

North Orange County Community College District
District-wide Strategic Plan
2009-II



August 10, 2010



**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT**

Greatness. Achieved.

CYPRESS COLLEGE *Minds. Motivated.*

SCHOOL OF CONTINUING EDUCATION *Change. Cultivated.*

FULLERTON COLLEGE *Excellence. Elevated.*

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North Orange County Community College District District-wide Strategic Plan

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STRATEGIC PLAN FRAMEWORK

VISION

OUR COLLEGE COMMUNITY IS THE CELEBRATED CHOICE OF DIVERSE LEARNERS SHAPING THE FUTURE.

MISSION

THE MISSION OF THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT IS TO SERVE AND ENRICH OUR COMMUNITIES AND INSPIRE LIFE-LONG LEARNING BY PROVIDING EDUCATION THAT IS EXEMPLARY, RELEVANT, AND ACCESSIBLE.

VALUES

·SERVICE
·EXCELLENCE

·SUCCESS
·ADAPTABILITY

·PROFESSIONALISM
·STEWARDSHIP

·RESPECT
·INCLUSIVENESS

Culture

Focus Area I: Innovation & Relevancy for All Learners

- Goal 1: Instructional programs provide the necessary basic skills training, current and relevant vocational skills, successful transfer preparation, and life-long learning options to meet the needs of our students and community.
- Goal 2: The campuses provide the necessary student services to ensure learning success.

People

Focus Area II: Intra-District & Community Collaboration

- Goal 3: A mutual understanding of and appreciation for each other's value and contribution exists among Cypress College, Fullerton College, the School of Continuing Education, and the District.
- Goal 4: NOCCCD is a vital and integral part of the community.
- Goal 5: Effective leadership and decision-making are based on an inclusive process that uses data, standards, law, policies, and procedures.

Resources

Focus Area III: Effective & Efficient Use of Resources

- Goal 6: District revenue-generating opportunities are maximized.
- Goal 7: Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.
- Goal 8: Marketing/communications efforts are evaluated and refined on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fund raising.

Student Success

North Orange County Community College District District-wide Strategic Plan

Background

During the 2005-06 academic year, work began on a District-wide Strategic Plan to address a variety of questions: What are the trends and needs in the District's service area? What is the District doing now to meet them? And what should the District do in the future to meet those needs that continue to change with both population and economic shifts?

The Strategic Plan was developed under the direction of the Board of Trustees and Chancellor. In the first-phase, consultants specializing in strategic planning assisted a small steering committee and also worked directly with other planning groups. The steering committee, which included two representatives from the Board of Trustees, framed the planning discussions and work for the full Board of Trustees, as well as the District Planning Council and Chancellor's Staff. Each of these groups deliberated separately at numerous meetings from January through June 2006. They also conducted interviews and surveys with students, employees, alumni, business representatives, community members, and others.

In the first-phase development of the Strategic Plan, eight goals and many potential strategies and indicators/measures were identified around three focus areas. These focus areas are: Innovation & Relevancy for All Learners, Intra-District & Community Collaboration, and Effective & Efficient Use of Resources. Within these areas, the goals address instructional programs, student services, campus relationship building, community partnerships, inclusive processes, revenue-generating opportunities, effective planning, and marketing/communications.

In the second phase of the Strategic Plan starting 2006-07, implementation teams and individuals began to integrate existing campus plans into the newer District plan. This added a wide variety of detail to the District-wide Strategic Plan, which became a patchwork of the different formats and styles followed by the individual campus plans. The Board of Trustees added a requirement that all Board agenda items state the relationship to the District's Strategic Plan.

During 2007-08 as implementation continued, an effort was underway to continue to evolve a more cohesive District-wide Strategic Plan with the individual campus entries. During the first half of the academic year, the planning process was on the agenda of four District Planning Council meetings. Meanwhile, the Strategic Plan Steering Committee worked on a revised report framework that tied the District-wide Strategic Plan to the California Community Colleges System Office Strategic Plan.

The 2008-09 District-wide Strategic Plan proved to be more challenging, with three years of information to blend into a cohesive document. While the Plan's template remained the same as the previous year, it was decided to suggest other formats for 2009-10.

The Strategic Plan Steering Committee met again in 2009 to revisit the template of the District-wide Strategic Plan to discuss a new, more concise, document. The new format now clearly includes the accomplishments of the current year and goals for the following year. The annual review of the process has proven to be an effective method to assure the process is useful to the college community.

Campus Planning Processes

These are the processes that each campus has followed to address the Strategic Plan goals:

Cypress College – The planning process at Cypress College is collaborative and participatory. The College developed its Educational Master Plan (EMP) for the ten-year period 2006-2016. The EMP sets out the directions that the college intends to pursue during the time period of the plan. The Strategic Plan is developed for three-year periods and identifies specific goals, strategies to achieve the goals, and performance parameters to measure success. The Strategic Plan is developed after assimilating available demographic and academic information, and taking into consideration the broad directions set out in the EMP via a campus-wide colloquium. The implementation of the Strategic Plan rests with specific individuals charged with implementation of strategies. The Institutional Research and Planning Office coordinates an annual evaluation of achievements and reports to the campus community and the Board of Trustees.

The EMP and Strategic Plan defines both long-range plans and short-term implementation details. There are also several other College planning documents that address the needs of individual areas such as Student Services, Matriculation, Distance Education, Student Equity, Technology, Distance Education, and Basic Skills. Figure 1 represents the relationship among the various plans at Cypress College.

The effectiveness of the planning process is evaluated via a campus-wide survey. The survey was introduced in fall 2009 as a part of the Campus Climate Survey. There were several questions on the effectiveness, as well as inclusivity of the planning process. The survey results indicate a high level of satisfaction with the planning process and its ability to achieve long-term as well as short-term goals for the campus.

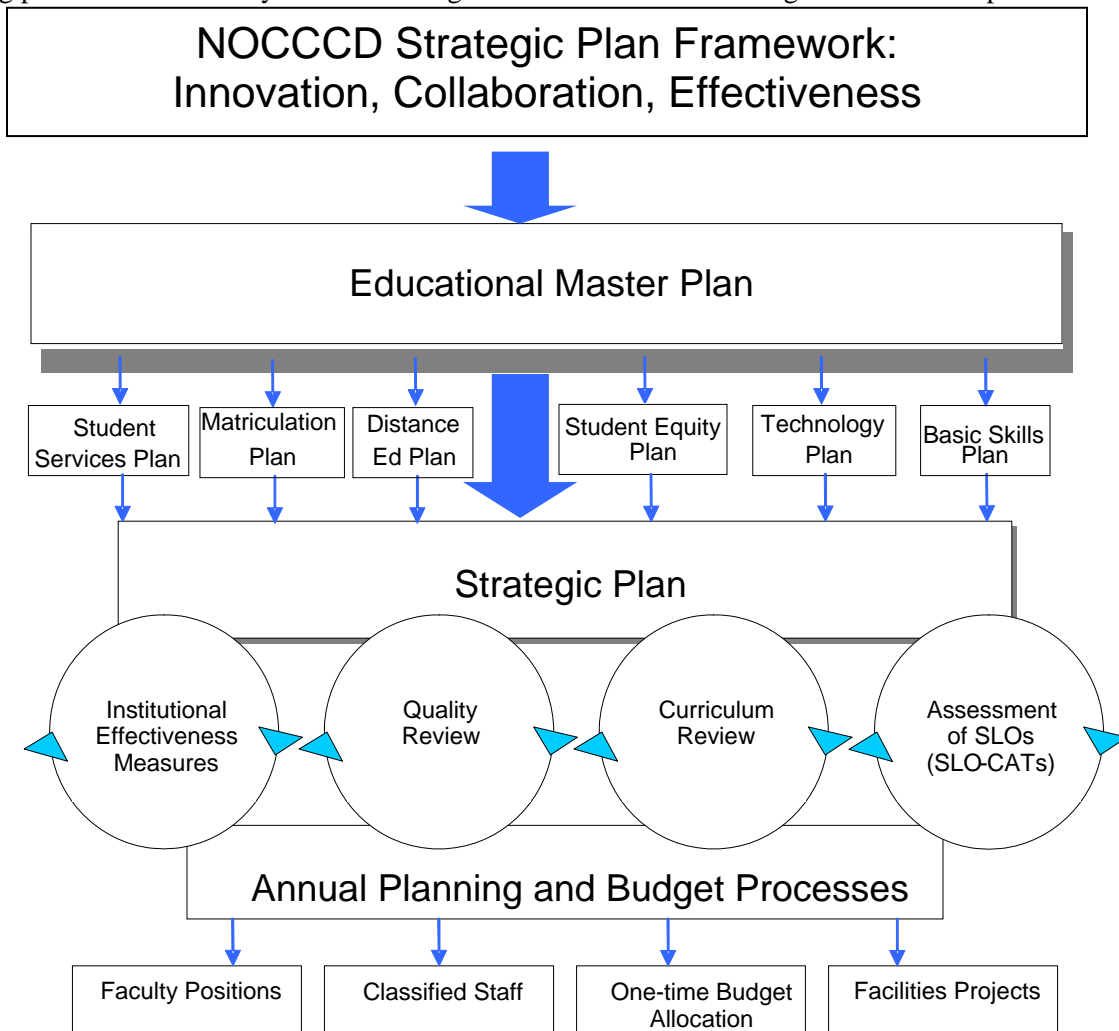


Figure 1: Relationship among plans at Cypress College

Fullerton College – The Fullerton College Budget and Planning Calendar summarizes the annual process by which the governance groups on campus assist in identifying strategic directions and goals that are important in achieving the Fullerton College vision and mission. Crucial to the planning effort is the President’s Advisory Council (PAC), which is chaired by the President and is the college’s principal advisory body on planning.

The first step in the Fullerton College planning and budget process occurs in August when data from the previous year is collected and analyzed. This analysis serves as the basis for the program review process for all divisions and is used to prepare the college’s annual report. In September the PAC establishes goals for the college for the following two academic years. The goals are organized under each of the broad District goals included in the District Strategic Plan. The college established a set of 31 goals and each unit of the college established objectives designed to meet the college and District goals.

With the new focus in the District Strategic Plan update on goals and strategies that are more strategic than operational, the previous set of college goals and unit objectives was reviewed and revised, along with (1) additional information included in the short-term and long-term goals provided by each program in the most recent program review and (2) the draft initiatives from the current educational master planning process to arrive at a set of strategies that are broader and more strategic than in previous updates to the District Strategic Plan. The college planning process will continue through the spring semester with the evaluation of the college goals and unit objectives from 2009-2010 and the revision of unit objectives for 2010-2011.

School of Continuing Education – The Provost’s Cabinet is the primary planning body of the School of Continuing Education. Comprised of representatives from each constituent employee group, the Cabinet serves in an advisory capacity to the Provost. The Cabinet itself is informed by a group of other committees including the Budget Committee, the Technology Committee, the DREAM Team, the Curriculum Committee, the Academic Senate, and many more. The Cabinet is the body that performs the update and review of the SCE Strategic Plan.

District Office Departments – Each department is responsible for its own Strategic Plan. Driven by input from the staff and management, each plan is developed as a follow-on plan to the District Educational Master Plan currently under development.

Strategies	Indicators	Evaluation of Performance
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Goal 1:

Instructional programs provide the necessary basic skills training, current and relevant vocational skills, successful transfer preparation, and life-long learning options to meet the needs of our students and community.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
<p>Identify, develop, and utilize Student Learning Outcomes (SLO) in instructional areas.</p> <p>Increase student success in basic skills courses.</p> <p>Increase student success in completing courses, degree, certificates, and transfer.</p>	<p>Implementing a continuous cycle to develop, evaluate, and monitor SLO for instructional courses, programs, and general education.</p> <p>In accord with the Basic Skills Initiative, develop and implement a Basic Skills strategy to support student success. Beginning in fall 2008, initiate a holistic review (with significant faculty participation) of factors affecting student success in basic skills courses.</p> <p>Beginning in fall 2008, initiate a review (with significant faculty participation) of factors affecting student success in transfer level and career/technical education courses that includes consideration of curriculum, pedagogy, class size, and out-of-class support.</p>	<p>As of March 1, 2010, 78% of the courses have developed SLOs, and 34% have completed the assessment loop. The institutional goal is to complete SLOs and close the loop for all courses by 2012. Program Learning Outcomes (PLO) are also being developed. More than half of the programs have been identified PLOs.</p> <p>The College established a Basic Skills Committee charged with oversight of the Basic Skills Plan. Many aspects of that plan have been funded and implemented. In addition, the math department faculty revised the cut scores for the placement test in order to align student preparedness with courses they are attempting. New cut-scores were implemented in fall 2009. The most recent success and retention rates show an improvement of results.</p> <p>Utilizing regular College processes of Program Review and curriculum development, all programs and curriculum receive the scrutiny necessary for ongoing relevancy and quality.</p>
2010-11		
<p>Continue the identification, development and utilization of Student Learning Outcomes in instructional areas.</p> <p>Implement strategies shown to be effective in improving student</p>	<p>Improve connections between resource allocation, planning, and program review.</p> <p>Based upon ongoing involvement with the Basic Skills Initiative, provide support for activities</p>	

Strategies	Indicators	Evaluation of Performance
<p>performance in basic skills courses.</p> <p>Strengthen community connections to College programs via community advisory committee activities where appropriate.</p> <p>Identify opportunities to strengthen pathways for students from high school to Cypress College and from Cypress College to transfer institutions.</p> <p>Establish a high school to college transition program to provide out-of-class support in basic skills math and English courses.</p>	<p>shown to be effective in supporting student success. Demonstrate that success with concrete measures of student performance.</p> <p>Provide for a review of current program advisory committees, including composition and effectiveness in supporting the individual programs. Explore additional opportunities for the establishment of community involvement with the College.</p> <p>Establish opportunities for interaction between College and high school discipline faculty to discuss curriculum matters. Provide regular and timely information regarding transfer opportunities for students.</p> <p>Establish linked basic skills – student development courses for both math and English.</p>	
Fullerton College		
2009-10		
<p>Use campus educational master planning process to improve instructional programs.</p> <p>Improve basic skills programs; support the assessment process for basic skills initiatives.</p> <p>Support improvement of vocational and transfer programs through analysis of</p>	<p>A committee, with representatives from all constituent groups, will work to develop a comprehensive master plan in coordination with other District entities. Instruction units will be primarily represented by deans and faculty.</p> <p>Basic skills initiatives will be supported by the work of the initiative director, basic skills committee, and faculty primarily from Humanities and Mathematics.</p> <p>A program review model was initiated to review vitality, short and long term goals of all College</p>	<p>With a goal of completion set for November 2010, the committee has completed draft initiatives for inclusion in a district-wide response and has arrived at the “option development” phase.</p> <p>The committee and coordinator have focused on completion of several basic skills initiatives proposed for 2009-2010.</p> <p>Program Reviews have been completed and data from those reviews is being used to develop common themes and needs in both transfer</p>

Strategies	Indicators	Evaluation of Performance
<p>program review data.</p> <p>Explore ways to improve student success.</p>	<p>programs.</p> <p>Develop a pilot, online tutoring program for math courses.</p>	<p>and vocational programs.</p>
2010-11		
<p>Increase student retention rate by 1%.</p> <p>Increase certificates and degrees awarded by 5%.</p> <p>Develop strategies to address the instructional needs of under-prepared students at the college.</p> <p>Address the achievement gap, which is identified in the Student Equity Plan.</p>	<p>One percent more students will complete their coursework by end of 2010-2011 academic year as compared to the rate at the end of 2009-2010.</p> <p>Five percent more degrees and certificates will be issued by end of the 2010-2011 academic year as compared to 2009-2010 figures.</p> <p>The number of students enrolled in basic skills courses that successfully complete those courses will increase by the end of the 2010-2011 academic year.</p> <p>Programs will be implemented to decrease the variance of success of students between diverse groups.</p>	
School of Continuing Education (SCE)		
2009-10		
<p>Increase transition to colleges.</p> <p>Expand academic bridging programs.</p> <p>Increase student success.</p> <p>Formalize transition pathways to colleges.</p>	<p>Expand Adult College and Career Transition (ACCT) program to all high school and ESL students.</p> <p>Expand the ESL Academic Success Program to the Cypress and Wilshire campuses.</p> <p>Review and provide content validation for all current and proposed prerequisites.</p> <p>Increase faculty to faculty conversations (CTE and Basic Skills) across SCE and the District.</p> <p>Expand the SCE Goes to College event to the Cypress Center.</p>	<p>Participation has tripled.</p> <p>Increased numbers of the students transitioned to Cypress and Fullerton colleges.</p> <p>Completed.</p> <p>Meetings have been held. Articulation between SCE and Cypress Health IT program has been completed.</p> <p>Completed.</p>

Strategies	Indicators	Evaluation of Performance
2010-11		
<p>Increase Career Technical Education (CTE) student transition.</p> <p>Support student readiness for college level work.</p> <p>Expand Community Education offerings on- and offsite.</p> <p>Evaluate program effectiveness.</p> <p>Improve accountability reporting.</p>	<p>Articulate CTE programs, credit and noncredit, to identify pathways for students.</p> <p>Create resources for assessed college students needing basic skills remediation prior to college enrollment.</p> <p>Potential outcome measures – number of new courses and programs.</p> <p>Conduct a campus climate survey.</p> <p>Implement evaluative and progress symbols in academic history.</p>	
District Offices		
2009-10		
<p>Emphasis on District-wide staff development to improve collaboration and sensitivity to diversity.</p> <p>Create a District-wide Distance Learning infrastructure.</p>	<p>Number of new staff development opportunities.</p> <p>Colleges on common infrastructure/platforms</p>	<p>The District-wide Staff Development Chairs Committee has provided funding in support of the following events/training during 2009-10:</p> <ul style="list-style-type: none"> • First Aid/CPR and automatic external defibrillator (AED) Training • Sexual Harassment Prevention Training (AB1825) for managers and coordinators • Unlawful Discrimination and Complaint Filing Process for managers and key personnel • Preliminary planning for development of management training and development institute series for District managers. <p>Implemented District-wide staff development registration calendar.</p> <p>Evaluation done to assess feasibility of consolidation of the Learning Management System (LMS). For this year, the colleges will remain on different versions. This will be re-evaluated next year. All three campuses now have use of Edustream for content storage.</p>

Strategies	Indicators	Evaluation of Performance
2010-11		
Emphasis on District-wide staff development to improve collaboration and sensitivity to diversity.	Number of new staff development opportunities.	
Create a District-wide Distance Learning infrastructure	Colleges on common infrastructure/platforms	

Strategies	Indicators	Evaluation of Performance
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Goal 2:

The campuses provide the necessary student services to ensure learning success.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
<p>Develop, implement, evaluate, and monitor SLOs for student services and academic support programs to ensure learning success.</p> <p>Provide programs and services to improve retention, persistence, and student success of a diverse student population.</p>	<p>By fall 2009, initiate a process to evaluate and monitor SLOs for instructional support programs and services.</p> <p>By June 2009, develop a coordinated plan for on-going academic support opportunities. The plan shall reflect an emphasis on Library and Learning Resource Center (L/LRC) services but include learning communities.</p> <p>By fall 2009, include faculty and Associated Students' participation in the implementation of expanded assessment and orientation services for all new first-time college students.</p> <p>By summer 2009, develop a summer College Readiness Program for appropriate new student populations to develop educational plans and goals.</p>	<p>Instructional support programs (also referred to as Special Programs) are being reviewed in spring 2010. A new form has been developed and approved for the review. As a pilot to the formal review process, performance of students participating in the Supplemental Instruction Program was studied. The study demonstrated that supplementary instruction helps improve student performance. The comprehensive review of all instructional support programs will be completed and integrated in a regular review cycle.</p> <p>The L/LRC is encouraging collaboration among tutors and faculty to improve effectiveness, investing in automated data collection for better analysis of results and continued support to students.</p> <p>To engage faculty and Associated Students in the orientation process, a New Student Orientation Night, or "Orientation Part II" has been conceptualized. After a formal orientation (Orientation I) the students will be welcomed by the faculty and student representatives during this process. This will be implemented fall 2010.</p> <p>A Summer Readiness Program has been developed for the appropriate population. This program will be launched in summer 2010.</p> <p>Student Progress and Achievement Rate (SPAR), persistence rate, and the successful completion rate for basic skills courses have improved, as reflected in Accountability Reporting for Community Colleges (ARCC) 2010 data. The increase in the SPAR appears to</p>

Strategies	Indicators	Evaluation of Performance
		indicate that the initiatives taken by the college have yielded positive results.
2010-11		
<p>Establish a New Student Welcome program to introduce incoming, first-time students to the College.</p> <p>Expand the involvement of non-counseling College staff in the new student orientation process.</p> <p>Establish a high school to college transition program to provide an effective student development component in addition to out-of-class support in basic skills math and English courses.</p> <p>Provide programs and services to improve retention, persistence, and student success of a diverse student population.</p>	<p>Provide opportunities for first-time, first-year students and their parents to become familiar with the College prior to the first day of instruction.</p> <p>Establish a calendar of new sudden orientations that includes a broader range of involvement of College staff.</p> <p>Link student development classes with basic skills math and English as a pilot program for the summer of 2010. Monitor the persistence and success of students enrolled in this program in comparison to students who begin their college experience in the traditional manner.</p> <p>Two areas identified for improvement via the student survey are academic advising and an early alert system.</p>	
Fullerton College		
2009-10		
<p>Student Services will host the first Smart Start Saturday to welcome first-year students and their parents to college.</p> <p>The Counseling Division personnel will participate in the development of a first-year experience program.</p>	<p>Attendance will be good and those who attend will positively evaluate the event.</p> <p>A robust first-year experience program will be developed and implemented.</p>	<p>Approximately 800 students and their families attended the event and more than 95% of the evaluations were positive.</p> <p>Counseling Division staff members have participated in the development and implementation of the pilot Entering Students Program, made presentations to classes for first-year students and expanded the activities of the counselor assigned to Athletics.</p>
2010-11		
Implement a degree audit program for use by students and counselors.	College and District personnel will support the effort to implement the degree audit program and students will begin to successfully use the	

Strategies	Indicators	Evaluation of Performance
<p>Transition the UMOJA from Basic Skills Initiative to institutional support.</p> <p>Expand offerings of lesser expensive text options for students.</p>	<p>program to plan their coursework and to evaluate their progress toward their educational goals.</p> <p>Resources will be identified to support UMOJA projects that have been successful.</p> <p>Increased number of titles offered in our own in-store textbook rental program. Partner with online rental company to offer more titles. Expanded e-book options available. Choices of texts for students to include new, used, in-store rental, online rental, and e-book offerings.</p>	
School of Continuing Education		
2009-10		
Increase student retention.	Implement an early alert system by summer of 2010.	Pilot is planned for CTE offerings.
2010-11		
<p>Ensure that all students receive necessary access to support services.</p> <p>Provide timely intervention, support services, and alternative paths to developmental students.</p> <p>Coordinate basic skills assessment and services in all SCE areas.</p>	<p>Create a unified approach to offering student services, including collaboration between Student Services and Instruction that focuses on student access, preparedness, retention, transition, and success.</p> <p>Utilize an electronic degree audit system.</p> <p>Establish an academic progress tracking program for the High School Diploma Program students.</p> <p>Establish a standing workgroup representing all SCE programs providing assessment and instruction to the basic skills students.</p>	
District Offices		
2009-10		
Improve communication with the Board of Trustees regarding student success.	Scheduling of information meetings regarding District website, SLO's, student outreach, and student support services.	Several presentations to the Board from different departments.

Strategies	Indicators	Evaluation of Performance
<p>2010-11</p> <p>Coordinate Board information meetings regarding student outreach and retention efforts.</p> <p>Coordinate a Board information meeting regarding campus progress on student learning outcomes.</p> <p>Incorporate in the NOCCCD Comprehensive Master Plan (CMP) a focused review of the District's Student Service Programs and appropriate facilities support.</p>	<p>Scheduling of information meeting.</p> <p>Scheduling of information meeting.</p> <p>The CMP includes review and appropriate initiatives to support student learning and student success.</p>	

Strategies	Indicators	Evaluation of Performance
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Goal 3:
A mutual understanding of and appreciation for each other's value and contribution exists among Cypress College, Fullerton College, the School of Continuing Education, and the District.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
Develop, strengthen, and participate in collaborative relationships with other educational institutions.	By Fall 2009, establish effective collaborations with the School of Continuing Education and Fullerton College.	Cypress College has continued to nurture and to engage in effective collaborations with Fullerton College and SCE.
Fullerton College		
2009-10		
Use the Schedule and Planning Management System (SPMS) for district-wide linkage of financial data/payroll and course scheduling.	Divisions entered estimates and projected enrollment data into the District's SPMS system to assist in enrollment management processes, aiding FTES projections and budget management functions.	Semester-by-semester estimates have been conducted allowing administrators the ability to estimate and plan course offerings against FTES targets.
Fullerton College will collaborate with colleagues at SCE in the delivery of instruction.	Partnership between SCE (Center for Applied Competitive Technologies) and Fullerton College will provide for business/industry training needs.	An industry-driven regional collaborative provided credit and non-credit instruction in printing technologies.
Staff members from Fullerton College Student Services will work with colleagues at Cypress College to fully implement electronic prerequisite enforcement.	All prerequisites and co-requisites will be enforced at the time of registration.	It was determined that a small number of prerequisites would continue to be enforced via alternative methods; however, the remainder of the courses at both colleges have prerequisites and co-requisites enforced electronically at the time of registration.
2010-11		
Financial Aid staff from Cypress and Fullerton will work with District staff to improve service to students.	Implementation will be accomplished at the District Office.	
Develop collaborative activities between Fullerton and SCE.	The college will investigate the realignment of basic skills with non-credit courses at SCE.	

Strategies	Indicators	Evaluation of Performance
School of Continuing Education		
2009-10		
Design and implement a formal staff development program.	Ongoing calendar of events and trainings.	Completed on MyGateway. Specific training offered in SLOs.
2010-11		
Evaluate program effectiveness.	Conduct a campus climate survey.	
Improve accountability reporting.	Implement evaluative and progress symbols in academic history.	
Increase effectiveness of staff development.	Revise a need assessment process to increase participation of adjunct faculty.	
District Offices		
2009-10		
<p>Emphasis on District-wide staff development to improve collaboration and sensitivity to diversity.</p> <p>Obtain a better understanding of customers we serve by being more active in the community and on the campuses.</p> <p>Work with District Technology Roundtable to identify and execute collaborative projects to most effectively use resources and staff across the District.</p> <p>Implement communication systems to enhance District-wide communications.</p>	<p>Number of new staff development opportunities.</p> <p>Implemented collaborative projects.</p> <p>Communications systems implemented.</p>	<p>The District-wide Staff Development Chairs Committee has provided funding in support of a variety of events/training. Implemented District-wide staff development registration calendar.</p> <p>Lightweight Directory Access Protocol/Active Directory (LDAP/AD) Sync project in progress, which will result in single sign on and centralized authentication.</p> <p>Increased uses of myGateway Groups to accomplish this goal including using a group for the Educational and Facilities Master Planning effort.</p>

Strategies	Indicators	Evaluation of Performance
2010-11		
Evaluate all security policies/practices across the District to ensure compliance, consistency, and best practice adoption.	Security standards documented once evaluated.	
Create the District Innovation Fund, to recognize and support the creative and innovation proposals by employees of the District.	Within the anticipated limitations of the current budget, develop support materials for implementation in the 2011-2012 academic year. Proposal to be reviewed in the spring of 2011.	

Strategies	Indicators	Evaluation of Performance
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Goal 4:

The NOCCCD is a vital and integral part of the community.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
Develop, strengthen, and participate in collaborative relationships with other educational institutions.	<p>By fall 2009, expand effective collaborations with other educational institutions (e.g., local high schools, language schools, and universities) to enhance student access, success, and transfer.</p> <p>Beginning spring 2009, identify opportunities to build relationships with other educational institutions to support the development of high school academies with an emphasis on career and technical education (e.g., health care, information technology, and transportation).</p>	<p>International Students Program (ISP) worked closely with a network of local language schools.</p> <p>Health Science Division developed a program for high school parents – “Navigating the Maze of Health Career Programs/Colleges.”</p> <p>Under development are pathways from the Cypress College Health Information Technology (HIT) Program to the Bachelor’s Degree in Health Care Administration at California State University, Long Beach, and with Cerritos High School’s Medical Academy, and the Math Science Division and the HIT Program.</p> <p>The Automotive Technology Program has developed strong career pathway relationships with several high schools.</p>
2010-11		
Develop, strengthen, and participate in collaborative relationships with business, civic, and community organizations.	In fall 2010, assess the effectiveness (i.e. fiscal return) of Foundation strategies and develop plans to expand upon those that are most successful.	
Fullerton College		
2009-10		
Develop and support partnerships and programs that bring community events and community members to the campus for educational, cultural, and social activities.	Community partnerships are enhanced through cooperation between the college and representatives of various community organizations.	The college has undertaken a concerted effort to involve the community in college activities including, but not limited to, Fine Arts events, athletic events, and professional and community advisory groups.

Strategies	Indicators	Evaluation of Performance
2010-11		
<p>Strengthen relationships with the community.</p> <p>The Public Information Office will create and implement a campus-wide Community Outreach Program that will assign managers and other employees to serve as liaisons with local schools, community groups and businesses.</p>	<p>Outside groups (business, civic, advisory) will meet with the college personnel, including work toward restoration of high school relations.</p> <p>Creation of plan and number of contacts made between college and local community.</p>	
School of Continuing Education		
2009-10		
Increase visibility and impact of SCE in the community.	Expand off-campus offerings to under/unserved populations in the community.	New categories of sites have been added, at no cost.
2010-11		
<p>Increase stakeholder input opportunities for SCE.</p> <p>Increase public awareness of SCE as a postsecondary education institution.</p>	<p>Develop a Community Advisory Committee.</p> <p>Develop a new branding concept for SCE that more accurately describes the mission and scope.</p>	
District Offices		
2009-10		
Build and strengthen relationships within the college communities, student and employee organizations, and the greater community, in support and appreciation of diversity and equity.	<p>Participation and leadership in campus and District-wide Diversity and Staff Development Committees.</p> <p>Support the campus diversity and staff development committees in offering activities that promote equity, diversity, and cultural awareness for students and staff.</p>	<p>Participate and present at a variety of conference/workshops, training sessions, and related activities, locally and statewide.</p> <p>In collaboration with Human Resources, participate in the Equal Employment Diversity & Equity Consortium (EEDEC) and host monthly meetings at the District Offices.</p> <p>Collaborate with campus and District-wide diversity and staff development committees to provide activities that promote equity, diversity, and cultural awareness for students, staff, and the community.</p>

Strategies	Indicators	Evaluation of Performance
Develop District Office Community Service Program.	One or more District Office community service projects.	A District-wide survey was distributed asking employees for community service ideas. A holiday food drive was implemented to benefit the Anaheim Interfaith Shelter, Halcyon. A “spring cleaning” clothes/toy collection took place in March, also to be donated to the shelter.
2010-11		
Review all proposals and initiatives for the NOCCCD Comprehensive Master Plan in relation to the possible impact on the communities served.	The NOCCCD Comprehensive Master Plan will include community partnerships.	

Strategies	Indicators	Evaluation of Performance
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Goal 5:

Effective leadership and decision-making are based on an inclusive process that uses data, standards, law, policies, and procedures.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
<p>Expand involvement in college activities, plans, and initiatives to reflect broader participation by all members of the college.</p> <p>Improve communication and understanding among all members of the campus community.</p>	<p>Establish a task force on campus involvement to explore and establish strategies and activities to increase involvement and to identify the responsible individuals or departments to lead these efforts (e.g., a written guide to campus involvement, spirit week, and student life activities plan).</p> <p>Develop and disseminate guidelines regarding the appropriate use of campus e-mails and blogs, and myGateway discussion groups.</p> <p>By fall 2009, explore and implement new ways (e.g., daily e-mail updates and electronic billboards) to improve dissemination of information throughout the campus and between the college and the District.</p>	<p>The task force conducted a survey to gain an insight into campus involvement. Based on the responses (123 in all) the task force decided to develop a written guide that will help new faculty and staff to get engaged in the campus. The guide book is being written by a senior faculty member.</p> <p>The guidelines have been developed and disseminated by the Director of Academic Computing and Media Services. Prior to finalization, the guidelines were shared with the Faculty Senate, as well as with the Planning and Budget Committee and the President’s Advisory Cabinet.</p> <p>Keeping pace with the emerging trends in communication, Cypress College has established its communication channels via both Facebook and Twitter. Also, the college is exploring different options to install an emergency communication system.</p>
2010-11		
<p>Expand involvement in college activities, plans, and initiatives to reflect broader participation by all members of the college.</p>	<p>By fall 2010, reflect upon the recent strategies to increase campus involvement and develop ways to sustain or expand the most effective ones.</p>	
Fullerton College		
2009-10		
<p>Develop implementation guidelines for budget and planning calendar.</p>	<p>The college will, through the shared governance process, develop a planning calendar that integrates program review, budget planning, and SLO assessment.</p>	<p>A calendar guiding the timing and sequence of SLO assessment, program review, and budget development was proposed and adopted in fall 2009.</p>

Strategies	Indicators	Evaluation of Performance
Develop campus climate survey.	Creation and distribution of a campus climate survey was suggested to gather indicators for guidance in planning future strategies and activities.	In fall 2009 a campus climate survey was distributed to campus faculty, managers and staff. Results from the survey were used to guide a variety of actions.
2010-11		
Conduct a leadership retreat to begin working effectively with the new College President.	Managers, Faculty Senate representatives, and classified and student leaders will participate in a leadership retreat and will produce strategic plans for the college.	
School of Continuing Education		
2009-10		
Improve collection of SCE demographic information.	Redesign the admissions application for complete data collection.	Completed.
Improve collection of student social security numbers and importance of consistent attendance.	Initiate the YouCount campaign to encourage collection of SSNs and explanation of positive attendance.	Completed.
Consolidate and standardize reporting and data collection.	Form the Data Reporting Evaluation Accountability Measures (DREAM) Team to review all data and reports.	Completed.
2010-11		
Develop SCE program review.	Initiate and implement a formal program review process that is linked to accreditation.	
District Offices		
2009-10		
<p>Keep community involved in the facilities planning process. Make a conscious effort to inform/involve community groups related to facility planning.</p> <p>Provide accurate/timely information as needed for effective leadership and decision making.</p>		

Strategies	Indicators	Evaluation of Performance
<p>Educate the internal community of risk management practices to minimize cost/improve efficiency.</p> <p>Transport budget practices that address both short-term and long-term needs and adequately communicate those needs.</p> <p>Examine the structure of various technology organizations and committees which support decision making in order to better meet the needs of those we serve.</p> <p>Expand the District-wide consolidation of maintenance and other contracts as appropriate.</p> <p>Complete a District-wide Incident Communications Plan both to comply with state and federal Incident Command operations during declared emergencies and to set response protocol for site-based incidents.</p> <p>Assist with development of Incident Management Plan to serve as a template or model for each District campus.</p>	<p>Examination completed.</p> <p>Contracts consolidated. Dollars saved.</p> <p>Plan processes and document.</p> <p>Plan processes and document.</p>	<p>Technology Governance at NOCCCD Report completed and adopted by the District Planning Council. New Technology Committee formed.</p> <p>Consolidated Event Management System (EMS) contract. Negotiated Adobe licensing jointly, resulting in cost savings.</p> <p>Ongoing – work on Incident Communications Plan began in December 2007. Currently working with Robin Thorne and Tami Oh to insert the Incident Communications Plan into the overall Emergency Plan for the Anaheim Campus.</p> <p>Ongoing</p>
2010-11		
<p>Develop a Technology Master Plan for the District.</p> <p>Promote data driven/evidence-based decision making by providing accurate,</p>	<p>Plan completed.</p> <p>Decisions based on evidence.</p>	

Strategies	Indicators	Evaluation of Performance
<p>reliable, and comprehensive data.</p> <p>Pursue the sale of services and support of partnerships with other entities to augment budget or utilize staff.</p> <p>Investigate costs and benefits of sourcing systems either in-house or with outside services to minimize budget expenditures.</p> <p>In support of a District-wide data driven decision-making process, a District Research Office will be established.</p>	<p>Sourcing solutions implemented. Cost reductions.</p> <p>A research office will be established to collect and analyze data to be used as the underpinnings for the strategic decision-making process.</p>	

Strategies	Indicators	Evaluation of Performance
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**Goal 6:
District revenue-generating opportunities area maximized.**

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
Develop, strengthen, and participate in collaborative relationships with business, civic, and community organizations.	Identify and procure additional potential sources of funding through sponsorships of and participation in Foundation special events and other fundraising activities.	The college maintains an active presence in the chambers of commerce of all its adjoining cities, and in the OC Hispanic and Black Chambers of Commerce. Apart from attending the chamber meetings and activities, the college also hosts programs such as Chamber Breakfasts that bring business and civic leaders, and the community in general to the campus. Through such active participation, the college has been able to continue its fundraising activities in the present economically-challenging situation. The Foundation has positioned itself well for the future, having secured a three-year \$75,000 commitment from Union Bank to serve as its “Americana Awards” Title Sponsor in 2011, 2012 and 2013.
2010-11		
Allocate fiscal and human resources in ways that strengthen institutional effectiveness.	By spring 2010, review existing resource development strategies and seek opportunities to expand the most effective strategies.	
Fullerton College		
2009-10		
<p>The Vice President of Student Services will write a TRIO grant application in hopes of establishing a TRIO Student Success Program at Fullerton College.</p> <p>Health Services will actively pursue grant funding to establish and maintain educational programs surrounding student health issues.</p>	<p>The federal grant will be approved for five years.</p> <p>Grant funds will be received.</p>	<p>Application was submitted by deadline in December 2009. Grant announcements have not been made yet.</p> <p>Funding was received from the Medical Associated Activities fund for use by the College Student Health Center.</p>

Strategies	Indicators	Evaluation of Performance
<p>Maximize college efforts to optimize revenue for FTES production while maintaining academic and vocational balance, grant opportunities, VTEA funds, categorical programs, private donations, and private funding sources.</p>	<p>The college utilized a variety of alternate funding sources for acquisition of equipments, supplies, staff development, and equipment installation.</p>	<p>Perkins (VTEA), industry driven regional collaborative, Basic Skills and other grants were funded during this period.</p>
2010-11		
<p>Position the college to be better able to access federal and state funding sources by increasing student success.</p> <p>Health Services will actively pursue grant funding to establish and maintain educational programs surrounding student health issues.</p>	<p>Student success in areas of retention, persistence, degree and certificate receipt, and transfer will be increased.</p> <p>Grant funds will be received from Orange County Health Care Agency.</p>	
School of Continuing Education		
2009-10		
<p>Evaluate revenue-generating resources.</p>	<p>Convert appropriate apportionment courses to community services.</p>	<p>All Home Arts and Art classes were converted to tuition.</p>
2010-11		
<p>Explore additional revenue-generating resources.</p> <p>Ensure that the existing resources are used in the most effective manner.</p>	<p>Develop grant-writing resources, including training for current staff.</p> <p>Increase collaboration among SCE programs to share and identify the most appropriate funding sources.</p>	
District Offices		
2009-10		
<p>The Chancellor will begin the Educational and Facilities Master Plan updates.</p> <p>The Chancellor will begin the review of the role of the foundations, both at the campus and District level.</p> <p>Maximize revenue-generating</p>	<p>An updated plan.</p> <p>Completed review and/or modifications to existing structure.</p>	<p>In progress.</p> <p>In progress.</p>

Strategies	Indicators	Evaluation of Performance
<p>opportunities to provide new facilities and maintain existing campus infrastructure.</p> <p>Maximize additional grant funding by active involvement with program staff and funding agencies.</p> <p>Expand the District-wide consolidation of maintenance and other contracts as appropriate.</p> <p>Explore a new name and brand for the District Foundation.</p>	<p>Contracts consolidated. Dollars saved.</p> <p>New name approved by Foundation Board of Directors, with new branding materials.</p>	<p>Contracts consolidated. Dollars saved.</p> <p>New District Foundation name will be implemented once the positioning for the Foundation has been further developed.</p>
2010-11		
<p>The Chancellor will complete the Educational and Facilities Master Plan updates.</p> <p>The Chancellor will complete review of the role of the foundations, both at the campus and District level.</p> <p>The Chancellor will accelerate the negotiation process.</p> <p>Pursue the sale of services and support or partnerships with other entities to augment budget or utilize staff.</p> <p>Investigate costs and benefits of sourcing systems either in-house or with outside services to minimize budget expenditures.</p> <p>To maximize the revenue-generating opportunities for the NOCCCD a grant</p>	<p>An updated plan.</p> <p>Completed review and/or modifications to existing structure.</p> <p>Compliance with a more compressed time frame.</p> <p>Services provided. Dollars earned.</p> <p>Sourcing solutions implemented. Cost reductions.</p> <p>Completion of an approved job description.</p>	

Strategies	Indicators	Evaluation of Performance
<p>writer position will be defined and a job description crafted through the appropriate governance process.</p> <p>Explore new positioning for the District Foundation.</p>	<p>New, compelling case statement to attract six-figure monetary donors to the Foundation.</p>	

Strategies	Indicators	Evaluation of Performance
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Goal 7:

Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
Allocate fiscal and human resources in ways that strengthen institutional effectiveness.	By February 2009, develop and implement training to enhance data-informed decision making at all levels.	The campus is encouraged to use data for decision-making. The critical review forms were revised to incorporate required data as an integral part. The institutional research website is used as a platform to disseminate data. Additionally, a dashboard of indicators of effectiveness was created this year to promote use of data.
2010-11		
Evaluate long-term fiscal and human resource needs. Support the ongoing development of relevant skills and knowledge among Cypress College employees.	By fall 2010, develop framework for discontinuance of programs and services. By fall 2010, develop long-term fiscal planning strategies that consider lifecycles of major infrastructure. By fall 2010, improve access to training by developing and distributing a list of “resident experts” by their area of strength, and seek additional opportunities to “bring the trainer to the trainee.”	
Fullerton College		
2009-10		
Use SPMS system to improve instructional program planning and scheduling processes, and procedures to maximize student access and success. Consolidate virtual servers to better support Distance Education.	Deans will enter enrollment projections and estimates for use in enrollment management process. Consolidation complete.	Data generated via the SPMS system was used to identify trends helpful in the development of class schedules designed to provide maximum access to programs. Completed.

Strategies	Indicators	Evaluation of Performance
2010-11		
<p>Finalize the college's Emergency Preparedness Plan.</p> <p>Facilities will develop a comprehensive Preventative Maintenance program for all campus facilities.</p> <p>Facilities will develop a long-term business plan for maintenance and improvement of campus facilities.</p>	<p>The Incident Command structure will be populated, all staff involved will be trained and floor and building marshals will be identified and trained.</p> <p>Completed program.</p> <p>Completed plan.</p>	
School of Continuing Education		
2009-10		
<p>Decrease technology costs.</p> <p>Increase technology efficiency.</p> <p>Maximize efficient use of staff.</p> <p>Streamline administrative processes with the help of technology.</p>	<p>Increase use of network printers.</p> <p>Standardize classroom technology.</p> <p>Provide suitable office space for all departments.</p> <p>Serve as a pilot agency for implementing the noncredit portion of the CCC Curriculum Inventory.</p>	<p>Agreement formalized with Minolta.</p> <p>Completed.</p> <p>Completed.</p> <p>Completed.</p>
2010-11		
<p>Reduce instructional and administrative software costs.</p> <p>Increase customer service and efficiency by decreasing manual handling of student records.</p>	<p>Utilize collaborative opportunities for software licensing/purchase.</p> <p>Explore and expand technology resources to support Admissions and Records.</p>	

Strategies	Indicators	Evaluation of Performance
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District Offices		
2009-10		
<p>The Chancellor's Office will coordinate a Board information meeting regarding retiree benefits.</p> <p>Minimize cost by utilizing District-wide planning and building relationships with consultants and contractors, i.e., economy of scale.</p> <p>Explore opportunity for volume discounts across the District.</p> <p>Educate the internal community of risk management practices to minimize cost/improve efficiency.</p> <p>Evaluation of how utilizing myGateway for Human Resources (HR) forms and information, and some self-service applications, would improve workflow.</p> <p>Expand the use of Web Services, card technology, and other technologies to provide student services more effectively and efficiently.</p> <p>Expand on collaboration alternatives with other community colleges and agencies to provide better student services.</p> <p>Leverage technologies/systems that are more cost effective.</p>	<p>Scheduling of information meeting.</p> <p>Continue to transition commonly used forms and processes into electronic formats.</p> <p>Create a HR channel in myGateway to use for dissemination of forms, procedures, and information.</p> <p>Self service and other technologies implemented. Campus awareness of and use of the new technology.</p> <p>Collaborative projects started.</p> <p>Dollars saved. Services improved.</p>	<p>HR and the Banner Steering Committee is planning the creation of a HR channel in myGateway, which will allow for timely and efficient notification to all staff of new or revised processes, forms, and some self-service applications, such as Employee Benefits.</p> <p>Financial Aid self-service being implemented. Higher One card solution implemented to eliminate cost of checks to students for Financial Aid. Embarked on e-Books pilot project to test feasibility and cost effectiveness of this mode of delivery for students.</p> <p>Participated in evaluation with El Camino College and Rancho Santiago District of hosting their library system.</p> <p>The 1098T processing was brought in-house for a savings. Early Alert system centralized and delivered via myGateway. Consolidated the web enrollment reports into the Enrollment</p>

Strategies	Indicators	Evaluation of Performance
<p>Implement short-run, variable data, color printing.</p> <p>Continue to research new digital production equipment acquisition opportunities.</p>	<p>Campus awareness of and use of the new technology.</p> <p>Plan for future acquisitions of production equipment.</p>	<p>Management System. Created a centralized Staff Development calendar and event registration system. Moved to new version of Banner and Oracle to improve performance and functionality. Implemented Higher One Card to eliminate costs of printing Financial Aid checks. Established a Wiki documentation system for all I.S. documentation making it easier for all I.S. staff to resolve issues and back up other employees when needed.</p> <p>New equipment provides quick (and emergency) turn-around option; staff training continues on equipment's advanced options.</p> <p>Will continue as existing equipment needs to be replaced.</p>
<p>2010-11</p>		
<p>The Chancellor will seek resolution to the unfunded liability caused by retiree benefits.</p> <p>Investigate and implement new and better technologies to meet the needs of students.</p> <p>Leverage the systems the District has to better meet the needs of students.</p> <p>Expand the use of self-service and automated systems.</p> <p>Investigate the consolidation and centralization of shared systems District-wide to more effectively and efficiently use resources.</p>	<p>Identification of alternative plans or funding methods.</p> <p>New technologies implemented.</p> <p>New systems implemented.</p> <p>New systems implemented.</p> <p>Systems combined. Dollars saved.</p>	

Strategies	Indicators	Evaluation of Performance
<p>Encourage innovations and explore new and better technologies.</p> <p>Complete the NOCCCD Comprehensive Master Plan to support the planning of future programs, facilities, and technology infrastructure.</p>	<p>Innovations explored. Better technology solutions initiated.</p> <p>A published document is submitted to the Board of Trustees for review and study.</p>	

Strategies	Indicators	Evaluation of Performance
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Goal 8:

Marketing/communications efforts are evaluated and refined on an ongoing basis to enhance effectiveness of outreach in enrolment management, business and industry partnerships, grant writing, and fund raising.

Strategies	Indicators	Evaluation of Performance
Cypress College		
2009-10		
Improve and expand marketing tools and strategies.	By spring 2009, establish a framework for a new college marketing committee to direct the marketing activities of the college.	A committee has been identified, but the committee has not started its activities. Workshops were held to implement strategies to market individual departments and programs to potential students.
2010-11		
Improve and expand marketing tools and strategies.	By fall 2010, identify and implement effective strategies to market and promote individual departments and programs to potential students.	
Fullerton College		
2010-11		
<p>The college will seek to create an environment that expands support for college growth, development, and innovation.</p> <p>The Public Information Office will implement a formal Marketing Plan that focuses on retention of current students by creating a feeling of “community.”</p>	<p>A comprehensive CTE marketing plan, coupled with articulation agreements, will provide the framework of our high school outreach activities.</p> <p>Increased retention rate.</p>	
School of Continuing Education		
2009-10		
Increase timeliness and accessibility of program information.	Provide a website template for local program update capability.	Completed.
Improve effectiveness of class schedule.	Modify the class schedule for economy and ease of use. Reduce mailing list.	Completed.

Strategies	Indicators	Evaluation of Performance
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2010-11		
Expand marketing efforts.	Explore social networking tools to increase community awareness.	

District Offices

2009-10

<p>Affirm the District commitment to recruitment and hiring practices that result in the selection of a diverse and qualified workforce, representative of the students and communities served, and to providing an environment free of sexual harassment and unlawful discrimination.</p> <p>Implement Community Awareness Program: Marketing and Branding Rollout Plan with three main goals:</p> <ul style="list-style-type: none"> • Be more community and people focused in marketing. • Become better known in the District’s geographic service area. • Maximize impact of marketing efforts through collaboration. <p>Better community identity of District within service area.</p>	<p>Employment of a diverse workforce that is representative of the students and communities served.</p> <p>Monitor programs and activities to ensure compliance with laws and District policies regarding equal employment, sexual harassment, unlawful discrimination, and the Americans with Disabilities Act.</p> <p>Build, nurture, and maintain relationships with community resources to promote equity and diversity within the college communities and District-wide.</p> <p>Quantity and variety of strategies initiated and completed; results of strategies.</p> <p>An updated District website with “look and feel” compatible to campus websites, incorporating District and campus branding.</p>	<p>The District recruits widely for open positions, using the Chancellor’s Office Diversity Registry, the internet, internal and external publications, and a variety of local, state- and nation-wide publications targeting both wide and diverse audiences. State-wide mailing campaigns and professional search services are used when appropriate.</p> <p>HR staff, faculty, and campus administrators participate in a variety of recruitment efforts, including attending job fairs, distributing announcements through professional list serves/email, associations and organizational meetings, and using professional contacts.</p> <p>Work is underway on 21 new strategies within the Marketing and Branding Rollout Plan. Communication Guide completed, featuring the campus and District marketing taglines.</p> <p>Continue to develop new strategies for District identity within the community.</p>
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