

Additional Information
May 22, 2018 Board Meeting

The following additional information was provided regarding the May 22 Board meeting agenda:

Item 3.b, Network Refresh Design Phase Results and Implementation Phase Authorization:

1. Does this phase have a cost? It simply states that "funding for this project is from both capital outlay and bond funds." **The cost for the design phase was for the consulting services (approximately \$250,000). The implementation phase will take at least five years and will have a cost of approximately \$20 million.**
2. What exactly does it mean, "proceed with the Procurement/Implementation Phases? Is it simply to conduct an RFP process? Does this usually need Board approval? **During each phase of this project we have asked the Board for approval to proceed with the subsequent process. Generally, the RFP process does not need Board approval, however, with a large project such as this, we felt it to be beneficial to inform all stakeholders at the conclusion of each phase prior to moving forward.**

Item 3.c, Public Hearing and Resolution Authorizing Request for Waiver for Sale of Public Property: This item will be pulled from block vote to provide an opportunity for discussion (if needed).

Item 4.a, NOCCCD District-wide Strategic Plan: Attached is a revised draft of the Strategic Plan that includes updates to District Objective 2.1 that were made at yesterday's District Consultation Council meeting. The updates, noted in red, are included on page 15 of the document. Hard copies of the revised plan will be available at tonight's meeting.

1. The steps outlined in in the stated Objectives is much appreciated, including Key Performance Indicators (KPIs). **Thank you.**
2. District Objective 1.1.2 – Under Measures: Do we go beyond "receiving" to discussing and how to implement as to how pedagogy is informed? **Yes, the plan is to measure the extent of implementation as well as collect information needed to ensure that the reports are relevant and useful to faculty.**
3. District Objective 1.2 – Will our objectives be modified as the District enters in new partnerships? **This objective pertains to the Anaheim Union Educational Pledge only and the allocation of resources needed to implement it. In the future, as additional partnerships develop, we will list additional action items specific to those partnerships.**
4. Strategic Direction 3 – Will AB 705 impact these KPI's? **In developing the action items, the DCC Strategic Plan Workgroup took into account requirements of AB 705. In fact, Objective 3.2 specifically states that, "NOCCCD will maximize the number of students completing college-level coursework in English and math within a one-year time-frame." AB 705 also requires college districts to maximize the probability of ESL students enter and complete degree and transfer requirements in English within a timeframe of 3 years. While we do not specifically state this goal as one of the objectives under strategic direction 3, we do intend to collect that information as pros the proposed KPIs.**

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5. Strategic Direction 4 – Would the number of participants from various shared governance groups be considered a KPI? **Yes, the number of participants from various shared governance groups in the decision-making process can be considered as a KPI.**
6. District Objective 4.5.2 – Under Desired Outcome: Do we also measure the value of this training to adjunct faculty? **Yes, we also measure the values of the training to adjunct faculty.**
7. District Objective 5.3 – How feasible will it be to fundraise \$1 million per year? **This past year we raised \$200,000 with another \$100,000 pledged. We anticipate reaching the \$1 million mark within five years.**

Item 4.b, Fullerton Education Partnership Agreement:

1. Great to see this coming forward. Will there be any discussion regarding alignment of curriculum – especially regarding Math and English in light of AB 705? Perhaps under communication? **It is the intention of this partnership to create opportunities for faculty of the three institutions to engage in curricular dialogue in order to improve alignment of the courses offered.**
2. How will this fit w/ Guided Pathways? **This agreement will allow Fullerton College to include FJUHS students earlier in the onboarding process as we work towards Guided Pathways implementation. Future enhancements could include curricular alignment.**
3. What type of marketing will this program have? **The three partner institutions are committed to raising the visibility of the partnership. This piece of the Implementation Plan is in progress. Information on this program will be distributed in coordination with the high schools.**
4. Consider sharing online schedule – especially with graduating seniors. **Thank you. Fullerton College plans to do that.**
5. Will NOCE have a role in this partnership? **Currently, this partnership only includes the three mentioned institutions. However, Fullerton College will facilitate referrals to both NOCE and Cypress College as appropriate to the students' academic interests and needs.**
6. What will communication to students look like? **The communication to students is similar to the outreach efforts in place which include site visits to the high schools, electronic, and social media communication, and documentation shared with parents coordinated with the high schools.**

Item 4.c, Amendment to 2017-18 Dual Enrollment Agreement with AUHSD:

1. Considering that the school year ends this week, what's the likelihood that the schools will offer the course? **The high school district requested these classes. The classes are only part of a summer program that they are offering to their incoming 9th grade students. These classes, if approved, will be part of their summer program.**

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2. What instructional information will they have if no book is used? **The instructors will provide presentations with PowerPoint, handouts, and other printed course materials.**

Items 4.c and 4.d, Amendments to 2017-18 Dual Enrollment Agreements with AUHSD and FJUHSD:

1. **Thanks much for the data regarding Dual Enrollment. I fully support this effort and hope that NOCCCD will continue to grow this component. I am seeing numerous other colleges scaling up.**

2. **Thank you for the thorough report "Dual Enrollment Report for the Board of Trustees" prepared by Cheryl Marshall!**

Item 4.e, Strategic Partner Agreement between the University of Redlands and Fullerton College:

1. What other community colleges within the area have a similar partnership with the University of Redlands? **The University of Redlands is working towards delivering an on-site program with Saddleback. The University of La Verne has a similar long-standing agreement with Crafton Hills College, Mt. SAC, Rio Hondo College, and San Bernardino Valley College.**

2. What's the percentage of students who transfer to the University of Redlands? **According to the CCCCO DataMart website, as a district we have transferred 18 students in the last three years of reporting available. It is unknown how many were from Fullerton College.**

3. What is the transfer process for students to the University of Redlands? **Students would apply online free of cost (Redlands is waiving the application and transcript fees for our students). Once the application and transcripts are received, their Transcript Evaluator reviews their courses and determines admission eligibility, the number of transferrable credits and any course waivers. Fullerton College has also discussed the possibility of hosting "on the spot" admission days where students can bring their transcripts to be reviewed and admissible students will be invited to apply right then and there.**

4. Is 21 units the minimum amount allowed to transfer to their university? **The minimum required for admission is 40 units, however, to be eligible for the tuition discount they would need 21 completed with us.**

5. Will the course offerings at Fullerton College affect the current need for classroom space or future swing space? **This partnership only requires one classroom, one night of the week. Fullerton College always has available classrooms at night.**

6. This is very exciting. Would it be open to Cypress College students? **Yes.**

7. Could a student receive the BS degree fully at Fullerton College? **Yes, the student can take the remaining coursework needed for the BS at Fullerton College, through the University of Redlands, without having to attend courses at the main campus. Fullerton College would essentially be operating as a satellite location for the University of Redlands.**

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8. Where will the space be provided? **Currently, the College is planning on using the 300 Building where the Business Department is housed.**

9. Will the BSB and BSM be noted in the Fullerton College catalogue, or just through University of Redlands publications? **No, it will not be included in the Fullerton College catalogue. The University of Redlands will produce the publications to advertise this opportunity since it is not a Fullerton College degree.**

10. While the cost discount of 30% is helpful, what is the University of Redlands cost per unit, since they are a private institution? **Their current tuition cost is \$678/unit; with the discount it is \$474.60/unit. The students we are targeting are those who have completed the ADT for Business. So if they waive out of five Fullerton College classes, the total program would cost \$18,984.00 (one time matriculation fee of \$150 and \$35 Student Service fee/10 classes of \$500) and if they waive out of four classes, the total cost of the program would be \$20,882.40 (one time matriculation fee of \$150 and \$35 Student Service fee/11 classes of \$535). We also agreed students could take the credits needed to reach the 120 bachelor credit requirement at Fullerton College. Concurrent enrollment would allow students to complete sooner and pay less (take advantage of the lower community college tuition rate).**

11. Are these same degrees also offered at CSU's? **Yes, however the CSUs are impacted and not all CSU eligible students receive admission to their intended campus, even with the ADT. Fullerton College students who apply to CSUF, for example, with GPAs of 2.0-2.79 were not offered admission for Fall 2018.**

12. What is the rationale for entering this partnership? **As noted above, many of our CSU eligible and ADT completing students are finding themselves without an opportunity to continue their education close to home due to impaction. This partnership provides students with a convenient and affordable option to transfer and complete in a timely manner. Further, many of our students work and go to school. This one night per week option is perfect for students who need to work during the day.**

13. Aside from the Chancellor signing the agreement, were there any changes made to the agreement? **Based on the feedback that was received and subsequent review, changes were made to the indemnification and insurance sections. In addition, the agreement was modified to further clarify the eligibility of students and employees from throughout the District.**

Item 5.f, EEO Fund Multiple Methods Allocation Model Certification for 2017-18:

1. Are we intentionally reaching out to graduate programs? **Yes, during spring 2018, the Diversity Faculty Fellows and I reached out to Graduate Programs at CSU Fullerton, CSULB, USC, Claremont, UC Irvine, Chapman College, and CSULA. We are currently informing them of our Future Faculty Intern/Mentor program. Once we have compiled a list of contacts we will continue regular communication with them and offer presentations at their sites on becoming a community college instructor.**

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2. Method 5 – What were the strategies mentioned at the USC Center for Urban Education Equity in Faculty Hiring Institute? **The strategies included taking an equity-minded approach to faculty hiring. An equity minded approach means hiring with the goal of reducing the achievement gap and ensuring an equitable education for all students. This includes understanding that the research shows student success and achievement increases when an institution of higher education has faculty who are representative of the student population it serves. The research shows this link is particularly important in closing the achievement gap.**

This strategy includes revising job announcements to highlight diversity and inclusion as an important value of the College(s)/District and highlighting the skill sets a successful candidate should have that would enable them to address the achievement gap. This strategy also includes ensuring job announcements use equity and diversity minded language, and avoiding deficit minded language.

The Team that attended the spring 2018 CUE Equity in Hiring Faculty Institute developed recommendations to achieve this goal. These suggestions have been submitted to the Academic Senates and the Chancellor and are currently under consideration.

3. Method 8 – Is it a problem that there's nothing listed in this section? **No, to be eligible for the EEO funds we need to only meet 7 of the 9 multiple methods. We currently meet 8 of the 9 multiple methods.**

North Orange County Community College District District-wide Strategic Plan 2018-2020

Approved by District Consultation Council May 21, 2018

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

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

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

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

NOCCCD Mission Statement:

The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent.

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

NOCCCD Vision:

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

Values – Shared Beliefs:

Service: We contribute to a vital and prosperous community through our educational and training services. We promote engaged and ethical participation in global, civil society.

High Standards: We uphold high standards in academics and promote joy in teaching, learning, and work.

Adaptability: We respond to the changing needs of our communities in a global environment through continuous improvement and creative innovation.

Professionalism: We hold high standards for our faculty and staff and create an environment in which staff development and other continuing education are valued and promoted.

Stewardship: We uphold the responsibility for public trust of our mission and resources. We practice transparency and collegial consultation in decision making.

Respect: We cultivate an atmosphere of courtesy, civility, and collegiality with all students and employees in the District by promoting a willingness to collaborate and a responsibility for all to be engaged and collegial partners in carrying out the District's mission.

Inclusiveness: We welcome and respect the diverse backgrounds and beliefs of our students, faculty, and staff, and the many communities we serve.

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Introduction

The *North Orange County Community College District-wide Strategic Plan 2018-2020* is the District's short-term plan. This plan identifies the specific actions that the District intends to take in order to achieve the District Strategic Directions identified in the *2011 North Orange County Community College District Comprehensive Master Plan*.

To distinguish this strategic plan from the campus strategic plans, we'd like to introduce a note of clarification. For the District strategic plan, the definition of the District includes all four entities in the District: Cypress College, District Services, Fullerton College, and North Orange Continuing Education (NOCE). Therefore, the District strategic plan will include action items by all four entities, not just District Services.

The term of the District-wide Strategic Plan is three years; therefore, there are three District-wide Strategic Plans developed under the umbrella of the *North Orange County Community College District 2011 Comprehensive Master Plan*. Both *District-wide Strategic Plan 2012 – 2014* and *District-wide Strategic Plan 2014 – 2017* have been completed. This current plan, *District-wide Strategic Plan 2018 – 2020* is the last of the three strategic plans under the umbrella of the 2011 NOCCCD Comprehensive Master Plan.

The Workgroup appointed by the District Consultation Council recommended changes to the components of the *North Orange County Community College District-wide Strategic Plan 2018- 2020*. The revised components are:

- **District Strategic Directions** were developed as part of the *North Orange County Community College District 2011 Comprehensive Master Plan*. The District Strategic Directions are institutional goals and, as such, are broad statements that articulate how NOCCCD intends to address current and anticipated challenges.
- **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty and staff. The initiatives at each site are intended to contribute to the achievement of the District Strategic Directions and are documented in the campus strategic plans and in the District Services Administrative Reviews.
- **District Action Plans** described in step-by-step sequence demonstrates how the District Objectives will be accomplished and assessed. Each Action Plan includes

a timeline for completion, the assignment of the group or office responsible for implementing the action, and an estimate of the cost if applicable.

- **Responsible Party** identifies the group or office or individuals assigned with the responsibility to launch, oversee, and/or complete the Action Plan. The responsible group or office or individuals may complete the Action Plan or may collaborate with others to complete the Action Plan. The assignment of a responsible group or office or individuals is essential for accountability.
- **Target Completion Date** is the time frame in which the specific action item will be completed.
- **Desired Outcomes** identify the specific student or institutional effectiveness oriented results of the action items.
- **Measures** identify the extent to which the specific action item makes an impact on student outcomes or institutional effectiveness.

Key Performance Indicators (KPIs): With this iteration of the District-wide Strategic Plan, we are introducing a key concept in measuring institutional performance: Key Performance Indicators, shortened

oftentimes to KPIs. KPIs are typically defined as a set of quantifiable measures that an institution uses to gauge its performance over time. These metrics are often used to determine an institution's progress in achieving its strategic directions and operational objectives. We propose to list the relevant KPIs under each strategic directions.

The progress on the District Objectives is documented in an annual Progress Report. This document informs the internal community about movement toward achievement of the District Strategic Directions. The annual Progress Report is an essential accountability tool in the integrated planning process because it reinforces and sustains a District-wide dialogue on its long-term and short-term goals.

The Progress Report accomplishes three tasks:

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

The cycle for integrated planning at the District level is described in the *NOCCCD Integrated Planning Manual 2012* and subsequent revisions. Each of the District's campuses also has an integrated planning process in which the components are aligned with one another. The campuses' planning processes link to the District-level planning in two ways:

- The District Strategic Directions establish the District-wide institutional goals. The campuses

in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.

- The annual Progress Report details progress on both District Objectives as well as progress on each campus' objectives.

District Strategic Directions 2011- 2020 and District Objectives 2018-2020

District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

Relevant KPIs:

- *# of annual awards*
- *% of units completed in excess of degree/certificate applicable units*
- *% of students who complete a Student Education Plan (SEP) after one term*
- *% of Intent to Complete students who transfer, receive a degree/certificate, or achieve transfer-ready status in three years and six years*
- *% of students who complete a CDCP certificate within three years of entering the program*
- *% of CTE students who complete their programs*

District Objective 1.1: NOCCCD will support the implementation of Guided Pathways.

District Objective 1.2: NOCCCD will implement the Anaheim Union Educational Pledge.

District Objective 1.3: NOCCCD will integrate new and existing campus and District technology information systems to support student educational pathways and student completion.

District Objective 1.4: NOCCCD will use data and evidence for the evaluation and support of student success.

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

Relevant KPIs:

- *% of diverse staff who apply for NOCCCD open positions*
- *% of diverse staff who are hired by employment category*
- *Completion, progress, and student success metrics disaggregated by equity subgroups*

District Objective 2.1: NOCCCD will foster an environment of equity-mindedness.

District Objective 2.2: NOCCCD will increase the hiring and retention of faculty and staff of diverse backgrounds.

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

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

Relevant KPIs:

- *% of first-time students placed in college-level English and/or mathematics (multiple measures)*
- *% of basic skills students who complete a college-level math and English in one year (AB 705)*
- *% of Intent to Complete ESL students who complete college-level English in three years*
- *% of NOCE students who transition to credit colleges in 6 years*

District Objective 3.1: NOCCCD will develop new pathways to transition students from non-credit to credit programs.

District Objective 3.2: NOCCCD will minimize a student's need for remediation.

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

Relevant KPIs:

- *% of employees who are satisfied with planning and resource allocation processes (NOCCCD Climate Survey)*

District Objective 4.1: NOCCCD will improve the organizational structure to achieve strategic directions.

District Objective 4.2: NOCCCD will develop and implement best practices for enrollment management.

District Objective 4.3: NOCCCD will develop and implement best practices for fiscal

stewardship.

District Objective 4.4: NOCCCD will enhance decision-making processes for prioritizing and implementing technology projects.

District Objective 4.5: NOCCCD will expand professional development opportunities for all employees.

District Objective 4.6: NOCCCD will initiate and coordinate the District-wide comprehensive master planning process.

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

Relevant KPIs:

- *% of high school seniors in service area who applied to NOCCCD*
- *% of students enrolled at NOCCCD after application*
- *# of Anaheim Pledge students*
- *progress and completion profile for Anaheim Pledge students*
- *# of ongoing and new partnerships with educational institutions, civic organizations, and businesses*
- *Dollar amount obtained in fundraising activities*

District Objective 5.1: NOCCCD will establish and expand partnerships with local educational institutions.

District Objective 5.2: NOCCCD will create and expand relationships with local businesses and civic organizations for workforce development.

District Objective 5.3: NOCCCD will increase the fundraising activities of the Community College Foundation of North Orange.

District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Objective 1.1				
NOCCCD will support the implementation of Guided Pathways.				
Action Plan for District Objective 1.1	Responsible Party	Target Completion Date	Desired Outcomes	Measures
<i>1.1.1. NOCCCD will coordinate and support the implementation of Guided Pathways</i>	<i>Vice Chancellor, Educational Services & Technology</i>	<i>Spring 2020</i>	<i>Intrusive intervention; Course completion; Program completion; Student success;</i>	<i>Early alert system procured and implemented for District-wide use</i>
<i>1.1.2. Provide student profile reports to faculty</i>	<i>Researchers</i>	<i>Fall 2018</i>	<i>Inform pedagogy</i>	<i>Percent of fulltime faculty receiving report prior to semester start</i>
<i>1.1.3. Expand utilization of career exploration tools</i>	<i>Campus Career Centers/ Strong Workforce Program (SWP)</i>	<i>Spring 2019</i>	<i>Students choose and confirm their career pathways; Fully implement Career Coach</i>	<i>Integrate Career Coach with the CTE branding and marketing project</i>
<i>1.1.4. Align placement and Improve course articulation between institutions</i>	<i>Directors of SSSP, Researchers, Curriculum Committees and Articulation Officers</i>	<i>Fall 2019</i>	<i>Streamline student mobility District-wide</i>	<i>Singular placement District-wide; Percent of courses articulated between institutions</i>

<i>1.1.5. Implement early degree audit</i>	<i>A&R at campuses and District IS</i>	<i>Fall 2019</i>	<i>Timely student completion of programs; Create system for student self-reporting</i>	<i>Percent of courses completed outside of the District captured in NOCCCD degree audit system</i>
<i>1.1.6. Convene Integrated Planning Summit</i>	<i>Vice Chancellor, Educational Services & Technology</i>	<i>Spring 2018</i>	<i>Empower District-wide dialogue on Guided Pathways and Integrated Planning</i>	<i>Completed on March 16, 2018</i>

District Objective 1.2				
NOCCCD will implement the Anaheim Union Educational Pledge.				
Action Plan for District Objective 1.2	Responsible Party	Target Completion Date	Desired Outcomes	Measures
<i>1.2.1. Develop District-wide infrastructure for the Pledge</i>	<i>Pledge Coordinator in collaboration with campus leads</i>	<i>Fall 2018</i>	<i>Hire the coordinator Implement Data-sharing agreement with AUHSD</i>	<i>Pledge Coordinator hired</i>
<i>1.2.2. Expand Summer Bridge programs</i>	<i>Campus leads</i>	<i>ongoing</i>	<i>Improve college readiness</i>	<i>Increase participation by 20 percent</i>
<i>1.2.3. Expand mentorship programs</i>	<i>Pledge Coordinator in collaboration with campus leads</i>	<i>ongoing</i>	<i>Increase mentorship and internship opportunities for AUHSD students</i>	<i>Sixty percent participation by the Pledge students</i>
<i>1.2.4. Adopt case management approach</i>	<i>Campus leads</i>	<i>ongoing</i>	<i>Improve success of Pledge students</i>	<i>Increased program completion when compared to other first-time students</i>

District Objective 1.3				
NOCCCD will integrate new and existing campus and District technology information systems to support student educational pathways and completion.				
Action Plan for District Objective 1.3	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>1.3.1. Update course scheduling manual</i>	<i>EST in collaboration with campuses</i>	<i>Summer 2018</i>	<i>Accurate course schedule; Maximize FTES</i>	<i>Updated course scheduling manual</i>
<i>1.3.2. Onboarding Business Process Analysis</i>	<i>Consultant</i>	<i>Summer 2018</i>	<i>Recommendations regarding onboarding</i>	<i>Report containing recommendations</i>
<i>1.3.3 Student Enrollment Business Process Analysis</i>	<i>Consultant</i>	<i>Fall 2018</i>	<i>Integrate disparate systems to streamline student enrollment in Banner 9</i>	<i>Implement Banner 9 for streamlined student enrollment process</i>
<i>1.3.4 Finance and HR Business Process Analysis</i>	<i>Consultant</i>	<i>Fall 2018</i>	<i>Fully implement electronic processes in HR and Finance in Banner 9</i>	<i>Number of HR and Finance processes moved to electronic processes in Banner 9</i>
<i>1.3.5 Complete Data Warehouse</i>	<i>Consultant in collaboration with EST and campus research departments</i>	<i>Fall 2018</i>	<i>Integration of data systems to inform decision making</i>	<i>Functional data warehouse as the single source of data for District-wide research and decision making</i>

District Objective 1. 4				
NOCCCD will use data for the evaluation and support of student success.				
<i>Action Plan for District Objective 1.4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Desired Outcome</i>	<i>Measures</i>
<i>1.4.1. Develop data dashboards</i>	<i>EST in collaboration with campus research departments</i>	<i>Fall 2018</i>	<i>Easy access to data to inform enrollment management and decision making</i>	<i>Data dashboards for enrollment management and program review created by fall 2018</i>
<i>1.4.2. Create a data-element dictionary</i>	<i>Decision Support Implementation Team</i>	<i>Fall 2018</i>	<i>Promote uniform understanding of data Improve data quality</i>	<i>Data element dictionary created for District-wide use</i>
<i>1.4.3. Provide data boot camps</i>	<i>EST</i>	<i>Ongoing</i>	<i>Improve use of data</i>	<i>A minimum of 4 data boot camps per year with a minimum of 200 participants</i>

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

District Objective 2.1 NOCCCD will foster a culture of equity mindedness.				
Action Plan for District Objective 2.1	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>2.1.1. Compile, evaluate, distribute, and communicate yearly data regarding the achievement gap</i>	<i>Research Directors</i>	<i>Annual</i>	<i>Awareness of achievement gap</i>	<i>Achievement gap data incorporated in annual student success report to the Board</i>
<i>2.1.2. Hold bi-yearly District-wide Student Equity Symposium</i>	<i>Vice Chancellor, EST in collaboration with campus student equity coordinators and District Director, Diversity & Compliance</i>	<i>March 2019</i>	<i>Promote District-wide dialogue</i>	<i>A minimum of 150 participants in the equity symposium</i>
<i>2.1.3. Ensure that all reports are disaggregated by equity groups</i>	<i>All researchers</i>	<i>ongoing</i>	<i>Data informed decisions Monitor progress of reducing the achievement gap and improving culture of equity mindedness</i>	<i>Percentage of reports that are disaggregated by equity groups</i>
<i>2.1.4. Embed equity mindedness training in annual flex activities</i>	<i>District Director, Professional Development and District Director, Diversity & Compliance</i>	<i>ongoing</i>	<i>Develop faculty understanding of equity mindedness</i>	<i>Number of flex activities that are related to equity mindedness</i>

2.1.5. Provide online equity mindedness training to adjuncts	District Director, Professional Development and District Director, Diversity & Compliance	ongoing	Develop faculty understanding of equity mindedness	Percentage of adjuncts completing online training in equity mindedness
2.1.6 Provide equity mindedness training to all employees	District Director, Professional Development and District Director, Diversity & Compliance	ongoing	Develop understanding of equity mindedness in all employees	Percentage of employees completing training in equity mindedness
2.1.7. Form a taskforce to study institutional practices with an equity lens	District Director, Diversity & Compliance	2018	Change institutional practices to be more equity minded	Taskforce created and start working in fall 2018

District Objective 2.2				
NOCCCD will increase hiring and retention of faculty and staff of diverse backgrounds.				
Action Plan for District Objective 2.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
2.2.1. Strengthen training for hiring committees	HR	ongoing	Hiring more diverse candidates	Increase in percent of diverse candidates hired annually
2.2.2. Provide District-wide training in reducing implicit/unconscious bias	HR	ongoing	Enhance communication and collaboration among District employees; Increased ability to understand and educate diverse student populations	Increase in positive responses in District climate survey on questions related to communication and collaboration

<p><i>2.2.3. Provide inter-cultural competence training for faculty and staff</i></p>	<p><i>HR</i></p>	<p><i>ongoing</i></p>	<p><i>Enhance communication and collaboration among District employees; Increased ability to understand and educate diverse student populations</i></p>	<p><i>Increase in positive responses in student climate survey on questions related to acceptance and belonging</i></p>
<p><i>2.2.4. Strengthen hiring procedures including outreach and job description review and update</i></p>	<p><i>HR</i></p>	<p><i>ongoing</i></p>	<p><i>Increase the hiring of more diverse employees</i></p>	<p><i>Increase in percent of diverse candidates hired annually</i></p>
<p><i>2.2.5. Coordinate District-wide professional development activities related to diversity and inclusion</i></p>	<p><i>PD Committees in collaboration with District Director, Equity and Compliance</i></p>	<p><i>ongoing</i></p>	<p><i>Improve coordination of District-wide professional development related to diversity and inclusion</i></p>	<p><i>Increase in participation in District-wide professional development activities related to diversity and inclusion</i></p>

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

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

Note: The following Objective is not limited to the specific basic skills items in the District Strategic Direction but will be used for all programs.

District Objective 3.1				
NOCCCD will develop new pathways to transition students from non-credit to credit programs.				
<i>Action Plan for District Objective 3.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Desired Outcome</i>	<i>Measures</i>
<i>3.1.1. Expand NOCE High School Diploma Program</i>	<i>Basic Skill/High School Diploma Program Director ESL Program Director</i>	<i>ongoing</i>	<i>Enrollment growth in High School Diploma Program</i>	<i>Increase in enrollment in the high school diploma program</i>
<i>3.1.2. Distribute, evaluate, and communicate yearly data regarding the transition of NOCE students to Cypress and Fullerton colleges.</i>	<i>NOCE Researchers</i>	<i>ongoing</i>	<i>Provide data about NOCE programs and students to support decision making processes</i>	<i>Increase in percentage of NOCE students transitioning to credit institutions in the District</i>

District Objective 3.2				
NOCCCD will maximize the number of students completing college-level coursework in English and math within a one-year timeframe.				
Action Plan for District Objective 3.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>3.2.1. Create a District-wide system for the campuses to utilize high school transcript information to place students appropriately</i>	<i>Counselors District IS</i>	<i>Fall 2018</i>	<i>Place students in college level English and Math Reduce time to completion</i>	<i>Percent of first time high school students being placed appropriately</i>
<i>3.2.2. Ensure college readiness of Anaheim Pledge students</i>	<i>Anaheim Union Educational Pledge Coordinator in collaboration with campus outreach</i>	<i>ongoing</i>	<i>Provide more dual enrollment opportunities for AUHSD students</i>	<i>Percent of Pledge students placed in college level English and math</i>
<i>3.2.3. Enhanced student support for students' self-placement in college level English and math classes</i>	<i>Student Success and Support Program (SSSP) coordinators</i>	<i>ongoing</i>	<i>Increase program completion rates; Reduce time to completion</i>	<i>Percent of students placed in college level English and math; Average time to complete associates and/or transfer</i>

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

District Objective 4.1 <i>NOCCCD will improve the organizational structure to achieve strategic goals.</i>				
Action Plan for District Objective 4.1a.	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.1.1. Complete organizational structure analysis with CBT</i>	<i>Chancellor's Staff DCC</i>	<i>Spring 2018</i>	<i>Improve organizational effectiveness and efficiency in serving students and community</i>	<i>Report and recommendations received by District</i>
<i>4.1.2. Facilitate discussion on implementing the recommended changes to the organization structure</i>	<i>Chancellor's Staff DCC</i>	<i>Fall 2018</i>	<i>Improve organizational effectiveness and efficiency in serving students and community</i>	<i>District-wide distribution of report and recommendations</i>
<i>4.1.3. Implement Supplemental Early Retirement Program (SERP)</i>	<i>Chancellor's Staff DCC</i>	<i>Spring 2018</i>	<i>Right size the organization Address structural deficit</i>	<i>Number of employees taking the SERP and savings to the District</i>

District Objective 4.2 <i>NOCCCD will develop and implement best practices for enrollment management.</i>				
Action Plan for District Objective 4.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.2.1. Implement DEMAC goals</i>	<i>DEMAC</i>	<i>ongoing</i>	<i>Increase enrollment; Better scheduling; Increase efficiency</i>	<i>Increased enrollment and FTES</i>

4.2.2. Improve Student onboarding through marketing messaging and MyPath	Communication Directors Consultant in collaboration with student services staff	Ongoing Fall 2018 (MyPath)	Increase enrollment; Streamline student onboarding experience	Increase in percentage of students who enroll after application
4.2.3. Study enrollment demand, labor market needs, and cost of instruction	EST	ongoing	Respond to regional workforce needs; Increase program relevance for students	Improve efficiency in scheduling

District Objective 4.3

NOCCCD will develop and implement best practices for fiscal stewardship.

Action Plan for District Objective 4.3	Responsible Party	Target Completion Date	Desired Outcome	Measures
4.3.1. CBF workgroup to make recommendation on resource allocation model	Vice Chancellor, Finance and Facilities	Fall 2018	New resource allocation model	Create/Refine a resource allocation model
4.3.2. Develop parameters for use of Categorical and Initiative funds (hiring fulltime faculty and staff on soft funds.)	CBF	Fall 2018	Address structural deficit	Reduction in general fund expenditure
4.3.3. Develop grant writing and resource development infrastructure	Vice Chancellor, EST in collaboration with campuses	Fall 2019	Increase effectiveness in collaboration in campus and District-wide grant writing Increase funding in alternative revenues	Secure a minimum of \$750,000 of alternative resources annually

<i>4.3.4. Respond to the new funding formula</i>	<i>Vice Chancellor, Finance and Facilities Vice Chancellor, EST DCC</i>	<i>Ongoing, as needed</i>	<i>Incorporate measures into financial projections Maintain financial stability</i>	<i>Ability to collect and report on funding formula metrics accurately and completely Eliminate structural deficit</i>
<i>4.3.5. Pursue State Capital Outlay Funding for Cypress College Fine Arts and Fullerton College Theater Arts buildings</i>	<i>Vice Chancellor, Finance and Facilities and District Director Facilities Planning and Construction</i>	<i>Ongoing</i>	<i>Secure state project match funding</i>	<i>Project matching funds secured</i>

District Objective 4.4				
NOCCCD will implement best practices in technology planning to ensure future capacity.				
Action Plan for District Objective 4.4	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.4.1. Implement network refresh project.</i>	<i>District IS</i>	<i>Fall 2019</i>	<i>Improve network accessibility and performance</i>	<i>Implement one network District-wide Reduction in complaints about the network</i>
<i>4.4.2. Integrate and/or eliminate duplicate systems.</i>	<i>District IS in collaboration with campus ACT departments</i>	<i>Fall 2019</i>	<i>Streamlined, fully functioning systems; Reduce costs</i>	<i>Reduction in the number of systems and costs</i>
<i>4.4.3. Develop tools for cross functional collaborative work District-wide</i>	<i>EST</i>	<i>ongoing</i>	<i>Reduce project completion time; Increase collaboration and transparency</i>	<i>Reduction in average completion time of projects</i>

<i>4.4.4. Enhance decision-making processes for prioritizing and implementing technology projects.</i>	<i>Vice Chancellor, EST</i>	<i>Spring 2019</i>	<i>Increase collaboration and transparency; Reduce duplicate systems</i>	<i>Reduction in the number of systems and costs</i>
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District Objective 4.5

NOCCCD will expand professional development opportunities for employees.

Action Plan for District Objective 4.5	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.5.1. Refine Leadership Academy</i>	<i>District Director, Professional Development</i>	<i>ongoing</i>	<i>Develop leadership ability in all District employees; Succession planning</i>	<i>Number of leadership academy participants</i>
<i>4.5.2. Provide options for adjunct faculty to receive training e.g. Flex and online training</i>	<i>Professional Development Coordinators at campuses District Director, Professional Development</i>	<i>ongoing</i>	<i>Increase professional development for adjuncts; Retain adjuncts</i>	<i>Increase in percentage of adjunct faculty participating in professional development</i>
<i>4.5.3. Develop Employee Mentorship Program</i>	<i>District Director, Professional Development, campuses</i>	<i>Implementation in 2018-2019 academic year</i>	<i>Transfer of knowledge and career development</i>	<i>Minimum 15 participants</i>
<i>4.5.4. Develop Management Training Program</i>	<i>District Director, Professional Development, campuses</i>	<i>Implementation in 2018-2019 academic year</i>	<i>Enhanced proficiency of management skills</i>	<i>Minimum 30 participants</i>

District Objective 4.6				
NOCCCD will initiate and coordinate the District-wide comprehensive master planning process.				
Action Plan for District Objective 4.6	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>4.6.1. Initiate RFP process for the creation of Comprehensive District-wide Master Plan 2021 – 2030</i>	<i>EST</i>	<i>Fall 2018</i>	<i>Hire consultant</i>	<i>Consultant hired</i>
<i>4.6.2. Convene District-wide work group</i>	<i>EST</i>	<i>Fall 2018</i>	<i>Ensure constituency representation and participation</i>	<i>Workgroup formed</i>
<i>4.6.3. Develop and discuss Comprehensive District-wide Master Plan 2021 – 2030</i>	<i>Master Plan Workgroup</i>	<i>Spring 2019</i>	<i>Draft Master Plan</i>	<i>Master plan draft created and widely distributed</i>
<i>4.6.4. Approval of Comprehensive District-wide Master Plan 2021 – 2030</i>	<i>Board of Trustees</i>	<i>Fall 2019</i>	<i>Finalized Master Plan</i>	<i>Master Plan reviewed, approved and adopted through the governance process up to and including the Board of Trustees</i>

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

District Objective 5.1				
NOCCCD will create and expand partnerships with local education institutions.				
Action Plan for District Objective 5.1	Responsible Party	Target Completion Date	Desired Outcome	Measures
<i>5.1.1. Continue to expand dual enrollment agreements</i>	<i>Campus Vice Presidents</i>	<i>ongoing</i>	<i>Increase college readiness of high school students; Improve student success</i>	<i>Number of degree applicable units completed by HS dual enrollment students prior to first term in college; Number of agreements</i>
<i>5.1.2. Implement Anaheim Pledge</i>	<i>Pledge Coordinator in collaboration with campus leads</i>	<i>ongoing</i>	<i>Increase college readiness of high school students; Improve student success</i>	<i>Shorter time to completion for first-time students; Number of students served</i>
<i>5.1.3. Continue to develop Fullerton Education Partnership</i>	<i>Fullerton College President Staff</i>	<i>Fall 2018</i>	<i>Increase college readiness of high school students; Improve student success</i>	<i>Increase college readiness of high school students; Improve student success</i>
<i>5.1.4. Future Instructor Training Internship and Mentorship Program</i>	<i>District Director, Equity and Compliance</i>	<i>ongoing</i>	<i>Diversified faculty at NOCCCD; Forster equity-minded teaching</i>	<i>Number of interns and mentors (minimum of 5 per year).</i>
<i>5.1.5. Develop data-sharing agreements</i>	<i>EST</i>	<i>Fall 2018 and ongoing</i>	<i>Increase access to high school student data</i>	<i>Reduction in the number of student repeating same level courses in math and English between high school and college</i>

District Objective 5.2				
NOCCCD will create and expand partnerships with local businesses for workforce development.				
Action Plan for District Objective 5.2	Responsible Party	Target Completion Date	Desired Outcome	Measures
5.2.1. Expand partnership with North Orange Chamber of Commerce	EST	ongoing	Increase internship and job placement for NOCCCD CTE students	Number of internships secured
5.2.2. Expand internship opportunities for NOCCCD students	District Director, Workforce and Economic Development in conjunction with campuses	ongoing	Increase internship and job placement for NOCCCD CTE students	Number of internships completed
5.2.3. Improve marketing/branding of NOCCCD CTE programs	District Director, Workforce and Economic Development in conjunction with campuses	ongoing	Increase enrollment in CTE programs	Number of students enrolled in CTE programs

District Objective 5.3				
NOCCCD will increase the fundraising activities of the Community College Foundation of North Orange.				
Action Plan for District Objective 5.3	Responsible Party	Target Completion Date	Desired Outcome	Measures
5.3.1. Continue to raise funds for the North Orange Promise	Chancellor	ongoing	Development of an effective infrastructure for handling major gifts	\$1 Million per year minimum
5.3.2. Increase capacity for major gifts and endowments across the District	Chancellor	Spring 2020	Support campuses in fundraising activities	\$1 Million per year minimum

Summary of Proposed Student-Centered KPIs*

** All metrics will be disaggregated by students whose goal is award/transfer, short-term CTE/skills-builders, adult education/ESL, as well as equity groups.*

Connection

Is the college supporting equitable access to higher education? Are students able to navigate the enrollment process?

Are colleges offering the right content based on student's course of study?

- % of high school seniors in service area who applied to NOCCCD
- % of students enrolled at NOCCCD after submitting application
- % of adults without High School Diploma in service area who applied and were served by NOCCCD
- % of adults whose primary language is not English in the service area who applied and were served by NOCCCD.

Entry

Do students have specific educational and employment goals after one year of college coursework? Do placement and basic skills practices enable student to succeed in college-level coursework as swiftly as possible?

- % of students with a Student Education Plan (SEP) after one term
- % of incoming students who are placed in college-level English and math (multiple measures)
- % of Intent to Complete students who complete college-level math and English in 1 year (AB 705)
- % of Intent to Complete ESL students who complete college-level English in 3 years
- % of students enrolled who intend to complete

Progress

Are students gaining skills? Are students making progress toward pathway milestones? Do students have the necessary resources to balance school and life?

- % of Intent to Complete students who attempted 15 units in their first term of enrollment
- % of Intent to Complete students who were continuously enrolled for three semesters with a GPA of 2.0 or higher in their second year

Presented to District Consultation Council for first reading on April 23, 2018

- % of noncredit students with a literacy, basic skills, or occupational skills gain or ESL students who progressed one or more levels (CB21) in their second year of enrollment
- % of noncredit students who transitioned to a higher-level adult education program or transitioned to post-secondary, or credit ESL student who have completed two or more CB21 levels in their second year of enrollment
- % of transfer-intent students who attained transfer-ready status in three years

Completion

Are students able to complete college and transfer efficiently?

- # of annual awards
- % of Intent to Complete students who transfer, receive a degree/certificate, or achieve transfer-ready in three years and six years
- % of students that complete a CDCP certificate within three years of entering the program
- Average # of units among students who earned an associate degree or certificate and % of units in excess of degree requirements
- % of CTE students who complete their programs

Transition – Ongoing Education

Are students able to continue with their education overtime?

- % of students who earned more than one award or earned an award and transferred
- % of NOCCCD transfer student who achieve a BA/BS in 4 years post transfer
- % of noncredit students who transitioned to credit colleges within NOCCCD
- % of noncredit students who completed a certificate or associate degree within six years of starting noncredit coursework

Transition – Employment

Can students get jobs based on the skills they learned? Do students improve their economic mobility?

- % of NOCCCD completers who have a median-wage increase post NOCCCD course-work
- % of NOCCCD students who attained the regional living wage
- % of NOCCCD students who are employed in jobs related to their field of study