff to attend specific trainings through Edvantage, such as customer service training, that they have identified as relevant for the performance of their job duties. The President's Office routinely emails the NOCE management team to relay professional development opportunities to their department personnel.

- [NOCE Committee and Meeting Calendar 2022-2023](#)
- [District Classified Professionals Training Academy](#)
- [NOCCCD Leadership Academy](#)
- [District Mentorship Program](#)
- [NOCCCD EdVantage Workshop Calendar Event Access Guide](#)

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

NOCE provides all personnel with appropriate opportunities for professional development year-round. The NOCE and district professional development committees routinely email all staff on professional development activities. Employees also get regular emails from the District of Diversity & Compliance Office on trainings and webinars, such as [the Pluralism, Inclusion & Equity Workshop \(P.I.E.\) webinar series](#) designed to increase intercultural proficiency for effective teaching and support services for our diverse student body.

Employee orientations are provided at the district level and local level. District offers [New Employee/Faculty](#) orientation twice a year where representatives from each district department introduces themselves and provides an overview of all available services. NOCE departments and programs provide their employees with training, orientation, and information specific to their program areas and scope of responsibilities. The [Distance Education Faculty Handbook](#), [DSS Faculty Handbook](#), [DSS Support Staff Handbook](#), [ESL Employee Handbook](#),

and LEAP annual faculty meeting are available to employees on the NOCE Information Depot.

In 2019, the President's Office initiated the process to create a comprehensive school-wide employee handbook. Staff were provided an opportunity to submit suggestions of items to include. When the pandemic hit in 2020, priorities were changed to address more pressing matters at hand. The process to continue the development of the handbook will reinstate in fall 2023.

Faculty and classified staff may request funds from the NOCE Professional Development Committee to attend conferences, workshops, and trainings offered by other organizations. Application procedures can be accessed on the committee's [website](#). Managers may request funds through President's Staff for professional development funds. Funds to participate in outside professional development opportunities are also available through various NOCE grant resources, such as Strong Workforce grant, Student Equity and Achievement (SEA) categorical program, and California Adult Education Program (CAEP) regional consortium. For example, NOCE sponsored seven employees to attend the National Conference on Race & Ethnicity in Higher Education, May 31- June 4, 2022, in Portland, Oregon, by braiding funds from Strong Workforce, CAEP, Professional Development Committee, SEA, and management professional development funds.

The budget for professional development is derived from NOCE's carryover funds. Each year, \$20,000 is allocated to the Professional Development Committee to fund faculty and classified staff requests to attend conferences and workshops. At the end of the year, any remaining balance is carried over to the following year. Management and confidential staff have an annual allocation of \$20,000.

The Professional Development Committee conducts an annual survey that is distributed to all employees to get input on their professional development needs. The committee uses those results to plan activities for the upcoming year [2022-2023 ProD Needs Report Link](#). Examples of on-going trainings at NOCE include:

- Faculty Flex Day activities – twice a year prior to the start of a semester
- Management Team Retreat- once a year prior to the start of the fall semester
- Administrative Professionals Team - monthly meetings
- Participation in annual professional conferences, such as Association of Community & Continuing Education (ACCE), California Association for Postsecondary Education and Disability (CAPED), Academic Senate for California Community Colleges plenary sessions; National Council for Marketing & Public Relations (NCMPR); California Community College Association for Occupation Education (CCCAOE).

Impact on student learning is measured in multiple ways, with the Student Learning Outcomes assessment process as foremost. NOCE ensures meaningful evaluation of professional development activities through surveys from attendees of professional development events, input from managers regarding program specific professional development activities, feedback from Academic Senate, and Professional Development Committee monthly meetings. In addition, the NOCE Program Review and Planning process implemented in Fall 2021 allows Academic, Student Services, and Administrative Services units to identify professional development needs that promote achievement of student learning outcomes and department goals.

- [NOCE Academic Unit Program Review Report Template](#)
- [NOCE Student Services Unit Program Review Report Template](#)
- [NOCE Administrative Services Program Review Report Template](#)

School's Strengths and Growth Areas for Criterion 3

Strengths:

1. Faculty and staff adapted quickly to meet the needs of students when the pandemic hit in 2020 by learning new technologies and teaching methods for distance education. Prior to the pandemic NOCE did not offer distance education.
2. Faculty and staff improve their skills by participating in required and voluntary professional development.
3. NOCE incorporates DEIA standards throughout the recruitment and hiring process of personnel to best serve our diverse student population.

Key Issues:

1. Need a comprehensive school-wide orientation for all employees.
2. Need more frequent professional development activities for classified staff informed by broad classified staff feedback.
3. Need evaluations completed in a timely manner at all levels.

Criterion 4: Curriculum

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations. Additional indicators for online programs/courses, if applicable:

Curriculum mapping is a reflective process that helps teachers understand what has been taught in a class, how it has been taught, and how learning outcomes were assessed. The assignments are linked to the objectives which are linked to SLOs and then to PLOs. As we transitioned online and began reviewing our courses, it became clear that we are functioning under lesson plans, outlined details of what will be taught, how it will be taught, and what resources will be used to teach it, rather than curriculum maps. [Curriculum Mapping: Definition, Purpose, and Tips \(thoughtco.com\)](#). To rectify this situation, the Distance Education Coordinator is working to implement the utilization of Ease Learning. NOCE's contract with Ease Learning will improve the integrity of our programs. Ease learning works backwards from outcomes to design the learner's path to performance. Through Ease Learnings software, Skillsway, it enables skills-based learning design and mapping, embedded delivery of modular stackable learning experiences in any LMS, and rich data/analytics grounded in the granular measurement of achievement of skills to track in real time and yield true currency for credentialing. [Online Learning Design & Curriculum Development-Ease Learning](#) Fall of 2022, will start the first classes approved through this process and the continued conversation of having all classes go through this process.

Courses, outlines, and objectives. Courses and course outlines are provided for all stakeholder groups through a variety of resources. Courses are listed in the NOCE schedule, which is posted online, hard copies are distributed on all three campuses, and through the mail to neighboring communities. Fliers and postcards are also posted on campus bulletin boards, distributed at community outreach events, and sent in the mail. The Public Information Office has also been instrumental in marketing our classes through a contract with Stamats. Ads and information have been placed and purchased through Facebook, Google Ads, Spotify, I Heart Radio, Pandora, Instagram, YouTube, Snapchat, and electronic newsletters.

Transitioning online required a major review of all curricula. CurricUNET was used to house all revised, updated, and new course submissions as well as tracking the curriculum approval process. Outlines, outcomes, objectives, and DE addendum are also available in CurricUNET. The major review showcased the need to update the Program/Curriculum Review process. The Curriculum Committee is in the process of developing a process that will hopefully be piloted in spring 2023.

Additional indicators for online programs/courses, if applicable: Refer to [online supplemental](#).

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered, within and across grade levels.

To ensure that NOCE is providing a rigorous, relevant, coherent, and articulated online curriculum, we have implemented the following elements from our Distance Education plan:

- CVC-OEI Rubric - The Distance Education Program follows the California Community Colleges Online Education Initiative Course Design Rubric to ensure all courses meet existing regulatory and accreditation requirements. All courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements.
- Peer Online Course Review (POCR) Training (began Fall 2021) - Courses that are Peer Reviewed have met the CCC's highest level of design standards to support online student success and can be made available for cross enrollment to students at participating colleges.
- Accessibility - According to the CVC-OEI Rubric, the 16 elements in section D are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance").
- Curriculum Review Process (began Fall 2021) - The curriculum committee is revising and updating the documentation and tracking of the process.
- Online Teacher Certification (OTC) - Required of full-time and adjunct faculty to qualify to teach a distance education course or provide online services for NOCE. The Online Teaching Certificate is designed for faculty members to attain the basic skills necessary to succeed in an online learning environment. As of 2022 faculty are certified through @One.
- Canvas/Course design – NOCE follows standards developed and adopted by the CVC-OEI.

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

In 2019/20, NOCE served nearly 26,000 students with a total of about 127,000 enrollments in 373 unique courses and 3,290 course sections. Distance Education quickly became an integral part of the NOCE's mission of providing holistic programs and services that are relevant and accessible to all learners in achieving their goals. Previous student surveys

indicated momentum points where students experience obstacles that hinder academic achievement. Discussions surrounding the student journey revealed the juxtaposition of life, work, and academic pursuit led to an intentional focus to alleviate the pitfalls students experience. Distance Education courses allow students to meet the challenges related to these obstacles and barriers that limit achievement.

In the fall of 2020, the Office of Research and Planning conducted the Distance Education Student Survey. The report found that over half (51%) of the participants indicated an interest in continuing DE courses after the pandemic. High School Diploma students indicated a higher level of interest at 61%. The 2019/20 Institutional Effectiveness Report showed that “85% of students have consistently been retained in courses throughout each term, indicating that students continue to be motivated to complete their coursework.” As NOCE returns to campus, courses will be offered in person, but the Distance Education program will continue to provide the NOCE community with online programs that will enrich their lives and meet their needs.

Indicator 4.1c: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

To provide secure accessible software and applications to support in-person and online learning, a vetting and adopting applications and software policy has been adopted. This policy will ensure alignment with our LMS, accessibility guidelines, and institutional plans, as well as provide an account of all software on CORs to ensure regular updates.

NOCE has not had the opportunity to assess the online curriculum and its rigor, relevancy, and coherency. When NOCE initially went online, the correspondence modality was utilized to complete the semester and to allow for time to transition our courses to Distance Education. Standards were set as faculty were trained and addenda were put through the curriculum process. In January 2022 began our fully online distance education program. As the pandemic morphed, the program was expanded to include partially online, online with flexible in-person, and web-enhanced modalities.

In fall of 2021, NOCE contracted with Ease Learning to develop a NOCE Continuous Improvement Plan that outlines the plan for continuous improvement. The continuous improvement analytics that the Skillsway software will provide will be instrumental in providing NOCE with relevant data.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

Courses adhering to the NOCE mission are developed through a faculty-driven curriculum process. All full-time instructional faculty participate in curriculum development. Adjunct faculty and external industry experts assist with curriculum development in programs that require specialized knowledge, such as CTE and LEAP. Faculty have the charge of updating learning materials as needed for currency and relevancy in meeting the established learning objectives. Academic administrators take an active role in collaborating with faculty in revising curriculum and setting timelines. Adjunct faculty and external industry experts with specific expertise are recruited periodically for the development of new or revised existing courses to bring them up to date with the industry and community demands.

The NOCE Curriculum Committee has in place a six-year curriculum review cycle. Courses that receive Perkins grant funding (CTE Department) are reviewed on a two-year cycle. Program Directors and faculty review courses on an ongoing basis to determine which courses should be revised and which are obsolete and need to be deleted. Faculty propose revisions, deletions, and additions. Faculty and Program Directors participate in the review process and recommendations are made to the Curriculum Committee. NOCCCD utilizes CurricUNET to assist with the administrative process.

NOCE strives to continually review and improve course offerings and the course review process to meet the needs within the community. To ensure that the curriculum is relevant and maintains integrity, NOCE has linked with the community in the following ways:

- The DSS department linked with the Regional Center of Orange County to conduct annual quality assurance reviews of the DSS Work Independence Self-Advocacy Education (WISE) program and the Independent Vocational & Educational Support (IVES) program.
- Several programs through CTE and DSS have community involvement through program advisory committees. These committees advise the departments on the latest requirements/changes related to the industry.
- Our community is surveyed, as well as current and past students, concerning their needs and wants related to instruction. [NOCE 2020 Campus Climate Survey](#), [NOCE Student Feedback Report \(Trimester vs. Semester\)](#), [NOCE Stop Out Survey Infographic](#), [NOCE Remote Instruction Needs Student Survey](#), [NOCE Distance Education Student Survey Report \(Fall 2020\)](#), [Return to Campus Student Survey Results](#)

As NOCE moved to online courses, a school-wide curriculum review took place. Over 2020 and 2021, the curriculum committee reviewed 425 courses (new and revised). The existing courses were updated to meet distance education requirements and new classes were developed to better meet the needs of students. A major purge of courses that were out of date or no longer being offered also took place. Through the review and purge, we now have 16 new programs, 15 modified programs, 12 programs deactivated, and 376 courses deactivated. This was the first time NOCE deactivated courses on such a large scale. From what was learned through this process, the curriculum committee will be working on a deactivation manual during the 2022-2023 school year. They will also be revising the curriculum review process and documents to ensure there is thorough documentation of process and integrity of curriculum.

NOCE's original goal was to launch its pilot of distance education during the fall of 2020. The COVID-19 Pandemic launched us into distance education before we had all the pieces in place. Now that the classes are in place, we are determining how we will evaluate the effectiveness and integrity of the curriculum. We have put in place strategies that will help us evaluate and will need to implement on a wider scale in the near future.

The Distance Education coordinator and the DE committee developed and adopted through the Academic Senate the Distance Education Plan. In this plan we opted to use the [CVC-OEI Course Design Rubric](#). This rubric contains the online course design standards developed and adopted by the CVC-OEI to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility. These standards ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations.

Although all courses are not best suited to be taught online, NOCE strives to design all courses to be taught in person and online. This allows NOCE to reach more people in our community with courses suited for online and to pivot at a moment's notice if we encounter another situation as COVID. NOCE also uses the Peer Online Course Review (POCR) process. This process has @One trained peers review courses using the OEI Rubric. We currently have five faculty members certified to review courses.

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

While some learning gaps can be minor and relatively easy to remedy others can be significant and cause major learning losses or academic setbacks. NOCE endeavors to remove all barriers and gaps from student's learning. A few programs and policies that have been implemented are:

- Free access to textbooks and computers in the Learning Centers and [Career Skills and Resource Labs](#)
- [Business Computer Skills Lab Flyer 3.17.21.pdf](#)
- [Laptop Loaner program](#)
- Tutoring in Learning Centers
- Instructional Assistance with career/employment skills
- CTE updates text/software approximately every two years
- Many in-person courses utilize Canvas to provide students with 24-hour access
- Tablets for in-person registration assistance
- Online labs
- Access to self-paced training in classroom, computer, and industry skills through Canvas, LinkedIn Learning and 21st Century Skills
- Most of the instructional materials, including textbooks, are provided for in-class use at no cost to the students when operating in-person
- Students work at their own pace to complete their educational goals

NOCE's DE Plan notes to work with California Consortium for Community College Libraries to develop an online library resources center that will enrich online learning activities for the diverse courses in the NOCE DE Program. This goal will provide us with the opportunity to present students with access to library/media resources and community resources that will provide real-world experiences and applications. Although the design is intended for online students, the online library can be utilized by in-person students providing 24-hour access to resources.

School's Strengths and Growth Areas for Criterion 4

Strengths:

1. Clear process for faculty to create courses through CurricUNET and steps for approval.
2. Offer students Direct Instruction for GED/HiSET programs or a new self-study module through Aztec
3. Diverse Curriculum
4. COVID transition to online courses

Growth Areas:

1. Need to provide an opportunity to students from different programs to participate on the curriculum committee.
2. Need an opportunity to collaborate with Fullerton/Cypress Building Connections and our work with the orange county and city WIB.
3. NOCE adjunct faculty need to assist with development of curriculum.
4. Consistent Curriculum Review
5. Faculty completing training for Distance Education

Criterion 5: Instruction

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.

NOCE faculty take pride in developing their own Course Outlines of Records and Program Certificates. The faculty who create the course outline and input the information into CurricUNET (CNET). The course is moved through several steps in the curriculum approval process. First, a notification is sent to the Curriculum Committee chair and the department Associate Dean. Next, the Curriculum Specialist notifies the curriculum committee that the course is available in CNET and requests feedback for the course author. Next, the Curriculum Committee Chair notifies the course author that the course has been reviewed and that feedback is available. The faculty member then makes any recommended changes to the course before the course is listed on the agenda for the subsequent committee meeting. At the scheduled meeting the course author presents the courses and programs and is available to answer questions. Once the course and programs are approved by a formal vote of the committee, they move forward to the District Curriculum Committee for consideration. When approved at that meeting, they are sent to the Board of Trustees meeting for final approval.

The Curriculum Committee is comprised of faculty who represent the instructional divisions/departments. The Associate Dean of CTE is on this committee and is a valued resource for coding designations and past practice. The Vice President of Instruction also serves on the committee. The Curriculum Committee Chair and the Vice President of Instruction meet regularly. Most faculty serve a two-year term on the committee. When several members join the committee, the curriculum chair plans and implements trainings for the faculty to build capacity regarding the role of the committee. During the shift to remote instruction, the committee reviewed 425 CORS with Distance Education Addenda attached to remain compliant with the Chancellor's Office.

The Academic Senate approved a standard Course Syllabus in 2018/2019 school year. [UD Syllabus](#). Faculty regularly review their class syllabus with students and using a standard syllabus helped students find consistency within and across programs. When the shift to remote instruction occurred, the DE Advisory created several tools to assist faculty in communicating expectations to students. In Canvas, some faculty used a welcome page and a separate syllabus page. Other faculty recorded a video of their expectations or explained via live Zoom session. A Canvas template for Course Design is currently being piloted by a small group of faculty.

Indicator 5.2: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

The full-time faculty at NOCE have a Flex Time obligation which amounts to 20 hours of training that is dedicated to continuous improvement. In the past few years, adjunct faculty have been compensated to attend the Flex Day activities, as well. In addition to this opportunity, faculty apply to the Pro-D Committee for funding to attend conferences. Departments with specialized grants require dedicated training to meet grant requirements. Registration, hotel, and travel costs can be paid for by the grant if funding is available. Many of our faculty are recognized as leaders in their areas of expertise. They regularly present at in house trainings and conferences, such as:

- California Association for Postsecondary Education and Disability Conference
- The Tarjan Center at UCLA
- Academic Senate for California Community Colleges Plenary Sessions
- California Teachers of English to Speakers of Other Languages Annual Conference
- Academic Senate for California Community Colleges Career & Noncredit Education Institute
- Orange County Prescription Abuse and Prevention Coalition
- American Association for Adult and Continuing Education
- The National Council for Workforce Education
- Association of Community & Continuing Education
- Virtual Innovations Conference

ESL has a strong presence in professional organizations such as California Teachers of English to Speakers of Other Languages (CATESOL). In 2022, several faculty members gave presentations at the statewide CATESOL conference. Full-time faculty Corinna Lopez presented on ESL's collaboration with CTE to develop Integrated Education and Training (IET) opportunities for English language learners. In addition, several ESL adjunct faculty helped plan and coordinate the event: Song Hong is CATESOL Adult Education Level Chair and 2022-23 CATESOL President-Elect and Patty Sanchez is CATESOL's Adult Education Level Assistant Chair. ESL Associate Dean Karla Frizler participated in the California Adult Literacy Professional Development (CALPRO) Leadership Institute 2021-2022, ensuring currency in adult education leadership strategies, policies and procedures, and resources. She continues to work with a mentor assigned through the institute and collaborates regularly with members of her cohort. Vice President of Instruction Dr. Karen Bautista represents NOCE on the CALPRO Professional Advisory Board and regularly presents for the CALPRO Administrator's Forum.

LEAP also is involved in the NOCRC K-12 Advisory Group. The program's Associate Dean, several teachers, community partner members and administrators are involved in moving forward many of the CAEP-funded activities and strategies put forth by the LEAP-Parenting team.

DSS faculty and staff participate in the annual conference of the California Association for Postsecondary Education and Disability (CAPED). CAPED is a premier source of professional development for DSS instruction and student services. Many NOCE DSS professionals are involved in CAPED leadership and planning roles and provide development seminars annually.

Basic Skills faculty participate in professional development training opportunities offered by the district and at the local, state, and national levels. Distance Education Faculty Coordinator presented “Best Practices in Online Teaching and Learning” at the Online Teaching Conference, The American Association of Adult and Continuing Education Conference, and at the League for Innovation in the Community College Innovation Conference. On NOCE Opening Day in August 2021, she presented “Course Design and Digital Equity”. Janet represents NOCE on the Academic Senate for the California Community Colleges (ASCCC) Common Course Management System (CCMS) Accessibility Workgroup, and currently chairs the CCMS Online Noncredit Workgroup.

CTE participates in several regional and statewide professional organizations to ensure currency and relevancy of our training programs as well as learn upcoming best practices and/or new ways to offer CTE training. Some of the organizations that Associate Dean participates in and/or presents at include Orange County Regional Consortium, California Community College Association for Occupational Educators, National Conference on Race and Ethnicity in Higher Education, CCC Academic Senate Curriculum Institute, and CCC Academic Senate Career & Noncredit Education Institute. The Associate Dean has also taken and earned the @ONE Certificate in Online Teaching & Design to better support the faculty and development of online programs. Additionally, CTE faculty and staff have also participated in flex day activities, CCC Online Teaching Conference and COABE. CTE faculty also participate and present at CCC Academic Senate events, and we currently have two adjunct faculty participating in the CTE Liaison program. All information obtained from attending the events and/or participating in the professional organizations is shared with faculty at division meetings for discussion on best practices for using the information to improve their classes and/or student success. CTE has also recently purchased DEIA related books as resources for faculty to checkout. The new book loan program will be implemented in Spring 2023.

The Curriculum Committee Chair has served on the ASCCC Career Noncredit Education Committee and the Chancellor’s Office Assessment Advisory Committee. She has presented at the ASCCC Noncredit Education Institute on matters of equity and on supporting students in English and Mathematics. NOCE’s Distance Education Coordinator has spoken across the country promoting the work NOCE is doing with Ease, utilizing the CVC Course Design in noncredit, and Continuous Improvement: A Best Practice for Online Teaching and Learning.

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

NOCE instructional programs realize the importance of incorporating the use of technology into instruction. They have made the shift from instructors using technology as an instructional tool to teaching students how to use technology on their own devices in the classroom.

The CTE Program was the first department to offer web-enhanced courses using Canvas as an instructional tool during in-person classes. The CTE Program Manager hired a consultant to provide a series of trainings for faculty to adopt a consistent use of Canvas across the department. Canvas was configured to create a web-enhanced course for each section that was scheduled in the master schedule. When the pandemic forced the shift to online classes, these faculty had already been using Canvas for over a year and their students were familiar with the Learning Management System. This allowed the students to transition more successfully and more quickly than other departments. CTE has also implemented LinkedIn Learning, Portfolium

(an e-portfolio platform) and Launch Your Career into the Career Skills and Resource Center curriculum. CTE staff also started in Fall 2022 providing access to LinkedIn Learning to all interested NOCE faculty for use in their courses.

DSS and the Basic Skills departments offer instruction in learning laboratories with desktop computers for student use during instruction. Basic Skills literacy labs are equipped with laptops in addition to the desktops. Literacy labs support students with accessing online tools such as MyGateway, Canvas, resetting email user passes, and scheduling appointments for remote tutoring. The ESL department has used dedicated grant funding to purchase laptop carts for classroom use by students both on campus and in the community at a variety of sites where students would otherwise not have access to technology. All ESL and Citizenship course outlines developed since 2019 include digital literacy skills important for language development. The ESL program also offers ESL and Computer Skills courses for both Beginners and Intermediate-Advanced students, to ensure they understand the terminology necessary to use technology for learning. Instructors worked with trained technology mentors to assist with the implementation of the laptop integration project.

LEAP instructors use technology on a regular basis. As part of the facility agreement for LEAP-Emeritus, each site is required to provide access to technology such as: widescreen TV's, audio equipment and other video equipment available to instructors to use to supplement their lessons, in addition to a technology backpack, iPad, or laptop from LEAP, if needed. Instructors and activities directors are trained on how to use the equipment properly so that the class runs smoothly. LEAP-Parenting follows similar instructional protocol as does Emeritus. In addition, LEAP Parenting may include class equipment such as translation headsets for live interpretation of material into other languages as needed.

DSS provides support for student technology needs. The ARISE lab provided a tremendous amount of support to students during the pandemic to help students get online for instruction and student services. Many students needed and received 1:1 support to learn how to get online, join zoom, sign into Canvas, and utilize online tools. The DSS Alternate Media Specialist has expansive knowledge of assistive technologies and helps students access technologies, and often provides training so students understand how to use the technology.

In Fall 2019, the Distance Education Pilot Program began with the selection of a dedicated faculty coordinator and the formation of a faculty team to develop a DE Plan, a DE addendum, and a training program for faculty on best practices for distance education instruction. NOCCCD had adopted Canvas as its official learning management system (LMS), which includes managed hosting, administrator support, Canvas blueprints, integration customization maintenance (ICM) support, and accessibility software. The DE Advisory also recommended and purchased additional tools to facilitate instruction, such as CidiLabs Design Plus, UDOIT Cloud Course Accessibility Checker, and Screencast-O-Matic.

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

NOCE offers traditional classes on campus, some offered as web-enhanced, as well as drop-in computer labs. Distance Education offerings include hybrid, synchronous, and asynchronous. Both fulltime faculty and adjunct faculty have regular evaluation processes that include manager evaluation and student questionnaires ([United Faculty](#) & [Adjunct Faculty](#) Collective Bargaining Agreements).

Recognizing that students have different learning styles, NOCE continues to work diligently to diversify its instructional offerings and delivery methods. NOCE faculty implement a variety of instructional strategies to maximize student engagement. Instructional strategies are listed on the Course Outline of Record (COR) and discussed as part of the course approval process. In-person courses utilize a variety of teaching models such as flipped classroom, lecture, coach activity, group, and blended styles. NOCE offers open-lab courses where students can learn at their own pace under the guidance of faculty and with the assistance of instructional assistants, aides, and tutors. Open-lab courses use competency-based models allowing students to focus on mastering specific skills needed for program completion or to receive customized instruction in math, reading, and writing skills to complete a CTE program. Open labs are equipped with assistive technology, such as screen readers, to further support teaching and learning.

Distance education courses follow the California Community Colleges Online Education Initiative Course Design Rubric to ensure all courses meet existing regulatory and accreditation requirements. The rubric is responsive to updated instructional technology, instructor feedback, and systematic reviews. [NOCE DE Plan 2022-2024](#) It is the express goal of NOCE to become designated as a Peer Online Course Review (POCR) certified campus through CVC-OEI membership. Five instructors have already completed a four-week, forty-hour training to become badged to review online course content and assist instructors in aligning their courses with the CVC-OEI Course Design Rubric.

Indicator 5.5: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Course outlines of record (COR) are developed by faculty for the department in which they meet minimum qualifications [Minimum Qualifications for Faculty and Administrators in the California Community Colleges](#). Each COR includes, among other items, student learning outcomes and instructional materials. As expressed in the Program and Course Approval Handbook ([PCAH](#)), it is the responsibility of the curriculum committee to determine that student learning outcomes and instructional materials meet the appropriate rigor for intended students. More specifically, the course must cover appropriate subject matter, teaching methods, resource materials, and achievement expectations.

Coursework engages students in increasingly difficult activities in alignment with Bloom's Taxonomy. Bloom's Taxonomy classifies learning activities according to six cognitive levels of complexity. Instruction at the lower levels of remembering, understanding, and applying are followed by analyzing, evaluating, and creating. Use of these verbs clearly demonstrate the level of the learning outcomes for students in terms of their rigor.

Indicator 5.6: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

The I-BEST model is an example of an instructional delivery method that was chosen to meet the needs of the ESL students pursuing CTE certificates. Under this model, a CTE instructor was paired with an ESL or Basic Skills instructor to offer immediate and contextualized language and math support. The most recent example of the I-BEST model is the

Personal Care Aide and Business Information Worker I Certificate Programs where I-BEST is fully integrated into all courses. In addition to the myriad accommodation services offered through the DSS department, ARISE neurodiversity and wellness labs have been established at each main campus to address students' executive functioning, social skills, and general well-being. ARISE stands for Academics Relationships Independence Self-Advocacy Emotional health. This is an educational support and wellness lab where staff focus on helping students develop organizational, academic and social skills, and providing students with support for their mental health needs. It was also designed to provide individualized support to students with autism spectrum disorder (ASD). This strategy has developed into a partnership with Cypress College on their campus and has helped many students to regulate their behavior to facilitate retention and course completion. LEAP, as well, employs a model that uses personalized approaches to learning and alternative instructional options such as using traditional content that may be diverse across levels from memory care to independent living to community centers. The same is true for a diverse cultural perspective when looking at LEAP-Parenting that must adapt its concept delivery to the multiple cultural groups of students it serves.

DSS provides Educational Coaching through several programs including College to Career (C2C), Independent Vocational and Educational Supports (IVES), and Equity Coaching. Coaches help students engage in all aspects of learning, persist with courses, and complete.

ESL offers a variety of full-term and short-term (accelerated) sections to accommodate student needs. All specialty courses, including Citizenship Preparation, now have separate sections for Beginning and Intermediate-Advanced students. In an effort to meet the changing needs and outside demands on adult learners, ESL provides a combination of in-person classes at NOCE main sites, in-person classes at locations throughout the North Orange County area, and online classes through Zoom and Canvas. In addition to core and specialty classes, ESL also offers drop-in ESL Learning Center support both in-person and online for students needing both language and instructional technology support.

Basic Skills department implements various instructional methods to ensure student learning. High school subjects are offered in an open entry/exit lab setting where students have the flexibility to attend the lab based on their schedule and an opportunity to work with their instructor one-on-one to receive personalized academic support in their assigned subject. Select high school subjects are offered remotely to accommodate students interested in learning online; online tutoring support is available in all Canvas courses including English and math College Prep courses. GED/HiSet preparation courses are offered asynchronously; GED faculty offer a personalized approach to learning by offering open lecture sessions tied to their Canvas courses. Literacy labs offer in-person and online academic support to students in all programs.

CTE offers a variety of modalities and short-term (accelerated) sections to accommodate student learning and success. While most CTE courses are offered asynchronously through distance education, CTE has continued to restructure based on student need to offer more hybrid classes for students to have some face-to-face time with instructors for hands-on learning and practice. A few computer courses classes were brought back fully in-person to better support student success. CTE also offers the Career Skills and Resource Lab, both in-person and virtually, and started a virtual drop-in support through zoom to provide support with canvas, zoom, MyGateway access and registration for laptop and hotspot loans. Additionally, CTE is currently exploring competency-based education and apprenticeships.

School's Strengths and Growth Areas for Criterion 5

Strengths:

1. Many of our faculty are recognized as leaders in their areas of expertise, and they regularly present at conferences and provide in-house trainings.
2. NOCE offers a variety of instructional modalities which include in-person, web-enhanced, hybrid, synchronous, and asynchronous distance education.
3. The I-BEST Model personalizes instruction to meet student needs.
4. NOCE offers in-person and online instructional support through Cranium Café, Career Skills and Resource Lab, Learning Centers, and ARISE Labs.

Growth Areas:

1. Capacity building is needed in measuring student learning and its connection to CORs and SLOs.
2. Rigor should be communicated on the Course Outline of Record using Bloom's Taxonomy vocabulary which is specific to level of rigor and complexity.
3. Collaboration among instructional disciplines could result in more effective use of instructional strategies.

Criterion 6: Use of Assessment

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

The Institutional Effectiveness Report (IER) is the main source for locating the learning data collected for NOCE. It is published annually and distributed widely within the institution. Past [IERs](#) are accessible through the NOCE website. The student learning data is compiled at the school level and is broken down by department. The student learning data is further disaggregated by equity indicators, such as age, gender, race, and ethnicity. IER offers insight into learning trends by offering a three-year view of the student learning data. Student learning is assessed at the course level, as indicated by course success, term level as indicated by fall-to-spring retention, and program level as indicated by certificate completion rate.

Another valuable source of learning data is the annual [SLO report](#). The report offers a more granular view of student learning at the level of course assessments and demonstrates the performance level of students achieving program competencies and institutional learning outcomes. The eLumen SLO system allows faculty to map course-level outcomes. For example, courses that are a part of a program are mapped to the program outcomes and then to the institutional outcomes. Courses that are not a part of a program are mapped directly to the institutional outcomes. As another example, the LEAP program Associate Dean received a request for input about SLO's and then consequently held a "Mega Meeting" for all of its instructors (80+), gathered input to the SLO questions, compiled the responses, and gave it to the coordinator who then constructed a very concise SLO report.

In the past, the student learning data for NOCE came from the SLO Coordinator who relied on using internally developed software. The data had to be gathered independently by faculty and then associate deans packaged it for the SLO Coordinator. In 2018, NOCE embarked

on a process that utilizes a new software that allows more accessible data. With the new system, faculty have been trained to run the reports for their courses. From faculty-created reports, the faculty member can complete the course action plan for their program. On an annual basis, a comprehensive report is compiled by the SLO Coordinator and sent to the associate deans to be reviewed with their respective departments. The SLO data in the annual report is aggregated on the course level, not the instructor level, to make it easier to identify trends and patterns.

Instructional strategies have been improved by implementing new teaching modalities (i.e., I-BEST), by review of the SLO assessment data through eLumen, standardization of online training (OTC), having more accessible course data through the Learning Management System Canvas, and by encouraging partnering between faculty that teach the same course. Different programs go beyond these steps to ensure their teaching methodologies and instructional strategies improve. For example, the DSS program hosts bi-weekly instructor meetings to share best practices and emerging educational technologies that support their students' success. DSS faculty have developed a shared database with vetted resources that focus on online, in-person, and hybrid classes. The ESL program has implemented a strategy of using multiple measures to assess student readiness for advancement. Along with formative and summative assessment results and instructor recommendation, student self-assessment and performance-based assessments (e.g., EL Civics) are also factored into the student's decision about which classes to take the following term. The ESL program assesses its textbooks and instructional materials on a regular cycle. As new textbooks and open-education resources (OER) are assessed, faculty consider how students' and employers' needs may have changed. Instructors can request class accounts for Azar, Burlington English, and Rosetta Stone, with each software program including self-assessment tools that include reports for instructors.

NOCE applies a variety of methods to measure quality and outcomes of instruction. Faculty develop and evaluate course-level learning outcomes and assessments. The faculty assesses student learning each semester and document progress. Each department aligns student learning outcomes with program and institutional outcomes. Assessment results are analyzed and used to create a plan, as a department, to improve any areas of weakness.

At the course level, NOCE follows Title 5 guidelines for noncredit grades and progress indicators. The evaluative symbols are Pass (P), No Pass (NP), and Satisfactory Progress (SP) indicating measurable progress towards course completion. The High School Diploma Program utilizes the common academic grading system (A, B, C, D, and NG) to measure student learning. The evaluative symbols are granted based on student learning that is measured through formal and informal forms of assessment. Acceptable forms of assessment are behavior observation, combination test, lab work, objective test, physical activity, project or portfolio, self-report or survey, standardized test, subjective test, participation, and writing assignment. Faculty determine the appropriate assessment tool for measuring learning outcomes. CTE, ESL, DSS, Basic Skills, and LEAP are actively engaged in determining the best way to assess their students and/or assessing outcomes. All this data is stored in eLumen. Within eLumen, the course level outcomes are mapped to the program level outcomes, and program level outcomes are mapped to the institutional outcomes. Basic Skills is working on determining how to assess their students. Prior to the pandemic, students were not registered until after completing their diploma or certificate. Without being registered, the data only shows completion rates. In the past, high school faculty collected student learning outcome data via an Excel tracking sheet and the literacy lab faculty collected data via administration of a survey. Since the pandemic, students are being enrolled while participating. Due to this adjustment, GED faculty have been able to

report data in eLumen, and the high school and literacy lab faculty are reevaluating the existing learning outcomes. Through regular faculty meetings, the department will work towards deciding which benchmarks will be used as assessments to show learning and progress in various academic areas of the Basic Skills department. The department will work towards deciding what benchmarks will be used as assessments to show learning and progress.

DSS maintains data for all instructional programs and services. DSS tracks class success, certificate attainment, and data related to services like educational coaching and ARISE that support inclusion in noncredit and credit instruction. DSS maintains data in other service areas such as mobility and employment. All DSS data is reviewed each year by faculty, staff, students and community partners, and used to improve instruction and student services.

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.

School-wide student learning data is shared with key stakeholders in three ways. First, the Institutional Effectiveness Report (IER) is produced annually and made available for public view on the NOCE website. IER findings are presented annually at the President's Cabinet, NOCE's main shared-governance committee. Additionally, IER is presented to the NOCCCD Board of Trustees as part of the school's annual report. Finally, NOCE's Office of Institutional Research and Planning produces the Annual CAEP North Orange County Regional Consortium (NOCRC) Evaluation Report that delineates learning outcomes of all CAEP strategies approved by the consortium. The report shows consortium-level outcomes as well as the outcomes broken down by service provider. The CAEP NOCRC Evaluation Report is shared with all consortium members annually. The report helps service providers evaluate effectiveness of CAEP-funded strategies.

The Disability Support Services (DSS) department seeks additional input on the assessment data from stakeholders. DSS faculty share student learning data, including course success, certificate completion, and transition with the members of the Postsecondary Transition Education Consortium and the DSS Community Advisory Committee consisting of NOCE practitioners, students, and community partners.

ESL instructors can request CASAS reports that help show areas where students are succeeding as well as areas that may need greater attention or review in the classroom. Performance-based EL Civics assessments are also valuable in documenting student progress and ability to apply what they have learned in the classroom in their daily lives. Basic Skills department is piloting administration of CASAS Reading and Math Goals exams. Assessment data will be shared with stakeholders, upon collection of sufficient data.

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.

With the transition to distance education in March 2020 came requirements for approval of DE Addenda for all courses by December 2020. The implementation of eLumen and mapping of assessments to SLOs provided a new way of viewing our data. The merging of these two events allowed NOCE to see that our outcomes were not as specific as needed for discrete level reporting. Learning goals were often phrased using broad verbs such as learn, understand, appreciate, and think critically. While broad goals are problematic, so are goals that are too

specific, which was also evident. Effective assessments have an appropriate range of outcome levels. Their floor and ceiling are appropriate to the students being assessed. The ceiling should be achievable by at least some of the students whose work is being assessed, while the floor should represent an unacceptable performance level, perhaps where students were before they began the learning experience.

In the development of distance education courses in partnership with a professional online education design firm, Ease Learning, our faculty have learned much about the COR development process. Ease Learning maps competencies to specific learning module assessments, which are connected to student learning outcomes. When a particular COR does not have this level of congruency, measurement of student learning is problematic. The most beneficial course development has been through use of a mapping tool to list student skills, sequence them, and connect them to outcomes. Instruction of complex topics scaffold from formative to summative, leading to direct application or connection to a student's goals. Using formative and summative assessments facilitates the identification of students who are struggling with the material. For those courses developed with Ease Learning, the Learning Data team continually reviews and analyzes the data and meets with the NOCE team on a regular basis to provide actionable recommendations for continuous improvement.

Beginning Spring 2023, the coordinators of Distance Education, Student Learning Outcomes, and Curriculum will develop a process to systematically review and update the CORs to facilitate outcomes reporting.

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.

Stakeholders such as students, instructors, managers, classified staff, and administrators are all involved in the discussion of student learning data and how the achievement of learning influences decision-making. These discussions take place at the Budget Committee, President's Cabinet, Academic Senate, President's Staff, Management Team, and Institutional Effectiveness Committee. The increase of dialogue regarding student learning outcome data has developed a richer and broader focus on the inclusion of learning data in strategic planning.

Each of our courses has designated student learning outcomes. Faculty take those SLOs, choose an assessment (assignment, quiz, test, and more), and link it to the appropriate SLO. Based on the student achievement, the instructor determines if the student met the SLO, did not meet the SLO, or was not assessed. Each SLO is linked to a program learning outcome (PLO). Each PLO is then linked to an Institutional Learning Outcome (ILO). By mapping the outcomes, faculty can see if the schoolwide learner outcomes are being met based on student assessment. Faculty can see the achievement of the ILOs on the student services side, as well. The student service outcomes (SSO) are assessed through student surveys and are mapped to the ILOs.

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

NOCE uses multiple resources to assess the relevance and appropriateness of NOCE course offerings. In addition, the implementation of the SLO assessment cycle guides decisions about curriculum and program offerings.

Assessment sessions are required for High School Diploma and English as a Second Language programs. Day and evening assessment sessions are available at each NOCE Center. Examples of assessments include:

- Test of Adult Basic Education (TABE): Students who plan to enroll in the High School Diploma Program participate in a group assessment. TABE scores are used to gauge an individual's readiness to start the High School Diploma Program but are not used for placement into specific high school courses. Faculty may recommend that students utilize the Basic Skills Learning Center to improve their academic skills. In March 2020, the high school assessment was waived due to pandemic. In Fall 2022, a CASAS assessment pilot replaced the TABE assessment due to participation of the High School Diploma program in the AEFLA Grant.
- Comprehensive Adult Student Assessment Systems (CASAS): Students who enroll in the English as a Second Language (ESL) Program take the CASAS assessment. CASAS is an online instrument designed to measure reading, listening, and mathematics skill levels. High School Diploma students take the corresponding test instrument for their program. At this time assessment scores are used for placement purposes only for the ESL Program. Currently, appraisal scores are used for placement purposes only for the ESL Program. CASAS pre-test, post-test, and EL Civics scores are used by instructors as part of a "multiple measures" approach to recommend student readiness for level advancement.
- Disability Support Services: Students with verified disabilities are eligible for reasonable testing accommodations. The sessions occur in close proximity to the regularly scheduled assessment sessions. Students with disabilities who take the CASAS placement test attend a regularly scheduled assessment session with extended time, or they make arrangements through DSS for a quiet, distraction-reduced environment.
- CTE Program – In March 2020, CTE continued offering "challenge exams" via Zoom. As of Fall 2021, challenge exams are no longer offered through CTE due to changes in district and state regulations around Credit for Prior Learning.
- LEAP-Emeritus has had to develop reasonable test gathering of information, or SLO evaluation, across the demographic of the varied population it serves; a technique that may be appropriate for gathering information in a memory care unit would not necessarily be appropriate for a community center. Similarly, there might be an assessment applied to particular milestones in LEAP-Parenting that would depend on the developmental stage of the child accompanying the parent or caregiver.

Using results for resource allocation. The Departmental Planning and Review cycle provides a mechanism for NOCE to take a comprehensive look at all aspects of the institution's functions, including academic, student support services, and administrative services. The process uses Key Performance Indicators (KPIs) to evaluate the effectiveness of each instructional, student service, and administrative unit. KPIs are aligned with the NOCE Institutional Effectiveness Indicators and include program-specific assessments.

Program faculty work collaboratively to adjust instruction as needed. Faculty and administrators work together to make improvements at the program level. The data is shared with the president to inform institutional decisions that lead to improvements that benefit students. Results from the SLO assessment cycle are provided to the President's Cabinet, the departments, and inform the WASC Action Plan.

With the onset of distance education, many faculty members have used the learning management system Canvas. Canvas allows for system tracking, program outcome tracking, student grade tracking, and eases accessibility across program lines. Students have easy access anytime to check class grades and assignments. Students easily communicate with instructors and other students. Faculty members and student support staff can easily identify students that may need additional support. They can communicate with the students directly and offer support.

The primary focus of President's Cabinet is the implementation of policies that support student success. This committee is responsible for updating and approving the WASC Action Plan. Committees such as the Budget Committee, Academic Senate, and President's Cabinet utilize learning data when prioritizing financial allocation decisions. NOCE considers learning data such as transitions and skill development when making decisions about allocating resources for courses, programs, and services. The SLO reports, Departmental Planning and Review, and the WASC Action Plan are provided to review and discuss as evidence.

School's Strengths and Growth Areas for Criterion 6

Strengths:

1. The Institutional Effectiveness Report (IER) provides annual data to all stakeholders, including an examination of three-year trends and disaggregated data by equity indicators.
2. NOCE utilizes a multiple measures approach to assessment.
3. SLO data collection is automated using the eLumen software.

Growth Areas:

1. Mapping of student learning outcomes to specific skills will facilitate outcomes reporting and analysis for continuous improvement.
2. SLO data collection is not regular across the institution, and a consistent collection of student learning outcomes will contribute to more effective course and program evaluation.

Criterion 7: Student Support Services

Indicator 7.1: The school provides sufficient student support services to enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

Hello counselors Khanh and Megan,

Thanks so much! I went to the ceremony this morning at 10:30 am and I am so happy for the people there at NOCE for a warm welcome and congratulations. I am 2 years here in California and so happy that I achieved something wonderful, so I can teach. Again, thank you so much and I will try to take a course on supervision. I am from the Philippines and again I am so happy to finish and graduate with ECE units.

Sincerely, Eleanor, NOCE Student

NOCE recognizes the essential role student services plays in helping students enroll, persist, complete goals, and transition. NOCE continues to be committed to creating pathways to academic success through providing thoughtful services to students focusing on removing barriers and providing access, retention, completion, and transition to credit or career. NOCE is also focused on finding ways to incorporate services while looking through the Diversity Equity Inclusion and Antiracism (DEIA) lens. NOCE provides comprehensive services to address the identified needs of students.

NOCE communicates to students in a variety of ways throughout the year.

- NOCE Catalog
- NOCE class schedule
- NOCE website
- Student Newsletter: *NOCE School Scoop*
- Counseling appointments
- Students Services Specialists visit classrooms
- Pre-recordings that instructors post on their online classes
- CANVAS postings
- Career Resource Center (CRC) workshop “Welcome Workshops”
- Direct mails
- CTE’s notification/interest lists
- Syllabus shell that includes all the student services
- “Meet & Greet” workshops for students registered, but not enrolled to try to help them enroll in classes
- Student Services brochure
- ESL FastTrack events
- Student Success event
- FastTrack-->Open House
- Harvesting Opportunity
- College Corner at all three centers
- Bulletin boards in each department (department staff are responsible for keeping up to date with relevant program information.
- Program Guides for CTE
- ESL Mentorship program
- Student Leadership Council
- Social Media
- Hiring of new counselor to promote transitional activities
- GED/HiSET flyer
- Student/parent orientation (DSS)
- Outreach to K12 schools and community partners (DSS)
- Marketing through NOCE’s communications team
- Transition Night event
- Life After High School (DSS)

A variety of student services are provided to enhance the learning environment.

NOCE WEBSITE

NOCE launched its brand new website <https://noce.edu/> on September 11, 2020, and <https://nocrae.org/> on October 30, 2020. The website provides greater accessibility and visibility to the services we provide:

- Support Services
 - Career Skills, Resource Lab, and Learning Centers
- Admissions and Registration
 - Enrollment and registration services are provided at each NOCE Center

- Computers are available at each location so students can access online information and registration
- StarHelp
 - Launch of NOCE’s virtual customer service team (March 2020)
- Evaluation of High School Transcripts
 - Students can turn transcripts in person at the Wilshire Center, mail in their transcripts, or through parchment or other electronic transcripts (<https://www.parchment.com/>).
- Orientation
 - Mandatory part of the admission process for new students enrolled in Career Technical Education (CTE), High School Diploma Program (HSDP), English as a Second Language (ESL), and Disability Support Services (DSS).
 - NOCE welcomes students and provides information to help students understand what they need to do to be successful in school.
 - Students are also given an overview of the district, NOCE programs, accreditation, fees, student services, policies, facilities, contact information, and other information required by the Student Success Act of 2012.
 - Group orientations are offered to ESL Program students at all three Centers.
 - Online orientation for ESL students (created in March 2020).

Each program at NOCE creates custom services for its student population according to its needs and based upon additional information collected from the OIRP surveys.

COUNSELING AND STUDENT SERVICES (CSS)

CSS is responsible for the orientation, assessment, counseling, and development of student educational plans for NOCE students.

CSS Counseling: The NOCE Counseling and Student Services Department have counseling professionals available to provide a variety of services for new and returning students. Services provided can be:

- Education Planning: Student Educational Plan (SEP) gives students a plan to complete all the classes in their program on time.
- Review program completion requirements, “grad check”, for high school diploma and some career technical education (CTE) certificates.
- Career Counseling: Counselors help students prepare to go to college after completing a NOCE program.
- College Information: Students who wish to apply to a community college or university can meet with counselors who will discuss options and the process to apply for college and will help students prepare you for their transition. Resources available at [Adult College and Career Transition \(ACCT\)](#)
- [Referral to Disability Support Services](#): Get accommodations at school. Whether students need extra time for tests or help with notetaking, we offer academic support for students with disabilities.

- [Personal Counseling and Community Referrals](#): Students can receive guidance about basic personal issues affecting a student's educational progress and can receive referrals for mental and emotional health.

CSS Orientation. The online orientation introduces students to program requirements, academic policies, student support services, an overview of each campus, and tips for success.

CSS Assessment. The assessment test provides information regarding a student's reading level.

CSS Student Educational Plans. A Student Educational Plan (SEP) is an important tool to help students reach their academic goals. Counselors provide personalized advice to help students to complete their program.

CSS Foreign Transcript Translation and Evaluation. Students enrolled in the high school diploma program who have completed high school credits in another country are eligible to have their foreign transcripts translated and evaluated. After completing at least 10 units in NOCE's high school diploma program, the Counseling and Student Services department (counselors and classified staff members) assist students in completing and submitting their foreign transcripts for evaluation. This program, funded using SEA funds, covers the cost of evaluation for students. Once the evaluation has been completed by an outside agency, the NOCE Records Office reviews the credits and applies them to the student's record. The NOCE Grads to Be Program is focused on supporting Undocumented, AB540, and DACA students by providing resources and services geared towards enhancing and supporting their academic journey and personal well-being. The Program fosters a supportive and inclusive campus community, which is essential to all students' growth, regardless of their status. Program components include student and employee workshops during the Undocumented Student Week of Action, legal aid, mentorship, academic advising, and mental health. The NOCE Grads to Be Program collaborates with Fullerton and Cypress Colleges to ensure a smooth transition from noncredit to credit.

DISABILITY SUPPORT SERVICES (DSS)

DSS offers a variety of support services and accommodations for students who are enrolled in NOCE classes and who have verified disabilities including: learning disabilities, hearing impairments, autism spectrum disorder, intellectual disabilities, visual impairments, mobility limitations, mental health disabilities, acquired brain injury, and other medical conditions. Accommodations and services are tailored to the student's individual needs in compliance with state and federal legislation. Services are designed to support students in reaching their academic and vocational goals.

DSS TRADITIONAL ADA, TITLE 5 SERVICES: DSS implements accommodations, academic adjustments, auxiliary aids, services, and instruction as required by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Code of Regulations that governs Disabled Student Programs and Services (DSPS, identified as DSS at NOCE).

DSS Counseling: DSS counseling plays key roles with student intake, onboarding, goal setting, persistence, discipline, success, and transition to future educational goals and employment. DSS professionals, including counselors, follow the regulations specified in Title 5 and the Title 5 Implementing Guidelines.

DSS Alternate Media: The Alternate Media Specialist oversees the conversion of instructional materials into alternate media formats such as electronic, Braille and audio formats. They provide expertise in web page design, electronic documents, and distance education delivery methods to ensure accessible formats for students with disabilities. The Alternate Media Specialist serves as a resource in the area of access technology to faculty and staff to benefit students with disabilities.

DSS Assistive Technology: DSS provides assistance for students who have disabilities with the selection, acquisition, training, and use of various technology devices. Examples of assistive technology include text to speech, reading pens, voice recognition, digital recorders, tablets, electronic spell checkers, word prediction software, visual search engines, mobility aides, wheelchairs, walkers, canes, crutches, mouse alternatives, keyboard alternatives, screen readers, screen magnifiers, etc.

DSS Testing Accommodations: DSS coordinates testing accommodations for students with disabilities are eligible. Some examples of testing accommodations include: extended time, frequent breaks, preferential seating, a noise-reduced setting, test reader, test scribe, and utilization of various technologies to support test taking.

DSS Sign-Language Interpretation: DSS Coordinates sign-language interpretation. Sign-language interpretation is used to facilitate the communication between students who are deaf and hard-of-hearing and the hearing community.

Bus Mobility Training Program: NOCE partners with the Orange County Transportation Authority (OCTA) to provide a bus mobility training program (Job Access Return Commute; JARC) for students. The program teaches students how to travel independently to school, work, and anywhere they want to go in the community.

Work Independence Self-Advocacy Education (WISE) Program. The WISE program is a collaboration between the Regional Center (RC) and NOCE. The WISE program provides instruction that is similar to the DSS classes, but the student to staff ration is 4:1. Students attend for 5 years, graduate, and transition to other employment related programs.

College to Career (C2C). Services provided by C2C include educational coaching, a specialized instructional lab, and counseling.

Independent Vocational and Educational Supports (IVES). IVES is a collaboration between NOCE and the Regional Centers (RC). NOCE provides educational coaching to students who are served by RC. Each student may receive up to 7 hours per week of coaching. The service is available to students who want to take courses at NOCE, Cypress College, and Fullerton College.

Equity Coaching. Equity Coaching is similar to IVES coaching, and it is available for students who are not eligible for IVES. Students may utilize up to 7 hours per week of Equity coaching to support their inclusive, NOCE courses.

The Academics Relationships Independence Self-Advocacy Emotional Health (ARISE) Lab. ARISE provides specialized support for students experiencing stressors from academic and campus life. ARISE was designed to support individuals with autism spectrum disorder (ASD) and has expanded to support students with mental health needs, anxiety, and stress. The hub has proven beneficial to students from all NOCE programs. The ARISE hub is a sensory-friendly space where students can decompress, seek guidance, and socialize with peers. The hub offers individual and group counseling, and small group instruction. Staff provide services and resources that support the educational, vocational and personal goals of students.

Workability III (WAIII). is open to any student with a disability who wants to get a job. It is a collaboration with the Department of Rehabilitation (DOR). Referrals are accepted from NOCE, Cypress College, Fullerton College, DOR, and Regional Center (RC). Employment specialists assist students with setting employment goals, developing resumes, practicing interview skills, completing job applications, learning self-advocacy, identifying job openings, securing interviews, and obtaining jobs.

Workforce Case Management. NOCE DSS has been developing a collaboration with Ralphs Grocery stores to implement a “Workforce Case Management” program. The idea is to embed NOCE employment specialists within the Ralphs network of stores so that they can work with Ralphs Human Resources staff and store directors to identify open positions, fill the positions with NOCE students, monitor work success, facilitate promotions within the store, and ensure that developing issues get resolved quickly. A couple part-time positions (employment specialists) were initially funded by NOCRC; however, the project is currently managed by the NOCE WAIII team. NOCE has been partnering with outside organizations such as Saddleback College, My Day Counts, Goodwill, RC, and DOR to build this new program.

The California Adult Education Program (CAEP) Job Development. CAEP provides partial funding for a DSS Job Developer. CAEP Job Development is intended to support students who are not eligible for C2C.

Project Search. Project Search is a collaboration between the international Project Search organization, Kaiser Permanente – Anaheim, Goodwill of Orange County, RC, DOR.

STUDENT NEEDS AND INVOLVEMENT

Scholarships and Book Awards. NOCE provides scholarships and Book Awards to enable students to continue their educational careers. Types of scholarships, application requirements, and monetary values vary. Scholarships have been established through the generosity of individual donors, faculty, staff, and retired administrators. The scholarship programs have been designed to meet the needs of the students, and to honor their accomplishments and leadership skills. Applications are available online under Student Services on the homepage of the NOCE website or at <https://noce.edu/student-services/aid/>. Students may access applications at the three

NOCE Basic Skills Learning Centers and receive assistance with completing an essay that may be required as part of the application. Scholarships are awarded annually in May or June as part of the Student Success Event.

Fall 2020, the NOCE Book/School Supplies Award program was created for students enrolled in NOCE noncredit classes that require book or supply purchases. This award is in the form of a credit at the Fullerton Bookstore for assistance in the purchase of required books, access codes, and any other instructional available through the bookstore.

Food Distribution. In fall 2019, NOCE opened the doors to its first food pantry, thanks to a districtwide partnership with Pathways of Hope. When the pandemic hit, the in-person food pantry switched to drive through food distribution. Opening first at Cypress in August 2020 and then at the NOCE Anaheim Campus in October 2020, students were able to continue to access food, diapers, and personal hygiene products.

Student Leadership Program. The NOCE Student Leadership Program is designed to develop student leadership skills, promote greater student engagement, and empower students to have an active role in the decision-making and planning process of our institution. Student leaders are assigned to various committees and work groups including President's Cabinet, Budget and Facility Planning Committee, Institutional Effectiveness Committee, Student Equity and Achievement Program Workgroup, Community Relations Team/Marketing, and districtwide advisory groups. Each student leader is coached and guided by a mentor from the administrative team and participates in NOCE and district-sponsored conferences, events, and meetings throughout the year.

Inclusive Environment. During the completion of the 2019-2021 Student Equity plan, NOCE identified a gap in disaggregating outcomes for LGBTQIA+ students, which is a population that needs be examined for disproportionate impact. In addition, based on feedback received during a student survey to update Administrative Policy 5401 (Student Records, Gender, and Chosen Names), the Student Services Taskforce felt that more education for both students and employees would be beneficial in creating a more inclusive environment for LGBTQIA+ students. In order to address these gaps, the Student Equity and Achievement (SEA) Program Workgroup supported attendance at the CCC LGBTQ+ Summit and in Spring 2021. Following the Summit, the LGBTQIA+ Advisory Group was formed with management, faculty, and classified representatives. The LGBTQIA+ Advisory Group serves as an advisory to the SEA Program Workgroup. A LGBTQIA+ Liaison, who serves as a member of the LGBTQIA+ Advisory Group, was also identified to serve as a resource for students, to meet California Educational Code compliance, and to provide a safer and more inclusive learning environment for LGBTQIA+ individuals at NOCE.

https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1018, <https://www.ccclgbt.org/lgbt-point-of-contact.html>,

Indicator 7.2: The school provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

Hello Gary,

As of tonight, I am DONE with high school! I am so fortunate to have you as a counselor to guide me through this. I am so extremely happy and proud of myself and excited to talk college with you. Thank you, Allison, NOCE student

NOCE utilizes several decision-making paradigms as it determines how to best provide continued and relevant support services to students. There are school-wide approaches as well as program specific approaches, depending on the needs of the students within those programs.

NOCE Listens to Students. There is no better way to acquire feedback regarding the services students need than to get the information directly from students. Surveying students has provided some clear direction and marching orders for NOCE, especially beginning in March 2020. The Office of Research and Planning (OIRP) is the department that provides surveys to our student body. The Director of OIRP works with the President to determine the questions.

School-wide Student Surveys

- NOCE Student Feedback Report
- NOCE Stop Out Survey Infographic
- NOCE Remote Needs Student Survey Spring 2020
- NOCE Distance Education Student Survey Report Fall 2020
- NOCE Return to Campus Survey May 2021
- NOCE 2020 Campus Climate Report

ESL Student Survey. ESL completed an informal student survey in Spring 2021. ESL Student Services Specialist visited 35 virtual classrooms to market classes, resources, workshops, and programs and followed up with students to provide additional contact information.

DSS Student Survey. DSS completed a student survey to determine their knowledge of resources and services available to them in the community.

In addition to school-wide student surveys, NOCE’s programs provide surveys to their students within their programs.

The Director of Institutional Research works with the Directors of each program to coordinate the timing of the surveys to make sure students aren’t being inundated.

Program Specific Student Surveys. The DSS program provides a student survey from the State Chancellor’s office every two years. DSS developed and implemented counseling services based on Title 5 and the unique needs of students with disabilities. Each new student meets with a DSS counselor for an intake. Intakes usually involve two, one-hour meetings. Counselors complete required Title 5 documentation, explore educational and vocational history, develop educational, vocational, and personal goals with students, provide orientation, and registration assistance during the intake process. The required Title 5 documentation includes a DSS application, consents for release of information, verification of disability, identification of educational limitations, and the academic accommodation plan (AAP). DSS counselors use an online form to obtain feedback on student satisfaction and to evaluate achievement of Student Services Outcomes. In addition, SSSP counselors conduct exit interviews with graduating

| Please indicate your level of agreement with the following statements: | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| | | | | | |
| My DSS counselor explained the help I can get from Disability Support Services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know who to ask if I need help with accommodations and other DSS programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I like the help I am getting from the Disability Support Services program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

students and CTE students complete an online exit survey.

NOCE Evaluates Counseling. Counselors receive evaluations every three years, including an observation from their immediate management supervisor. Areas of evaluation includes breadth/depth of knowledge, written and oral communication, student guidance, student goal setting, group presentation, one-on-one presentation, referrals to campus and community resources, evaluation of student performance, administrative and clerical requirements, professional tools and materials, and teamwork. As part of the evaluation process, the evaluations, for some programs, include student surveys. DSS provides surveys to students that include inquiries such as:

1. Was the counselor on time?
2. Was the counselor a good listener?
3. Did the counselor explain your educational options clearly?
4. Was the counselor courteous and respectful?

NOCE offers industry and tour opportunities to students. The CTE program is dedicated to offering industry workshops: FutureBUILT, Mastering LinkedIn, and Alteryx to name a few. The Orange County CEO Leadership Alliance partnered NOCE with Alteryx, a computer software company, to recruit Career Technical Education and English as a Second Language Program students for business management and CIS internship and job opportunities. Alteryx will teach students their software coding program in which the student will then receive a certificate in coding. This virtual program is free and self-paced.

The Adult College & Career Transition Program (ACCT) hosts a variety of events focusing on college academic options, college programs, and career pathways information. It also provides individual support to students who are transitioning to college after completing NOCE programs. Prior to the pandemic, it would also offer transportation to take students to various events to remove the barrier of transportation.

DSS provides social groups and activities through the ARISE lab. The Social Opportunities class teaches students how to develop social relationships and access activities, and the Mobility instruction and Community Resources classes teach students how to access public transportation which empowers them to meeting with friends outside of school, etc.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.

I love the warmth of the staff and the attention of NOCE. They have helped me step-by-step to understand and resolve my doubts. They have explained to me the benefits of finishing high school and the possibilities of entering a college! I am excited to achieve my personal and professional goals.

Zully Torres, NOCE Student

Transition to advanced educational goals and employment. Individualized academic counseling is available to assist all students with short-term and long-term goal planning related to school, career, and personal development. Students and counselors design abbreviated and comprehensive educational plans to meet the individual needs of students. Information is provided regarding workforce entry and advancement, independent living skills, academic

success, persistence, and transfer. If needed, students are provided with community and NOCE resources for extensive mental health support. Counselors meet with students for intakes, accommodations, referrals to campus and community resources, issues that develop on campus, student discipline, annual reviews, pre-registration for classes, goal setting, and assistance with transition to other educational programs, employment, and independent living.

Making transition a priority. In 2021, NOCE hired a new counselor to specifically concentrate on assisting students with transition. The counselor works with all departments and programs at NOCE in looking for ways to remove barriers to make it easier for students to transition.

NOCE is proud to offer a multitude of events, informational sessions, and workshops. Staff assist students from the beginning of their journey starting with direct assistance with CCCApply application. Based on student survey feedback, events and workshops are developed and announced via social media, School Scoop, and flyers on campus. Below are a few examples of events and activities aimed at supporting students' academic success and career growth:

- [Dream Your Future](#). This opportunity for students is a two-day virtual conference for all NOCE students to learn about college transition options beyond NOCE. Speakers will present from Cypress College, Fullerton College, and NOCE on a variety of topics about college, support services available, and how to be successful as a student in college.
- [CRC workshops](#). The CRC workshops are based on 21st Century Skills. 21st Century Skills are career readiness and workplace success skills necessary to gain and maintain employment, as well as advance in a career. These skills include knowledge, work habits, and character traits that employers are looking for and find valuable in the workplace.
- [NOCE Career Connect/Career Launch Academy](#). The Career Connect and Career Launch Academy provides students and graduates with the right tools to land a job. It is an online program delivered to students through text messages and emails, each student receives access to a personalized online portal, weekly Q&A coaching is delivered via video chat and students participate in a private LinkedIn group. These elements increase self-confidence related to careers and career tools, networking and interviewing, and assistance and guidance. Ways to network and connect with potential employers.
- IHSS 300 course. This course is designed to help NOCE High School Diploma Program, Academic Success, and all other NOCE students successfully transition to college. Topics presented include identifying academic goals, designing an educational plan, utilizing the college processes (registration, financial aid, learning resources), and graduation. Campus tours of student resource centers are included.
- DSS Transition Night. NOCE DSS holds an open house every year attended by 400-500 students, parents, service providers, service agencies and other community members. The night is intended to help K-12 students transition to postsecondary by providing information about our district's programs and resources, and the night helps our current students transition to other inclusive educational programs and employment by providing resource information they need to support this transition.

- **Future Built Marketing Campaign.** The Future Built campaign is a regional effort to market Orange County Community College's diverse career technical education program offerings. Through campaign efforts, Orange County residents have learned about the amazing programs and services offered by 10 community college institutions. Between 2021/22, the Future Built campaign produced ads that ran on nearly every social media and traditional media platform.
- **Life After High School (LAHS).** This is an open house-style tour that the counselors coordinate each year so that students from the K-12 districts have an opportunity to experience a day in the life of a college student on our campuses.
- **Postsecondary Education Transition Consortium (PSETC).** DSS have been collaborating for 12 years with regional partners (K-12, RC, OCDE, Cypress College, Fullerton College, OCTA, State Council, UCLA Tarjan Center, families, and students) to focus on transition issues in our region.
- **Universal Design for Learning (UDL).** DSS faculty and staff have been promoting UDL for the last several years to establish principals of UDL that will help more students successfully transition to postsecondary education and beyond.

Counselors play a critical role. Transition to advanced educational opportunities and employment is a key activity supported by NOCE counselors. Counselors assist students with referrals to other programs within NOCE, to sister colleges, or beyond. In addition, the counselors connect students to community resources needed to achieve their educational goal or acquire employment. NOCE has many programs and services that support key transitions, and the counseling team plays significant roles in these programs.

Faculty efforts to support students on their NOCE journey. Instructors are trained to use Portfolium, where they can link the student's Canvas activities into an e-portfolio so that students can, as they are completing their coursework, essentially build out their online resume and portfolio of work.

DSS Professor and DSS Associate Dean collaborated with a community partner to publish a book on transition: [A Conversation with Parents, A Guide for Individuals with Disabilities, their Parents, and the Professionals Dedicated to Serving Them](#), 1st Edition. Adam S.U. Gottdank, Ph.D., Linda O'Neal, M.A., Casey Sousa, M.S.

Faculty collaborate with sister colleges to help NOCE students transition. Moving in-concert with student-centered momentum, NOCE Counselors effectively collaborate with our sister credit college institutions Cypress and Fullerton Colleges to provide positive meaningful transitional counseling experiences for our noncredit students matriculating/on-boarding to our colleges/credit programs by: developing collegiate educational partnerships and creating educational pathways with college student services staff, credit counselors and instructors for the successful transition of our NOCE Students. "Gary, Thank you for being so collaborative during my time at Cypress." – Christina, former Cypress College Counselor

DSS program focuses on transition. DSS provides additional services that support inclusion in noncredit and credit educational programs at NOCE, Fullerton College, and Cypress College (and they will support students transitioning to colleges and universities outside of NOCCCD). The counseling team provides assistance to students through referring to programs,

conducting assessments (e.g. vocational assessments, learning disability assessment, etc.), developing educational and vocational goals, connecting students with resources (e.g. financial aid, credit DSS offices, the Department of Rehabilitation (DOR), Regional Center (RC), etc.), recommending accommodations, coordinating books and supply purchases, and providing advocacy with noncredit and credit faculty and staff.

DSS program helps students transition to employment. Between 600 and 700 students take Disability Support Services (DSS) classes on the three NOCE campuses. The DSS classes lay a strong foundation for workplace skills development and transitioning to inclusive noncredit and credit classes. DSS collaborates with the DSS teams at Cypress and Fullerton Colleges to find ways to best serve the students in our region.

DSS is always looking for ways to provide specialized support to students that want to transition into other areas of education or into the workforce. The DSS program received funding from California Adult Education Program (CAEP) to hire a full-time Job Developer. The Job Developer provides support 50% of their time supporting C2C students and 50% of their time helping students who are not eligible for C2C.

- Workability III (WAIII): Collaboration with the Department of Rehabilitation (DOR)
 - Referrals are accepted from NOCE, Cypress College, Fullerton College, DOR, and Regional Center (RC). Employment specialists assist students with setting employment goals, developing resumes, practicing interview skills, and more.
- Ralphs Grocery
 - DSS has collaborated with Ralphs Grocery store to implement a “Workforce Case Management” program. NOCE staff work with Ralphs to identify open positions, fill the positions with NOCE students, monitor work success, facilitate promotions within the store, and ensure that developing issues get resolved quickly.
- College to Career (C2C)
 - C2C offers educational coaching, specialize instructional lab, counseling, etc. to students with intellectual disabilities and other cognitive disabilities.
- Project Search
 - This is a collaboration between the international Project Search organization, Kaiser Permanente (Anaheim), Goodwill of Orange County, Regional Center, DOR, and NOCE. NOCE is the educational partner and provides instruction (10 semester courses) focusing on employment, self-advocacy, money, and social skills. There is a 10-person cohort of students who take all the courses and rotate internships throughout the hospital. Students graduate after one year and are placed in jobs following graduation.
- Bus Mobility Skills Program
 - Collaboration with Orange County Transportation Authority (OCTA) to provide Job Access Return Commute (JARC) for students. Students learn how to travel independently, as well as community safety, self-advocacy, mobility apps (planning a bus route), money skills, social skills and more.

- Independent Vocational and Educational Supports (IVES)
 - IVES is a collaboration between NOCE and the Regional Center. Students receive educational coaching up to 7 hours per week. Coaches help students navigate the campus, communicate with instructors and peers, get connected with campus resources, and more. Equity Coaching is similar to IVES coaching, and it is available for students who are not eligible for IVES.
- ARISE Lab
 - The Academics Relationships Independence Self-Advocacy Emotional Health (ARISE) lab was designed to support individuals with autism spectrum disorder (ASD) and has expanded to support students with mental health needs, anxiety, and stress. In addition, the lab offers individual and group counseling and small group instruction. Staff also provide services and resources that support the educational, vocational and personal goals of students.

Orientation. A Canvas course called Master Preparing for Online Success at NOCE was created to allow students to learn Canvas basics, time management techniques, and who to contact when they need to access specific resources. A badge of completion is earned for completing this course. Students also have access to online orientations, which are accessible through MyGateway.

Indicator 7.4: The school regularly evaluates student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

As a single mom with two jobs, I found it difficult to make progress on my high school diploma. I was lucky to find daycare so I could come more often to the Learning Center to utilize the textbooks, get help from tutors, and have a quiet place to study. Although it was tough, I earned my diploma and transitioned to Fullerton College. I couldn't have done it without the support of the Learning Center! Guadalupe, NOCE Graduate

Identification and evaluation in support of student's needs. NOCE is continually looking for ways to support its diverse body of students. In March 2020, this became extremely important as the needs of NOCE students changed and determining what was needed and putting it in place brought the faculty and staff together.

NOCE is proud to offer a variety of support services to assist students in their educational journey, as well as referral services, basic necessities, and employment. Counselors listen closely to students during their sessions and are determined to provide all the necessary coaching needed to assist students on their journey. NOCE enjoys taking the opportunity to provide ongoing support services to students. NOCE piloted several events with the goal of promoting diversity and inclusion and supporting students' emotional wellbeing:

- Health and Wellness Workshops were offered by EQ School's and were open to all students, faculty, and staff. EQ Schools was hired in 2020/21 with a goal of assisting NOCE to continue building an institutional culture based on trust, communication, and accountability.

- [Women of Color Event](#). This event was held on November 22, 2019.
- [Student Equity Conference](#). This event was held on February 7, 2018.
- [Hornet Student Leadership Retreat](#). NOCE Student Leaders attended the 2019 Retreat
- [Pluralism, Inclusion, and Equity \(P.I.E.\) series](#). Offers workshops and training designed to increase intercultural competence, so we may provide effective teaching and support services for our diverse student body. Unless the event otherwise specifies, events are open to students as well.

Food insecurity is not something that NOCE takes lightly. Not only does NOCE volunteer their time to help outside organizations and communities, but NOCE also does their best to ensure their student community is properly taken care of. Established on September 24, 2019, NOCE opened a Food Pantry at all three NOCE centers. Partnering with Pathways of Hope, NOCE aims to combat food insecurity affecting their students. During the COVID-19 pandemic lockdown, when many were affected financially, NOCE held Drive-Through food distribution events for students. These events ensured that students were able to receive the help they needed, while at the same time remaining socially distanced, and safe. Additionally, NOCE employees coordinated multiple food drives, which collected items for the newly established Anaheim Campus Food Pantry, helped at the Orange County Second Harvest Food Bank distribution center, and participated in a backpack/school supply drive with community partner, Western Youth Services.

During the COVID-19 pandemic many NOCE students also experienced a lack of technology resources. Because of the obvious need of the student population, NOCE began the Laptop Loan Program. This program gave students the opportunity to check out a laptop, take it home, and continue their studies. Approximately 1,400 students have taken advantage of the NOCE Laptop Load program resources, show that NOCE students are eager to learn, regardless of the COVID-19 pandemic, and NOCE is ready to accommodate and meet the needs of the community.

Along with the Laptop Loan Program, and the growing concern for students with limited technology resources, NOCE established their Drive-Up Wi-Fi program at all three NOCE centers. This gave students access to free wi-fi from a safe distance within their vehicle. This service was available to students Monday through Thursday, 7:30 a.m. until 10 p.m., and Fridays, 7:30 a.m. until 5 p.m. With multiple locations available to students, NOCE continues to do their best to accommodate the students that need these services to the best of their ability.

NOCE also works to ensure the community is taken care of when they decide to further their career journeys. NOCE's Helping Hands Clothing Closet was established to support students in their career search with the goal of supplying students with appropriate, professional attire for job interviews. The Helping Hands Clothing Closet allows graduating students to make an appointment to pick out one interview outfit, along with one work-week outfit to prepare them for the workplace. Clothing such as shirts, blouses, sports coats, suits, pants, and skirts are available for both men and women in various sizes. For information on how NOCE's counseling department assists students directly with their transition to advanced educational opportunities refer to section 7.2.

Access to online student resources is available to distance education students both on campus and on the NOCE website. A "Student Resources" menu item is available in each Canvas course shell to enable easy access to these services within all NOCE Distance Education course sites. The course menu links directly to NOCE Student Support and provides access to the

following information including: Admissions & Records, ESL Learning Centers, Basic Skills Learning Centers, Career Planning and Support Resources, Disability Support Services, ARISE Labs, Counseling and Student Services, and Scholarships. (pg. 38) Students also have access to StarHelp, Cranium Café, Food Distribution, Career Counselors, and the Cypress Health Center. NOCE counselors can also refer for personal, mental, and emotional health issues.

Counselors are available for appointments via phone, Zoom, and in-person. A pilot virtual lobby for general counseling questions was available to students using Cranium Cafe from spring 2021 (DSS-only) and Fall 2021-Spring 2022 (CSS and DSS) but was discontinued due to low student usage. Counselors also provide support to students via email.

A Canvas course called Master Preparing for Online Success at NOCE allows students to learn Canvas basics, time management techniques, and who to contact when they need to access specific resources. Students can earn a badge of completion of the course, and faculty are encouraged to share this with their students.

Students have access to online orientations, which are accessible through MyGateway. Prior to the pandemic, ESL students did not have an online orientation option but that has been created and is available, in addition to the in-person orientations.

In fall 2022, NOCE expanded its laptop loan program to include in-person and online tech support in addition to giving students access to technology. Students can check out a laptop and a hotspot for the duration of their studies at NOCE and access Wi-Fi at NOCE premises and in the surrounding parking lots.

Evaluation of off-site counseling support is included in the CAEP outcomes report since this is an activity funded under CAEP. While the 2019/20 CAEP outcomes report for this strategy focused on transition outcomes as defined by CAEP, the number of appointments and workshops offered by the off-site ESL counselors was also tracked. Counseling appointments are tracked in SARS and we saw an increase in the number of appointments in fall 2020 (compared to fall 2019) based on the amount of follow up and referrals students needed. The off-site ESL counselors worked with students and instructors to identify needs for workshops which led to the development of workshops such as Email 101, Accessing MyGateway and Canvas, Navigating the NOCE website, and workshops focused on supporting students had foreign visas or were applying for the Emergency Aid program.

Student services are evaluated through a variety of school-wide strategic planning events, advisory committee meetings, and department planning retreats (e.g., Registration Meeting, SSSP Advisory Committee, Student Success and Advisory Committee, Disability Support Services retreats, CTE Community Advisory Committee, ESL and LEAP Faculty Planning Meetings). Counseling and Student Services department was among the first units to complete the Department Review launched in fall of 2021. This was a comprehensive process including student data review and development of the action plan. In addition to the four-year Departmental Review cycle, CSS and DSS departments are involved in the annual Departmental Planning process. Annual [Student Equity Plan](#) focuses on evaluating the effectiveness of the student services specifically designed to support students who have been disproportionately impacted.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

Admissions and Records has fully incorporated basics of record scanning for all incoming records as well as indexing. The adoption of the digital document scanning through

OnBase is continuing to be enhanced through district initiatives and support. The digitizing of archived paper student files has been an ongoing process with specialized attention from NOCE A&R staff trained in processing the files. In recognizing that the student records in the archives originate from a large span of years and past practices, a set of guidelines has been created by the Records Department. The guidelines for processing archived records include best practices and allows for consistency to maintain the integrity of the historical student files.

This systematic approach to careful digitizing has resulted in significant progress with a little over half of all historic file folders completed. The historical records also have large binders of student academic information with about 800 pages that are hand scanned carefully into the system. The binder system scanning is also half-way complete at this time. Regular internal audits help to ensure accuracy throughout this scanning project. Delays in the archive project are due to remote work in response to the pandemic. Since returning to onsite work more fully in 2021/22 year; staff have been able to resume working on the project and have trained additional staff to support this work.

School's Strengths and Growth Areas for Criterion 7

Strengths:

1. NOCE recognizes the importance of student support services by hiring counselors which has allowed both CSS and DSS to expand their services to students. A tenured-track counselor with the focus on transition work was hired and a counselor to lead the Behavior Intervention Team is being planned. Also, in response to a recommendation from Collaborative Brain Trust (CBT), NOCE's organizational structure was restructured with the goal of improving service to our students and community.
2. NOCE quickly moved to remote learning during the pandemic and has continued to explore and expand activities to support student learning.
3. Across NOCE, work was done to ensure students could stay connected. Students could connect by phone, text, email, Cranium Café, and in-person support.
4. Work has been done to establish electronic files and records (A&R). DSS has also transitioned all of student files into electronic charts.
5. NOCE has a robust Student Equity and Achievement Program (SEAP). SEAP has supported many activities to ensure that disproportionately impacted students have the additional support needed to achieve their educational/career goals.
6. Close the gap in student outcomes among student groups; focus on the practice of equity in student recruitment, retention, persistence, and program completion.
 - a. Address applicants that are in groups identified in NOCE's equity plan. Consider groups that come from disproportionately impacted Backgrounds. What were their barriers to enrolling in classes? Consider constituent groups that did not enroll but applied to admission. Systemic outreach during the term. Provide percentage of students that are disproportionately impacted.
7. NOCE faculty, staff, and administrators demonstrate empathy and sensitivity to the needs of students and continually adapt and respond to keep students connected to each other and to NOCE. The focus is not only on the academic needs of students but the mental, physical, and emotional needs as well.
 - a. Laptop loans
 - b. ARISE lab to keep students connected

- c. EQ school Wellness Sessions for students and staff
- d. Emergency Aid program
- e. Textbook loans
- f. Book award program
- g. OIRP developing multiple surveys to gauge the needs of our students, especially during the pandemic

Growth Areas:

- 1. Need to increase facility accessibility.
- 2. Need a consistent campus feeling by expanding the Student Leadership Program into an Associated Student Body.
- 3. Need to have concentrated focus on the onboarding process for students in order to create equity for students across all programs and site locations.

Criterion 8: Resource Management

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

NOCE operates under the North Orange County Community College District’s policies and procedures including an annual budget process ([Budget Preparation BP 6200](#)). NOCE has consistently ended the fiscal year without a financial deficit, leading to an unrestricted carryforward balance to the carryover fund in the subsequent fiscal year. ([Proposed Budget & Financial Report 2021/22](#)).

The budget for NOCE is derived from several federal, state, and local sources. NOCE’s primary revenue source is from state apportionment earned according to the CCC Student Centered Funding Formula (SCFF) and based on fulltime student equivalent (FTES) measure and NOCE students’ attaining the Orange County living wage representing approximately 91% of the total general fund budget. Since the hold-harmless provision enacted by the CCC Chancellor’s Office is in place, NOCE continues to be funded at the 2017/18 FTES level. However, only the revenue from the actual FTES production is used for ongoing expenses, such as permanent positions. The hold-harmless portion of the NOCE’s budget is allocated as a one-time source to backfill the deficits and buffer students and staff from experiencing the full impact in reduction of apportionment revenue due to decline in FTES.

The district adopted a new budget allocation model in 2020/21 referred to as the Resource Allocation Model (RAM). This budget model provides greater flexibility and responsibility to NOCE in the management of its fiscal resources. According to the new RAM, revenue produced by NOCE, including state apportionment and self-supported fee-based programs, is allocated directly to the campus with a provision of providing District Services an allocation of 9.25% of their total revenue. RAM does not take into account categorical programs, grants, and other apportionment sources. Each budget center contributes to District Services for the centralized services they provide to each campus. Additional funds are set aside for district-wide shared costs such as retiree benefits, audit costs and insurance to name a few. The amount is prorated based on the number of permanent employees employed by each cost center including District Services. Funds are also withheld from the NOCE budget to cover maintenance of the three NOCE centers, Anaheim Continuing Education Center, Cypress Continuing Education Center, and Wilshire Continuing Education Center. These funds are then transferred between the

campuses that are providing the service. Regardless of this change in the budget formula, NOCE is proud to report that it has stayed within the school's allocated budget, including hold-harmless dollars for at least the past three years. From its ongoing funds, NOCE budgets an annual reserve for contingencies when it is available. The fact that the use of the reserves was not required for the past three years is an indicator that NOCE operated well within its budget. Contingency and other ongoing funds that were not expended within the year of allocation were carried over to the subsequent fiscal year.

Revenues to support educational improvements. Although NOCE has faced challenges since March 2020 and a state-wide enrollment decline, NOCE has maintained financial resources that are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.

A notable change in how revenue is earned was implemented in 2018/19 by the California Community Colleges Student-Centered Funding Formula (SCFF), which shifts funding for credit programs from the traditional student enrollment at the census model to a combination of enrollment at census (70%), a Supplemental Allocation (20%) that has a focus on equity, and a Student Success Incentive Allocation (10%), where student outcomes are considered. Even though regular noncredit and Career Development and College Preparation (CDCP) programs continue to be funded by the state based on FTES, locally NOCCCD made the decision to allocate an additional amount of state funds to NOCE as a result of NOCE students' attaining the Orange County living wage (https://www.nocccd.edu/files/2020-21-proposed-budget--v5-102820--final-website_01446.pdf, page 52). With the implementation of the new SCFF and a three-year implementation period, districts will be held harmless if they dropped below their 2017/18 funding plus accumulated COLA increases. This hold-harmless provision has since been extended but is expected to expire after the 2024/25 fiscal year.

Additional Funds Granted to NOCE. NOCE applied for a portion of the federal CARES and HEERF II funds when the district received the funding. NOCE received \$1,832,264 for 2020/21 and 2021/22. In addition, we received up to \$500,000 to distribute to students via a \$200 bookstore voucher as an incentive to upload their vaccination information. The funds were applied to providing technology for students, procuring PPE for staff and students on campus, and covered the loss in the parking fund and community service fee-based program. NOCE continues to actively seek supplemental resources that support its mission. Additional funding sources include grants, categorical funds, community services tuition revenue, and other restricted block grants.

Enhanced Funding for NOCE Programs. Despite the declined enrollment and scarcity of the ongoing resources, NOCE is emerging out of the pandemic a strong and resilient institution that will continue to manage its resources carefully to maximize impact on student success by intensifying outreach efforts, diversifying instructional and student-service options, and maximizing its resources by leveraging all available funding sources to offer high-quality education and support services. Fee-based program revenue is the main source of discretionary funds for NOCE. The amount generated by the fee-based programs fluctuates annually based on the number of community education courses offered, the amount charged per course, and the enrollments.

Lottery and Instructional equipment funding sources also support educational improvements. Lottery funds are restricted for the purchase of instructional materials and supplies used by students, and teachers as a learning resource to help students develop cognitive process (e.g., acquire facts, skills, or opinions). Instructional equipment funds are available to

pay for new technology and instructional devices including the replacement of aging equipment used by faculty and students.

Continued Improvements. NOCE developed and adopted a new process submitted by the North Orange Consortium for Adult Education for approving proposals funded by CAEP. Every proposed activity must demonstrate alignment with the CAEP Three-Year and Annual plans and lead to specific CAEP-mandated outcomes. Each proposal approved for CAEP funds is also included in the annual evaluation for its effectiveness and relevance. [An Evaluation of 2019/20 North Orange County Regional Consortium Workgroup Strategies.](#)

Scholarships. NOCE receives external donations for approximately 15 scholarships offered to students. These funds are held in the foundation at the district, *Community College Foundation of North Orange County* (CCFONOC). The Foundation is a separate legal entity with a Board of Directors overseeing their operations. The Director of Administrative Services writes a check from the scholarship bank account. These checks are written directly to the college (such as Fullerton College) or to the student for items such as tuition, books, and parking. An additional signer is required for scholarship checks as an additional control. In addition to working with the district's internal auditor, an annual audit is conducted by an outside certified public accountancy firm. All of the district's annual audits resulted in no findings.

NOCE's Additional Funding Sources

1. **Adult Ed & Family Literacy Act (AEFLA):** Increase adult learner achievement to prepare adult for family, work, citizenship, and future learning.
2. **California Adult Ed Program (CAEP):** Develop plans to better serve the educational needs for adult learners.
3. **College to Career Program (C2C):** Assist with the development of an effective College to Career program for students with intellectual disabilities.
4. **Disabled Students Program & Services (DSS):** Provide supplemental services and programs to students with Disabilities.
5. **English Literacy and Civics Grants:** Increase adult learner achievement to prepare adult for family, work, citizenship, and future learning.
6. **Job Access/Reverse Commute Grant:** Help meet the special transportation needs of persons with disabilities and low income.
7. **Enhanced Mobility for Seniors and Disabled (EMSD) Grant:** Provide one-on-one and small group training to teach students how to use public transportation to get to and from school, potential and active worksites, and for community integration.
8. **Student Equity and Achievement (SEA):** Boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.
9. **Strong Workforce - Local and Regional:** Increase the number of students in quality career technical education courses, programs and pathways that lead to successful workforce outcomes.
10. **Perkins Grant:** Improvement of vocational and technical education programs.
11. **Work Independence Self-Advocacy Ed.:** Provide services for students with disabilities to allow them the opportunity to develop the skills necessary to live independently
12. **Workability III Grant:** Provide vocational rehabilitation and/or job placement, job retention and follow-up, and employment job coaching.

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

NOCE's mission and goals at the heart of financial practices. The institution's mission and goals are the foundation for financial planning and budget development. The mission is reviewed annually by President's Cabinet (President's Cabinet 4/20/21). The institution has policies and procedures to ensure sound financial practices and financial stability and financial information is disseminated throughout the institution in a timely manner ([Institutional Effectiveness BP; AP 3225](#), [Budget Management BP; AP 6250](#), [Fiscal Management BP 6300; AP 6300](#)).

Financial Transparency at NOCE. There are two shared governance committees tasked with making decisions on fiscal planning and resource allocation - President's Cabinet and Budget and Facilities Planning Committee. These meetings are opened to all NOCE staff and student leaders. With President's Cabinet acting as the planning body for NOCE, the team adopted several core principles to guide the institution in times of budget reduction and in times of growth. Principles are based on NOCE's mission and centered on preserving comprehensive services to fully meet the diverse needs of our community. The President's Cabinet approves the annual budget for NOCE and periodically reviews general-fund expenses ensuring an even distribution of expenses by comparing the level of the expended funds to the same time in the prior year.

The Budget and Facility Planning Committee reviews, makes recommended updates, and approves the "Budget and Facility Planning Committee Charter" at the beginning of each fiscal year. Responsibilities include the coordination and approval of the classified and management position priority list, requests for one-time funding, instructional supplies, and equipment. The one-time funding request process requires alignment with NOCE's mission and the program review outcomes.

Development of annual budget. NOCE's annual budget is developed in accordance with the NOCCCD Resources Allocation Model (RAM) where NOCE has the authority to allocate its apportionment budget to serve institutional needs as long as other obligations are met, such as district-wide expenses, a contribution to support District Services proportionate to the size of NOCE, and chargebacks to Cypress College and Fullerton College for the maintenance of the NOCE centers located at the college campuses. (<https://nocccd.edu/budget-allocation-handbook>)

Financial operating procedures, checks and balances. NOCE follows guidelines and processes for, and budget development as outlined in the Budget and Facility Planning Committee Charter. The annual budget is developed by the Director of Administrative Services in consultation with President's Staff, President's Cabinet, and Budget and Facility Planning Committee. All constituencies have an opportunity to participate in the development of institutional plans and budgets.

Integrity of school's financial management. An annual financial audit is mandated by NOCCCD Board policy ([Financial Audits BP 6400; AP 6400](#)). These financial audits are made by certified public accountants licensed by the California Board of Accountancy. Auditors gives the district an unmodified opinion, which indicates that the financial statements reflect integrity in reporting financial transactions every year for the last six years. There has been no material weakness noted and no audit adjustments required.

Timely corrections to audits. Management comments are attached to any areas of concerns following the district's annual financial audit. Comments are forwarded to the relevant

departments for response and action. District staff follows up to ensure that corrections are made on a timely basis. Audit exceptions and management recommendations are received and NOCE resolves items quickly. NOCE has not received any recommendations from the external auditors over the past six years.

NOCE adjusts to policies and practices. District Board Policies and Administrative Procedures are periodically updated to clarify or change language, as well as to remain in compliance with new or revised California and Federal law. The district reviews its policies and procedures during a [continuous review cycle](#) to ensure they are appropriately updated. Discussion on financial policies and practices are held at the bi-monthly NOCCCD Budget Officers meeting. The district internal auditor reviews policies and practices and makes recommendation for changes. NOCE follows the district's policies and procedures ([Purchasing/Warehouse BP 6330](#); [Hospitality BP 6350](#); [Travel BP 6360](#)). The North Orange County Community College District Board of Trustees establish all [district policies](#).

Updating stakeholders. NOCE shared governance groups include representatives from all constituent groups. Stakeholders are responsible for sharing information with district-wide governance groups, reporting information to their constituents, and helping to make decisions that impact the school and the district. Input is also gathered, and information is shared through activities such as budget workshops, Chancellor's monthly letter, presentations to the Board of Trustees, and meetings such as Budget Officers, Chancellor's Staff, and Academic Senate.

Indicator 8.3: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

Connecting financial planning with the school-wide Action Plan. The two main sources NOCE references to ensure connectivity are the annual school-wide Action plan and the ten year Educational & Facilities Master Plan. All templates used by NOCE to request resources include a requirement to demonstrate how the requested resources will aid in completion of the NOCE Strategic Plan that embeds the WASC School-wide Action Plan.

NOCCCD, under supervision by NOCE, is the fiscal agent of the North Orange Regional Consortium for Adult Education (NOCRC) governed by CAEP. CAEP funds are allocated through the regional consortium and State's Chancellor's Office processes. NOCRC uses its local bylaws and CAEP metrics to best assess the effectiveness of its funded activities to ensure adequate academic and student support in our community. Monthly, quarterly, and mid-year reviews of CAEP funds are held to ensure compliance.

Institutional funds support facilities and materials. Funding requests for capital expenses are reviewed by the Budget and Facility Planning Committee and approved with consideration of its benefit to students. The Funding Request Form specifically asks how the proposal will improve the student learning outcomes contained in the most recent program review to ensure the expense is in alignment with the NOCE Mission Statement. Institutional funds are allocated for specific resource needs annually or on a scheduled rotation. NOCE follows the District's Information Systems policy, Computer Related Equipment Replacement Plan at NOCCCD, for replacement of student and staff computers and technology. The NOCCCD Technology Committee coordinates the following minimum technology equipment replacement schedule:

| Equipment | Minimum Replacement Cycle |
|--|--|
| Lab Desktop Computers | 3 Years |
| Faculty/Staff Desktop/ Laptop Computers | 5 Years with an interim evaluation |
| Servers/Blades/Upgrades | 4 Years |
| Mouse/Keyboard | As Needed |
| Video Card with Dual Monitor Capability | 8 Years with an interim evaluation |
| Video Card without Dual Monitor Capability | Replace with Dual Monitor Capability |
| CRT and other Monitors | Replace with Flat Panel Monitors w/Dual Monitor Capability |
| Network Capable Printers | 7 Years |
| Non-network Capable Printers | Replace with Network Capable Printers |
| Student Tablet | 2.5 Years or at end of Operation System Useful Life |
| Faculty/Staff Tablet | 2.5 Years or at end of Operation System Useful Life |

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

In collaboration with all district entities and for the purpose of projecting the long-term development of programs and services, NOCCCD Education and Facilities Master Plan (EFMP) for 2021 through 2031 was developed and adopted in July 2020. EFMP includes new district-wide strategic directions and goals and provides framework for the development of the Facilities Master Plan, as well as other plans, such as campus strategic plans and program reviews.

The NOCE Strategic Plan includes an objective to develop a plan for facility improvements to best serve students including safety measures. A few action steps are plan for study and student engagement space through renovation of existing facilities, design a facility utilization plan to meet student demand, the efficiency standards and maximize seating capacity of high demand offerings, and develop a tool to gather feedback on facility safety needs.

Facilities and the learning environment. NOCE continues to evaluate the effective use of space and equipment available at all three Centers. Programs continually evaluate the instructional needs of the community to determine best use of facilities and to identify resources and technologies that will increase student learning opportunities. Most recent examples include renovation of the outside quad at the Wilshire Center. In March 2021, the Wilshire Center courtyard was revitalized by adding a shade canopy and upgraded with bench seating, and tables with seats attached including two tables with ADA access. The colors of the canopy and tables are a close match to the NOCE vibrant blue and adds a visible brand display in addition to welcoming all to the space. This space has become a regular gathering place for students to socialize with the bonus of being outdoors and providing social distancing during the pandemic.

Specialized learning environments. Development of new and revision of existing courses and programs leads to evaluation and redesign of instructional facilities. For example, an institutional goal of addressing the needs of students with neurological disorders led to the design of a specialized lab, ARISE. The intentional reduction of outside stimuli and semi-private learning space is conducive to emotional regulation and focused learning. All three NOCE centers have a version of the ARISE lab.

The Electrical Trainee Lab is located at the Anaheim Campus. The lab is equipped with necessary tools to offer hands-on learning experience in electrical repairs. The room can also serve as a lecture classroom due to the flexibility of design and mobility of the equipment.

In Spring 2022, through Strong Workforce funding, the Career Technical Education (CTE) Office implemented key initiatives aimed at improving the quality of the Medical Assistant Certificate Program. The Medical Assistant Lab was remodeled to align with current teaching standards within the medical field. Within the past 3-5 years there has been a shift towards utilizing simulation platforms to teach medical scenarios. The updated lab allows students to receive clinical experience in a simulation environment where they will practice wound care, phlebotomy, interpret abnormal ECG readings, etc. In addition, each student will have access to laptops where they will learn how to use Electronic Health Records software, which will help them meet employment standards and increase successful student workforce outcomes.

Meeting the needs of students utilizing facility space. NOCE is mindful of not just instructional, but also support needs of its students. Thus, recent facility modifications include construction of the Food Pantry at the Anaheim Campus. Anaheim Campus Food Pantry includes space for perishable and dry food storage as well as a food distribution space. Designed like a grocery store, the food pantry serves as the space to address students' food insecurity by offering nutritional staples that students can take home to prepare for their household members. NOCE partners with a non-profit organization Pathways of Hope to supply grocery products. The Anaheim Pantry is open for in-person service twice a week in the morning and in the evening.

Safe and nurturing learning environment. NOCE strives to provide safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to provide access, safety, security, and a healthy learning and working environment.

- [Campus Safety BP 3500; AP 3500](#)
- [Campus Security and Access BP 3501; AP 3501](#)
- [Emergency Response Plan BP 3505](#)
- [Workplace Violence BP 3510; AP 3510](#)
- [Security for District Property BP 6520; AP 6520](#)

School's Strengths and Growth Areas for Criterion 8

Strengths:

1. NOCE faculty and staff can provide feedback regarding facility needs, equipment, and physical resources.
2. Processes for developing permanent staff and faculty positions is transparent, inclusive, and aligned with the institution's mission and student learning outcomes.
3. District-wide and NOCE fiscal data is regularly shared with all NOCE constituents.
4. Program Planning and Program Review have clear alignment of resource requests with institutional and program planning.
5. NOCE facilities needs are included in the NOCCCD Facilities Master Plan.

Growth Areas:

1. NOCE needs to further develop ways to leverage existing financial resources to meet institutional priorities.
2. NOCE needs to develop a class scheduling tool including cost analysis of the proposed schedule.

3. NOCE needs to engage in a comprehensive facilities utilization study to determine the best use of facilities in a post-pandemic environment, including smart classrooms for DE and HyFlex instruction delivery models as well as spaces for students to connect and participate in DE learning.

Criterion 9: Community Partnerships

Indicator 9.1: The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.

Embedded in the NOCE's mission is to serve as a community-based institution. NOCE has strong partnerships with businesses and organizations that enhance access to and learning opportunities for students. NOCE brings programming and services to more than 75 community-based organizations in the district service area throughout the year. NOCE serves the community at senior centers, community centers, churches, skilled nursing facilities, elementary schools, and community resource centers throughout North Orange County.

NOCE is a member, and the fiscal agent, of the North Orange County Regional Consortium (NOCRC) for Adult Education. This consortium connects all three NOCCCD schools - NOCE, Cypress College, and Fullerton College - with the Orange County Department of Education, North Orange County Regional Occupational Program, and surrounding K-12 schools. As the consortium's facilitator, NOCE plays the lead role in designing and maintaining the NOCRC's decision-making structure and a framework for connection with regional community partners. For example, in 2021/22 year, NOCE coordinated the effort of developing and adopting the NOCRC [Decision Making Guidelines](#) which ensured representation of practitioners from all consortium members in planning and developing CAEP goals, objectives and funded activities. Furthermore, NOCE has been coordinating the annual Partner's Breakfast event aimed at updating regional partners on the consortium's activities and soliciting interest for new collaborative initiatives.

NOCE's Career Technical Education Program is involved in various workforce development initiatives throughout the region, collaborating with businesses, organizations, and other colleges. NOCE helps to shape a response to workforce needs, including the Orange County Workforce Development Leadership Councils, the Orange County Labor Market Data Task Force and the Workforce Innovation and Opportunity Act Transition Leadership Council.

NOCE collaborated with Cypress College and Fullerton College on a catalyst grant that offered support and resources for undocumented students. This grant partnered with Immigrants Rising to launch the Grads to Be Program at NOCE. Grads to Be offered "know your rights" workshops, UndocuAlly training, legal aid clinics, and mental health support. From November 2020–July 2021, NOCE hosted 186 legal aid appointments. NOCE reached 3,980 students and served 886 students throughout the 2020/21 year. The increased collaboration among NOCE, Cypress College and Fullerton College in support of undocumented students ensured a coordinated plan of events in honor of the Undocumented Student Week of Action established by the CCC Chancellor's Office in the fall of 2020. NOCE will continue to network with Immigrants Rising and attend their monthly meetings which has proven to be beneficial for connecting and sharing resources.

In the past several years, NOCE has hosted a variety of events for students and the general community to get to know the institution as well as other community resource partners. The family-friendly community fair Harvesting Opportunities, which was held in 2018 and 2019

showcased all NOCE programs and included at least 50 vendors offering community services and resources. It was attended by 800+ individuals each year. Disability Support Services Program hosts an annual Transition Night event where students and community members can learn about what services and programs are available to adults with disabilities when transitioning from high school to college. NOCE programs make presentations on instructional offerings and resource vendors attend to share information on independent living skills, day programs, college programs, recreation, supported employment, Regional Center services, and more. DSS Transition Night continued to be offered during the pandemic years in a virtual format.

Prior to the pandemic, NOCE was very active in the community, attending outreach events and making presentations to share information about NOCE programs and services. Campus Communications often took the lead in coordinating these events, with the support of department staff and counselors. Campus Communications department is focused on re-engaging community partners in a post-pandemic environment by attending community events and by developing the Outreach and Community Engagement Plan. Examples of the community events attended by NOCE representatives at the beginning of the fall 2022 term include food distribution event at a local community center, family welcome events at local elementary and high schools, and resource fairs at local parks. The Outreach and Community Engagement Plan will include standardized outreach publications, a database of current and prospective community partners, and a system for follow-up with prospective students.

NOCE continues to collaborate with two workforce development boards in its service area, Anaheim Workforce Development Board and Orange County Workforce Development Board. NOCE maintains an MOU for mutual referrals and other services with each WDB and NOCE representatives participate in monthly partnership meetings held by each WDB. Additionally, the NOCE President is a member of the Anaheim WDB and its Economic Development Committee. Another way of maintaining connections with local employers is collaboration with the CEO Leadership Alliance, Orange County (CLAOC). As a training provider, NOCE leadership participates in CLAOC discussions aimed at developing workforce pipeline for local employers.

NOCE connects to the community through service projects. With NOCE's mission being to serve the community with holistic programs and services to meet the needs of community members, it is not surprising that NOCE staff, faculty, and students extend their helping hand by incorporating additional service projects to serve the North Orange County community.

NOCE participates annually in the Feasts from the Heart, a program where volunteers come together to cook meals for families staying at the Orange County Ronald McDonald House, a home that provides free room/board and food while their children receive critical care at CHOC hospital. NOCE employees cook and serve breakfast to the families. NOCE staff eagerly volunteer their time to take part in this annual activity as it not only builds strong team bonds, but also helps the community NOCE cares about deeply.

NOCE staff have also coordinated efforts in upgrading and planting beautiful landscapes at the Wilshire Center. The project made such a positive impact that community members took notice and donated, and several teachers incorporated the project into class activities with students.

Faculty members from NOCE's CTE department gathered personal protective equipment (PPE) from their classrooms and inventory to donate to a local hospital, Anaheim Regional Medical Center, amid the outcry for needed medical supplies during the COVID-19 pandemic.

NOCE was featured in an article posted online by the OC-Breeze and Newsbreak, well-known Orange County news outlets.

Indicator 9.2: The school provides students with opportunities such as community service or internships to enhance student goals and success.

Internship opportunities for students. NOCE students can take advantage of a variety of work-based learning opportunities that will further enhance their skills and job placement options. A nationally accredited Pharmacy Technician Program requires the completion of an externship. NOCE students enrolled in the program, are placed with retail and hospital pharmacies.

Partners of the CTE department include Kaiser Permanente, Albertsons, and Walgreens. Personal Care Assistant: Medical Talent Group Inc., ActivCare Living - Residential Memory Care, Ayle Mcintosh Center, Momentum – Innovative Disability Services, Comfort Keepers. Medical Assistants Program: Dr. Angulus, Garden Grove Women’s Health Specialists, St. Joseph Medical Hospital, CareMore Health, KB Pediatrics, Island Dermatology, Inc., Harbor Arthritis Medical Clinic, Dr. Bucci, Family Practice, NOCE. Pharmacy Technician: CVS, Walmart, Walgreens, Curenta Pharmacy, AmeriPharma (Pharmacy), and RxRelief. Early Childhood Education: Price of Peace Lutheran Preschool, Montessori International Academy, Carousel Preschool & Daycare Center Inc, Big Adventures Inc, Kiddie Learning Academy, Boys and Girls Club, Abiding Savior Lutheran Preschool, and OC Kids Childcare Inc.

From Winter 2018 to Spring 2019, students in the Medical Assistant Certificate Program had the option to participate in an externship. Although not a direct internship, CTE students in the Early Childhood Education Certificate Program participate in preschool site visits and conduct observations to learn more about the practical applications of the job.

In April 2022, NOCE’s CTE Department was awarded a New and Innovative Grant under the California Apprenticeship Initiative. The grant was awarded for the development of the Google IT Support Specialist certificate. The certificate completers will be referred to an online apprenticeship program offered by San Jose City College. The grant is scheduled to commence in October 2022.

Students in the Disability Support Services Program have several opportunities participate in work-based learning. Specifically, the College to Career (C2C) program provides services that support students with intellectual disabilities as they take inclusive noncredit and credit classes. Upon completion of their education and training goals, students receive services to obtain competitive employment. [Workability III \(WAIII\) program](#) helps students with disabilities overcome barriers to employment, find, apply for and keep meaningful jobs. Project SEARCH is an educational consulting agreement between NOCE and Goodwill Industries of Orange County. Under the agreement NOCE provides educational services to support workforce preparation and job development needs of students with disabilities. Goodwill provides outreach, facilities, technical assistance and job placement for the students participating in the program.

Besides work-based learning, NOCE students have an opportunity to develop leadership skills through the NOCE Student Leadership Program. Students can apply for the program once a year. Student leaders receive a certificate of leadership participation upon completion, gain comprehensive understanding of school budgeting and planning, gain access to a network of school faculty, staff, and administrators, including a mentor. Student leaders work with their mentors on including leadership experience in their resumes and are provided with recommendation letters from school administration.

Indicator 9.3: The school communicates the goals of the adult school/ROCP program and works collaboratively with the community to meet local needs.

NOCE communicates its goals to the stakeholders, including community partners, by publishing an annual report where the progress toward completing institutional priorities is communicated. The annual report includes schoolwide updates, information on key program-specific initiatives and data on student performance and school financials. The annual report is presented to the NOCCCD Board of Trustees, mailed to all community partners and distributed through several statewide listservs. During the pandemic years, NOCR resorted to the digital distribution of the annual report.

With the changes due to the COVID-19 pandemic, NOCE has shifted many things, including their communication tactics with the community. NOCE has created a video segment called the “Presidential Post,” wherein the NOCE President shares important messages with student, faculty, staff, and the NOCE community. Through the Presidential Post being shared on all NOCE social media, and through the NOCE newsletter, many have received important COVID-19 mandate information, school-wide updates, and district-wide updates. Released quarterly, the announcements and updates shared with students are crucial. These updates from the NOCE President ensure that students are up to date with all information regarding NOCE and NOCCCD. Since the launching of the Presidential Post, in November 2021, there have been 2,071 total views on the six videos currently live on the NOCE YouTube channel.

The NOCE School Scoop newsletter is also available to students, staff, faculty, and community partners. This newsletter was established before the COVID-19 pandemic and continues to be an integral part of the communications plan for NOCE. By disseminating information through this newsletter, recipients are always up to date with the latest information and updates from NOCE. Through this newsletter the NOCE community is reminded of important dates within NOCE, such as registration dates, deadlines, and any school or district-wide announcements. The NOCE School Scoop newsletter is the recipient of the Silver Medallion and Silver Paragon Award for Electronic Newsletters in 2020 by the National Council for Marketing and Public Relations (NCMPR), proof of the excellence and effectiveness of the newsletter within the community.

NOCE also sends information directly to the community through their community partners. Participating in various outreach activities within the community and sharing the resources and information on the programs offered by NOCE. Class schedules are distributed to all interested community partners, as well as residents within the community. Class schedules are mailed to neighborhoods in the surrounding areas and are well received by those within the community. The North Orange County Regional Consortium (NOCRC) also assists with the community outreach events as well.

Meeting local community needs. At NOCE, relationships with the community are a priority and are always in the forefront as programs are planned. Because of this, NOCE aims to have as many programs as possible that will benefit those within the community that NOCE serves. NOCE works collaboratively with the community to meet local needs in several ways:

- By participating in two local Workforce Development Boards (see indicator 9.1)
- By coordinating the regional adult education consortium, NOCRC (see indicator 9.1)
- By coordinating advisory committees for Career Technical Education and Disability Support Services programs.

There are multiple programs at NOCE that hold classes directly within the community - parenting courses and ESL classes, to name a few. Emeritus or older adult classes are held at 95 facilities and six community centers, as well as ESL programs at 10 offsite locations. There are also classes that are held at elementary schools and offsite locations to offer as much availability and convenience to students as possible. NOCE also has partnerships with multiple K-12 schools where these classes are taught. Through these partnerships, NOCE is given first-hand experience as to what is needed within the communities we serve.

NOCE holds multiple events that introduce the companies and employers within the community to meet the students and inform them of job opportunities. The Career Technical Education (CTE) programs holds job fairs and has developed a NOCE job board. Through these opportunities and the Career Resource Center, students are given the opportunity to learn about resume development, interviewing techniques, how to network with LinkedIn, and much more. Approximately 43 reported students have been successful in their job search due to the networking connections they have made during these events in 2021. Not all students who have had career success report their job opportunities, but NOCE is confident that with the skills and leadership taught at NOCE, many more have found job success.

However, community-based classes are not the only programs for the community that NOCE offers. NOCE also offers programs to ensure that students that are in need have access to the resources that they need. Through a partnership with Pathways of Hope, a food pantry was established on September 24, 2019, at all three NOCE centers. During the COVID-19 pandemic, when many were food insecure and financially challenged, NOCE held drive-through food distribution events. These events were a great way for students to receive much-needed goods, while remaining safe, socially distanced, and healthy in the process.

The COVID-19 pandemic also opened new opportunities, not only for NOCE, but also the students, as NOCE started their Distance Education Program. The NOCE Distance Education Program is defined as instruction where students and faculty are separated by distance and interacting using a variety of technologies. Every NOCE distance education course follows the established course curriculum procedure and is approved before registering the enrolling students.

The NOCE Distance Education Program is committed to working with the Curriculum Committee, Academic Senate, the Program Review Committee, Instructional Technology Services, administration, and others to promote student learning and success at a distance, and to serve the distance education needs of our diverse student body by providing high quality student services and support through a variety of delivery methods. NOCE uses Canvas as the primary software for online classes, as well as many classes using Zoom.

School's Strengths and Growth Areas for Criterion 9

Strengths:

1. NOCE proactive in meeting the needs of the community by hosting classes throughout the North Orange County community at over 75+ various locations including community centers, senior centers, skilled nursing facilities, K12 schools, churches, and more.
2. NOCE diverse staff offer help in multiple languages to connect to the community (via StarHelp, website, fliers, etc.).
3. NOCE updated its website in 2020 and utilizes it as the central location for information sharing for students, employees, prospective students and community members.

4. NOCE increased its advertising/media buy since 2020 to include digital marketing as well as traditional advertising including bus ads and Spanish-language radio ads.
5. Campus Communications developed a helpdesk system for requests including development of marketing tools, promotion of programs/events, website updates, and brand consistency/review so community outreach items could be tracked and monitored.

Growth Areas:

1. NOCE needs to develop a strategic community engagement plan for outreach, including data elements, effective response, and follow-up.
2. Cross-train staff and faculty to inform the community about all NOCE programs and services, not just individual programs.
3. Continue to train staff on the NOCE brand.
4. Develop more opportunities for face-to-face interaction with the staff / partner of each off-site location to strengthen relationships, share expectations, collect feedback, and share information.
5. Assess areas or gaps in student communication, accessibility
 - Effective marketing & promotion efforts data – Statmats
 - Expansion of social media, Facebook

Criterion 10: Action Plan for Continuous Improvement

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas (short- and long-term) that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

Identifying Key Issues. After completing the WASC self-study and the accreditation visit in 2017, NOCE developed its six-year Action Plan. An integrated planning model was used that incorporated other institutional plans, such as Student Equity Plan, Adult Education Compressive Regional Plan, and Guided Pathways Plan. The Action Plan was further enhanced by the inclusion of the key issues identified in the self-study as a result of the team visit. NOCE's Action Plan is intended to be a practical hands-on tool for internal constituents and all other stakeholders, including community partners. This was NOCE's first attempt to integrate all categorical plans into one plan and to use it as the school's strategic plan.

The NOCE Strategic Plan, which also serves as the school-wide action plan, is the focal document providing direction to the NOCE departments, committees, and initiatives. At least once a year, President's Cabinet, the school's planning shared governance committee and the accreditation leadership team, reviews the progress of the NOCE Strategic Plan (Action Plan) by eliminating those action steps that have been completed and as needed, adding new or revising the existing action steps. The assigned champions report on the completion of their respective action steps. Once in three years, NOCE engages its stakeholders in the development and revision of the Strategic Plan following the annual monitoring and implementation cycle. Every action step of the Strategic Plan is assigned to a champion, a person or a committee, responsible for ensuring its completion.

In several cases, existing NOCE committees or workgroups, which are aligned with entire sections of the plan, take ownership for monitoring and implementing said section. All existing committees that are assigned a lead role for various sections of the NOCE Strategic

Plans provide a progress presentation to the President’s Cabinet on an annual basis. The progress presentation must demonstrate how a given committee contributes to the completion of the NOCE Strategic Plan. For example, Institutional Effectiveness Committee (IEC) oversees the completion of the Institutional Effectiveness Strategic Focus of the NOCE Strategic Plan, specifically the goal of developing the Departmental Review Model, which was one of the key issues in the NOCE Action Plan. Recently, the IEC chair presented a completed model to the President’s Cabinet and other stakeholders, such as Academic Senate.

Focus on Student Learning Needs. Students are the primary emphasis of NOCE’s Action Plan. Each of the four broad strategic focus areas of the plan target students. For example, the Strategic Focus Area Institutional Effectiveness covers student learning outcomes and data collection. Action steps in the Guided Pathways Strategic Focus Area expand the connections between NOCE, district, and community partners. Transition to employment upon completion of education goals is an essential component of Guided Pathways. One action plan area is student services. This area completely focuses on improving and expanding supports that will help students be successful.

- Research department provides data on student needs. Add and expand reports to assess current student needs. Surveys for distance education experience, in-person experience, and climate surveys gather student learning data.
- DSS will provide flyers for special events – Transition night virtual event for vendors to present programs to help students transition once they complete DSS classes. Collaborate with various colleges to review programs.
- CTE Career Night – organizations/employment opportunities
- Harvesting Opportunities – community wide event for student outreach and retention
- 2019-2020 – Kindness event for DSS students
- Laptop, Wi-Fi, Food Pantry access for NOCE students
- Immigration resources
- NOCE Emergency Aid - Special funding for basic needs (2020/21)
- Textbook vouchers for textbook and materials (Fullerton Bookstore)
- Scholarships
- Transportation – campus visitations to sister colleges for transition
- Virtual counseling chat sessions for students
- GED and Highschool information session

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

Action Plan implementation steps have been assigned to key individuals and groups throughout NOCE. The President’s Cabinet finalizes the assignments. Completion of the Action Steps are assigned to individuals or groups for implementation; however, one person is assigned the responsibility for monitoring the task. Action Step assignments are aligned with the charge of the existing committees and departments. The Student Support and Success Program Director might be assigned monitoring responsibility for the implementation of new services in that area. The President has responsibility to ensure that the Action Plan is implemented and that the

outcomes are achieved. As stated, in Indicator 10.1, NOCE used an integrated planning model to develop the Action Plan resulting from the accreditation process in 2017.

While this approach ensured alignment of several key planning initiatives and their outcomes, the final version of the Action Plan appeared to be lengthy and somewhat duplicative. As a result, in 2017, the school's leadership team, President's Cabinet, decided to engage in the revision of the plan with the goal of consolidating duplicative action steps, distinguishing long-term and short-term objectives, and better aligning the Action Plan with the North Orange County Community College District's Strategic Directions. The work to revise the original NOCE Action Plan began with an all-school Strategic Planning Retreat held on June 22, 2018, with 71 participants and ended with the adoption of the revised NOCE Strategic Plan in May 2019. The revisions included elimination of the original Strategic Goal III: Align student services from various funding streams to improve student performance as measured by common indicators. It was determined that the content of Goal III was more appropriate for a Strategic Objective, which could be placed under another Strategic Goal.

The remaining Goal I and Goal II were revised to be in line with an overarching and aspirational nature of an institutional strategic goal. To address Retreat Implications and achieve a close alignment with NOCCCD Strategic Directions, two additional goals related to institutional capacity and equity were developed, thus bringing a total number of the NOCE Strategic Goals to four. An addition of a Strategic Focus Area corresponding to each Strategic Goal was recommended to streamline the organizational structure of the Strategic Plan. The total number of action steps was significantly reduced through the elimination of the completed steps, elevation of the action steps with larger scope into Strategic Objectives, and consolidation of duplicative action steps.

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

The very structure of the NOCE Action Plan lends itself to incorporating the plan into all aspects of the institution, including resource allocation and evaluation of existing programs. The NOCCCD Board strongly considers the Action Plan for NOCE when making decisions regarding resource allocation.

As indicated in Criterion 8, all templates used by NOCE to request financial resources include a requirement to demonstrate how the requested resources will aid in completion of the NOCE Strategic Plan that embeds the WASC School-wide Action Plan. Furthermore, the position request forms for classified and faculty positions requires an explanation of how the requested positions are aligned with the institution's strategic goals.

NOCE's primary vehicle for the evaluation of existing programs is the Program Review and Program Planning framework. Program Review connects to strategic planning, resource allocation, and other decision-making processes because its primary purpose is to monitor the correlation of institutional priorities and institutional practices. For example, each NOCE instructional, student service and administrative unit is required to complete the Departmental Planning process annually. The template includes a prompt on the alignment of the unit's annual goals with the NOCE Strategic Action Plan. The Department Review template, which is completed every four years, includes a section requiring NOCE units to demonstrate ways of supporting all four pillars of Guided Pathways, which is one of the four Strategic Areas of the NOCE Action Plan.

NOCE and the district make decisions through a variety of planning processes such as the NOCE Strategic Plan, District Strategic Plan, District Facilities Master Plan, and NOCRC Regional Comprehensive Plan. NOCE and the district utilize these planning processes to identify student, school, and district needs. The philosophy is to identify and prioritize the need first so that the school can better direct the resources to meet the needs of students. Resources are limited and NOCE has found that identifying and prioritizing needs first, regardless of available resources, means that the school is always able to act quickly when resources become available. Grounding the school's prioritization practices on needs rather than specific funding sources allows for effective braiding of multiple sources and maximizing of existing limited resources.

Opportunities for staff participation. Stakeholders are provided with many opportunities to have a voice in the regular review and revision of the Action Plan. As mentioned above, through the Department Planning and Department Review processes, NOCE constituents have an opportunity to participate in the review of their department's practices through the lens of the NOCE Action Plan.

Additionally, specific sections of the NOCE Strategic (Action) Plan are reviewed in monthly President's Cabinet meetings over the course of the year by the responsible parties. Each year in the cycle ends with a comprehensive review of the plan to identify completed action steps, revise existing action steps, if needed, and develop new action steps if warranted. Additional venues for soliciting feedback from the NOCE constituents include student surveys, employee surveys, advisory committees, adult education consortium executive committee meetings, and networking events with community partners.

School's Strengths and Growth Areas for Criterion 10

Strengths:

1. NOCE's Action Plan is intended to be a practical hands-on tool for internal constituents and all stakeholders, including community partners.
2. At least once a year, President's Cabinet, the school's planning shared governance committee and the accreditation leadership team, reviews the progress of the NOCE Strategic Plan (Action Plan) by eliminating those Action Steps that have been completed and as needed, adding new Action Steps or revising the existing Action Steps.
3. Communication on website for classified staff is readily available. NOCE has shared information in a transparent way.
4. Action Plan NOCE emails are inclusive and welcome classified and management participation.

Growth Areas:

1. Apply DEIA lens in decision-making process. Support self-study workgroups to collaborate and introduce recommendations to DEIA Committee for review and application in NOCE's policies and processes.
2. Disaggregate data on institutional effectiveness and survey findings related to students and staff experience by diversity indicators, such as race, ethnicity, gender, SES, and, in some cases, age.
3. Update/develop a shared, living form/EXCEL spreadsheet to be used for monitoring progress on action items and to report to the President and Cabinet

4. Action Plan and resource allocation: assess areas or gaps in student communication and accessibility for participation in resource investment in institution.

Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action Plan

School's Strengths and Growth Areas for Criterion 1

Strengths:

1. NOCE team members can easily participate in multiple discussions with the use of Zoom. NOCE provides opportunities for participation by NOCE constituent groups in the review, revision, and approval process of its mission and vision statements, including invitation to President's Cabinet meetings, strategic planning events, and research and data collection activities.
2. NOCE team members are invited to participate in President's Cabinet meetings where the Mission, Vision, and Core Value statements are discussed and approved. NOCE communicates effectively its mission, vision, and core values statements to all stakeholders through a comprehensive marketing and communications plan (e.g. new MVV campaign)
3. NOCE has a dedicated SLO Coordinator available to focus on SLO planning with faculty and staff.

Growth Areas:

1. NOCE needs to expand and streamline Diversity, Equity, Inclusion, and Accessibility (DEIA) and basic needs research to inform the development of student learning outcomes at all levels and enhance the program review process.
2. Ensure that all departments are assessing SLOs.
3. Update SLOs that are not assessable or easily assessed.

School's Strengths and Growth Areas for Criterion 2

Strengths:

1. Our institutional voice across the state has increased due to having a president, rather than a provost.
2. Alignment of the NOCE Vice President positions with the sister colleges' positions has improved efficiency.
3. The use of Zoom during the pandemic increased attendance at shared governance committee meetings and preventing the need for employees to commute from numerous campuses and community locations.
4. Both the Faculty Hiring Toolkit and the Management Hiring Toolkit have provided needed guidance and transparency to complicated processes.
5. Movement away from temporary positions to permanent positions has improved the feeling of inclusion.

Growth Areas:

1. Temporary positions do not have a standardized job description, are not evaluated, and there is no consistent pay scale increase commensurate with accountability and efficiency.
2. NOCE permanent employees who are seeking promotion opportunities can take a temporary position in the district when there is an interim vacancy. This temporary loss of a permanent employee causes a workload issue within their department. If NOCE were to provide learning and/or management opportunities for current employees, this might encourage employees to stay at NOCE and not seek these temporary positions.
3. Develop new employee cohort. There is no standardized onboarding for new employees. Employees who are hired at the same time could feel connected and provide an orientation for processes and procedures.
4. Publish all meetings on the NOCE Information Depot website. Most meetings are open meetings, especially shared governance meetings. Meeting information should be shared so that others can attend these meetings if they have an interest.
5. Provide training on the Roberts Rules of Order to maximize efficiency within NOCE.
6. Continue to educate current and new staff on how decisions are made at NOCE.

School's Strengths and Growth Areas for Criterion 3

Strengths:

1. Faculty and staff adapted quickly to the meet the needs of students when the pandemic hit in 2020. NOCE transitioned online at a time we weren't serving students in that capacity.
2. Faculty and staff look for ways to improve their skills by taking required and voluntary professional development opportunities.
3. Staff adhere to the confidential nature of the policies and procedures when participating on hiring committees. They look for ways to incorporate DEIA into the process.

Growth Areas:

1. A comprehensive school-wide orientation for all employees.
2. More frequent professional development activities for classified staff based on the results of the professional development survey.
3. Job Description: Other duties as assigned needs to be reviewed school-wide to create a consistent understanding.
4. Evaluations completed in a timely manner at all levels.

School's Strengths and Growth Areas for Criterion 4

Strengths:

1. Clear process for faculty to create courses through CurricUNET and steps for approval.
2. Offer students Direct Instruction for GED/HiSET programs or a new self-study module through Aztec
3. Diverse Curriculum
4. COVID transition to online courses

Growth Areas:

1. Need to provide an opportunity to students from different programs to participate on the curriculum committee.
2. Need an opportunity to collaborate with Fullerton/Cypress Building Connections and our work with the orange county and city WIB.
3. NOCE adjunct faculty need to assist with development of curriculum.
4. Consistent Curriculum Review
5. Faculty completing training for Distance Education

School's Strengths and Growth Areas for Criterion 5

Strengths:

1. Many of our faculty are recognized as leaders in their areas of expertise, and they regularly present at conferences and provide in-house trainings.
2. NOCE offers a variety of instructional modalities which include in-person, web-enhanced, hybrid, synchronous, and asynchronous distance education.
3. The I-BEST Model personalizes instruction to meet student needs.
4. NOCE offers in-person and online instructional support through Cranium Café, Career Skills and Resource Lab, Learning Centers, and ARISE Labs.

Growth Areas:

1. Capacity building is needed in measuring student learning and its connection to CORs and SLOs.
2. Rigor should be communicated on the Course Outline of Record using Bloom's Taxonomy vocabulary which is specific to level of rigor and complexity.
3. Collaboration among instructional disciplines could result in more effective use of instructional strategies.

School's Strengths and Growth Areas for Criterion 6

Strengths:

1. The Institutional Effectiveness Report (IER) provides annual data to all stakeholders, including an examination of three-year trends and disaggregated data by equity indicators.
2. NOCE utilizes a multiple measures approach to assessment.
3. SLO data collection is automated using the eLumen software.

Growth Areas:

1. Mapping of student learning outcomes to specific skills will facilitate outcomes reporting and analysis for continuous improvement.
2. SLO data collection is not regular across the institution, and a consistent collection of student learning outcomes will contribute to more effective course and program evaluation.

School's Strengths and Growth Areas for Criterion 7

Strengths:

1. NOCE recognizes the importance of student support services by hiring several counselors which has allowed both CSS and DSS to expand their services to students. A tenured-track counselor with the focus on transition work was hired and a counselor to lead the Behavior Intervention Team is being planned. Also, in response to a recommendation from Collaborative Brain Trust (CBT), NOCE's organizational structure was restructured with the goal of improving service to our students and community. Hence, in fall of 2019, two VP of Instruction and Student Services positions were developed with one assuming oversight of all student services programs and initiatives. – Refer to Criterion 2.
2. NOCE quickly moved to remote learning during the pandemic and has continued to explore and expand activities to support student learning.
3. Across NOCE, work was done to ensure students could stay connected. Students could connect by phone, text, email, Cranium Café, and in-person support.
4. Work has been done to establish electronic files and records (A&R). DSS has also transitioned all of student files into electronic charts.
5. NOCE has a robust Student Equity and Achievement Program (SEAP). SEAP has supported many activities to ensure that disproportionately impacted students have the additional support needed to achieve their educational/career goals.
6. NOCE faculty, staff, and administrators demonstrate empathy and sensitivity to the needs of students and continually adapt and respond to keep students connected to each other and to NOCE. The focus is not only on the academic needs of students but the mental, physical, and emotional needs as well.
 - a. Laptop loans
 - b. ARISE lab to keep students connected
 - c. EQ school Wellness Sessions for students and staff
 - d. Emergency Aid program
 - e. Textbook loans
 - f. Book award program
 - g. OIRP developed surveys to gauge the needs of students, especially during the pandemic.

Growth Areas:

1. Need to increase facility accessibility.
2. Need a consistent campus feeling by expanding the Student Leadership Program into an Associated Student Body.
3. Need to have concentrated focus on the onboarding process for students in order to create equity for students across all programs and site locations.

School's Strengths and Growth Areas for Criterion 8

Strengths:

1. NOCE faculty and staff have the opportunity to provide feedback regarding facility needs, equipment, and physical resources.

2. Processes for developing permanent staff and faculty positions is transparent, inclusive, and aligned with the institution's mission and student learning outcomes.
3. District-wide and NOCE fiscal data is regularly shared with all NOCE constituents.
4. Program Planning and Program Review have clear alignment of resource requests with institutional and program planning.
5. NOCE facilities needs are included in the NOCCCD Facilities Master Plan.

Growth Areas:

1. NOCE needs to further develop ways to leverage existing financial resources to meet institutional priorities.
2. NOCE needs to develop a class scheduling tool including cost analysis of the proposed schedule.
3. NOCE needs to engage in a comprehensive facilities utilization study to determine the best use of facilities in a post-pandemic environment, including smart classrooms for DE and HyFlex instruction delivery models as well as spaces for students to connect and participate in DE learning.

School's Strengths and Growth Areas for Criterion 9

Strengths:

1. NOCE proactive in meeting the needs of the community by hosting classes throughout the North Orange County community at over 75+ various locations including community centers, senior centers, skilled nursing facilities, K12 schools, churches, and more.
2. NOCE diverse staff offer help in multiple languages to connect to the community (via StarHelp, website, fliers, etc.).
3. NOCE updated its website in 2020 and utilizes it as the central location for information sharing for students, employees, prospective students and community members.
4. NOCE increased its advertising/media buy since 2020 to include digital marketing as well as traditional advertising including bus ads and Spanish-language radio ads.
5. Campus Communications developed a helpdesk system for requests including development of marketing tools, promotion of programs/events, website updates, and brand consistency/review so community outreach items could be tracked and monitored.

Growth Areas:

1. NOCE needs to develop a strategic community engagement plan for outreach, including data elements, effective response, and follow-up.
2. Cross-train staff and faculty to inform the community about all NOCE programs and services, not just individual programs.
3. Continue to train staff on the NOCE brand.
4. Develop more opportunities for face-to-face interaction with the staff / partner of each off-site location to strengthen relationships, share expectations, collect feedback, and share information.

NOCE STRENGTHS

1. Inclusivity and transparency shared-governance (decision-making) policies and practices: NOCE offers various opportunities for its constituent groups to participate in key institutional decisions through shared governance structure and by employing both in-person and virtual platforms for meetings.
2. Efficiency in organizational structure: by restructuring senior leadership team, streamlining the reporting structure and moving away from temporary positions, NOCE increased its operational effectiveness and strengthened its advocacy capabilities.
3. Diversity of instruction delivery modalities: by implementing Distance Education program while preserving all in-person instruction delivery methods, NOCE set the framework for an increased access to its programs.
4. Closing achievement gaps: NOCE identifies disproportionately impacted students when collecting and analyzing student performance data.
5. Holistic approach to student services: NOCE continues to expand student services beyond academic support to assist with basic, mental and emotional needs.
6. Variety of outreach and communication methods: by venturing into digital marketing and redesigning its website, NOCE expanded the ways of outreach to its community.

NOCE GROWTH AREAS

1. Frequent and meaningful review of student learning data: all departments must engage in regular review of SLO data disaggregated by equity indicators.
2. Onboarding of new employees: develop an orientation content and orientation process for all new NOCE employees. Include the elements of institutional culture, decision-making processes, and resources for professional growth and development.
3. Centralized information-sharing structure: develop a centralized way of communicating institutional events and deadlines (master calendar) and major developments and decisions of the shared-governance committees.
4. Cross-departmental collaboration: increase instances for cross-departmental and cross-institutional collaboration in program development and student services.
5. Facilities plan: engage in a comprehensive facility utilization study in a post-pandemic environment with the goal of supporting various instruction delivery modalities and holistic student services.
6. Community engagement: develop a community engagement plan, including outreach, response, and follow-up steps as well as a process for continuous improvement.

NOCE Action Plan to follow.

| STEPS TO ADDRESS GROWTH AREA | TIMELINE | CHAMPION | RESOURCES | METHOD TO REPORT PROGRESS |
|---|--|--------------|---|--|
| Growth Area: Develop a schoolwide cycle of Program (Curriculum) Review to ensure rigor and relevance of NOCE course offerings. | | | | |
| 1. | Develop a program review framework, including curriculum standards, equity indicators, and a rotational calendar. | Spring, 2024 | Curriculum Committee | Program review guide and timeline |
| 2. | Develop and offer training to faculty on the program review process and curriculum standards. | Spring, 2024 | Curriculum Committee | Facilities Technology Stipends for adjunct faculty |
| 3. | Solicit feedback from students representing different programs on the effectiveness of the current curriculum to meet their education goals. | Fall, 2025 | OIRP | Incentives for student participation |
| 4. | Develop and implement regular training for faculty on course design | Spring, 2024 | Curriculum Committee | Evidence of faculty training, satisfaction survey results |
| Growth Area: Engage all departments in regular review of student learning data. | | | | |
| 1. | Provide training to faculty on curriculum mapping and effective assessment of student learning. | Spring, 2024 | SLO Coordinator, DE Coordinator, Curriculum Committee | Facilities Technology Stipends for adjunct faculty |
| 2. | Provide SLO Orientation and training to new faculty hires every term. | Fall, 2025 | SLO Coordinator, Associate Deans | Facilities Technology Stipends for adjunct faculty |
| 3. | Ensure that all active courses have SLOs. | Spring, 2026 | Curriculum Committee, SLO Coordinator | Focus group findings |
| | | | | Course design standards, evidence of faculty participation in training |
| | | | | Annual SLO Report |

| STEPS TO ADDRESS GROWTH AREA | | TIMELINE | CHAMPION | RESOURCES | METHOD TO REPORT PROGRESS |
|--|---|--------------|---|------------|---|
| 4. | Collaborate with ProD to ensure ongoing training available for faculty on writing effective SLOs. | Fall, 2023 | PD Chair, SLO Coordinator | Facilities | Fall and Winter Flex Day activities |
| 3. | Structure an annual SLO assessment cycle, including timeline, required deliverables, support resources, and annual review of SLO assessment report in every department. | Fall, 2023 | SLO Coordinator, Associate Deans | | Department SLO action plans based on SLO assessment findings |
| 4. | Implement an annual institutional effectiveness data summit. | Fall, 2023 | OIRP | Facilities | Data trends and implication report |
| Growth Area: Strengthen the culture of belonging, transparency, and teamwork. | | | | | |
| 1. | Develop and implement an onboarding process for all new NOCE employees. | Fall, 2025 | President's Office | Technology | NOCE employee onboarding portal |
| 2. | Adopt the practice of community agreements (norms of engagement) in all NOCE decision-making committees and groups. | Spring, 2026 | President | | Evidence of community agreements adopted for various committees |
| 3. | Develop a decision-making manual for NOCE. | Fall, 2023 | VPSS | | Decision-making manual posted in the Information Depot |
| 4. | Increase instances of cross-departmental and cross-institutional collaboration. | Spring, 2026 | VPI, VPSS, Academic Senate, Associate Deans | | Cross-departmental functional teams |
| Growth Area: Increase community engagement in supporting outreach, instruction, and student services. | | | | | |
| 1. | Develop new work-based learning opportunities by engaging local employers. | Spring, 2026 | Associate Dean, CTE; Associate Dean, DSS | | Pre-apprenticeship and internship courses |

| STEPS TO ADDRESS GROWTH AREA | | TIMELINE | CHAMPION | RESOURCES | METHOD TO REPORT PROGRESS |
|--|--|---------------------------|--|------------------------------------|---|
| 2. | Develop a strategic outreach and community engagement plan, review its progress and effectiveness. | Fall, 2023 – Spring, 2026 | Community Relations Team | | Community engagement section in annual marketing plan |
| 3. | Develop a toolkit of marketing materials for NOCE programs. | Spring, 2024 | Director of Campus Comm | Technology | Toolkit posted in the Information Depot |
| 4. | Develop and implement the NOCE ambassador training. | Spring, 2024 | Director of Campus Comm | | Ambassador training materials, a list of training participants |
| 5. | Develop and implement a process and database for collecting contact information for potential students and following them through enrollment and registration. | Fall, 2023 | Director of Campus Comm | Software | Database of contact information for potential students, records of follow-up activities and course registration |
| Growth Area: Institutionalize ongoing support for all instruction delivery and student service models | | | | | |
| 1. | Establish a permanent staffing structure in order to sustain and maintain distance education program. | Fall, 2023 – Spring, 2026 | VPI | Ongoing funding | Instruction Designer position filled |
| 2. | Implement ongoing training and development for instructional faculty offering DE classes and counseling faculty offering remote student services. | Spring, 2024 | DE Advisory, Associate Deans, ProD Committee | | Implementation of POCR for instructional faculty. Training for counseling faculty offering online services |
| 3. | Pilot Hy-Flex instruction and hybrid delivery models | Fall, 2023 | Associate Deans of Instructional Programs, Academic Senate | Instructional Equipment Facilities | Hy-Flex class sections in schedule of classes, effectiveness evaluation |

| STEPS TO ADDRESS GROWTH AREA | | TIMELINE | CHAMPION | RESOURCES | METHOD TO REPORT PROGRESS |
|--|--|--------------|---|---------------------|---|
| 4 | Evaluate facility utilization to maximize the capacity to offer instruction in various modalities. | Spring, 2026 | Budget and Facilities Planning Committee | Consulting services | Facilities Development Plan |
| 5 | Explore options for use, adaptation, and creation of open education resources (OER) with a goal of zero textbook cost (ZTC) to reduce cost barrier for students. | Spring, 2026 | Academic Senate, Associate Deans, VPI | OER Database | List of courses that transitioned to OER OER library by discipline |
| 6 | Establish in-person and online welcome center or student success center, where students go to one source for instructional support, technical support, counseling, job skills, and other support (or at a minimum, referrals). | Spring, 2024 | VPI, VPSS Associate Deans Director, CSS | | Functionality of current separate physical locations combined into streamlined center at main sites and online (e.g. NOCE Learning Center, ESL Learning Center, Career Skills & Resource Lab) |
| 7 | Streamline student onboarding to reduce gap between enrollment and attendance/participation in classes. | Spring, 2024 | VPI, VPSS Associate Deans, Registrar, Director of Campus Comm | | Increased attendance/participation, persistence, and achievement (e.g. course completions; certificates earned) |
| Growth Area: Expand opportunities for student engagement to increase a sense of acceptance and belonging. | | | | | |
| 1 | Establish student affinity clubs and explore viability of a student mentorship program. | Spring, 2026 | Director, CSS | Facilities Staff | Student engagement webpage |

| STEPS TO ADDRESS GROWTH AREA | | TIMELINE | CHAMPION | RESOURCES | METHOD TO REPORT PROGRESS |
|---|--|---------------------------|--|-------------------------|--|
| 2. | Increase membership of Student Leadership Program with the goal of developing the NOCE Student Associated Body. | Spring, 2026 | Director, CSS | | Recommendations on AS body |
| 3. | Include NOCE student representation in the district's decision-making committees. | Fall, 2023 | President | | Charters of district committees |
| 4. | Implement student ambassador training. | Fall, 2024 | Director of Campus Comm | Incentives for students | Student ambassador training materials and participant roster |
| 5. | Communicate job opportunities within NOCE to the current and past students. Include postings from NOCRC and One-Stop partners currently being sent as individual emails. | Fall, 2024 | Associate Dean, CTE | Software | Virtual job bulletin |
| 6. | Solicit Associate Deans and students' feedback regularly to inform scheduling of in-person, hybrid, and online courses and student services. | Fall, 2023 – Spring, 2026 | OIRP | | Survey and focus group findings |
| Growth Area: Maximize institutional capacity by leveraging existing and seeking additional financial resources to meet institutional priorities. | | | | | |
| 1. | Secure additional grants to provide resources for innovative solutions. | Fall, 2023 – Spring, 2026 | Associate Deans | Staff | NOCE budget |
| 2. | Review and revise budget planning processes to ensure that they are driven by departmental review findings and schoolwide strategic priorities. | Fall, 2023 | Budget and Facilities Planning Committee | | Budget request templates to include findings from departmental reviews |

| | STEPS TO ADDRESS GROWTH AREA | TIMELINE | CHAMPION | RESOURCES | METHOD TO REPORT PROGRESS |
|----|---|-----------------|--|------------------|--|
| 3. | Develop a compendium of all funding sources available to NOCE, including eligibility requirements, contact person and expenditure timeline. | Fall, 2023 | Director, Administrative Services | Staff | Centralized listing of all funding sources |
| 4. | Align budget planning and position request timelines across all funding sources. | Fall, 2023 | Budget and Facilities Planning Committee | | Schoolwide budget planning cycle |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: November 22, 2022

SUBJECT: Academic Personnel

| | |
|--------------|----------|
| Action | <u>X</u> |
| Resolution | _____ |
| Information | _____ |
| Enclosure(s) | <u>X</u> |

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

B. V. dist Bredm

Approved for Submittal

5.a.1

Item No.

Academic Personnel
November 22, 2022

RETIREMENT

| | | |
|-------------------|------|--|
| Davino, Dennis | NOCE | Associate Dean I, LEAP Eff. 03/18/2023 PN SCM989 |
| Schilling, JoAnna | CC | President Eff. 07/01/2023 PN CCX999 |
| Schulps, Molly | CC | Art Instructor Eff. 12/11/2022 PN CCF866 |

CHANGE IN SALARY CLASSIFICATION

| | | |
|-----------------|----|--|
| Setterby, Diana | CC | Nursing Instructor, Temporary Contract (100%) From: Class B, Step 1 To: Class B, Step 5 Eff. 08/18/2022 |
| Skiles, Pamela | FC | Counselor (ADJ) (Schedule A) From: Column 2, Step 1 To: Column 2, Step 2 Eff. 08/22/2022 |

PAYMENT FOR INDEPENDENT LEARNING CONTRACT FALL 2022

| | | |
|-----------------|----|---------|
| Daniel, William | FC | \$50.00 |
| Markley, Karen | FC | \$20.00 |

LEAVE OF ABSENCE

| | | |
|-----------|----|--|
| @00005733 | FC | SB 114 (SPSL) Paid Leave using Supplemental Paid Sick Leave Eff. 09/27/2022-09/30/2022 (30 hours) |
| @01567158 | FC | Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 10/31/2022-12/10/2022 |

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

| | | |
|------------------------|----|------------------|
| Lopez Del Real, Carlos | FC | Column 1, Step 1 |
|------------------------|----|------------------|

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

| | | |
|--------------------|----|---|
| Brandan, Melissa | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Brydges, Michael | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Clark, Lisa | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Garcia, Amanda | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Gutierrez, Ruth | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Harn, Chiang Horng | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Herrera, Alex | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Hortua, Giovanni | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| House, Joshua | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |

Academic Personnel
November 22, 2022

| | | |
|------------------|----|---|
| Howard, Donivan | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Jones, Jeanette | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Jones, Sarah | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Jun, Christine | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Ke Cornet, Karen | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Klyde, Michael | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Koeppel, Liana | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Lam, Mymy | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Lebdeh, Layal | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |

Academic Personnel
November 22, 2022

| | | |
|----------------------|----|---|
| Leis, Corey | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Letcher, Annette | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Magginetti, Giovanni | CC | Hiring Committee Service Lab Rate, Adjunct Faculty Salary Schedule Column 1, Step 3 Not to exceed 20 hours Eff. 09/30/2022-12/13/2022 |
| McNay, Sally | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Mitsch, Jeannie | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Mohr, Margaret | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Moradi, Mahnaz | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Morrison, Anna | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Nusbaum, David | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |

Academic Personnel
November 22, 2022

| | | |
|----------------------|----|---|
| Page, Jen | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Piero Cutrona | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Politanoff, Ashton | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Robertson, Alison | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Romo, Vincent | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Sheridan-Solis, Anne | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Simoese, Nora | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Taylor, Vincent | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |
| Wada, Kathryn | CC | Ascend Communities of Practice - Day of Reflection Stipend not to exceed \$200.00 Eff. 12/12/2022 |

Academic Personnel
November 22, 2022

Wenner, Paul

CC Ascend Communities of Practice - Day of
Reflection
Stipend not to exceed \$200.00
Eff. 12/12/2022

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action X

DATE: November 22, 2022

Resolution _____

SUBJECT: Classified Personnel

Information _____

Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

B. V. dist Bush

Approved for Submittal

5.b.1

Item No.

Classified Personnel
November 22, 2022

RESIGNATION

Abutin, Allan AC IT Project Leader
12-month position (100%)
Eff. 12/02/2022
PN ISC991

Perez, Marvin FC Financial Aid Technician
12-month position (100%)
Eff. 11/04/2022
PN FCC675

Skratulia, Heather FC Interpreter Coordinator
12-month position (100%)
Eff. 11/30/2022
PN FCC614

CHANGE IN RESIGNATION DATE

Hegle, Sierra CC Student Services Specialist, Transfer Center
From: 11/14/2022
To: 11/28/2022
PN CCC799

NEW PERSONNEL

Chevalier, Teresa CC Administrative Assistant III, ISS
12-month position (100%)
Range 42, Step E
Classified Salary Schedule
PN CCC851
Eff. 12/01/2022

Gilliard, Marrietta FC Director, Child Development/Edu Studies Lab School
12-month position (100%)
Range 18, Column C
Management Salary Schedule
PN FCM947
Eff. 12/01/2022

TRANSFERS

| | | |
|-----------------|------|--|
| Cornell, Kerrie | NOCE | From: Administrative Assistant II, LEAP 12-month position (100%) PN SCC951 |
| | | To: Administrative Assistant II, CTE 12-month position (100%) Eff. 12/06/2022 PN SCC999 |

STIPEND FOR ADDITIONAL AMINISTRATIVE DUTIES

| | | |
|--------------------|----|---|
| Valencia, Gilberto | FC | Cadena Center Coordinator 6% Stipend Eff. 07/01/2022 – 06/30/2023 |
| White, Vincent | FC | Cadena Center Coordinator 6% Stipend Eff. 07/01/2022 – 06/30/2023 |

LEAVES OF ABSENCE

| | | |
|-----------|------|--|
| @01240855 | CC | Paid Leave Using Supplemental Paid Sick Leave Eff. 09/19/2022 –09/23/2022 (40 hours) |
| @01600086 | NOCE | Paid Leave Using Supplemental Paid Sick Leave Eff. 09/01/2022 (10 hours) |
| @00109258 | FC | Paid Leave Using Supplemental Paid Sick Leave Eff. 09/03/2022 –09/07/2022 (32 hours); 09/10/2022 –09/14/2022 (40 hours) |
| @00846773 | FC | Paid Leave Using Sick and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 09/29/2022 – 01/29/2023 (Intermittent Leave) |
| @00903799 | CC | Paid Leave Using Supplemental Paid Sick Leave Eff. 08/01/2022 –08/04/2022 (40 hours) |
| @01813035 | CC | Military Leave With Pay Uniformed Services Employment and Reemployment Rights Act (USERRA) Eff. 11/14/2022 – 12/02/2022 (Consecutive Leave) |

Classified Personnel
November 22, 2022

| | | |
|-----------|----|--|
| @01822194 | AC | Paid Leave Using Supplemental Paid Sick Leave Eff. 08/08/2022 –08/12/2022 (40 hours) |
| @00161289 | FC | Paid Leave Using Supplemental Paid Sick Leave Eff. 08/16/2022 –08/20/2022 (40 hours); 08/23/2022 –08/27/2022 (40 hours) |
| @01944130 | AC | Paid Leave Using Supplemental Paid Sick Leave Eff. 09/06/2022 –09/09/2022 (32 hours) |
| @00212912 | FC | Paid Leave Using Supplemental Paid Sick Leave Eff. 08/08/2022 –08/11/2022 (38.5 hours) |
| @00007203 | CC | Paid Leave Using Supplemental Paid Sick Leave Eff. 08/22/2022 –08/25/2022 (32 hours) |
| @00752552 | FC | Paid Leave Using Supplemental Paid Sick Leave Eff. 09/28/2022 (8 hours) |
| @01619813 | FC | Paid Leave Using Sick and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 10/19/2022 – 04/19/2023 (Intermittent Leave) |
| @00911457 | FC | Paid Leave Using Sick and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 11/03/2022 – 11/30/2022 (Consecutive Leave) |
| @01523617 | CC | Paid Leave Using Supplemental Paid Sick Leave Eff. 10/13/2022 (8 hours) |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: November 22, 2022

SUBJECT: Professional Experts

Action X
Resolution _____
Information _____
Enclosure(s) X

BACKGROUND: Professional Experts within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by


Approved for Submittal

5.c.1

Item No.

Professional Experts
November 22, 2022

PROFESSIONAL EXPERTS

| Name | Site | Job Classification | Project Title | Max Permitted Hours per Week | Begin | End |
|----------------------|------|---------------------|--|------------------------------|------------|------------|
| Arellano, Cristina | FC | Technical Expert II | Distance Education Division Representative | 20 | 11/07/2022 | 12/10/2022 |
| Baltazar, Audrey | FC | Project Expert | Re-engagement and Completion Prof Exp | 26 | 11/04/2022 | 06/30/2023 |
| Bauer, Jill | CC | Technical Expert II | Chair, Accreditation Steering Committee | 24 | 12/12/2022 | 01/18/2023 |
| Bauer, Jill | CC | Technical Expert II | Chair, Accreditation Steering Committee | 24 | 05/21/2023 | 06/30/2023 |
| Campbell, Garrett | FC | Technical Expert II | Distance Education Division Representative | 20 | 11/07/2022 | 12/10/2022 |
| Coburn, Sarah | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 10/01/2022 | 06/30/2023 |
| Collins, Lori | CC | Technical Expert I | SWP Regional Competency-Based Education | 15 | 12/11/2022 | 01/19/2023 |
| Debin, Megan | FC | Technical Expert II | Distance Education Division Representative | 20 | 11/07/2022 | 12/10/2022 |
| DeDios, Angela | CC | Technical Expert II | CoRe Winter 2023 Cohort | 10 | 11/07/2022 | 12/22/2022 |
| DeDios, Angela | CC | Technical Expert II | CoRe Winter 2023 Cohort | 10 | 01/03/2023 | 03/14/2023 |
| De Jesus, Roman | FC | Technical Expert II | Distance Education Division Representative | 20 | 11/07/2022 | 12/10/2022 |
| De La Cruz, Damon | CC | Technical Expert I | SWP Regional Competency-Based Education | 15 | 12/11/2022 | 01/19/2023 |
| Dimitratos, Spiridon | FC | Technical Expert II | Perkins 22/23: Develop New Forensic Technician Program | 20 | 11/22/2022 | 06/15/2023 |
| Gabriele, Marco | FC | Assistant Coach 2 | Assistant Coach – M Volleyball | 26 | 01/03/2023 | 05/19/2023 |
| Grande, Jolena | CC | Technical Expert II | SWP Regional Competency-Based Education | 20 | 12/11/2022 | 01/19/2023 |
| Hock, Richard | CC | Technical Expert II | SWP Local AC/R Building Automation | 5 | 11/14/2022 | 05/20/2023 |
| Hughes, Deidre | CC | Technical Expert II | Mindful Self-Compassion for Educators | 20 | 10/15/2022 | 11/15/2022 |
| McAlister, Kathleen | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 08/22/2022 | 06/30/2023 |
| Miller, Tania | CC | Project Manager | MLC Coordinator | 26 | 01/02/2023 | 02/10/2023 |
| Miller, Tania | CC | Project Manager | MLC Coordinator | 26 | 02/27/2023 | 03/17/2023 |
| Miller, Tania | CC | Project Manager | MLC Coordinator | 26 | 03/27/2023 | 04/14/2023 |

Professional Experts
November 22, 2022

| | | | | | | |
|------------------------|------|---------------------|--|-----|------------|------------|
| Miller, Tania | CC | Project Manager | MLC Coordinator | 26 | 05/01/2023 | 05/19/2023 |
| Moore, Michael | FC | Technical Expert II | Distance Education Division Representative | 20 | 11/07/2022 | 12/10/2022 |
| Moto-Mireles, Jonathan | NOCE | Project Manager | Workability III Vocational Specialist | 26 | 01/03/2023 | 03/17/2023 |
| Moto-Mireles, Jonathan | NOCE | Project Manager | Workability III Vocational Specialist | 26 | 04/11/2023 | 06/21/2023 |
| Navales, Ryan | CC | Technical Expert I | Musician for Fall 2022 Production | 24 | 10/03/2022 | 10/17/2022 |
| Ojeda, Gary | CC | Technical Expert I | SWP Regional Competency Based Education | 15 | 12/11/2022 | 01/19/2023 |
| Owen-Driggs, Janet | CC | Technical Expert II | CoRe Winter Cohort | 10 | 11/07/2022 | 12/22/2022 |
| Owen-Driggs, Janet | CC | Technical Expert II | CoRe Winter 2023 Cohort | 10 | 01/03/2023 | 03/14/2023 |
| Rajab, Adel | CC | Program Manager | Ongoing Development, Upkeep & Maintenance of the Aquarium Facility | 3.5 | 9/18/2022 | 05/27/2023 |
| Rosales, Kimberly | FC | Technical Expert II | Perkins 22/23: Develop New Forensic Technician Program | 20 | 11/22/2022 | 06/15/2023 |
| Sahagun, Lance | CC | Project Expert | Cybersecurity College Program Leader | 26 | 11/23/2022 | 12/11/2022 |
| Sahagun, Lance | CC | Project Expert | Cybersecurity College Program Leader | 26 | 01/10/2023 | 03/25/2023 |
| Sahagun, Lance | CC | Project Expert | Cybersecurity College Program Leader | 26 | 04/03/2023 | 05/06/2023 |
| Sahagun, Lance | CC | Project Expert | Cybersecurity College Program Leader | 26 | 05/22/2023 | 06/30/2023 |
| Sallade, Doug | CC | Technical Expert II | SWP Local AC/R Building Automation | 5 | 11/14/2022 | 12/31/2022 |
| Trader, Amie | FC | Project Expert | Employer Engagement Project | 26 | 10/31/2022 | 12/16/2022 |
| Villa, Christina | CC | Technical Expert I | SWP Regional Competency-Based Education | 15 | 12/11/2022 | 01/19/2023 |
| Young, Annette | CC | Technical Expert II | Distance Education Remote Instructional Work | 15 | 10/01/2022 | 06/30/2023 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: November 22, 2022

SUBJECT: Hourly Personnel

| | |
|--------------|----------|
| Action | <u>X</u> |
| Resolution | _____ |
| Information | _____ |
| Enclosure(s) | <u>X</u> |

BACKGROUND: Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.

In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by


Approved for Submittal

5.d.1

Item No.

Hourly Personnel
November 22, 2022

Short-Term Hourly

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|-----------|------|---|----------|----------|------------|
| So, Aaron | FC | Technical - Assisting Academic Computing with various assignments | 12/12/22 | 03/11/23 | TE B 1 |

Hourly Substitutes

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|---------------------|------|---|----------|----------|------------|
| Brito, Brianna | NOCE | Technical - Substitute for vacant Admissions & Records Tech PN SCC928 | 11/14/22 | 12/23/22 | TE B 2 |
| MacPherson,Carolynn | AC | Technical - Substitute for Confidential employee on leave PN DEN998 | 10/10/22 | 01/31/23 | TE A 0 |
| Rivera, Liliana | FC | Paraprof - Substitutue for State-mandated coverage in Child Care Center | 11/16/22 | 12/16/22 | TE B 2 |
| Rivera, Liliana | FC | Paraprof - Substitutue for State-mandated coverage in Child Care Center | 01/03/23 | 03/31/23 | TE B 2 |
| Vargas, Elaine | NOCE | Technical - Substitute for vacant Admissions & Records Tech PN SCC928 | 11/15/22 | 12/31/22 | TE B 1 |
| Vargas, Elaine | NOCE | Technical - Substitute for vacant Admissions & Records Tech PN SCC928 | 01/03/23 | 06/30/23 | TE B 1 |

Full Time Students and Work Study

| Name | Site | Title and Description of Service | Begin | End | Grade/Step |
|-----------------------|------|---|----------|----------|------------|
| Jiang, Minghan | CC | Full-time Student - Assist in Cybersecurity | 11/23/22 | 06/30/23 | TE A 1 |
| Maluyo, Maria Theresa | FC | Full-time Student - Assist ACT with various projects | 11/23/22 | 06/30/23 | TE A 2 |
| Movafegh, Zahra | FC | Full-time Student - Assist Admissions and Records with various duties | 11/28/22 | 06/30/23 | TE A 1 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: November 22, 2022

SUBJECT: Volunteers

| | |
|--------------|----------|
| Action | <u>X</u> |
| Resolution | _____ |
| Information | _____ |
| Enclosure(s) | <u>X</u> |

BACKGROUND: The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

B. V. Dipt Brub

Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
November 22, 2022

Volunteers

| Name | Site | Program | Begin | End |
|--------------------|-------------|------------------------------------|--------------|------------|
| Lara, David | NOCE | Personal Service Attendant - DSS | 10/31/22 | 05/27/23 |
| Sanchez, Yadira | NOCE | Personal Service Attendant - DSS | 08/03/22 | 05/26/23 |
| Ruvalcaba, Natalie | CC | Personal Services Specialist - DSS | 01/23/23 | 05/20/23 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: November 22, 2022 Resolution _____
SUBJECT: Revised Academic Calendar for 2022-2023 Information _____
Enclosure(s) X

BACKGROUND: On September 29, 2022, Governor Newsom signed Assembly Bill (“AB”) 1655, which adds Juneteenth (June 19th) to the list of state holidays in Education Code. This requires that all community colleges close on Juneteenth. This law goes into effect on January 1, 2023

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: This item is in compliance with Board Policy and Administrative Procedure 4010, Academic Calendar.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the attached revised Academic Calendar 2022-2023 be approved as submitted.

Irma Ramos

Recommended by


Approved for Submittal

5.f.1

Item No.

CREDIT

NON-CREDIT

CLASSIFIED

| | | | | |
|-----------------------|----------|---|--|--------------------------------------|
| July | 4, 2022 | Independence Day Holiday | Independence Day Holiday | Independence Day Holiday |
| August | 11 | ..... | Mandatory Flex Day . . . . . | ..... |
| August | 12 | ..... | Non Student Duty Day . . . . . | ..... |
| August | 15 | ..... | Fall Semester Begins . . . . . | ..... |
| August | 18 | Mandatory Flex Day . . . . . | ..... | ..... |
| August | 19 | Non-Student Duty Day . . . . . | ..... | ..... |
| August | 22 | Fall Semester Begins . . . . . | ..... | ..... |
| September | 5 | Labor Day Holiday | Labor Day Holiday | Labor Day Holiday |
| November | 11 | Veterans' Day Holiday | Veterans' Day Holiday | Veterans' Day Holiday |
| November | 24-25 | Thanksgiving Holidays ¹ | Thanksgiving Holidays ¹ | Thanksgiving Holidays |
| December | 10 | Fall Semester Ends . . . . . | ..... | ..... |
| December | 17 | ..... | Fall Semester Ends . . . . . | ..... |
| December 12 - January | 18, 2023 | Winter Recess . . . . . | ..... | ..... |
| December 19 - January | 10, 2023 | ..... | Winter Recess . . . . . | ..... |
| December 23 - January | 2, 2023 | Winter Holidays | Winter Holidays | Winter Holidays |
| January | 11 | ..... | Mandatory Flex Day . . . . . | ..... |
| January | 12 | ..... | Non Student Duty Day . . . . . | ..... |
| January | 13 | ..... | Spring semester Begins . . . . . | ..... |
| January | 16 | Martin L. King Holiday | Martin L. King Holiday | Martin L. King Holiday |
| January | 19 | Mandatory Flex Day . . . . . | ..... | ..... |
| January | 20 | Non-Student Duty Day . . . . . | ..... | ..... |
| January | 23 | Spring Semester Starts . . . . . | ..... | ..... |
| February | 17 | Lincoln's Birthday Holiday ² | Lincoln's Birthday Holiday | Lincoln's Birthday Holiday |
| February | 20 | Presidents' Day Holiday | Presidents' Day Holiday | Presidents' Day Holiday |
| March | 20-24 | Spring Recess ³ | Spring Recess ² . . . . . | ..... |
| March | 24 | ..... | ..... | Spring Holiday |
| March | 31 | Cesar Chavez Holiday | Cesar Chavez Holiday | Cesar Chavez Holiday |
| May | 20 | Spring Semester Ends . . . . . | ..... | ..... |
| May | 27 | ..... | Spring Semester Ends . . . . . | ..... |
| May | 29 | Memorial Day Holiday | Memorial Day Holiday | Memorial Day Holiday |
| June | 19 | Juneteenth Holiday | Juneteenth Holiday | Juneteenth Holiday |

¹ Includes Saturday and Sunday, November 26 and 27, which are non-instructional days

² Includes Saturday and Sunday, February 18 and 19, which are non-instructional days

³ Includes Saturday and Sunday, March 25 and 26, which are non-instructional days

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: November 22, 2022 Resolution _____
Information _____
SUBJECT: Nonclassified Short-Term Hourly Employee Enclosure(s) X
Salary Schedule

BACKGROUND: Effective January 1, 2023, the California minimum wage will increase from \$15.00 to \$15.50 per hour. The attached salary schedule shows that adjustment, as well as, some additional adjustments to these rates that will allow recruitment of skilled temporary employees.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board approve the revised Nonclassified Short-Term Hourly Employee Rate Schedule, effective January 1, 2023, which reflects an increase in the minimum wage.

Irma Ramos

Recommended by


Approved for Submittal

5.g.1

Item No.

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
NONCLASSIFIED SHORT-TERM HOURLY EMPLOYEE RATE SCHEDULE
Effective January 1, 2023**

| CODE | EMPLOYMENT CATEGORY | RATE 1 Entry | RATE 2 Semi-Skilled | RATE 3 Skilled | RATE 4 Highly Skilled |
|-------------|--|-------------------------|--------------------------------|---------------------------|----------------------------------|
| TE A | Entry Technical | \$15.50 | \$16.50 | \$17.50 | \$18.50 |
| TE B | Intermediate Technical | \$19.00 | \$20.00 | \$21.00 | \$22.00 |
| TE C | Skilled Technical ** HR Use Only | \$22.00 | \$23.00 | \$24.00 | \$25.00 |
| TE D | Professional Positions ** HR Use Only | \$26.00 | \$27.00 | \$28.00 | \$29.00 |
| TE E | Interpreter for Deaf - Base Rate | \$24.00 | \$30.00 | \$38.00 | \$44.00 |
| TE F | Interpreter for Deaf - Differential Rate * | \$34.00 | \$40.00 | \$46.00 | \$52.00 |
| TE G | Model | \$20.00 | \$22.00 | \$26.00 | \$28.00 |
| TE H | Performance Accompanist | \$20.00 | \$22.00 | \$24.00 | \$26.00 |
| TE I | Athletic Program Assistant | \$15.50 | \$17.50 | \$19.50 | \$21.50 |
| TE J | Advanced Theater Technician | \$17.50 | \$20.00 | \$22.50 | \$25.00 |
| | | | | | |
| ME A | Health Services Specialist (RN) | \$ 25.00 | \$ 28.00 | \$ 33.00 | \$ 36.00 |
| ME B | Nurse Practitioner | \$ 40.00 | \$ 45.00 | \$ 50.00 | \$ 55.00 |
| ME C | Clinical Psychologist | \$ 40.00 | \$ 45.00 | \$ 50.00 | \$ 55.00 |
| ME D | Physician/Psychiatrist | \$ 50.00 | \$ 55.00 | \$ 60.00 | \$ 65.00 |
| ME E | Medical Director | \$ 65.00 | \$ 70.00 | \$ 75.00 | \$ 80.00 |

Rate placement is based on the requirements of the temporary job and determined by the administrator.

* Interpreter for Deaf Differential Rate may be approved when an individual interpreting assignment exceeds one and one-half hours and the assignment is not "teamed."

** For use of Temporary/Substitutes only. Requires prior approval from HR

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: November 22, 2022
SUBJECT: Institutional Commitment to Diversity
Five Year Report
2017/18 – 2021/22

Action _____
Resolution _____
Information X _____
Enclosure(s) _____

BACKGROUND: Human Resources will present its annual report on the District’s institutional commitment to diversity. Our institutional commitment to diversity continues to be a priority as we hire faculty and staff to ensure continued student success. The data in this report includes current District’s demographics and those of new full-time faculty, administrator/management, and classified hires for 2021-22, a comparison of state and local employee demographics, an analysis of the diversity of NOCCCD applicants and hires for the last five years, the demographics of NOCCCD employees, and a summary of the accomplishments under the 2019-2022 EEO Plan. The report is presented to the Board of Trustees pursuant to NOCCCD’s 2019-2022 Equal Employment Opportunity Plan with the understanding that transparency promotes shared institutional interests and inquiry.

How does this relate to the five District Strategic Directions? District Strategic Direction 2 and 3. NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees. NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in compliance with Board Policy 7100 Commitment to Equal Employment Opportunity and Diversity.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Institutional Commitment to Diversity Five Year Report 2017/18 – 2021/22 as presented by Human Resources be received as an information item. Here is the link to the report:

https://www.nocccd.edu/files/eeo-institutional-commitment-to-diversity-report_2022-web_92801.pdf

Irma Ramos

Recommended by


Approved for Submittal

5.h

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

| | |
|--------------|-------------------|
| Action | <u>X</u> |
| Resolution | <u> </u> |
| Information | <u> </u> |
| Enclosure(s) | <u>X</u> |

DATE: November 22, 2022

SUBJECT: Organizational Meeting and
2023 Board Calendar

BACKGROUND: The Board is asked to establish Tuesday, December 13, 2022, as the date of its annual Organizational Meeting. At the Organizational Meeting, the Board must establish its calendar for 2023. The second and fourth Tuesdays of each month in 2023 have been listed as the tentative meeting dates. At its November 8, 2022 meeting, the Board directed that the first meeting in the months of January and July be canceled, and the first meeting in August be listed as tentative. A probable calendar is now presented so the Board may review all of the dates. When known, the dates of national or state conventions or conferences have been listed so that the Board can determine possible scheduling conflicts.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2305, Annual Organizational Meeting.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board establish Tuesday, December 13, 2022, as the date of its Organizational Meeting and to so inform the County Superintendent. It is further recommended that the Board amend, if necessary, the suggested 2023 meeting calendar.

Byron D. Clift Breland

Recommended by



Approved for Submittal

6.a.1

Item No.



**North Orange County Community College District
2023 Board Meeting Calendar**

| January 2023 | |
|---|--|
| First Regular Meeting in January | Second Tuesday, January 10, 2023 |
| Second Only Regular Meeting in January | Fourth Tuesday, January 24, 2023 |
| | CCLC Effective Trustee Workshop January 27-29, 2023 – Sacramento, CA |
| | CCLC Annual Legislative Conference January 29-30, 2023 – Sacramento, CA |
| February 2023 | |
| | ACCT National Legislative Summit February 5-8, 2023 – Washington, DC |
| First Regular Meeting in February | Second Tuesday, February 14, 2023 |
| | ACCCA Annual Conference February 22-24, 2023 – Palm Springs, CA |
| Second Regular Meeting in February | Fourth Tuesday, February 28, 2023 |
| March 2023 | |
| First Regular Meeting in March | Second Tuesday, March 14, 2023 |
| | NOCCCD Spring Recess March 20 – 24, 2023 |
| | ACCT Governance Leadership Institute March 22-24, 2023 – New Orleans, LA |
| Second Regular Meeting in March | Fourth Tuesday, March 28, 2023 |
| April 2023 | |
| | AACC Annual Convention April 1-4, 2023 – Denver, CO |
| First Regular Meeting in April | Second Tuesday, April 11, 2023 |
| Second Regular Meeting in April | Fourth Tuesday, April 25, 2023 |
| May 2023 | |
| | CCCT Annual Trustees Conference May 5-7, 2023 – Monterey, CA |
| First Regular Meeting in May | Second Tuesday, May 9, 2023 |
| Second Regular Meeting in May | Fourth Tuesday, May 23, 2023 |

| June 2023 | |
|--|---|
| First Regular Meeting in June | Second Tuesday, June 13, 2023 |
| Second Regular Meeting in June | Fourth Tuesday, June 27, 2023 |
| July 2023 | |
| First Regular Meeting in July | Second Tuesday, July 11, 2023 |
| Second Only Regular Meeting in July | Fourth Tuesday, July 25, 2023 |
| August 2023 | |
| | CCLC Student Trustees Workshop August 4-6, 2023 – Riverside, CA |
| First Regular Meeting in August (<i>Tentative</i>) | Second Tuesday, August 8, 2023 |
| Second Regular Meeting in August | Fourth Tuesday, August 22, 2023 |
| September 2023 | |
| First Regular Meeting in September | Second Tuesday, September 12, 2023 |
| Second Regular Meeting in September | Fourth Tuesday, September 26, 2023 |
| October 2023 | |
| First Regular Meeting in October | Second Tuesday, October 10, 2023 |
| | ACCT Leadership Congress October 9-12, 2023 – Las Vegas, NV |
| Second Regular Meeting in October | Fourth Tuesday, October 24, 2023 |
| November 2023 | |
| First Regular Meeting in November | Second Tuesday, November 14, 2023 |
| | CCLC Annual Convention November 15-18, 2023 – Location TBD |
| Second Regular Meeting in November | Fourth Tuesday, November 28, 2023 |
| December 2023 | |
| Only Regular Meeting in December | Second Tuesday, December 12, 2023 |

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

| | | | |
|-----------------|---|--------------|-------|
| TO: | BOARD OF TRUSTEES | Action | _____ |
| DATE: | November 22, 2022 | Resolution | _____ |
| SUBJECT: | Board Ad Hoc Committee: Sustainable Investment and Fossil Fuel Divestment | Information | X |
| | | Enclosure(s) | X |

BACKGROUND: At its meeting of May 10, 2022, the Board of Trustees considered re-adoption of Board Policy 6320, Investments. During the discussion, trustees raised issues of environmentally sustainable investments and fossil fuel divestment. Board President Jacqueline Rodarte appointed an ad hoc committee to study and report on those issues with any recommendations. Enclosed is the ad hoc committee's report and recommendations.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

This agenda item was prepared and submitted by Trustee Ed Lopez.

How does this relate to Board Policy: This item is in accordance with Board Policy 6320, Investments.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board receive and discuss the ad hoc committee report, including proposed amendments to BP 6320, Investments.

Ed Lopez
Recommended by


Approved for Submittal

6.b.1
Item No.

Report of the Ad Hoc Committee on Sustainable Investment and Fossil Fuel Divestment

November 22, 2022

Committee members: Trustees Ed Lopez (chair), Barbara Dunsheath, and Evangelina Rosales.

At the Board of Trustees meeting of May 10, 2022, during consideration of re-adoption of BP 6320 Investments, trustees raised issues concerning environmental sustainability and fossil fuel divestment. Board President Jacqueline Rodarte appointed an ad hoc committee to research and report on those issues with any recommendations.

The committee met by Zoom on June 8, 2022 and June 15, 2022 with all members present and also communicated by email. The second Zoom meeting included Vice Chancellor Finance & Facilities Fred Williams, District Director Fiscal Affairs Kashmira Vyas, and Executive Assistant Leslie Tsubaki. The committee requested and received from Vice Chancellor Williams background information on District investments and legal opinions on related issues. Also, committee members conducted research on fossil fuel divestment and other pertinent matters. The committee is unanimous on the conclusions and recommendations presented in section V, below.

I. NOCCCD and Environmental Sustainability

Preliminarily, the committee takes note of the District's commitment to sustainability and its consistency with the environmental goals of the State of California¹ and the CCC Board of Governors.²

BP 3580 Sustainability Plan states the District "holds environmental sustainability to be a foundational principle in shaping the present and its vision of a future"³ and directs the District to "work towards minimizing the ecological footprint of its institutions."⁴ AP 3580 Environmental Sustainability articulates procedures for maintaining and implementing sustainability in the areas of operations, education and training, student and community engagement, and planning and administration.

The 2021-2030 Educational and Facilities Master Plan integrates a series of initiatives to promote more sustainable campuses such as requiring new construction projects to meet minimum LEED Silver Certification standards, installing solar panels and electric charging stations at parking lots, and registering campuses in the Sustainability Tracking, Assessment & Rating System (STARS) of the Association for the Advancement of Sustainability in Higher

¹ "California's 2022 Climate Change Scoping Plan Fact Sheet," California Air Resources Board, June 16, 2022, <https://ww2.arb.ca.gov/resources/fact-sheets/californias-2022-climate-change-scoping-plan-fact-sheet>.

² Resolution on Climate Change and Sustainability, Board of Governors of the California Community Colleges, May 20, 2019, https://www.rccd.edu/admin/bfs/fpd/Documents/planning/2019-05BOG_Item%20Resolution_on_Climate_Change_Goals_Policy.pdf.

³ BP 3580, Section 1.0.

⁴ Ibid.

Education.⁵ The STARS Technical Manual identifies a number of areas that can be rated for institutional progress on environmental goals, including sustainable investment.⁶

II. Background on Divestment from Fossil Fuel Companies

According to climate scientists, the Earth's surface temperature has risen by 1.1°C (2.0°F) since the Industrial Revolution due primarily to the burning of fossil fuels.⁷ The effects have included melting glaciers and polar ice sheets, rising sea levels, more destructive storms and floods, record-breaking heat waves, increased drought, loss of species, and displacement of millions of people.⁸

In the 2015 Paris Climate Agreement, 192 nations and the European Union pledged to avoid more devastating effects of warming by keeping the global temperature rise to less than 2°C (3.6°F) above pre-industrial levels and, if possible, to limit the increase to 1.5°C (2.7°F).⁹ Experts estimate that not exceeding 1.5°C of warming would require reducing carbon emissions to roughly half of their 2010 level by 2030 and reaching net-zero emissions by 2050.¹⁰

Government reforms and product innovations to reduce reliance on fossil fuels have been supplemented by initiatives of climate activists to increase awareness and change individual behavior and institutional practices. One such initiative is the global fossil fuel divestment movement, which urges institutions to withdraw investment capital from coal, oil, and gas companies and to invest in producers of clean energy.¹¹

More than 1500 institutions worldwide have now committed to divest from fossil fuels, up from 180 in 2015, including faith-based organizations, colleges and universities, local governments, pension funds, and foundations.¹² In California, institutions or foundations of higher education that have pledged to divest include the University of California,¹³ the California State

⁵ 2021-2030 Educational and Facilities Master Plan, Facilities Master Plan Overview, North Orange County Community College District, July 2020, FMP-25, <https://nocccd.edu/efmp>.

⁶ STARS Technical Manual 2.2, Association for the Advancement of Sustainability in Higher Education, June 2019, <https://stars.aashe.org/wp-content/uploads/2019/07/STARS-2.2-Technical-Manual.pdf>.

⁷ "What is Climate Change?" Climate Action, United Nations, https://www.un.org/sites/un2.un.org/files/fastfacts_temperature_rise.pdf.

⁸ "Causes and Effects of Climate Change," Climate Action, United Nations, <https://www.un.org/en/climatechange/science/causes-effects-climate-change>.

⁹ "The Paris Agreement," Climate Action, United Nations, <https://www.un.org/en/climatechange/paris-agreement>.

¹⁰ "For a livable climate: Net-zero commitments must be backed by credible action," Climate Action, United Nations, <https://www.un.org/en/climatechange/net-zero-coalition>.

¹¹ Emma Howard, "A beginner's guide to fossil fuel divestment," The Guardian, June 23, 2015, <https://www.theguardian.com/environment/2015/jun/23/a-beginners-guide-to-fossil-fuel-divestment>.

¹² Global Fossil Fuel Commitments Database, Stand.earth and 350.org, <https://divestmentdatabase.org/>.

¹³ "UC's investment portfolios fossil free; clean energy investments top \$1 billion," University of California, May 19, 2020, <https://www.universityofcalifornia.edu/press-room/ucs-investment-portfolios-fossil-free-clean-energy-investments-top-1-billion>.

University,¹⁴ the University of Southern California,¹⁵ the Peralta Community College District,¹⁶ the Foothill-De Anza Foundation,¹⁷ and many others. Also, various bodies associated with community college students or faculty have passed resolutions urging divestment, such as the Student Senate for California Community Colleges,¹⁸ the Mt. San Antonio Academic Senate,¹⁹ and the Fullerton College Faculty Senate.²⁰

Divestment advocates argue that investment in coal, oil, and gas companies is unethical because it supports and seeks to profit from the continued extraction and use of fossil fuels and thus contributes to warming, and because many of the impacts of climate change fall disproportionately on the poor and vulnerable.²¹ They also make the case that investment in such companies is financially imprudent because the bulk of their assets may become worthless; if nations reach their carbon-reduction goals under the Paris Agreement, most reserves of coal, oil, and gas would remain in the ground.²² In addition, financial analysts have noted that portfolios free of fossil fuel assets have outperformed others for a number of years,²³ although

¹⁴ “California State University Will Not Make Future Fossil Fuel Investments in University Investment Portfolios and Funds,” The California State University, Oct. 6, 2021, <https://www.calstate.edu/csu-system/news/Pages/California-State-University-Will-Not-Make-Future-Fossil-Fuel-Investments-in-University-Investment-Portfolios-and-Funds.aspx>.

¹⁵ Emma Whitford, “USC Will Divest From Fossil Fuels,” Inside Higher Ed, Feb. 18, 2021, <https://www.insidehighered.com/quicktakes/2021/02/18/usc-will-divest-fossil-fuels#:~:text=The%20University%20of%20Southern%20California,over%20the%20next%20several%20years.>

¹⁶ Katy Murphy, “Fossil fuel divestment: Oakland’s Peralta college district vows to sever links within five years,” The Mercury News, Jan. 31, 2014, <https://www.mercurynews.com/2014/01/31/fossil-fuel-divestment-oaklands-peralta-college-district-vows-to-sever-links-within-five-years/>.

¹⁷ “Foundation Votes to Divest From Fossil Fuel Investments,” Foothill-De Anza Community College District, Oct. 24, 2013, https://www.fhda.edu/_archived-news-stories/Foundation-votes-to-divest-from-fossil-fuel-investments.html.

¹⁸ Resolution on Fossil Fuel Divestment, Student Senate for California Community Colleges, 2015, https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=mD5aKwCtvEpw%252FdTWlqwsEROdBXq7YeZE%252FdmM5gCvMwIWO7aoWexAKAFL9C9z%252BGYKd%252Fnn%252B%252FzPi8oRBdeuyOmgDGE6NDp7czoyMDoiZGIzcGxheV91c2VyX2RldGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM3OTc0MDtzOjQ6ImRhdGUiO3M6MTQ6IjIwMjIxMDEwMDA0NzAwIjtzOjc6ImV4cGlyZXMiO2k6MDt9.

¹⁹ Fossil Fuel Divestment Resolution 2021-04, Mt. San Antonio Academic Senate, May 20, 2021, https://www.mtsac.edu/governance/academicsenate/resolutions/resolution_21_04_fossil_fuel.pdf.

²⁰ Passage of the resolution is recorded on page 4 of the minutes for the FC Faculty Senate’s meeting of September 29, 2022, https://facultysenate.fullcoll.edu/wp-content/uploads/sites/50/2022/10/FACSEN_09292022_minutes-1.pdf.

²¹ Alex Lenferna, “Divest-Invest: A Moral Case for Fossil Fuel Divestment,” *Climate Justice: Economics and Philosophy* (2018), Academia, https://www.academia.edu/9667929/Divest_Invest_A_Moral_Case_for_Fossil_Fuel_Divestment.

²² Jonathan Watts, Ashley Kirk, Niamh McIntyre, Pablo Gutiérrez, & Niko Kommenda, “Half world’s fossil fuel assets could become worthless by 2036 in net zero transition,” The Guardian, Nov. 4, 2021, <https://www.theguardian.com/environment/ng-interactive/2021/nov/04/fossil-fuel-assets-worthless-2036-net-zero-transition>. See also, “Stranded Assets,” Carbon Tracker Initiative, Aug. 23, 2017, <https://carbontracker.org/terms/stranded-assets/>.

²³ David Carlin, “The Case for Fossil Fuel Divestment,” Forbes, Feb. 20, 2021, <https://www.forbes.com/sites/davidcarlin/2021/02/20/the-case-for-fossil-fuel-divestment/?sh=3850337676d2>.

Russia's invasion of Ukraine and Western sanctions improved performance of fossil fuel shares in 2022.²⁴

Opponents of divestment say that institutions can have more influence over fossil fuel companies as shareholders than as former investors. They also argue that divestment only changes ownership of shares in a company and doesn't change the profitability of that company's activities. Finally, they suggest that consumers are ultimately responsible for emissions and shifting the blame to extracting companies doesn't help to solve the problem.²⁵

III. Current NOCCCD Investment Practices²⁶

The District principally makes two types of investments: those of operating budget surpluses and general obligation bond proceeds; and those of District contributions held in trust to pre-fund retiree health benefits. Laws and policies applicable to the first type of investments differ from those that govern the second type.

A.

Investment of operating budget surpluses and bond proceeds is governed by Board Policy 6320 Investments which is based on Government Code sections 54600 et seq. and which applies to all District funds except the trust that is used for the pre-funding of retiree health benefits.²⁷ Under the policy, the Vice Chancellor Finance & Facilities is delegated investment authority for a renewable one-year term. Also, the District may employ the services of a registered investment advisor for implementing the policy.²⁸

BP 6320 stipulates that investments shall be designed to meet the following objectives in order of priority: to ensure the safety of principal; to be sufficiently liquid to meet operating requirements; and to attain a short-term market rate of return.²⁹ Permitted investments include the Orange County Investment Pool, U.S. Treasuries, commercial paper, negotiable certificates of deposit, and registered money market funds, among others.³⁰ Examples of prohibited transactions are borrowing for investment purposes, reverse purchase agreements, and investment in derivatives.³¹ Investment in the stock market is not listed as either permitted or prohibited, but legal counsel has clarified that such investment of funds covered by BP 6320 is prohibited under state law.

²⁴ Jeff Sommer, "Fossil-Fuel Shares Lead the Stock Market. How Awkward." The New York Times, June 3, 2022, <https://www.nytimes.com/2022/06/03/business/stock-market-energy-climate-change.html>.

²⁵ Timothy Devinney, "The case against fossil fuel divestment," IR Magazine, May 13, 2015, <https://www.irmagazine.com/esg/argument-against-fossil-fuel-divestment>.

²⁶ The committee thanks Vice Chancellor Fred Williams for information that was helpful in the preparation of this section, and for his review of a draft of this report. The committee is responsible for any errors or omissions.

²⁷ BP 6320, section 1.1. The policy does not apply to the foundations as they are not part of the District. The Cypress College Foundation has its own investment policy; neither the NOCCCD Foundation nor the Friends of Fullerton College Foundation currently has such a policy.

²⁸ BP 6320, section 3.2.

²⁹ BP 6320, section 2.0 and subsections 2.1, 2.2, and 2.3.

³⁰ BP 6320, section 6.3 and subsections 6.3.1–6.3.12.

³¹ BP 6320, section 6.4 and subsections 6.4.1–6.4.6.

Currently, operating budget surpluses and bond proceeds are deposited in the Orange County Educational Investment Pool (OCEIP) for investment by the OC Treasurer. The Treasurer's investment policy is similar to that of the District in its priority of objectives — safety of principal, liquidity, and yield — and in its authorized investments and prohibited transactions.³² Like the District, the OC Treasurer is prohibited by law from investing such funds in the stock market. Investment types for the OCEIP as of September 30, 2022 included U.S. Treasuries, U.S. government agency securities, and institutional money market mutual funds investing in debt issued or guaranteed by the U.S. government or its agencies.³³ The NOCCCD balance in the OCEIP as of the same date was roughly \$486 million.³⁴

B.

District contributions to pre-fund health benefits for eligible retired employees are made to the Futuris Public Entity Investment Trust. Management of the trust is the responsibility of the Retirement Board.³⁵ The Retirement Board is authorized to retain the services of and to delegate authority to financial professionals to manage trust assets and has appointed the Benefit Trust Co. as trustee. The trustee has selected Morgan Stanley & Co. as investment manager.

Investments of the trust are governed by the Retirement Board's Investment Policy Statement³⁶ which reflects legal requirements imposed by the California Constitution and Government Code and requires that investments be prudent in light of the purpose of the trust, diversified among a broad range of alternatives, permitted under the terms of the trust and applicable laws, and selected for the exclusive benefit of plan participants and the funding of retiree health and welfare benefits. Also, the trustee is prohibited from investing assets in its own proprietary investment products or those of its investment manager.

Unlike BP 6320, the policy statement does not include lists of specifically authorized or prohibited types of investments. Rather, both the Government Code and the policy statement permit any type of investment that meets the requirements stated above.³⁷ As of March 31, 2022, the trust asset allocation was 45.6 percent U.S. stocks, 13.8 percent non-U.S. stocks, 36.4 percent bonds, and 3.7 percent cash.³⁸ Assets in energy company stocks accounted for 3.7

³² 2022 Investment Policy Statement, Orange County Treasurer, pp. 5–9, 11–12, <https://www.octreasurer.com/sites/ttc/files/2022-01/2022%20IPS.pdf>.

³³ “Treasurer’s Monthly Investment Report,” Orange County Treasurer, September 2022, pp. 11, 13, <https://www.octreasurer.com/sites/ttc/files/2022-10/Treasurers%20Monthly%20Investment%20Report%20September%202022.pdf>.

³⁴ *Ibid.*, p. 10.

³⁵ The Retirement Board, as created by resolution of the Board of Trustees in 2015, consists of nine members who serve at the pleasure of the Board of Trustees and who include the Vice Chancellor Finance & Facilities, Vice Chancellor Human Resources, 2 faculty nominated by UF, 2 classified employees nominated by CSEA, 2 retirees, and 1 member of the Board of Trustees. See Resolution No. 14/15-11, North Orange County Community College District, Public Entity Investment Trust, May 12, 2015, https://www.nocccd.edu/files/resolution-1415-11-public-entity-investment-trust_95319.pdf.

³⁶ Investment Policy Statement, Retirement Board, North Orange County Community College District, Oct. 29, 2020, https://www.nocccd.edu/files/retirement-board-investment-policy-statement-10-29-2020_34383.pdf.

³⁷ See Government Code sections 53620 and 53622(b).

³⁸ Futuris Growth Portfolio Stock Intersection Report 03-31-22 (provided to the committee by Vice Chancellor Fred Williams).

percent of the trust portfolio.³⁹ Total assets were valued at approximately \$116 million on June 30, 2022.⁴⁰

IV. Legal Issues Regarding the Retiree Benefits Trust and Divestment

The committee posed two questions to legal counsel concerning divestment of the retiree benefits trust. Below we summarize what we learned from their opinion.

1. Could a decision by the Retirement Board to divest trust assets from fossil fuel companies be deemed a breach of fiduciary duty in some cases?

California Constitution Article XVI, section 17 requires that assets of a public retirement system be held in trust for the exclusive purposes of providing benefits and defraying administrative expenses. Members of a public retirement board must discharge their duties solely in the interest of beneficiaries, minimizing employer contributions, and defraying reasonable administrative costs, and do so with the care, skill, and diligence of a prudent person. Also, a retirement board must diversify investments to minimize the risk of loss and maximize the rate of return unless it is clearly not prudent to do so. Government Code section 53622 imposes the same duties on local officials responsible for managing a trust for retiree health benefits.

The question of whether a retirement board's decision to divest for environmental reasons is a breach of its fiduciary duty of prudence has been debated for years and concerns a developing area of the law. For example, the U.S. Department of Labor, in its regulation of nongovernmental retirement plans under federal law, has changed its position on this issue three times in the last three presidential administrations. Under the rule proposed by the Biden administration, if a fiduciary can show that environmental factors are important in analyzing an investment's risk and return, those factors can prudently be considered.

With respect to public retirement systems, whether a retirement board's decision to divest might constitute a breach of fiduciary duty would likely turn on whether the board could justify its decision as prudent. Such a decision should be supported by research and analysis showing the long-term prospects of fossil fuel companies are unfavorable. A number of retirement boards have divested on that basis, so it appears there are findings to support that position.

Some states have enacted laws to require boards of state pension funds to divest from fossil fuel companies but only when it is prudent to do so. SB 1173, a bill passed by the California Senate in May 2022 but not passed by the Assembly, takes the same approach. That legislation would require the boards of CalSTRS and CalPERS to divest from fossil fuel companies if they determine that divestment comports with their fiduciary duties under the California Constitution.

2. What potential liability would Retirement Board members face for any breach of fiduciary duty?

It appears that responsibility for paying retiree health benefits rests with the District and not the trust. The trust is used to reimburse the District. Therefore, so long as the District is able to pay benefits, Retirement Board members would not be liable for any poor investment of trust assets

³⁹ Ibid.

⁴⁰ Annual Trust Statement, 7/01/2021-6/30/2022, Benefit Trust Company (provided to the committee by Vice Chancellor Fred Williams).

since retirees would not suffer any losses from such investments. But the legal position of Retirement Board members may be different if the District is unable to pay promised benefits.

Under general principles of trust law, a fiduciary can be held personally liable for any profits lost to the trust as a result of the fiduciary's breach of duty. However, California courts have found that public retirement boards and their members are protected by the statutory immunity accorded to public employees under Government Code section 820.2 from claims for injury resulting from discretionary acts. But immunity for discretionary acts does not extend to ministerial implementation of a policy already formulated.

Thus, retirement board members should be protected by sovereign immunity from claims for breach of fiduciary duty if the decision to divest from fossil fuel companies is considered a discretionary decision. And if the policy to divest is expressed in terms similar to those used in the divestment statutes discussed above — that is, if it stipulates that the retirement board can only divest if consistent with its fiduciary duties — then there is a reasonable argument that the divestment decision would be considered a discretionary one.

V. Conclusions and Recommendations

1. Investment should be consistent with sustainability goals articulated in Board policy, administrative procedures, and the Educational and Facilities Master Plan.
2. The current practice of depositing District operating surpluses and bond proceeds in the OCEIP for investment by the OC Treasurer does not result in any direct or indirect investments in fossil fuel companies. Moreover, investment of such funds in the stock market, directly or indirectly, by either the District or the OC Treasurer, is not permitted under state law. Therefore, divestment from the fossil fuel industry is not an issue with respect to those funds.
3. While investment of operating surpluses and bond proceeds in the stock market is prohibited under state law, BP 6320 Investments does not include such a prohibition. The committee recommends adding to the list of investment restrictions and prohibited transactions under Section 6.4 of BP 6320 the following: 6.4.7 Direct or indirect investment in the stock market is prohibited.
4. The committee also recommends an explicit alignment of BP 6320 with the District's goals of environmental sustainability by adding the following sentence at the end of Section 1.0 of BP 6320: Investments should be consistent with the environmental goals and direction of BP 3580 Sustainability Plan.
5. Any divestment policy for the retiree benefits trust should follow the approach taken in some state laws, and in SB 1173, and require divestment from fossil fuel companies only when it is consistent with fiduciary duties.
6. The prudence of continuing investment of trust assets in fossil fuel companies for the long term should be determined in light of research and analysis concerning the long-range prospects of the fossil fuel industry.

BP 6320 Investments

Reference:

Government Code Section 53600 et seq.

- 1.0 **Investment Philosophy:** It is the policy of the North Orange County Community College District ("District") to invest surplus monies not required for immediate necessities in a manner which will provide the maximum security of principal invested with secondary emphasis on achieving the highest yield while meeting the daily cash flow needs of the District and conforming to all applicable State and County statutes governing the investment of public funds. [Investments should be consistent with the environmental goals and direction of Board Policy 3580 Sustainability Plan.](#)
- 1.1 All District funds adhere to this policy, with the exception of the Other Post Employment Benefit Irrevocable Trust, that was established to fund retiree health benefits, and that is governed by a separate Investment Policy Statement which is available on the District website.
- 2.0 **Objectives:** The primary objectives, in priority order, of the District's investment activities shall be:
- 2.1 Safety of Principal: Safety of principal is the foremost objective of the District. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio.
- 2.2 Liquidity: Liquidity is the second most important objective of the District. The District's investments will be sufficiently liquid to enable it to meet all operating requirements that might be reasonably anticipated. "Liquidity" refers to the ability to sell at any given moment with a minimal chance of losing some portion of principal or interest.
- 2.3 Yield: Yield is the third most important objective of the District. The District's investments shall be designed to attain a short-term current market rate of return throughout budgetary and economic cycles.
- 3.0 **Delegation of Authority:**
- 3.1 The Board of Trustees of the North Orange County Community College District ("the Board") is responsible for establishing the investment policy and ensuring investments are made in compliance with this policy. The Investment Committee is charged with the responsibility of renewing the investment policy and recommending modifications to the Board.
- 3.2 The Board of Trustees delegates investment authority to the Vice Chancellor Finance & Facilities for a one-year term. Subject to review, this delegation may be renewed pursuant to this section each year. The Chancellor is ultimately responsible for compliance with this policy. The District may employ the services of a Registered Investment Advisor ("Advisor") for implementing the policy. This policy will be reviewed and approved at least annually by the Board.

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4.0 Prudence:

4.1 The standard of prudence to be used in the investment function shall be the “prudent investor” standard and shall be applied in the context of managing the overall portfolio. This standard states “investment shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as the expected income to be derived.”

4.2 The Chancellor, Vice Chancellor Finance & Facilities, or the Advisor, acting in accordance with written procedure and this policy, shall not be held personally liable for a specific security’s credit risk or market price change, provided that any unexpected deviations are reported in a timely manner and that appropriate action is taken to control adverse developments.

5.0 **Ethics and Conflicts of Interest:** Trustees, employees and investment officials involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Trustees, employees and investment officials shall disclose any material financial interests in financial institutions that conduct business within this jurisdiction, and they shall further disclose any large personal financial/investment position that could be related to the performance of the District’s portfolio.

6.0 **Authorized Investments:** To the extent not inconsistent with the objectives stated above and Investment Restrictions outlined below, all monies shall be invested according to the following guidelines:

6.1 Fund Segmentation: Given the various natures of the Fund’s obligations, a certain portion of the Fund should be allocated to a short duration/maturity fixed income portfolio while the remainder should be invested with an objective of higher, longer-term returns. The Fund’s allocation to the short duration/maturity fixed income portfolio should be conservatively based on an actuarial assessment of the Fund’s expected cash needs for withdrawals and benefits. The Chancellor, Vice Chancellor Finance & Facilities and the Board should review this allocation at least annually. Guidelines and restrictions for each approved investment portion are described below.

6.2 Maximum Maturity. Restrictions of the maximum maturity will vary on the different styles employed:

6.2.1 Short Duration/Maturity Fixed Income: Investments in the short duration/maturity portfolio are subject to a maximum stated term of three years. Term or tenure shall mean the remaining time to maturity when purchased.

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6.2.2 Core Fixed Income: Investments in the core fixed income style are restricted to five-year terms to maturity. Term or tenure shall mean the remaining time to maturity when purchased.

6.3 Permitted Investments:

6.3.1 State of California Local Agency Investment Fund (LAIF): LAIF is a pooled fund managed by the State Treasurer whose permitted investments are identified in the Government Code Section 16429.2.

6.3.2 Orange County Investment Pool (OCIP): Orange County Treasury Investment Pool is managed by the Orange County Treasurer whose permitted investments are identified in Government Code 53600, et.seq.

6.3.3 U.S. Treasuries: United States Treasury notes, bonds, bills, or certificates of indebtedness, for which the full faith and credit of the United States are pledged for the payment of principal and interest.

6.3.4 Federal Agencies: Obligations, participations, or other instruments, including those issued by or guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.

6.3.5 Corporate Notes: Corporate and depository institution debt securities issued by corporations organized and operating within the United States or depository institutions licensed by the United States or any state and operating within the United States. Notes eligible for investment under this subdivision shall be rated "A" or better. The maximum remaining maturity shall be five years or less and shall not exceed 30% of the District's investments. Furthermore, no more than 10% is to be invested in any one company.

6.3.6 Asset-Backed Securities: Any mortgage pass-through security, collateralized mortgage obligation, or other pay through bond, equipment lease-backed certificate, or consumer receivable pass-through certificate, consumer receivable back bond. Securities eligible for investment under this subdivision shall be issued by an issuer having an "A" or higher rating for the issuer's debt as provided for by a nationally recognized rating service. For maturity purposes the average life of the securities return of principal will be used as the implied maturity and will not exceed five years. The investments shall not exceed 20% of the District's investments.

6.3.7 Commercial Paper: Commercial paper of "prime" quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions: (1) Is organized and operating in the United States as a general corporation, (2) has total assets in excess of five hundred million dollars (\$500,000,000), and (3) has debt other than commercial paper, if any, that is rated "A" or higher by a nationally recognized statistical-rating

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organization; or (1) Is organized within the United States as a special purpose corporation, trust, or limited liability company, (2) has program-wide credit enhancements including, but not limited to, over-collateralization, letters of credit, or surety bond, and (3) has commercial paper that is rated “A-1” or higher, or the equivalent, by a nationally recognized statistical-rating organization (NRSRO). Eligible paper shall have a maximum maturity of 270 days or less. The District shall not invest more than 25% of their money in eligible commercial paper. Furthermore, the District shall not purchase more than 10% of the outstanding commercial paper of any single issuer.

- 6.3.8 Negotiable Certificates of Deposit: Negotiable certificates of deposit issued by a nationally or state-chartered bank or state or federal association with total assets of at least one billion dollars or by a state-licensed branch of a foreign bank, provided such foreign bank is one of the 75 largest foreign banks in terms of total assets. The investments shall not exceed 30% of the District’s investments.
- 6.3.9 Repurchase Agreements: Investments in repurchase agreements (pursuant to section 53601(i) “repurchase agreement”) means a purchase of securities pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the District by book entry, physical delivery, or by third party custodial agreement. The term of repurchase agreements shall be for one year or less. The term “securities” for the purposes of repurchase agreements shall mean securities issued or guaranteed by the U.S. Government and its agencies or instrumentalities. The Investment Restrictions enumerated below shall further limit such securities. With respect to any repurchase agreement the District will require the seller to maintain the market value of such securities that underlie the repurchase agreement at 102% of the repurchase price (including accrued interest). Furthermore, the investments provided should have certain standards of qualifications (i.e. the highest short-term rating or AA rating).
- 6.3.10 Bankers Acceptances: Known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers acceptances may not exceed 180 days maturity or 40 percent of the District’s money that may be invested pursuant to this section. However, no more than 10 percent of the District’s money may be invested in the bankers acceptances of any one commercial bank pursuant to this section.
- 6.3.11 Money Market Fund: Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission under the Investment Company Act of 1940.
- 6.3.12 If additional types of securities are approved for investment by public funds by State Statute, they will not be eligible for investment by the District until

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this policy is amended and the amendment is passed by the Board. (Calif. Govt. Code Sect 53600, et.seq.)

6.4 Investment Restrictions And Prohibited Transactions: The following types of transactions are restricted or prohibited:

6.4.1 Borrowing for investment purposes (“Leverage”) is prohibited.

6.4.2 Reverse Repurchase Agreements, as defined by California Government Code Sections 53601(i) and 53636(i) or otherwise are prohibited.

6.4.3 The District shall not invest in instruments known as Structured Notes (e.g. inverse floaters, range notes, mortgage-derived, interest-only strips, leveraged floaters, structured certificate, or deposit, equity-linked securities) or any security that could result in zero interest accrual if held to maturity. Investment in any instrument which is commonly considered a “derivative” instrument (e.g. options, futures, swaps, caps, floors, collars) is prohibited.

6.4.4 No more than 10% of total assets may be invested in securities of any one issuer with the exception of LAIF, the OCIP or obligations of the U.S. Government and its agencies or instrumentalities.

6.4.5 All investments will be U.S. dollar denominated.

6.4.6 Securities that are downgraded below the minimum acceptable rating levels should be reviewed for possible sale within a reasonable amount of time following a downgrade.

6.4.7 Direct or indirect investment in the stock market is prohibited.

7.0 **Diversification**: It is the policy of the District to diversify its investment portfolio. Within each investment style, invested funds shall be diversified to minimize the risk of loss resulting from over concentration of assets in a specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

| | | |
|-----|--|------------------|
| 7.1 | State of California Local Agency Investment Fund (LAIF) | 100% |
| 7.2 | Orange County Investment Pool | 100% |
| 7.3 | U.S. Treasuries and securities having principal and interest guaranteed by the U.S. Government | 100% |
| 7.4 | U.S. Government agencies, instrumentalities and government sponsored enterprises | no more than 50% |
| 7.5 | Corporate notes | no more than 30% |

North Orange County Community College District
BOARD POLICY
Chapter 6
Business and Fiscal Affairs

BP 6320 Investments

- | | | |
|------|--|------------------|
| 7.6 | Asset-backed securities | no more than 20% |
| 7.7 | Commercial Paper | no more than 25% |
| 7.8 | Fully insured or collateralized CD's | no more than 30% |
| 7.9 | Negotiable Certificates of Deposit | no more than 30% |
| 7.10 | Repurchase Agreements | no more than 50% |
| 7.11 | Bankers Acceptances | no more than 40% |
| 7.12 | Money Market Fund | no more than 10% |
| 7.13 | The Chancellor, Vice Chancellor Finance & Facilities, or the designated investment advisor shall also be required to diversify maturities, and to the extent possible, will attempt to match investments with anticipated cash flow requirements. Matching maturities with cash flow dates will reduce the need to sell securities prior to maturity, thus reducing market risk. | |

8.0 Authorized Financial Dealers And Institutions:

- 8.1 The Chancellor, Vice Chancellor Finance & Facilities, or Investment Advisor may place orders for the execution of transactions with or through such brokers, dealers, banks and repurchase agreement counterparties as may be selected from an approved list of broker/dealers.
- 8.2 The District or the Advisor shall maintain a list of broker/dealers that are authorized to provide investment services to the District. Institutions shall provide their most recent "Consolidated Report of Condition" (call report) at the request of the District. At a minimum, the District or the Advisor shall conduct an annual evaluation of each institution's creditworthiness to determine whether it should be on the "Qualified Institution" listing.

9.0 Performance Evaluation:

- 9.1 The investment portfolio shall be designed with the objective of obtaining a rate of return throughout budgetary and economic cycles commensurate with the investment risk constraints and the cash flow needs of the District.
- 9.2 The District shall maintain an active investment strategy. Given this strategy, the basis used by the Vice Chancellor Finance & Facilities to determine whether market yields are being achieved shall be to identify a comparable benchmark upon establishing the structure of the portfolio.

10.0 Reporting:

- 10.1 The Chancellor, Vice Chancellor Finance & Facilities, and the Advisor shall submit a monthly list of transactions to the Board of Trustees and quarterly reports to the

BP 6320 Investments

Investment Committee and the Board of Trustees. The quarterly report shall state compliance of the portfolio to the statement of investment policy or the manner in which the portfolio is not in compliance.

- 10.2 The monthly reports shall include the type of investment, issuer, date of maturity, par and dollar amount invested on all securities, market value as of the date of the report, and shall include the source of this same valuation.
- 11.0 **Safekeeping and Custody:** All funds managed by an investment advisor shall be held by a third party custodian. All security transactions, including collateral for repurchase agreements, entered into by the District shall be conducted on a delivery-versus-payment (DVP) basis. All securities will be held by a third-party custodian except for LAIF, OCIP and money market fund because these securities are not deliverable. The Treasurer shall maintain evidence of delivery. Securities shall be held by a third-party custodian designated by and approved by the Investment Committee. The third party custodian shall be required to issue a safekeeping statement to the District listing the specific instrument, rate, maturity and other pertinent information.
- 12.0 **Collateralization:** In order to anticipate market changes and provide a level of additional security for all funds, collateralization shall be required on the following types of investments:
- 12.1 Repurchase Agreements: For repurchase agreements, the minimum collateralization level shall be 102% of the market value of principal and accrued interest.
- 13.0 **Bond Proceeds:** The investment of bond proceeds shall be governed by the bond documents relevant to each specific bond issuance and the County Investment Policy Statement. If the bond documents are silent as to permitted investments, then this policy shall govern the investment of bond proceeds. In such case, Guaranteed Investment Contracts (GICs) shall be deemed permitted investments, solely for the purpose of bond proceeds and shall be limited in the following manner (1) investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "AA-" and "Aa3" by S&P and Moody's, respectively or (2) collateralized investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "A-" and "A3" by S&P and Moody's, respectively.

Date of Adoption:
May 10, 2022 Re-adopted
May 11, 2021 Re-adopted
May 12, 2020 Re-adopted
May 14, 2019 Re-adopted
May 8, 2018 Re-adopted
May 9, 2017 Re-adopted
May 13, 2014 Re-adopted
May 14, 2013 Re-adopted
May 8, 2012 Re-adopted
April 26, 2011 Re-adopted

BP 6320 Investments

February 12, 2002

Date of Last Revision: May 10, 2016
June 14, 2005

DRAFT

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: November 22, 2022
SUBJECT: Future Board Agenda Items

| | |
|--------------|---------------|
| Action | _____ |
| Resolution | _____ |
| Information | _____ X _____ |
| Enclosure(s) | _____ |

BACKGROUND: At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: This item is in accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board discuss any potential future Board agenda items.

Byron D. Clift Breland
Recommended by


Approved for Submittal

6.c
Item No.

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

November 8, 2022

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, November 8, 2022, at 5:30 p.m. in the Anaheim Campus Board Room with a YouTube livestream broadcast.

Board President Jacqueline Rodarte called the meeting to order at 5:32 p.m. and led the Pledge of Allegiance.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustee Paloma Foster. Student Trustee Kisha Mehta arrived at 6:01 p.m. Absent: None.

RESOURCE PERSONNEL PRESENT: Byron D. Clift Breland, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Monte Perez, Interim President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Jennifer Oo, representing the North Orange Continuing Education Academic Senate; Damon De La Cruz, representing the Cypress College Academic Senate; Pamela Spence, representing CSEA; Dash Johnson, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: David Booze, Paul de Dios, Kathleen Reiland, and Stephen Schoonmaker from Cypress College; Gil Contreras, and Rod Garcia from Fullerton College; Adam Gottdank, Lorri Guy, April Fante, Erika Larsen, Michelle Patrick-Noring, Alli Stanojkovic, Ivan Stanojkovic, and Courtnie Voet from North Orange Continuing Education; and Simone Brown Thunder, M. Leonor Cadena, Danielle Davy, Geoff Hurst, Tami Oh, Amita Suhrid, and Kashu Vyas from the District Office.

VISITORS: Anthony Carlton, Dash Johnson, Tristan Monroig, Cynthia Olivo, Juanita Olivo, Vanessa Olivo Cabrera, Valerie Olivo White, and Whitarick. Public participation was provided via YouTube livestream.

BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS: It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Barbara Dunsheath that the following non-personnel items be approved by block vote:

Finance & Facilities: 3.a, 3.b, 3.e, 3.f, 3.g, 3.i, 3.j, 3.k, 3.l, 3.m
Instructional Resources: 4.a, 4.b

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Foster's advisory vote.

BLOCK VOTE APPROVAL OF PERSONNEL ITEMS: It was moved by Trustee Evangelina Rosales and seconded by Trustee Ryan Bent that the following personnel items be approved by block vote:

Human Resources: 5.a, 5.b, 5.c, 5.d, 5.e

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.

CHANCELLOR'S REPORT

Chancellor Byron D. Cliff Breland reported that earlier in the day the District convened its first meeting of the Remote Hybrid Workgroup to discuss the challenges and opportunities of an alternative schedule in order to better serve students post pandemic. He expressed his excitement about initiating the discussions, thanked the campuses for doing the work to date and the Board for allowing the District to consider the option, and noted that the workgroup recommendations would be brought to constituent groups for negotiation, as necessary.

Dr. Cliff Breland invited **Adam Gottdank, Lorri Guy**, and the NOCE DSS team to present the Board with the Community Recognition Award of the California Association for Postsecondary Education and Disability (CAPED) in recognition of their decades of commitment to serving individuals with disabilities with an emphasis of supporting all programs and services offered by the NOCE DSS Program. As part of the presentation, **Tristan Monroig**, shared how he has benefited from the services and classes as an NOCE DSS student.

Chancellor Cliff Breland noted that the evening's agenda included the appointment of **Cynthia Olivo** as the next President of Fullerton College and acknowledged her attendance at the meeting. He also recognized **Irma Ramos**, Vice Chancellor of Human Resources, who received the inaugural DEIA Champion Award by the Association of Chief Human Resource Officers (ACHRO) for her demonstrated efforts towards an organizational culture that maximizes every opportunity to be intentional and innovative in creating and advancing DEIA.

Dr. Cliff Breland concluded his report by sharing that the RevHub NorthSTAR OC Collaborative kick-off event would take place the following day at the Fullerton Arboretum.

MINUTES: It was moved by Trustee Evangelina Rosales and seconded by Trustee Barbara Dunsheath to approve the Minutes of the Special Closed Session Meeting of October 22, 2022. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Foster's advisory vote.**

It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Ed Lopez to approve the Minutes of the Regular Meeting of October 25, 2022. **Motion carried with Trustees Bent, Blount, Brown, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Foster's advisory vote, and Trustee Dunsheath abstaining.**

FINANCE & FACILITIES

Item 3.a: By block vote, authorization was granted to ratify purchase order numbers P0154120 - P0154684 through October 20, 2022, totaling \$3,354,929.08, and check numbers C0054160 - C0054226, totaling \$157,871.82; check numbers F0288947 - F0289230, totaling \$145,561.89; check numbers 88527743 - 88528664, totaling \$7,474,776.68; check numbers

V0031885 - V0031889, totaling \$5,231.41; check numbers 70123819 - 70123884, totaling \$18,619.10; and disbursements E9064268 – E9074046, totaling \$12,093,981.63, through October 31, 2022.

Item 3.b: By block vote, authorization was granted to approve the 2022-2023 General Fund transfers netting to the amount of \$87,237 and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Item 3.c: The Board reviewed and received the District's Quarterly Financial Status Report for the quarter ended September 30, 2022, as required by §58310 of Title 5.

Item 3.d: The Board reviewed and received the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended September 30, 2022.

Item 3.e: By block vote, authorization was granted to approve Deductive Change Orders 1 and 2 for Bid #2122-23, West Parking Lot Renovation Project with Pave West in the total amount of \$84,567.58, reducing the contract from \$795,438.00 to \$710,870.42.

Further authorization was granted for the Interim Chancellor, Vice Chancellor, Finance & Facilities, District Director, Fiscal Affairs or District Director, Purchasing, to execute the deductive change orders on behalf of the District.

Item 3.f: By block vote, authorization was granted to file the Notice of Completion for the West Parking Lot Renovation Project at Anaheim Campus with Pave West and pay the final retention payment when due.

Item 3.g: By block vote, authorization was granted to establish a pool of construction management and/or project management (CM/PM) firms to provide services for Districtwide projects. The pre-qualified firms will remain in the CM/PM pool for a minimum of three (3) years with an option to extend for another two (2) years and not to exceed five (5) years.

Item 3.h: It was moved by Trustee Ryan Bent and seconded by Trustee Evangelina Rosales to have the Vice Chancellor, Finance & Facilities direct Captive Insurance for Public Agencies to obtain insurance quotes for either a District project or series of construction projects.

Fred Williams, Vice Chancellor of Finance & Facilities, noted that since the Cypress College Fine Arts Renovation will be the first project using the new Owner Controlled Insurance Program (OCIP), staff will bring a specific agenda item for approval once the proposal is received. Generally, this will be 90 days prior to the beginning of construction. In addition, all bid documents related to the Cypress College Fine Arts Renovation will be prepared using the OCIP model.

During the discussion, Vice Chancellor Williams answered questions regarding the process, Board authorization, incentives for small businesses, how costs are built into the bid documents, workers compensation, the sunset date for the authorization that is being requested, evaluation of the process, and whether the policy is required for the entire length of the project. Subsequent to the discussion, the **motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Foster's advisory vote.**

Item 3.i: By block vote, authorization was granted to amend the contract with SVA Architects to provide architectural and engineering services for the Anaheim Tower First Floor Life/Safety Renovation project, following the approval of CCCCOC, to proceed with the Working Drawings on this project for a total of \$328,570, inclusive of reimbursable expenses of \$9,570, increasing the contract amount from \$319,250 to \$647,820.

Further authorization was granted for the Vice Chancellor, Finance & Facilities or District Director, Purchasing to execute the amendment or related documents on behalf of the District.

Item 3.j: By block vote, authorization was granted to increase the agreement with Sundt Construction, Inc. by \$16,363 for a total contract amount of \$410,924 and extend the term of the agreement from October 31, 2022 to completion of the Construction Management Phase 1 Preconstruction Services for the Fine Arts Renovation Project at Cypress College.

Further authorization was granted for the Vice Chancellor, Finance & Facilities or District Director, Purchasing to execute the agreement on behalf of the District.

Item 3.k: By block vote, authorization was granted to enter into an Architectural Services Agreement with Little Diversified Architectural Consultants in the amount not to exceed \$324,280, inclusive of reimbursable allowance expense of \$29,480, for the Health and Wellness Center Renovation Project at Cypress College.

Further authorization was granted for the Vice Chancellor, Finance & Facilities or District Director, Purchasing to execute the agreement on behalf of the District.

Item 3.l: By block vote, authorization was granted to award Bid #2223-05, Site Barrier Removal Project at Fullerton College to Golden Gate Construction in the amount of \$465,000 including an allowance of \$40,000.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing to execute the contract on behalf of the District.

Item 3.m: By block vote, authorization was granted to allow the Cypress College Foundation to host the Americana Kick-Off Event on the College campus on Thursday, December 8, 2022, and to allow them to serve alcoholic beverages to attendees.

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted for the summary of curriculum changes for Cypress College, to be effective Fall 2022, Fall 2023 and Spring 2023. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Item 4.b: By block vote, authorization was granted for the summary of curriculum changes for Fullerton College, to be effective Fall 2023 and Fall 2024. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

HUMAN RESOURCES

Item 5.a: By block vote, authorization was granted for the following academic personnel

matters, which are within budget:

RESIGNATION

Ignatovski, Stefan FC Business Instructor
Last day working: 01/23/2023
PN FCF583

CHANGE IN SALARY CLASSIFICATION

Blandford, Cynthia NOCE Parent Education (ADJ)
From: Column 1, Step 1
To: Column 2, Step 1
Eff. 08/15/2022

LEAVE OF ABSENCE

@01238523 FC Family Medical Leave (FMLA/CFRA) (100%)
Paid Leave using Regular and Supplemental
Sick Leave until Exhausted; Unpaid thereafter
From: 09/14/2022-12/14/2022
To: 09/28/2022-12/14/2022

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2022 FALL SEMESTER

Davies, Glynis CC Column 1, Step 1
Flavell, Alexander FC Column 1, Step 1
Gatiglio, Karla NOCE Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2023 SPRING SEMESTER

Newbold, Steven NOCE Column 2, Step 1

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Adler, Eve CC Adjunct Faculty Orientation
Stipend not to exceed \$100.00
Eff. 10/13/2022

Al Rubaye, Wasan NOCE Adjunct Faculty Orientation
Stipend not to exceed \$100.00
Eff. 10/13/2022

Alanis, Frank NOCE Online Teaching Certificate Training
Stipend not to exceed \$250.00
Eff. 10/01/2022-10/30/2022

Altebarmakian, Tamar CC English Success Center Training
Stipend not to exceed \$25.00
Eff. 12/12/2022

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| Barretto, Jacqueline | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Boria, Linda | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Briseno, Andrea | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Bustos, Idalith | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Campbell, Brooke | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Campbell, Justin | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Coley, Karen | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Covey, Kendyl | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Croft, Glenn | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Crum, Brianna | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Curtin, Brian | CC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Damer, Mouminat | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Daugherty, Sarah | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |

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| Diep, Christie | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Drury, Derrick | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Edmund, Adira | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Famolaro, Felix | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Friess, Megan | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Fujimoto, Janet | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Gabriel, Diane | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Garcia, Corinne | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Garcia, Devon | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Garman, Alyssa | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Gill, Nicholas | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Gray, Richard | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Groves, Christy | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |

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| Gutierrez, Ruth | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Harry, Honour | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Hinton, Olivia | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Hyer, Mark | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Iwama, Jason | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Jones, Sarah | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Jun, Christine | CC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Jure, Josiah | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Kanal, Naveen | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Kar, Rosie | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Kaufman, Bret | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Keel, Lawrence | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Khamo, Vani | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |

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| Kim, Wha | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Knowles, Kevin | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Kusano, Keiko | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Leis, Corey | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Lelesi, Peggy | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Lennert, Alexander | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Letcher, Annette | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Lim, Emmie | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Lopez Moreno, Nadia | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Lyons, Kelli | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Magnesi, Miles | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Malone, Tyler | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Matsuya, Cassandra | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |

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| Matthis, Gregory | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| McAlister, Kathleen | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Mclaren, Erin | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Melodia, Joseph | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Morrison, Anna | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Nabahani, Melanie | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Nau, Janet | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Omidmalar, Alejandro | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Osle, Janessa | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Passman, Alan | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Payne, John | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Pelonis, Claire | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Perian, Maral | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |

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| Pham, Jacqueline Nha | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Politanoff, Ashton | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Powell, Laura | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Provenzano, Maureen | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Reeves, Mallory | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Sampedro, Liliana | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Sapien, Emily | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Segovia, Ronal | CC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Sharp, Cara | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Simoese, Nora | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Smith, Fawn | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Solorzano, Alejandra | FC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Sonne, Kathryn | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |

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| Stevenson, Anthony | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Tang, Avery | CC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Tran, Lisa | CC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Tran, Stephanie | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Vang, Burlee | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Vescial, Keith | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Villarruel, Ruby | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Wahbe, Randa | CC | English Success Center Training Stipend not to exceed \$25.00 Eff. 12/12/2022 |
| Whitsett, Catherine | CC | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Wright, Raquel | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |
| Yang, Samuel | NOCE | Adjunct Faculty Orientation Stipend not to exceed \$100.00 Eff. 10/13/2022 |

Item 5.b: By block vote, authorization was granted for the following classified personnel matters, which are within budget:

RESIGNATION

| | | |
|---------------|----|--|
| Hegle, Sierra | CC | Student Services Specialist, Transfer Center 12-month position (100%) |
|---------------|----|--|

Eff. 11/14/2022
PN CCC799

CHANGE IN HIRE DATE

Lopez, Natanahel CC Skilled Maintenance Mechanic
12-month position (100%)

From: 11/01/2022
To: 01/03/2023
PN CCC675

NEW PERSONNEL

Bean, Cameron FC Facilities Custodian I
11-month position (45%)
Range 27, Step C
Classified Salary Schedule
Eff. 12/01/2022
PN FCC874

Meza, Victor FC Library Assistant I
12-month position (100%)
Range 33, Step E
Classified Salary Schedule
Eff. 11/15/2022
PN FCC746

Nguyen, Johnny FC Facilities Custodian I
12-month position (55%)
Range 27, Step E
Classified Salary Schedule
Eff. 12/01/2022
PN FCC990

Silveira, Nandini AC Systems Analyst, Applications
12-month position (100%)
Range 60, Step C
Classified Salary Schedule
Eff. 11/15/2022
PN ISC994

Williams, Adrienne FC Administrative Assistant I
12-month position (100%)
Range 33, Step E
Classified Salary Schedule
Eff. 11/15/2022
PN FCC810

PROMOTION

| | | |
|-----------------|------|---|
| Juarez, Lizbeth | NOCE | Clerical Assistant I, ESL 12-month position (40%) PN SCC892 |
| | | To: Administrative Assistant II, ESL 12-month position (100%) Classified Salary Schedule Range 36, Step A Eff. 11/15/2022 PN SCC975 |
| Khan, Rabia | FC | Student Services Specialist 12-month position (100%) PN FCC900 |
| | | To: Program Coordinator, Counseling 12-month position (100%) Range 45, Step B + 5% Longevity + PG&D Classified Salary Schedule Eff. 11/15/2022 PN FCC812 |

VOLUNTARY CHANGES IN ASSIGNMENT

| | | |
|---------------------|------|---|
| Hernandez, Carolina | NOCE | Admissions and Records Technician (100%) |
| | | Temporary Change in Assignment To: Administrative Assistant II, High School Program 12-month position (100%) Range 36, Step E + PG&D Classified Salary Schedule Eff. 11/15/2022 |
| Willie, Gemena | FC | Admissions and Records Specialist (100%) |
| | | Temporary Change in Assignment To: AC Human Resources Technician 12-month position (100%) Range 36, Step E + 5% + PG&D Classified Salary Schedule Eff. 11/15/2022 – 05/15/2023 |

STIPEND FOR ADDITIONAL ADMINISTRATIVE DUTIES

| | | |
|-------------|----|---|
| Tran, Nghia | AC | Purchasing Technician 6% Stipend Eff. 10/17/2022 – 06/30/2023 |
|-------------|----|---|

LEAVES OF ABSENCE

| | | |
|-----------|----|---|
| @01269121 | FC | Family Medical Leave (FMLA/CFRA) Paid Leave Using Sick Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 11/01/2022 – 11/21/2022 (Consecutive Leave) |
| @01770575 | CC | SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 09/12/2022 – 09/16/2022 (40 hours) |
| @01607243 | FC | SB 95 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 11/22/2021 – 11/23/2021 (10.5 hours) |
| @01523617 | CC | SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 09/14/2022 (8 hours) |
| @01560167 | CC | SB 114 (SPSL) Paid Leave Using Supplemental Paid Sick Leave Eff. 10/03/2022 – 10/06/2022 (27 hours) |
| @01820493 | FC | Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 11/28/2022 – 02/24/2023 (Consecutive Leave) |

Item 5.c: By the block vote, authorization was granted to approve the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1308 for a copy of the professional expert personnel listing.)

Item 5.d: By the block vote, authorization was granted to approve the hourly listing.

(See Supplemental Minutes #1308 for a copy of the hourly personnel listing.)

Item 5.e: By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1308 for a copy of the volunteer listing.)

Item 5.f: It was moved by Trustee Stephen T. Blount and seconded by Trustee Barbara Dunsheath to approve the appointment of Dr. Cynthia Olivo to the position of Fullerton College President, effective January 9, 2023. Dr. Olivo shall be placed on Step C of the Executive Officer Salary Schedule, wherein the yearly rate of compensation shall be TWO HUNDRED FIFTY-SIX THOUSAND, EIGHT DOLLARS (\$256,008). The annual salary shall be paid in twelve (12) equal monthly installments with proration for a period of less than a full year of service.

The yearly optional fringe benefit dollar allowance shall be the same as that which is provided for the District's twelve-month management employees. The above amount is in addition to the standard medical benefits available to District employees.

Dr. Olivo will receive, on a one-time basis, the sum of \$6,000, less applicable withholding as required by law, toward Dr. Olivo's costs and expenses for relocation to the area. These expenses must be repaid to the District if Dr. Olivo seeks to terminate her contract before completing 18 months of employment.

In addition, Dr. Olivo will receive a doctoral stipend of \$3,500 annually. The doctoral stipend will be prorated based on the number of remaining months in the fiscal year.

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.

(This action was orally reported by the Board President Jacqueline Rodarte per the Brown Act, at California Government Code Section 54953(c)(3), as amended.)

Subsequent to the vote, Dr. Cynthia Olivo took a moment to introduce her family—her mother Juanita Olivo; her sisters Vanessa Olivo Cabrera and Valerie Olivo White, and her niece and nephew—and thanked the Board for the opportunity to serve as Fullerton College President.

Trustees welcomed Dr. Olivo, congratulated her on her selection, and expressed their excitement to see all that will happen under her leadership.

GENERAL

Item 6.a: The Board directed that the agenda for November 22, 2022 include the establishment of December 13, 2022 as the date of its Organizational Meeting and received as information the tentative dates for Board meetings in 2023, along with the dates of national and state conferences and conventions.

In reviewing the Tentative Board Meeting Calendar for 2023, the Board requested that the first meeting in the months of January and July be cancelled, and that the first meeting in August be marked as tentative, with the meeting only taking place if deemed necessary.

Item 6.b: The Board discussed allowing student trustees to cast their advisory votes first during roll call votes on non-personnel items.

Trustee Barbara Dunsheath introduced the item which was a best practice recommendation by the California Community College Trustees (CCCT) Board in order to boost student voices and does not change anything else.

Both student trustees expressed their gratitude to Trustee Barbara Dunsheath for the suggestion which might influence the perspective of votes and noted that it would be appreciated if the Board would regularly ask them for their opinion on matters.

Trustees fully supported the idea, encouraged the student trustees to provide feedback prior to the actual vote, and noted that student members—by design—are supposed to be giving advice to the Board.

Board President Jacqueline Rodarte asked the Board to consider taking the approach one step further and have future presidents be more intentional and ask student trustees for their thoughts first instead of putting the responsibility on the student to ask.

The consensus of the Board was to move forward with the proposed approach.

Item 6.c: It was moved by Trustee Ryan Bent and seconded by Trustee Jeffrey P. Brown that the Board adopt Resolution No. 22/23-08, Trustee Absence verifying that Trustee Dunsheath was absent on October 25, 2022 due to hardship and, therefore, eligible to receive compensation for the Regular Board meeting held on that date. **Motion carried with Trustees Bent, Blount, Brown, Lopez, Rodarte, and Rosales voting yes, and Trustee Dunsheath abstaining.**

A signed affidavit from Trustee Dunsheath verifying her absence due to hardship will be on file in the Chancellor's Office.

Item 6.d: Board President Jacqueline Rodarte asked if there were any requests for potential future agenda items and there were none.

CHANCELLOR'S STAFF COMMENTS

Valentina Purtell congratulated the Board on their well-deserved CAPED Award and thanked them for their decades of support, and noted that **Adam Gottdank** was also awarded the CAPED R.J. Scuderi Exemplary Service Award in recognition of his advocacy for students with disabilities. President Purtell reported that NOCE received a \$25,000 Disney grant to support and supplement the recently awarded pre-apprenticeship program funded by the State Chancellor's Office for a Google IT Support and thanked **Raine Hambly** and **Lisa King** for collaborating to submit the successful grant application. She also reported that President's Cabinet unanimously approved the NOCE accreditation self-study report which will be presented to the Board as a first reading at the November 22 meeting.

Monte Perez congratulated **Cynthia Olivo** on her appointment as Fullerton College President noting that the College is excited and anticipating her arrival. He also congratulated the Board on its CAPED Award, announced the Fullerton College Drone Program launch on November 17, and shared that **Fernando Carsa**, a Fullerton College alum, stars in the Apple TV+ series Acapulco. He noted that the Fullerton College Staff Development won the California Community College Council for Staff Development (4CSD) Innovative Activity Award for their culturally responsive training and that **Cathy Lee** won first place at the Orange Empire Conference title in women's golf.

JoAnna Schilling congratulated **Cynthia Olivo** on her selection as the next President of Fullerton College, the Board for their well-deserved CAPED Award, and **Irma Ramos** on her ACHRO Award. She reported on her attendance at the celebration of life event for **Erin Lacorte** and shared her condolences with Erin's family and partner. President Schilling then announced her retirement in June 2023 noting that being Cypress College President has truly been one of the highlights of her life and thanked the entire District for their support over the last six years and for everything everyone does on behalf of our students.

RESOURCE TABLE PERSONNEL COMMENTS

Jennifer Oo congratulated **Adam Gottdank** on his CAPED service award and reported on her attendance at the ASCCC Plenary that included votes on several resolutions including one that centered on the impact of credit policies/provisions on noncredit.

Pamela Spence reported that the next CSEA chapter meeting is scheduled for November 22, that humanitarian funding is available via the CSEA website, and urged the District to participate in the new California Employee Assistance Program that provides matching funds for eligible employees. She stated it was exciting to see all of the Districtwide Veterans Day events and acknowledged all of the veterans who are classified employees.

MEMBERS OF THE BOARD OF TRUSTEES COMMENTS

Student Trustee Paloma Foster congratulated **Cynthia Olivo** on her appointment as the next Fullerton College President and the Board on their CAPED Award for continuously serving a vulnerable population, and announced that Fullerton College Associated Students are partnering with the Veterans Resource Center to provide care packages for the holidays.

Student Trustee Kisha Mehta echoed the congratulatory remarks for **Cynthia Olivo** and reported on a successful Pumpkin Bash event at Cypress College and the launch of a Thanksgiving food and jacket drive by Cypress College Associated Students. She also announced that the College hosted **Governor Gavin Newsom** at the Veterans Resource Center which she attended as part of her role as an intern with the Governor's Office.

Trustee Evangelina Rosales reminded everyone about the upcoming homecoming game between Fullerton College and Golden West College and wished everyone a happy Veterans Day.

Trustee Stephen T. Blount reported on his attendance at the Cypress College Foundation Board of Directors meeting and the Orange County Teacher of the Year Awards Ceremony.

Trustee Barbara Dunsheath urged everyone to review the new ACCJC accreditation standards and provide feedback and welcomed **Cynthia Olivo** to the District. She expressed her sadness at the retirement announcement of **JoAnna Schilling** noting that when she arrived at Cypress College "the District got a real gem."

Board President Jacqueline Rodarte expressed her appreciation for all veterans for their service, especially those who work and study in the District.

NON-AGENDA PUBLIC COMMENTS

Whitarick addressed the Board to urge them to address the disparities that exist in higher education for certain student populations via affirmative action.

CLOSED SESSION: At 6:33 p.m., Board President Jacqueline Rodarte adjourned the meeting to closed session per the following sections of the Government Code and stated there would be a readout:

Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES; Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.

Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**Per Section 54957: PUBLIC EMPLOYEE: Fullerton College President.****Per Section 54956.9(d)(2): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.****RECONVENE MEETING:** At 8:25 p.m., Board President Jacqueline Rodarte reconvened the meeting in open session and reported the following action taken in closed session:

It was moved by Trustee Barbara Dunsheath and seconded by Trustee Evangelina Rosales to reject the claim presented by Gilbert Joseph Contreras. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

ADJOURNMENT: At 8:28 p.m., it was moved by Trustee Ryan Bent and seconded by Trustee Stephen T. Blount to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

Prepared By Recording Secretary for
Evangelina Rosales, Secretary, Board of Trustees