ASC WASC
SCHOOL PROGRESS REPORT

NOCE
NORTH ORANGE
CONTINUING EDUCATION

North Orange Continuing Education
1830 W. Romneya Drive
Anaheim, CA 92801

Next Visit: Spring 2023

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data

Include the following:
- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
  - **An updated summary with implications of the data and identified student learner needs.**

Note: See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.

On February 18, 2020, attendees of Provost's Cabinet, representing faculty, students, and staff, participated in an interactive activity of sharing information for the inclusion in NOCE's WASC Mid-Cycle Progress Report. In response to the question, "Why does NOCE exist?", the team made the following statements:

- Empowerment - every program empowers individuals to move on to the next level in life whether it's to get a better job or improve their English. We exist to empower our students.
- NOCE fills a niche within the greater community. For students that lack certain educational skills, we fill that gap to help them transition to a 4-year institution.
- NOCE fills a gap between High School and Community College.
- NOCE levels the playing field for members in our community that may not have the funds to follow the traditional pathways to get to college.
- NOCE is a portal or gateway for immigrants once they arrive in this country.
- Helps transition to a better quality of life for immigrants and the other populations we serve.
- We assist students that do not have access to college when they graduate high school.
- We exist to help those students who fall through the cracks.
- We help students see their potential.
- NOCE provides support for the most vulnerable/at-risk people in our society.
- We give students hope.

Student Success Story: Melina Wulin

Melina Wulin considers NOCE her second home. For her, NOCE has offered the programs and classes that she has needed to fill in the gaps at various points of her educational journey. When she arrived in the United States from Mexico, she needed her GED and to learn English. She found both opportunities at NOCE and began taking classes right away at the Wilshire Center. After a lot of hard work, she completed her diploma and transitioned to Fullerton College to pursue her associate degree. While at Fullerton College, Melina realized that she needed to learn how to work with computers and communicate with people in a formal setting. Again, NOCE was there for her. She enrolled concurrently in the Administrative Assistant Program at the Anaheim Campus and completed her certificate. This program provided her with the industry and people-skills needed to continue onto California State University, Fullerton (CSUF). While working toward her bachelor's

degree in Psychology, she noticed another gap in her schooling: business, management, and employment knowledge. She remembered learning about the NOCE Management Certificate Program offered at the Wilshire Center. She earned her bachelor's degree from CSUF and recently completed her management certificate at NOCE – while also serving as an NOCE student leader. **"What I love the most about NOCE is the sense of community and inclusion that every single student and employee emanates," says Melina. "Here, I feel part of a family."** Melina says she is grateful for the NOCE community. Thanks to NOCE's continuous support, Melina shared that she feels confident in pursuing her next educational goal: a master's degree in Gerontology at CSUF. Her goal is to one day work in human resources where she can promote the benefits of hiring older adults into the workplace.

NOCE is a part of NOCCCD, a multi-college district which includes NOCE, Cypress College, and Fullerton College. NOCCCD is a 155-square mile district that includes 18 communities and 16 school districts within its boundaries. NOCE's mission is to serve the needs of individuals, business, and the community, and to evaluate whether NOCE is truly serving its community, a community profile was created based on seven census tracts, which includes 13 cities within the North Orange County service area. The 13 cities included in the profile are Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Palma, Los Alamitos, Placentia, Seal Beach, Stanton, and Yorba Linda. The community profile also includes a 14th city, Westminster, even though it does not fall within the NOCCCD district boundaries. Some of the census tracts are compiled of several cities which makes it difficult to exclude just one city from a tract. Westminster is included in the profile since it is part of the tract that includes Stanton and West Garden Grove. It is also important to note that Stanton and Garden Grove (west and east) tracts were included in the profile even though the district boundaries only touch a fraction of the cities. The NOCE Office of Institutional Research and Planning (OIRP) chose to include these two tracts because while large parts of these cities fall outside NOCCCD boundaries, NOCE is still open to serve students whose needs might be met through our institution. About 86% of NOCE students are residents of these 13 major cities found in NOCCCD boundaries. The remaining 14% students either reside in the other cities served by NOCCCD or live outside of North Orange County area.

NOCCCD DISTRICT SERVICE MAP
2018/19 NOCE Students of Residence
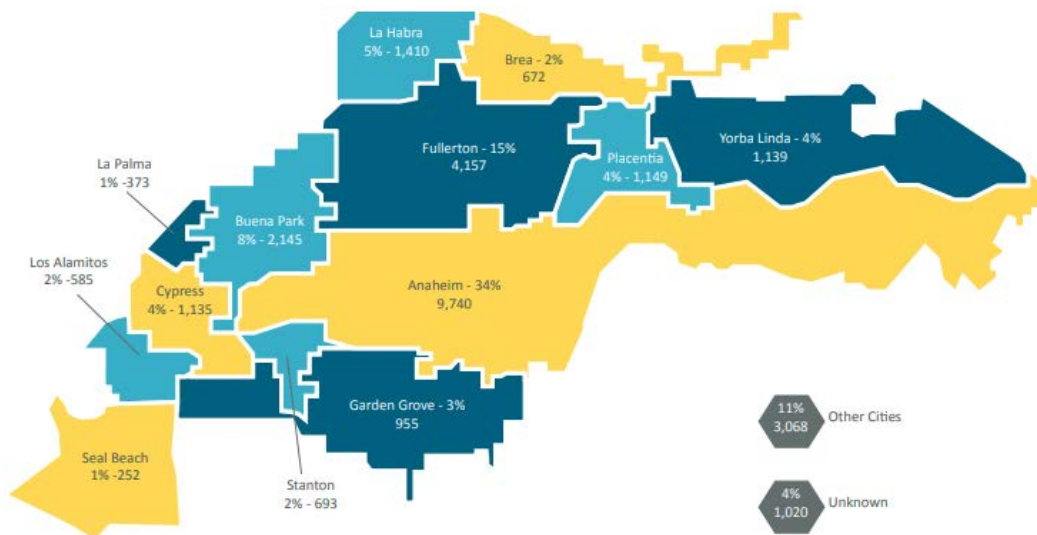
The community profile is based on the U.S. Census Bureau's 2018 American Community Survey (ACS) 1-Year estimates based on the 2010 Census data. The 2018 estimates are used instead of the 2010 census data because 2018 is closer to the academic years covered in this report. The raw dataset is based on the Public Use Microdata Sample (PUMS), which is a sample of actual individual responses to the ACS. The total number of observations in the 1-Year dataset is approximately 1% of the United States population. PUMS is a versatile data file that allows users to disaggregate data into smaller chunks which is not available under general information found on the Census website. The Public Use Microdata Area (PUMA) codes were used to select the tracts for the cities within NOCCCD boundaries. The ACS PUMS is a weighted sample, and weighed variables were used to generate an accurate community profile.

The community profile is based only on the adult sample within the community because the primary target student population of noncredit adult education are individuals age 18 or older. NOCE serves younger students through its community services programs such as the Kids' College and Teen Program; however, that is only a small fraction (4.2% in 2018/19) of the total student population.

👤⣿⣿ Student Voices

Who are NOCE Students?

Parents:

"Like for me, [when I drop a class] it's because I have little kids and sometimes its hard to find the time, between school, taking them to school, picking them up, and bringing them back. That for me was the challenge... it's the childcare."

"I noticed in my class a lot of students, they don't come, why? Because they had Christmas and Thanksgiving break and the schools are closed. And many of the students, they are parents, and I understand that it's hard to find a babysitter for your kids, they prefer to stay home and not come to school."

Commuters:

"I have to take the bus two hours prior to that [8:30 a.m. class start time], so I'd have to get up around 4:30-5:00 a.m. in order to make an 8:30 a.m. class."

"Yes [I had to drop a class] because I didn't have reliable transportation and enough time to go after work, but I am determined to finish the program I started."

Full/Part-Time Employees:

"Jobs are not flexible. Sometimes, you have to register today, and you have to work that day, and sometimes you have to make that decision, between work and school and it gets hard."

"I had to drop classes because I have to work and sometimes my school schedule doesn't fit with my work schedule."

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a <u>major</u> impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

The following significant changes have been identified as having a major impact on North Orange Continuing Education. The changes include school branding, curricular modification, and new support services to address emerging students' needs.

Rebranding

In 2016, the School of Continuing Education (SCE) engaged in research to re-brand its marketing and re-design its website. Upon further analysis of focus group and survey results conducted with students, partners, community members, staff, and faculty, the name School of Continuing Education consistently presented itself as a barrier. While the respondents recognized the value of individual programs and services, they did not associate their instructional program with the overall school, often misnaming the organization by the specific campus location or off-site partner or even as part of the sister credit colleges. The School of Continuing Education embarked on additional research to determine whether a new name would better represent the institution's brand promise to its target audiences. Multiple surveys of both external and internal stakeholders were followed by focus groups. The findings were consistent. The name School of Continuing Education was confusing, too generic, and did not reflect the school's tie to the North Orange County Community College District.

In October 2016, the School of Continuing Education Name Analysis Workgroup consisting of students, faculty, classified staff, managers, District Service representatives, and community members concluded that many marketing benefits, including appeal to the student audience, will be evident if the name was changed to North Orange Continuing Education. By far, this option was considered more popular than any other alternatives and was the clear choice among students, former students, and parents of students who are the primary target audiences. North Orange Continuing Education (NOCE) was chosen as the new recommended name by the workgroup for several reasons:

- North Orange Continuing Education has a natural alignment with the District.
- North Orange Continuing Education claims a geographic location.
- North Orange Continuing Education has a descriptive quality through the term "continuing education," which the survey showed is the clearest descriptive term.
- North Orange Continuing Education, and acronym NOCE, are considerably shorter than North Orange County Community College District's School of Continuing Education.
- North Orange Continuing Education has a similarity to the current name for easier transitional reference.
- When searching the Internet for "North Orange Continuing Education," NOCCCD SCE is listed as the first choice.

On March 14, 2017, NOCCCD Board of Trustees unanimously approved for the School of Continuing Education to change its name to North Orange Continuing Education (NOCE) and to conduct a name/brand launch campaign which included new school colors and a new school logo.

Curricular Changes

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

English as a Second Language Program Acceleration

Over the last two years, 2016–2018, the ESL Program wanted to address the data trend that showed students stopping out or dropping out toward the end of their program due to the long length in time and commitment. Students expressed a desire, and sometimes a need, to complete their English-language program more expeditiously. In the past, ESL offered core classes for 2.5 hours a day for a total of 10 hours per week. It took ESL learners three trimesters, or 36 weeks, to complete one level. With six ESL levels to gain competency, this schedule would take a student several years to complete. Over the past year, the 2.5-hour core classes were revised to 3.5-hour classes. The increase in instructional hours per week shortens the length of time needed to complete each level; students can complete each core level in 18 weeks. This includes a 12-week fundamental class and a six-week Civics class. The class focuses on functions appropriate to the language level of students including general English skills and fluency development. The six-week Civics class then focuses on applying these skills, accessing resources, and being active participants in the community. With the new block schedule system, more students will complete and courses will run more efficiently. The schedule change allows students to qualify for CDCP Certifications of Completion more quickly.

New and Existing Career Technical Education Certificates

Several curricular changes in the short-term vocational certificates were implemented with the goal of introducing industry-recognized certification and aligning NOCE offerings with the current labor market demands.

CTE revised the Administrative Assistance certificate program to align with the two (2) new pathways endorsed by The Academic Senate for the California Community Colleges. The Business Information Worker (BIW) pathways were developed as a statewide effort with employer input for the top skills needed by businesses that employ office professionals. Ultimately, there are three pathway stages which teach entry-level to advanced administrative skills and prepare students to obtain related industry certifications. NOCE has currently adopted the first two (2) levels through the Business Information Worker I and Administrative Professional certificates. All the new curriculum incorporates industry certification training and preparation for the following certifications: Microsoft Office Specialist (MOS) (Excel, Outlook, Word, Access, and PowerPoint); IC3 Digital Literacy, and Computerized Accounting with QuickBooks. Additionally, NOCE purchased a licensing agreement through Certiport for the MOS, IC3 Digital Literacy, and QuickBooks practice exams and certifications. Students who complete the NOCE CTE classes and practice exams will be eligible to take the certification exams for free.

CTE revised the Electrical Trainee program. In order to qualify as an Electrical Trainee and to become certified as a C-10 electrical contractor, students must participate in the California Department of Industrial Relations (DIR) state approved program. Any school wishing to become approved must align with the state approved curriculum. Originally, schools were allowed to apply with only partial programs, however, in 2017 the California DIR changed its requirements to programs that include both lab and theory and adopted the full curriculum. NOCE used CAEP funding to develop a hands-on lab and revise curriculum to encompass the requirements for a new state Electrical Technology certificate. The new training was implemented in Winter 2019 and the certificate was approved in summer 2019. NOCE has not been able to apply for the state approval through the DIR due to a recent increase of the hour requirement. However, CTE is working with faculty and the Curriculum Committee to revise curriculum in order to meet these new standards by 2020/21. Until then, students are still able to get the existing certificate and obtain employment.

In addition to updating instructional content of such key short-term vocational certificates as Pharmacy Technician and Electrical Trainee, CTE faculty and management redesigned physical space of the abovementioned programs to meet industry standards and to offer job simulation environment. Specifically, the Pharmacy Technician Lab boasts commercial front-office and hospital back-office pharmaceutical sections. The Electrical Trainee Lab provides adaptable space for simulation of residential and commercial work environment.

New Series of Parenting Courses
Trauma-informed parenting skills have emerged as a community need and a gap of service as North Orange County Consortium for Adult Education (NOCRC) completed the planning phase of its Three-Year Regional Adult Education Plan. Led by Erin Sherard, NOCE Parenting Program faculty, a workgroup representing several adult education consortium members spent a year assessing community needs and exploring various programs and curricula that would support parents and other adults that serve K-12 children with challenging pasts. The group decided on the Parenting with Love & Logic curriculum as it is research-based and focuses on developing and maintaining healthy relationships between children and their parents and/or caregivers. Love & Logic is a win-win approach, supporting the adults who serve children and, in the process, impacting the children's social and emotional health for learning and wellness.

In less than two years, the workgroup realized that the needs of the community go beyond basic parenting. In collaboration with NOCE, the Love & Logic Institute developed two new curriculum sets, Adults Supporting Youth with Special Needs and Adults Supporting Youth with Challenging Pasts: Trauma Informed Practices. Presently, Erin Sherard is developing several subsets of curricula that are grounded in trauma-informed practices including co-parenting, human trafficking, Adverse Childhood Experiences (ACEs), trauma in the K-12 LGBTQ+ community, grandparents raising grandkids, parenting with addiction in the family, parenting support for adults with mental health issues, and parenting with a teen focus.

Love & Logic classes are offered at NOCE centers and in the community. Classes are held in public and private schools, public libraries, community centers, social service organizations. Targeted audiences have expanded beyond traditional parenting and include all adults who care for and serve K-12 children. Love & Logic is proving to be a gateway for students to enter/re-enter various NOCE programs.

Under the sponsorship of the California Adult Education Program, NOCE hosted two annual *Building Trauma-Informed Communities* conferences. The conferences focused on the prevalence of trauma, how trauma relates to physical and mental health, and what adults can do, both as individuals and as a community, to help children heal and reach their fullest potential. The conferences were attended by more than 600 community members, many of whom subsequently enrolled in a Love & Logic class or requested Love & Logic delivery at their agencies. Attendees included school administrators and teachers, social workers, medical staff, court officials, social service providers, and higher education staff and parents.

Focus on Workforce Development
The educational goal of obtaining or retaining a job is a priority for students enrolled in NOCE's Disability Support Services (DSS) Program. DSS Program faculty are currently revising all curriculum and developing several Career Development College Preparation (CDCP) certificates in

the instructional area of Workforce Preparation. The new curricular emphasis is intended to address the student need for job readiness skills. The new curriculum focuses both on soft-skill development and skills needed to gain entry level employment in fields such as retail, food services, technology and business. The new curriculum will help students build employment and academic skills which will make it easier for them to transition into inclusive CTE and academic programs throughout NOCCCD. The curriculum will ready students to transition to other DSS programs that support inclusive education and employments such as College to Career, Workability, Project Search, and the new Workforce Case Management/Ralphs Retail collaboration.

College Preparation Program
Implementation of AB 705 necessitated finding accelerated ways for students enrolled in credit-bearing programs to attain transfer-level math and English skills. In collaboration with Cypress College math and English departments, NOCE Basic Skills Program faculty developed noncredit College Preparation Math and College Preparation English courses. The College Preparation Program provides students with an opportunity to develop their critical thinking and language skills to succeed in college-level credit courses. Noncredit College Prep math and English courses are intended for students who desire to build or strengthen their foundational level mathematical, reading and writing skills. The College Prep Program is accessible and affordable as it is open to students in all programs and online Open Educational Resources (OER) are utilized as the primary teaching tools in this program.

Student Service Changes
NOCE makes a concerted effort to design equity-minded student services in the ways that support progression through and completion of educational pathways. Efforts to identify and address areas of disproportionate impact are reflected in the [NOCE Student Equity Plan 2019-2022](.).

Success metrics, such as access defined as new students who applied and enrolled, retention from term to term, completion of CDCP certificates, and transition to credit institutions are analyzed from the perspective of general student population and disaggregated on the basis of disproportionate impact. Specific activities are designed to close the achievement gap of the identified disproportionately impacted populations. For example, as indicated in the NOCE Student Equity Plan 2019-2022, term-to-term retention rate for general population is 66%. NOCE is planning to increase the retention rate for general student population by developing a formal onboarding process for new students. At the same time, the retention rate for Black or African American females is 57.2% and for Latinx Females 58.1%. An additional activity, such as Women of Color Seminar, was piloted in fall of 2019 to boost success metrics, including retention, for the identified disproportionately impacted populations.

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

Career Resource Center
The need to provide clear, consistent, and more intensive career services for all NOCE students lead to initiation of Career Service Framework – a comprehensive and coordinated structure for offering

accessible and consistent job readiness and job placement services, eliminating duplication of efforts among NOCE departments and meeting common metrics and performance measures mandated by California Adult Education Program, Workforce Innovation Opportunity Act, Strong Workforce Program, and other initiatives. Career Service Framework consists of three workgroups: Career Exploration, Career Readiness, and Employer Engagement. The objective of all three workgroups to prepare students for a sustainable career and to thrive in today's workplace is being addressed through the Career Resource Center (CRC) strategy.

Many of NOCE students were struggling with learning the necessary employability skills needed to gain and maintain employment such as communication, digital literacy, etc. Additionally, several students when surveyed after leaving Career Technical Education Program (CTE) indicated that they did not have jobs because they were unsure how to create a resume/online application or feel comfortable interviewing. While Student Services and the Learning Center offered 1-2 resume and interview workshops each term, many students were unable to attend and requested a more permanent location that they could access throughout the term.

Several departments were duplicating similar services. Disability Support Services (DSS), Student Services, CTE, the Learning Center and some English as a Second Language (ESL) instructors were offering career readiness support to their students, but these services were limited to the students enrolled in classes in specific departments. This led to confusion and inconsistency of access to all of the services for successful employment.

It became clear that NOCE needed a focused area dedicated to meeting all employment readiness needs of every NOCE student. CTE used their local Strong Workforce Program (SWP) and California Adult Education Program (CAEP) funds to establish a center that would better assist CTE students, but that ultimately was open to all NOCE students to ensure that every student has access to gaining employability skills and finding employment.

Additionally, CTE started a Career Readiness faculty group that included faculty from ESL, DSS, CTE, and Basic Skills. This group worked over a summer and winter breaks to help determine the types of workforce preparation to include at CRC and the best way to incorporate New World of Work 21st Century Skills into each of CTE certificate programs. The CRC will soon have an online job board. Students will have access to LinkedIn Learning, Portfolium (e-Portfolio system), VMock (resume writing software), and potentially job placement services through Network Kinection (an employer network).

Since its inception, CRC achieved the following outcomes:

2018/19 School Year
- Total CRC Visits - 1,014 student visits
- Total Workshop Attendance - 672 students
- Total Workshops Offered - 72
- Resumes Completed - 207
- Job Applications Completed - 82
- Self-Reported Jobs Attained - 11
- Student Visits include individuals from the following program areas: CTE, DSS, ESL, High School program, Basic Skills, Cypress College, and Fullerton College

2019/20 School Year (June 2019–December 2019)
- Total Fall Visits - 332 student visits
- Total Workshop Attendance - 454 students
- Total Workshops Offered - 48 students
- Job/Volunteer Placement Assistance - 22 students
- Student Visits include individuals from the following program areas: CTE, DSS, ESL, High School program, Basic Skills, Cypress College, and Fullerton College

Foreign Transcript Evaluation Service for Transferring Foreign High School Credits
NOCE continues to utilize the services of the American Education Research Corporation (AERC) for foreign transcript evaluation for students enrolled in High School Diploma Program (HSDP). High school credits earned as a result of foreign transcript evaluations from 2018/19 ranged from 35 credits to 110 credits. On average, among the 36 evaluations, students received 90 credits toward their high school graduation requirement. HSDP encourages students to attend the high school lab 6-10 hours a week and earn a minimum of 5 credits for every 72 hours of attendance. Students whose foreign transcript were evaluated saved anywhere from 504 hours to 1,584 hours of attendance of coursework (if they were earning the minimum 5 credits every 72 hours). If a student attended the recommended 6-10 hours a week, on average (90 credits), students saved 54 to 36 months of high school coursework time.

Dream Your Future Conference
Dream Your Future Conference is sponsored by the Student Equity Committee and is designed for noncredit students seeking to transition to credit-bearing programs. The event features NOCE students who completed a successful transition to college in prior years sharing their positive experiences and lessons learned. Additionally, professors from Cypress College and Fullerton College introduce their programs, talk about the college enrollment requirements, and invite NOCE students to visit college campuses. Fifty students attended the Dream Your Future event in May 2019. Of those who attended, nearly half applied to a credit college within the district.

Student Equitable Access to Transportation to Transition (SEAT)
Student Equitable Access to Transportation (SEAT) is another event initiated by the Student Equity Committee. It provides free bus rides for NOCE students participating in college campus tours scheduled throughout the year. These events are offered at all three main NOCE centers as well as Gilbert and El Camino offsite high school labs. Transportation under the SEAT program was available for ten college transition events in 2018/19. A total of 98 students used SEAT transportation to attend these events.

Statewide Online Application Tool CCCApply
NOCE recently launched the new noncredit application through CCC Apply. This statewide student application is being piloted with two NOCE programs: new CTE students and DSS transitional students. The benefit of this tool will be one single application which will help to streamline the student onboarding experience. In addition, this application will provide students with a systemwide ID which will stay with them as they move to a credit college. NOCE will monitor the application process, collect data, and assess the pilot to determine how to include additional populations in the use of CCC Apply.

Student Food Pantry

NOCE responded to the [food insecurity needs](#) of its students, as indicated in the #Real College Survey, by partnering with Pathways of Hope, a non-profit organization assisting with housing and hunger support, and opening the Anaheim Campus Food Pantry on September 24, 2019. The food pantry is open to currently enrolled students on Tuesdays and Wednesdays from 11 a.m.-2 p.m. and 4 p.m-6:30 p.m. North Orange County Community College District and Pathways of Hope launched this partnership on July 1, 2019 to scale up existing food banks at Cypress College and Fullerton College and establish a new food bank at the NOCE Anaheim Campus. Pathways of Hope staff are assisted by volunteers to operate the food and resource hubs where students may receive food and hygiene products, as well as access housing referral services and information on various community resources. Since its opening, the Anaheim Campus Food Pantry has served a minimum of 766 students (unduplicated) with more than 2,139 visits to the pantry (data through March 4, 2020).

Anaheim Pledge/North Orange Promise

Implemented in the Fall 2018 term, the Anaheim Pledge Program is a NOCCCD collaborative effort designed to transform the lives of students by providing them with the opportunities and the support system necessary to complete their educational and career goals. The Anaheim Pledge Program was conceived over four years and was developed out of the Anaheim Collaborative. This dynamic partnership links many entities to create unique opportunities for success. Partners include Anaheim Union High School District (AUHSD), Cypress College, Fullerton College, North Orange Continuing Education (NOCE), California State University Fullerton, University of California Irvine, Orange County United Way, and the City of Anaheim. The District-wide effort guaranteed all eligible AUHSD seniors one year of free tuition while attending their freshman year at NOCE, Fullerton College, or Cypress College.

The initial cohort of NOCE Anaheim Pledge Program students consisted of 76 Pledge students from the Career Technical Education (CTE) and the High School Diploma Programs. In the Fall 2019 term, the program grew with the addition of 67 Pledge students. The NOCE Anaheim Pledge Program students have access to free-tuition courses, access to free textbooks through a book loan program, and eligibility to participate in special Anaheim Pledge events. The NOCE Anaheim Pledge Program has seen 15 graduates, seven who have transitioned to credit courses at Cypress College or Fullerton College.

Since its inception, the District's colleges Anaheim Pledge Program expanded to become the North Orange Promise Program and offers two consecutive years of tuition-free education to all eligible first-time college students attending Cypress College and Fullerton College. NOCE counselors and transition-focused program practitioners have informed NOCE students of this transition opportunity through informational workshops, presentations, and individual advising.

[Transition to Semester-Based Calendar](#)

During the 2018 Summer Term, the Office of Institutional Research and Planning (OIRP) collaborated with North Orange Continuing Education's (NOCE) Academic Senate to inquire about

students' preference on changing NOCE's current academic calendar from trimesters to semesters. NOCE is the only one of the three institutions in North Orange County Community College District (NOCCCD) that currently operates on a trimester academic calendar. As discussions about the possibility of changing to a semester calendar surfaced, both the Academic Senate and NOCE leadership agreed it was important to include students' opinions in this decision.

OIRP gathered data on students' perspectives on this possible change using two methods: surveys (online and paper) and focus groups. The expected outcome of gathering this data was to provide student feedback to both NOCE leadership and the Academic Senate on which academic calendar students would prefer and why.

A total of 1,149 students provided feedback via the survey, and 66 NOCE students participated in five focus groups that were conducted at the three main campuses: Anaheim Campus, Cypress Center, and Wilshire Center. The student survey was administered between July and December 2018. The focus groups were all conducted in the month of November 2018. Key findings from the student survey and focus groups were as follows:

- Most students prefer a trimester calendar because they believe it allows them to complete classes faster, take more classes, and commit more easily.
- ESL students primarily preferred a semester calendar because they felt the 18 weeks would allow them more time to master class content.
- NOCE students who are parents expressed a preference toward semesters that better align with their children's school calendars.
- A question on common reasons for dropping out of class was included in both the student survey and focus groups. The most common reason for dropping for focus group participants was due to exceeding the number of absences in a course per the attendance policy, whereas work and course schedule conflict was the main reason for dropping classes for survey participants.
- Extending lab hours and providing more tutors in the labs were resources desired by NOCE students.

The Academic Senate spent over a year discussing serval options for the NOCE academic calendar. The final two options were an 18-week semester or a 12-week trimester aligned with NOCE's sister colleges. After receiving the results of the student survey, the Senate felt that the student's desires would be better met with an 18-week semester. Semesters would allow ESL students more time to master the content and having the ability to offer courses at differing time lengths within the 18 weeks would allow students to complete their classes faster, take more classes, and commit more easily. In March of 2019, the Senate passed the move to an 18-week semester calendar and in June approved the calendars for 2019/20, 2020/21, and 2021/22.

Campus Climate Surveys
In fall 2017, OIRP conducted NOCE's first campus climate survey. The purpose of the survey was to gather a variety of data related to institutional climate, inclusion, safety, and campus issues among NOCE students and employees to gain a deeper understanding about the learning and working environments within the institution.

The development of the survey instrument was a collaborative effort between OIRP, NOCE instructors, and members of the NOCE Institutional Effectiveness Committee (IEC). The survey instrument was vetted through the appropriate governing bodies prior to implementation. The IEC is comprised of NOCE student representatives and employees from a variety of positions, including faculty, management, and classified.

The final NOCE campus climate survey for students contained 74 questions, including an open-ended question for students to provide any additional information. A shortened version of the survey containing 16 of the 74 questions was administered to students with disabilities in the classrooms. After receiving feedback from students and instructors, OIRP decided it would be best to provide students with disabilities a shorter version of the survey and offer students to complete the survey in the classrooms. The employee survey contained a total of 84 questions, including an open-ended question for commentary.

The statements in the surveys fell within themes that addressed a variety of aspects of the experiences of NOCE students and employees on campus. The themes listed below were included in either or both surveys, as indicated.

Student	Employee
• Campus Safety • Contact with NOCE staff members • Demographics • External Factors • Media Preferences • NOCE Physical Environment • Quality of Education • Student Equity • Student Support Services	• Campus Safety • Campus & Supervisor Relationships • Communications • Decision Making/Governance • Demographics • Job Satisfaction • NOCE Physical Environment • NOCE's Priorities

The following infographics show the student and employee respondent profiles and summarize the survey findings.
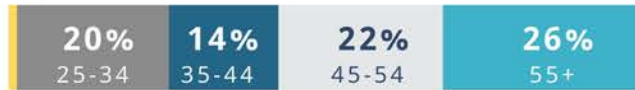
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NOCE Employee Campus Climate Respondent Profile

NOCE NORTH ORANGE CONTINUING EDUCATION

Office of Institutional Research and Planning

Survey conducted in October 2017

Age

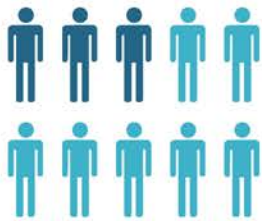| 20% 25-34	14% 35-44	22% 45-54	26% 55+

180 NOCE Employees completed the online campus climate survey.

34% response rate

3 out of 10 employees indicated they have been employed at NOCE for 1-5 years.

73% have a Bachelor's degree or higher

65% Female   **22%** Male

Top three ethnic groups represented in the survey

33%   23%   18%
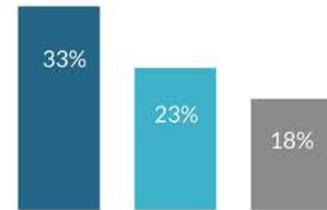
White   Hispanic or Latino   Prefer not to say

Areas of work

67% Academic Instruction

19% Student Services

9% Institutional Support

Campus

- **37%** Anaheim
- **25%** Wilshire
- **12%** Offsite
- **12%** More than 1 site
- **11%** Cypress

Type of Employee

- **33%** Part-time Faculty
- **24%** Classified
- **11%** Part-time hourly/PE
- **10%** Full-time Faculty
- **6%** Management
- **3%** Special Projects Administrator

Employee Campus Climate Results

Overall, NOCE employees had **positive feedback** about the existing climate at NOCE!
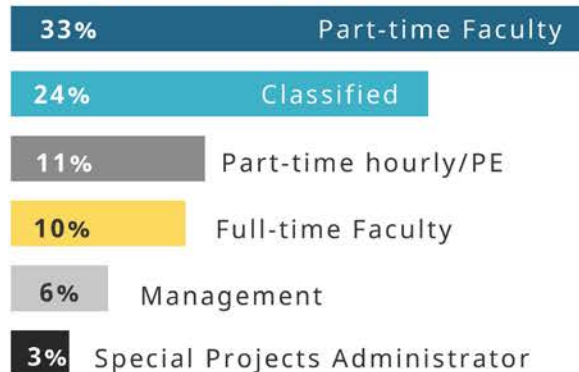
Campus and Supervisor Relationships

93% AGREE
I enjoy working at NOCE

1 in 7
Felt their supervisor **did not** have an interest in their professional development

18% Faculty

12% Classified

Felt it was difficult to talk to their supervisor

Institutional Climate & Diversity

76% AGREE
NOCE encourages employees to share their ideas openly

Job Satisfaction

1 in 4
indicated they are not satisfied with prospects of career advancement.

"Need more opportunities for seasoned, well trained, and successful part-time instructors to become full-time instructors..."

NOCE Priorities

Top 3 rated by staff

1 Meeting the academic and/or career needs of students

2 Prepare students to pursue their education/career goals after NOCE

3 Recruit students from underrepresented groups

Physical Environment

39%
felt there needed to be better wi-fi reception

Communications

48%
felt there needed to be better communication between departments
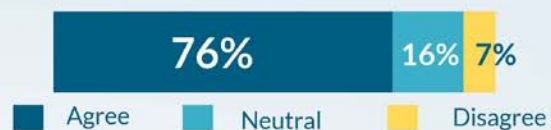
Decision Making/Governance

61%
are **satisfied** with the amount of employee feedback used for NOCE decision making.

Campus Safety

NOCE does a good job at informing employees about safety issues

76% | **16%** | **7%**

Agree   Neutral   Disagree

NOCE Campus Climate Student Survey Characteristics

NOCE NORTH ORANGE CONTINUING EDUCATION

Office of Institutional Research and Planning

Survey conducted in October 2017

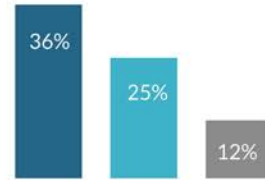**647** NOCE students completed the Campus Climate Survey in October 2017.

63% Female   **29%** Male   This proportion is reflective of the overall NOCE student body.

A quarter of the participants indicated their last year's family income fell below poverty line (less than $20K).

Age

24% 18-24	**22%** 25-34	**21%** 35-44	**22%** 44+

Top three ethnic groups represented in the survey

36%   25%   12%

■ Hispanic or Latino   ■ Asian   ■ White

4 out of 10 students indicated they have been attending NOCE for less than one year.

First Generation Student

28% indicated they are the first person in their family to go to a post-secondary school

Employment Status

42% not working   **23%** working 30 or more hours a week

Education

34% did not finish High School   **31%** Holds an Associate Degree or higher

Students were enrolled in the following NOCE programs:

30% English as a Second Language	**20%** Disability Support Services	**15%** Career Technical Education	**9%** High School/ GED	**8%** Two or more programs

Campus

Students were asked what campus they primarily attended.

40% Anaheim Center   **25%** Wilshire Center   **19%** Cypress Center

More than 2/3 of the students indicated they are U.S. citizens or permanent residents.

Less than 1/3 of the students surveyed indicated English is their primary language.

Student Campus Climate Results

Students shared experiencing an
overall positive climate
while attending NOCE!

Contact with NOCE staff
92%
AGREE
NOCE staff members encourage me to learn

Student Support Services
79%
AGREE
Know where to get help at NOCE for my education/career needs

Quality of Education
85%
Felt NOCE courses are preparing them to reach their education/career goals

17% indicated feeling that NOCE staff members **do not have an interest** in their academic development.

Institutional Climate

80% AGREE
NOCE is committed to **promoting diversity.**

51%
of students felt **excluded** from the decision making at NOCE.

External Factors
Students missed class due to:

65% Personal/Family Responsibilities

41% Issues with Transportation

31% Job Responsibilities

Student Voices

"Maybe a little more info for new students. Didn't know about access card required for keyboarding class or USB drive required for other computer classes. These could be included in a brochure."

"I'm glad to be here and be part of this community. Thank you for all the support you provide!"

"I am grateful for NOCE and the opportunity to get myself in a program that would help stable my life and set me on a parth for a lifelong career..."

"We need more support from the school about programs, advice, information about our education after ESL classes, college education, FAFSA, major, schedule, paperwork, and registration."

Physical Environment
40%
Had a **negative** feeling about the availability of parking on campuses.

Campus Safety
1 in 5
NOCE students indicated not knowing where Campus Safety was located on campus.

Institutional Culture
NOCE leadership is committed to developing an inclusive and welcoming environment for students and employees. To address concerns about institutional culture, communication, and respect expressed by the Academic Senate members, two school-wide projects were initiated in fall 2019, Institutional Culture Workgroup and Kindness Campaign.

The joint Institutional Culture Workgroup was formed at the recommendation of the Academic Senate with the goal of communicating NOCE's institutional culture and values. The workgroup includes a representative group, including full-time and adjunct faculty, classified, and management. The group has been meeting monthly between October and March 2019/20. The anticipated outcomes of the workgroup include: identifying ways for promoting NOCE cultural norms, building mutual trust, and guiding interactions with one another; identifying ways of communicating NOCE's institutional culture and values to employees, students, and community; developing recommendations for supporting NOCE employees with relevant professional development on teamwork and communication strategies.

In November 2019, the Institutional Culture Workgroup selected EQ Schools consultants for a multi-month, in-depth engagement to strengthen communication, sharpen leadership skills, and enhance institutional culture. The project invites faculty, classified, and managers to work toward a plan of action that fosters emotional safety as well as a collaborative culture of kindness and respect. The project includes assessment, one-on-one meetings, monthly workshops, coaching sessions, and a final report with a recommended plan of action. Expected outcomes include co-creating the NOCE way, establishing a collaborative and inclusive environment across the organization, and applying effective strategies for engaging in difficult conversations while improving overall communication.

Kindness Campaign
The Accreditation Chairs, Tina McClurkin and Julie Schoepf have gotten an early start with launching *NOCE's Journey to Accreditation*. They have completed the draft of the evidence room in Canvas and a new storehouse for all school-wide and department procedures. An update to the accreditation self-study preparation was given at various meetings, including Management Team, President's Cabinet, and the Administrative Professionals Team.

As the accreditation co-chairs were considering a theme for accreditation marketing and teamwork focus, Disability Support Services department shared about the Kindness Campaign at Fullerton College and about their upcoming DSS Kindness Week activity. This brought inspiration to incorporate and launch the *Accreditation Kindness Campaign.*

As the first activity of the Kindness Campaign, NOCE staff participated in the DSS **"Be the "I" in Kind!"** event on November 13, 2019 to commemorate the *World Kindness Day.* NOCE students and staff were encouraged to take a photo of posing as "I" in KIND and sign cards for veterans. DSS collaborated with the colleges Veteran Centers who provided the cards to veterans.

The *Accreditation Kindness Campaign* **was officially launched** on December 5, 2019 when all NOCE staff were invited to pledge to be a <u>Kindness Ambassador</u>. Sixty-five staff have pledged the following:

1. Bring your **SMILE** to work.
2. **PAUSE** to say, "Good Morning!"
3. Embrace kindness through **COLLABORATIVE** conversations.

In order to make the PLEDGE obtainable, three stations were incorporated, which only took minutes to complete the activity.

Station #1: Read the PLEDGE out loud and then sign your name, as an act to join the other Kindness Ambassadors in the journey. **Station #2:** Perform a random act of kindness by submitting a staff member's name (anyone across the entire district) who would receive a "You're Awesome!" card anonymously in the mail. This was an act of goodwill to spread kindness to others as a Kindness Ambassador. We have distributed 246 cards across the district. **Station #3:** Receive a kindness friend as a reminder of an effort to join other staff as a Kindness Ambassador.

The next steps included creating an email listserve in order to communicate with all Kindness Ambassadors. They will receive a simple monthly activity to engage in an act of kindness. A launch party is being planned in Mach, 2020 where all Kindness Ambassadors will be brought together. At that time, they will be notified of the name of their kindness friend and be given their first activity. A mentorship chain amongst the Kindness Ambassadors will be created to encourage one another during the month. Kindness Ambassadors will be encouraged to catch others doing random acts of kindness and to submit photos for the accreditation evidence room. They will also be asked to provide input on the random act of kindness as all NOCE team members embark on this journey together.

Outreach and Marketing

NOCE ventured into new ways of marketing its programs and services to prospective students. Long-gone are the days of solely using printed materials, such as class schedule and flyers, to inform community of the school's offerings. With significant demographic shifts within the NOCE's service area and with the rise of digital communication, NOCE found itself in a highly competitive marketing environment. As part of the Strong Workforce Initiative, the Campus Communications department promoted a survey focused on student media and communication preferences in the 2018 Spring Term to all NOCE students. Following are the key results:

- Students love social media! Students spend 1-6 hours per day on social media! Their favorite platforms are YouTube (81%), Facebook (71%) and Instagram (56%). Platforms that NOCE might consider Google+, Pinterest, and Snapchat.
- Students would like to do more on the website including seeing a virtual tour, taking online classes, downloading library materials, buying textbooks, and obtaining a free school e-mail.
- Students prefer to communicate with their teachers, advisers and other students face-to-face or via e-mail.
- Nearly all NOCE students have a "smart" cell phone.
- Students prefer to be sent school communication via personal or school e-mail. When receiving college-related e-mail, students typically "Read/Save" (70%) or "Read/Delete" (50%). 30% of student respondents have between 2-3 e-mail accounts; 5% of respondents did not have an e-mail.
- Students are open to school-related text messages primarily for emergency and school closures, information about important dates, and information from teachers.
- Overall, students like NOCE and would recommend their school to family and friends. More than 80% of respondents felt encouraged to complete their goals and felt they are receiving the support they need to achieve their goals. Encouraging teachers and advisers are highly influential to students completing their goals.

As part of the adult education consortium efforts, NOCE attempted a digital marketing campaign led by the Interact Marketing consultants. The development of the marketing plan entailed a combination of web services, a style guide, marketing materials such as brochures, radio ads, creative briefs, videos, and ad sets. The campaign also includes a regional newsletter showcasing student success and regional collaborative efforts. The content and pre-planning session for marketing materials and services emerged from a regional marketing retreat. All consortium members attended and provided input based on student and community needs. The overall goal of the marketing campaign is to expose adult education programs and services to the region.

In addition to new ways to reach new students, NOCE conducted in-reach activities to existing students who may be unfamiliar with the full spectrum of programming offered by the school. Thus, the fall open-house event Harvesting Opportunities shifted its format from being a community family event to a fair of instructional offerings, community resources, and support services for continuing NOCE students. On October 23, 2019, NOCE welcomed approximately 400 hundred students at the Fall Open House held at the Anaheim Campus**.** Students and community members visited information tables to learn more about NOCE programs, services, and community resources and attended more than a dozen workshops on program overviews, career exploration, and access to college. Many community members participated in campus tours, obtained a student ID, completed an orientation and/or took an assessment to place in the ESL or High School Diploma programs.

Pandemic Emergency

North Orange Continuing Education reacted quickly to the outbreak of the COVID-19/Coronavirus and took steps to reduce the spread or any potential exposure. In preparation for various levels of pandemic response, NOCE implemented the following:

- Regular student, community and employee updates on the status of the pandemic, emergency planning activities, and response steps, including class cancellation, campus closure, and event cancellation.
- NOCE cancelled in-person classes starting March 16, 2020.
- To allow time for preparation, NOCE scheduled to start the 2020 Spring Term classes the week of April 13, 2020, one week later than originally planned, utilizing remote (online) methods, as feasible.
- Utilizing the existing contract with the EQ Schools consultants, provided online self-care resources, including daily webinars, reminders, and reading resources.
- Created SharePoint site for all staff. The Kindness Campground housed staff photos, resources, mindfulness articles, and positive daily thoughts.
- Activated the following pandemic emergency response teams:
  - Pandemic Emergency Response Tier One and Tier Two teams: Chaired by the President consisting of President's Staff, program directors, Academic Senate President, one confidential employee, and one classified employee. The goal is to coordinate campus response efforts and ensure consistency of decision making and communication.
  - Instructional Taskforce: Chaired by the Vice President of Instruction and consisting of all full-time faculty and program directors. The goal of this team is to discuss and develop logistics and training for delivering instruction in a remote (online) capacity.
  - Enrollment Taskforce: Chaired by the Vice President of Student Services and consisting of administrators, counseling faculty, and Admissions and Records personnel. The goal of this team was to develop an online registration system.

III: Engagement of Stakeholders in Ongoing School Improvement

Describe the process for developing, implementing, and monitoring the school-wide action plan and preparing the progress report.
- **How were stakeholders involved in developing the school-wide action plan?**
- **How were stakeholders involved in implementing and monitoring the school-wide action plan?**
- **How were stakeholders involved in the preparation of the progress report?**

After the WASC self-study in 2017, NOCE developed its six-year Action Plan. An integrated planning model was used. It incorporated other institutional plans, such as Student Equity Plan, Adult Education Compressive Regional Plan, and Guided Pathways Plan. NOCE's Action Plan is intended to be a practical hands-on tool for internal constituents and all stakeholders, including community partners. This was NOCE's first attempt to integrate all categorical plans into one plan

and to use it as the schools' strategic plan. This resulted in an ambitious Strategic Plan, with 59 Steps arranged under the following three Goals:

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

While this approach ensured alignment of several key planning initiatives and their outcomes, the final version of the Action Plan appeared to be lengthy and somewhat duplicative. As a result, in 2017, the school's leadership team decided to engage in the revision of the NOCE Action Plan with the goal of consociating duplicative action steps and better aligning the Action Plan with the North Orange County Community College District's Strategic Directions and state initiatives shaping policies for adult education, such as California Adult Education Program, Strong Workforce Program, and Guided Pathways. The work to revise the original NOCE Action Plan began with an all-school Strategic Planning Retreat held on June 22, 2018 and attended by 71 participants. The participants received guidance and provided feedback on the following aspects of strategic planning:

- Nature and purposes of strategic planning
- Implications of the existing Mission, Vision, and Core Values in light of a visioning activity
- Implications of institutional effectiveness evidence provided by NOCE
- Priorities of the existing Strategic Plan steps

Participants were encouraged to adopt an institutional perspective, with their contributions informed, but not dictated by their individual functions, departments, or constituencies. Additionally, participants reviewed an executive summary of the Institutional Effectiveness Report. A "Parking Lot" form was used to record issues or questions that were not directly relevant to the task at hand and with the intention of referring each issue or question to the applicable entity for action. Two sets of results came out of the Retreat:

1. The planning implications, or themes, for strategic planning, which were discussed and prioritized by small groups.
2. Participants individual priority ratings of existing Strategic Plan steps.

Five themes were common across all groups: Research/Data, Pathways/Transitions, Student Services, Success, and Student Needs. The following eight themes were below the top tier, but above the mean in frequency: Onboarding, Professional Development, Curriculum, Equity, Access, Enrollment Management, Outreach, and Marketing. Participants individually rated each action step in the existing Strategic Plan as high, medium, or low. The results were tabulated and ranked on a weighted total score. Steps ranked as the highest and medium priority were recommended for retention, while those steps that fell below the mean weighted total, were recommended for deletion or consolidation with the retained steps.

The Retreat participants agreed that the organization of the NOCE's Action Plan was flat in that a large number of action steps were placed directly under a small number of goals, with no intermediate levels, such as objectives making contribution of action steps to achievement of goals unclear. It was decided that a hierarchical organization would help address these issues. The Strategic Planning Retreat resulted in the following recommendations:

- Reorganize the updated Strategic Plan by inserting an Objectives level between Goals and Steps and settling on a suitable scope for each level.
- Convert the existing action steps recommended for retention into objectives or leave them as action steps as appropriate.
- Establish specifications and a template for a simple annual report of progress made on each Strategic Plan Objective during the year and request that report from the person or group responsible for follow-up on each objective.

At the direction of President's Cabinet, a representative Strategic Planning Workgroup was formed with the goal of developing a revised NOCE Strategic Plan (Revised WASC Action Plan) following the recommendations of the Strategic Planning Retreat participants. The workgroup consisted of two full-time faculty, one adjunct faculty, two classified professionals, one confidential professional, and five managers. The team included the Director for CAEP to ensure alignment of the NOCE Strategic Plan with the comprehensive three-year plan for North Orange County Consortium for Adult Education (NOCRC). The objectives of the workgroup included the following:

- Ensure that the updated Strategic Plan includes significant coverage of the top 13 themes among the Retreat Implications: Research/Data, Pathways/Transitions, Student Services, Success, Student Needs, Onboarding, Professional Development, Curriculum, Equity, Access, Enrollment Management, Outreach, and Marketing.
- Retain the content of the Action Steps in the updated Strategic Plan with the highest weighted scores all but five of which had related implications items from the Retreat.
- Consider removing from the updated Strategic Plan, or if appropriate consolidating with other entries, those Action Steps that rated low and have no related implications items from the Retreat.
- Evaluate the current set of goals and revise them as needed.
- When appropriate, elevate existing action steps to the level of Strategic Plan Objectives and develop new objectives for each Goal.

The work of the Strategic Planning Workgroup commenced in October 2018 and concluded in May 2019 resulting in the production of the revised NOCE Strategic Plan. First, the workgroup members reviewed the existing Strategic Goals and decided to eliminate Goal III: Align student services from various funding streams to improve student performance as measured by common indicators. It was determined that the content of Goal III was more appropriate for a Strategic Objective, which could be placed under another Strategic Goal. The remaining Goal I and Goal II were revised to be in line with an overarching and aspirational nature of an institutional strategic goal. In order to address Retreat Implications and achieve a close alignment with NOCCCD Strategic Directions, two

additional goals related to institutional capacity and equity were developed, thus bringing a total number of the NOCE Strategic Goals to four. An addition of a Focus Area corresponding to each Strategic Goal was recommended to streamline the organizational structure of the Strategic Plan:

Focus Area - Institutional Effectiveness
Goal I: Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.

Focus Area - Guided Pathways
Goal II: Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.

Focus Area - Capacity
Goal III: Using relevant data develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community within the District's service area.

	Institutional Effectiveness	Guided Pathways	Capacity	Equity
Goals	I. Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.	II. Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.	III. Using relevant data develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community with the District's service area.	IV. Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.
Key Objectives	1. Develop a school-wide cycle of program review which includes data collection, analysis, and discussion and use it to support Student Learning Outcomes (SLOs), curriculum, instruction, and program improvement. 2. Utilize technology as a tool to measure Institutional Effectiveness. 3. Offer professional development activities to promote Institutional Effectiveness.	1. Develop curriculum and expand offerings that promote greater transition into the workforce and credit-bearing programs and other education options. 2. Develop effective ways to communicate academic and career pathways to students. 3. Provide intensive support to help underprepared students succeed in college-level courses. 4. Facilitate and accelerate onboarding process of orientation, assessment, and placement. 5. Implement support services that increase student retention and transition. 6. Incorporate college and workforce readiness skills into curriculum. 7. Increase targeted professional development for all NOCE constituents.	1. Enhance effectiveness of marketing and communication to promote awareness, enrollment, and partnerships. 2. Expand new and emerging student services at NOCE Center, NOCRC, and community partners. 3. Develop a plan for facility improvement to best serve students. 4. Enhance facilities for increased safety measures. 5. Review technology for maximized effectiveness, efficiency, and school-wide use.	1. Identify essential student service gaps within the District service area and develop plans to meet those community needs. 2. Implement effective strategies to engage community members whose primary language is not English. 3. Identify roadblocks that prevent students from completing courses and programs and/or transitioning and develop plans to increase success and transitioning. 4. Develop an equity-minded culture in all areas of NOCE.
Institutional Effectiveness Indicators		• Student Services • Course Retention • Course Success • CTE Milestones • Term to Term Retention • Gains • Completions • Transitions • Median Earnings/Change • Attainment of Living Wage	• Students Served (HC/Enrollment)	• Disaggregation of enrollment, progress and outcome data by demographics

Focus Area - Equity
Goal IV: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.

Two workgroup members were assigned to each of the four Strategic Goals. They were tasked with developing strategic objectives and clustering existing action steps under each objective. The Strategic Planning Workgroup updated Provost's Cabinet on the progress of its work throughout the year. In May 2019, the final draft of the revised NOCE Strategic Plan was presented to the Provost's Cabinet and subsequently approved on June 18, 2019. The chart below shows the new NOCE Strategic Plan at a glance and demonstrates the correlation of the state adult education performance measures with the key performance indicators for implementation of the NOCE Strategic Plan.

In addition to engaging its internal stakeholders, NOCE is actively seeking input from external stakeholders, including students, consumers, and numerous community partners. As the fiscal agent and the grant administrator for California Adult Education Program, NOCE administers the governing structure of North Orange Consortium for Adult Education. The consortium's structure consists of representative workgroups assigned for each CAEP program area, basic skills, ESL/citizenship, CTE, adults with disabilities and adults helping K-12 children succeed. Workgroups are comprised of representatives from the consortium K-12 district members and Orange County Department of Education. Workgroups typically meet monthly to discuss adult learning needs, design future and evaluate effectiveness of the CAEP strategies, and review pertinent budgets. The work done by NOCRC workgroups informs programming at NOCE as the largest regional adult education provider.

To increase alignment across various systems that enhance workforce and economic development, support industry initiatives, and meet the needs and demands of the Orange County businesses, the CTE Director is involved in several Orange County Leadership and/or Partner groups. Participation in these regional councils and/or workgroups allows NOCE the opportunity to engage both external and internal stakeholders to understand the best ways of building a skilled workforce. These partnerships include: the Orange County Regional Collaborative Workgroup; the Anaheim Chamber of Commerce and City of Anaheim, Anaheim/OC Job Fair Workgroup; the Orange County BioTech Advisory Board; the Strong Workforce Orange County Work-Based Learning and Job Placement Workgroup; CTEOC Leadership Committee; the Orange County Business Council partnership; WIOA Orange County One-Stop Partners Meeting; the Anaheim One-Stop Partners Meeting, and the OC Leadership Council.

All information obtained from these groups and partnerships is shared with NOCE faculty and staff to inform the development of new curriculum/programs; revisions to existing curriculum/programs and new partnership opportunities.

To ensure currency of the industry standards and to meet the needs of local employers, CTE Program assigned an advisory committee to some of the short-term vocational certificates, such as Pharmacy Technician and Funeral Assistant. The advisory committees include local businesses and credit college representatives who inform NOCE faculty on the latest industry trends, required technical skills, and job prospects. Los Angeles/Orange County Regional Consortium consisting of CTE representatives from all community colleges of the two counties is another venue for the information on the local labor demands and instructional offerings of the surrounding institutions.

NOCE DSS receives frequent feedback regarding program improvement from community partners. There are many vehicles to obtain the feedback. Three examples include the annual DSS Community Advisory Committee Meeting, the monthly Postsecondary Education Transition Consortium (PSETC), and the North Orange County Regional Consortium (NOCRC) for Adult Education DSS Workgroup meetings. Organizations who routinely attend these meetings include the Department of Rehabilitation, Regional Center of Orange County, the State Council on Developmental Disabilities, Cypress College, Fullerton College, Anaheim Union High School District, Fullerton Joint Union High School District, and Garden Grove Unified School District. Other organizations that periodically attend these meetings include the Orange County Transportation Authority, Orange County Department of Education, Placentia Yorba Linda Unified School District, and service providers, such as My Day Counts, Goodwill, and the Rehabilitation Institute of Orange County. Students and parents attend periodically.

Following the recommendation of the WASC visiting team, NOCE established a system for receiving student feedback on the key institutional policies and decisions on planning, resource allocation, position management, community relations, and student services.

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

The Strategic Plan, which also serves as the school-wide action plan, is the focal document providing direction to the NOCE departments, committees, and initiatives. Once in three years, NOCE engages its stakeholders in development and revision of the Strategic Plan following with the annual monitoring and implementation cycle. Every action step of the Strategic Plan is assigned to a champion, a person or a committee responsible for its completion. In several cases, existing NOCE committees or workgroups, which are aligned with entire sections of the plan, take ownership for monitoring and implementing said section. The following are examples.

The institutional effectiveness committee (IEC) leads conversations around how NOCE can measure the progress towards achieving action steps identified in the strategic plan. This includes discussing metric definitions, internal processes, and how to best effectively gather feedback from a variety of NOCE stakeholders in the process as it related to overall institutional effectiveness. IEC membership

consists of NOCE management, classified staff, student leaders and faculty, which provides a diverse set of voices at the discussion. Additionally, OIRP plans to develop an annual report, to assess NOCE's progress towards achieving action steps in a yearly basis. The components of this report will be discussed and vetted through IEC. By reviewing NOCE's strategic plan progress and presenting opportunities for feedback sessions through various committees, including IEC, NOCE is well-positioned to respond to opportunities and challenges.

Student Equity and Achievement (SEA) Program Workgroup – NOCE Strategic Plan Goal IV is to "engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan." The Student Equity and Achievement (SEA) Program Workgroup was developed by combining Student Equity, SSSP, and Basic Skills Initiative workgroups. The purpose of the SEA Program workgroup is to review, discuss, plan, and implement goals and strategies that impact student pathways, success, and equity. Acting as an advisory committee, the workgroup focuses on issues related to the implementation of core SEA Program services, which includes orientation, assessment, counseling/advising, student educational plan development, follow up services, and implementation of the Student Equity Plan. The SEA Program Committee promotes student success by focusing on closing the achievement gap for underrepresented student groups. The workgroup has spent fall 2019 and winter 2020 reviewing the current Student Equity Plan as well as the OIRP evaluation reports for the previous Student Equity Plan and Integrated Plan. This has allowed the workgroup members to understand the current programs and activities taking place and review data related to the disproportionately impacted students. The workgroup is also focused on addressing the objectives and action steps of the Strategic Plan related to Student Equity. Some specific areas of focus this year have been on supporting attendance to equity-focused conferences including a conference on Universal Design (Goal IV, Objective 3, action step 3), giving input and feedback on roadblocks that could impede a student's opportunity to take courses (Goal IV, Objective 1, action step 3), and providing support in the development and implementation of the Women of Color conference which promoted self-advocacy and self-care to encourage students of color to persist from fall to winter terms (Goal IV, Objective 4, action step 1).

Stakeholder's Input in Preparation of the Progress Report
The initial draft of the progress report, in which the President took the lead, was reviewed by the President's Staff members consisting of the Vice President of Instruction, Vice President of Student Services, Campus Communications Director, Registrar, Director of Administrative Services, and Executive Assistant to the President/Accreditation Co-Chair. Upon review of the draft, the team identified additional information to be added to the report by NOCE program directors, further vetting steps, sources for additional feedback and information, and the approval timeline. Following the President's Staff review, an NOCE President's Cabinet meeting was dedicated to gathering information for the report from all NOCE constituent groups. President's Cabinet is a shared governance committee consisting of faculty, classified professionals, managers, and students and charged with major institutional planning and policy decisions. The feedback solicited during the President's Cabinet meeting and additional information gathered afterwards were included in the second draft of the report. Next, the progress report draft was released to the NOCE Academic Senate and President's Cabinet for vetting and approval. Following the approval of the abovementioned NOCE shared governance bodies, the progress report was approved by the NOCCCD Board of Trustees after the second reading.

Timeline for the ACS WASC Mid-Cycle School Progress Report
January 2, 2020 – February 18, 2020: President's Staff review
February 18, 2020: President's Cabinet Information Gathering Session
March 20, 2020 – March 31, 2020: Academic Senate Review
March 31, 2020: Academic Senate Approval
April 21, 2020: President's Cabinet Approval
May 12, 2020: NOCCCD Board of Trustees First Reading
May 24, 2020: NOCCCD Board of Trustees Second Reading and Approval

IV: Progress on the Implementation of the School-wide Action Plan

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the school-wide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- o **Explain how the identified student learner needs have been addressed in the school-wide action plan.**
- o **Provide a summary of progress and impact on student learning of the school-wide action plan's identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.**
- o **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**

Note: If any recommended growth areas were not included in the school's school-wide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

As referenced in Section III, NOCE recently revised its school-wide Strategic Plan (Action Plan) to embed Action Steps drawn from other key planning initiatives, such as Student Equity Plan, Guided Pathways Plan, and North Orange County Consortium for Adult Education Three-Year Regional Plan. One of the reasons for such integration was the ability to use student learning need data already collected for the above listed initiatives and combine it with the findings of the WASC Accreditation Institutional Self-Study, thus creating a comprehensive view of the school-wide student learning needs and all tools and resources available to meet those needs.

Student Learner Need for Guided Pathways
With the goal of eliminating stop-out points and maximizing retention and completion, in November 2018, Provost's Cabinet identified potential pitfalls for every critical momentum step of the NOCE student journey. The list below summarizes this mapping activity. The identified pitfalls signal potential barriers that are likely to prevent students from progressing in their course of study. As indicated in the revised NOCE Strategic Plan, specifically under the Guided Pathways Focus Area, many of the pitfalls are being addressed in the Action Steps.

Mapping NOCE Student Journey: Momentum Points and Pitfalls

Connection to NOCE	Program Entry	Progress	Completion
Limited advertising of NOCE programs	Absence of transcripts from prior institution or other pertinent documentation	Missed deadlines	Life difficulties
Mono-lingual materials	Long wait time	Lengthy programs	Change of interest
Failure to connect with the campus community (other students)	Cumbersome schedule	Disjointed institutional support systems	Lack of engagement
Cumbersome website			
Not knowing the correct person to ask	Limited evening services	Lack of life support systems	Academic rigor
Connection to NOCE	Program Entry	Progress	Completion
Fear to ask questions due to limited English skills	Lack of knowledge on program requirements by staff	Undiagnosed learning disabilities and lack of support services	Not knowing the benefits of completion or options beyond completion
Use of technical educational lingo	Informational overload, no visuals	Inability to access student resources (books, uniforms, etc.)	
Lack of knowledge about available support services		Inability to access mental health services	
Lack of technical skills to navigate online information			

In March 2019, NOCE completed Guided Pathways Essential Practices: Scale of Adoption Self-Assessment California Community Colleges' Assessment of Progress in the Implementing of [Guided Pathways](#).

This tool is designed to help colleges assess their progress toward adopting essential guided pathways practices. As part of the self-assessment, NOCE indicated the steps needed to be taken in order to implement or scale the given practice. Later, self-assessment steps laid the foundation for the [NOCE Guided Pathways Action Plan](#). Steps from both the Guided Pathways Self-Assessment and the Guided Pathways Action Plan were embedded in the NOCE Strategic Plan as shown in the chart below.

Revised NOCE Strategic Plan

Focus Area: Guided Pathways
GOAL: *Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and beyond.*

Objective 1: Develop effective ways to communicate academic and career pathways to students.
Guided Pathway Pillar: Help students choose and enter their pathway.

Action Step	Source
1. Demonstrate clear curricular pathways to employment and further education.	Action Plan and NOCE Guided Pathways Self-Assessment tool by CCCCO.
2. Create a visual model illustrating academic and career pathways within NOCE and beyond (NOCE Action Plan).	NOCE GP Action Plan
3. Finalize career interest clusters and communicate NOCE CTE offerings to students accordingly. Use program mapping to organize the permanent NOCE website and online catalog.	NOCE GP Self-Assessment tool by CCCCO
4. Finalize the development of the NOCE Career Services Framework that streamlines and expands career services across NOCE programs and for all students, including access to career exploration software and career advisement.	NOCE GP Action Plan and NOCE GP Self-Assessment tool by CCCCO
5. Develop and pilot the North Orange Promise pipeline at NOCE for feeder high school students enrolling in CTE and High School programs.	NOCE GP Self-Assessment tool by CCCCO
6. Offer professional development activities to all staff on NOCE pathways and transitional activities.	

Objective 2: Provide intensive support to help underprepared students succeed in college-level courses as soon as possible.
Guided Pathway Pillar: Help students choose and enter their pathway.

Action Step	Source
1. Develop additional noncredit lecture-based math and English courses to be offered on college campuses.	NOCE GP Self-Assessment tool by CCCCO
2. Launch GED program including direct instruction in math and English.	NOCE GP Self-Assessment tool by CCCCO
3. Embed weekly online segments on "10 Steps to Success and Achievement" into NOCE Basic Skills curriculum.	NOCE GP Self-Assessment tool by CCCCO
4. Further align math courses with students' field of study and develop an instructional model to assist students with the mastery of math skills required for their programs of study.	NOCE GP Self-Assessment tool by CCCCO

Objective 3: Facilitate and accelerate onboarding process of orientation, assessment, and placement.
Guided Pathway Pillar: Help students choose and enter their pathway.

Action Step	Source
1. Further integrate the processes of the FasTrack onboarding event into regular student services operations for sustainability.	NOCE GP Action Plan 2019 NOCE Student Equity Plan 2019
2. Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore use of mobile app to enhance exploratory options for NOCE students.	NOCE GP Action Plan 2019

Objective 4: Implement support services that increase student retention.
Guided Pathway Pillar: Help students stay on their path.

Action Step	Source
1. Expand counseling at off-site locations.	
2. Expand collaborative efforts between counselors and instructors to increase student counseling appointments and Student Educational Plans.	
Action Step	**Source**
3. Develop an early alert system and mid-point checks for all students and programs in a CDCP course.	NOCE GP Self-Assessment tool by CCCCO
4. Implement a degree audit system accessible to students.	NOCE GP Self-Assessment tool by CCCCO
5. As NOCE launches online classes, develop ways to offer student support services online.	NOCE GP Self-Assessment tool by CCCCO

Objective 5: Implement support services to increase student transition from noncredit to credit-bearing programs and employment.
Guided Pathway Pillar: Help students stay on their path.

Action Step	Source
1. Offer "Transition to College" courses at the three NOCE Centers.	Student Equity Plan 2019
2. Increase and improve articulation agreements with Cypress College and Fullerton College.	
3. Explore feasibility of offering job development services.	

Objective 6: Incorporate college and workforce readiness skills into curriculum.
Guided Pathway Pillar: Ensure that learning is happening with intentional outcomes.

Action Step	Source
1. As informed by Labor Market Information data and local employers, develop new and revise existing CTE certificates to meet current labor market demands and industry standards.	NOCE GP Self-Assessment tool by CCCCO
2. Provide professional development and curriculum development opportunities on New World of Work 21st Century Skills.	Action Plan and NOCE Guided Pathways Self-Assessment tool by CCCCO.
3. Finalize and implement program level SLO action plan steps for faculty to identify and address learning gaps through curriculum modification, updated instructional models and professional development.	NOCE GP Self-Assessment tool by CCCCO

Action Step	Source
4. Expand work-based opportunities for students through the regional and local workforce development initiatives, such as enhanced classroom labs and work-based learning projects.	NOCE GP Self-Assessment tool by CCCCO
5. Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.	NOCE GP Self-Assessment tool by CCCCO

Learner Needs of Disproportionately Impacted Student Populations (Student Equity)

The intent of the California Community College Student Equity and Achievement Program (SEAP) is to support the implementation of the Guided Pathways initiative with the specific focus on disproportionately impacted populations and with the goal of eliminating the achievement gaps. As required by SEAP and in order to develop a student equity plan, NOCE identified several groups of disproportionately impacted populations in the areas of access, retention from term to term, transition to credit programs, and certificate completion. Subsequently, strategies were developed to close the identified achievement gaps and compiled in the Student Equity Plan (2019/22). Student Equity Plan activities were aligned with the Action Steps as demonstrated in the chart below listing selected Action Steps and correlating them with the Student Equity Activities.

Revised NOCE Strategic Plan

Focus Area: Equity

GOAL: *Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.*

Strategic Plan Action Step	Student Equity Plan Activity
Conduct internal and external outreach targeting disproportionately impacted student populations.	Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure that students enroll.
Develop and distribute a matrix of resources for various support services, such as babysitting, mental health assistance, etc.	Continue with current Student Equity activity of providing transcript evaluation service for transferring foreign high school credits.
Publish materials in multiple languages (forms/publications).	Provide Application for Admissions and marketing materials in different languages in addition to English and Spanish.
Develop professional development opportunities for all NOCE faculty and staff on the topic of equity.	Offer an Opening Day or a Flex Day workshop on Equity Mindedness Pedagogy. Encourage adjunct faculty to attend and explore the possibility of providing compensation for their attendance.

California Adult Education Program (CAEP) Alignment

Over the course 2018/19 year, North Orange County Consortium for Adult Education (NOCRC) members were engaged in developing a comprehensive regional adult education plan (http://nocrcae.org/). The Community Asset Mapping (CAM) tool was used in gathering data to examine gaps in knowledge and organizational infrastructure for the consortium's performance enhancement. The consortium members collectively identified eight CAM gaps which required

improvement strategies. Based on the identified gaps, the consortium developed five progress indicators, or objectives, to assess progress of the three-year plan and impact on the region. The NOCE Strategic Planning Workgroup collaborated with NOCRC when developing the revised NOCE Strategic Plan and referenced the CAM gaps and the Progress Indicators when developing Strategic Objectives and Action Steps. The following chart shows a correlation of selected regional adult education plan CAM gaps and Progress Indicators with the NOCE Strategic Plan Action Steps.

Community Asset Mapping Gap	NOCRC Progress Indicator	NOCE Strategic Plan Action Step
Intake Process and MIS Collection There is some consistency among providers regarding conducting intake; however, "the process of how [data is being collected] varies from program to program with no common intake, MIS tracking, assessment and placement policies and processes which directly inform student's individual learning plans" (NOCRC Respondents, CAM, Gap Analysis).	By June 2020, NOCRC will develop a unified data intake collection process and a universal form to be utilized collectively for all program areas and partnerships.	Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore the use of mobile app to enhance exploratory options for students. Schedule professional development and training opportunities for MIS-related topics, such as data collection, data input, reports, and knowledge.
Outreach and Early Engagement This theme was significant as it recurred in all levels of data collection. "Needs to be universal in connecting all programs together as a strategy; need more consistency in duration and time; targeted; more outreach; and early engagement with prospective students to help them understand education options and services available – some programs do more than others." (NOCRC Respondents, CAM, Gap Analysis)	By June 2020, student participation will increase by 2% in all program areas as a result of expanded outreach, targeted recruitment, and early engagement efforts.	Further integrate the FasTrack onboarding event into regular student services. Develop an early alert system and mid-point checks for all students and programs in CDCP.
Career Planning, Job Developing, and Labor Market Information (LMI) "Career planning is not integrated nor shared across agencies to drive academic and career planning. Not integrated in students' experience – no formal process. Need case managers and job developer have proper training". Likewise, there is a knowledge gap in LMI relevance as statements included "No centralized LMI data collectively utilized, LMI not accessible to various departments, not sure how to utilize LMI in programs, LMI not understood universally" (NOCRC Respondents, CAM, Gap Analysis).	By June 2020, NOCRC members will ensure that their workforce preparation and career readiness curricula are in alignment with LMI, trend trajectories and relevant regional industry sectors. There will be a 2% increase in completion of certifications, transition to additional CTE programs, job placement, and other areas of advancement.	Finalize the development of the Career Services Framework that streamlines and expands career services across programs and for all students, including access to career exploration software and career advisement. Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.

Community Asset Mapping Gap	NOCRC Progress Indicator	NOCE Strategic Plan Action Step
Asset Partnerships/Networks for Inclusion CAM and data revealed other essential partnerships missing in advisory capacity and networks and partnerships in direct connect to outcomes. Those include the need for an increased presence in partnerships with employers and businesses (reflecting significant gap), workforce organizational partners in reentry, human and social services, state hospitals, development centers, and various WIOA Title providers.	By June 2020, in order to align curriculum to an attainable and measurable skills gain (MSG), NOCRC will build partnerships with a minimum of 10 employers that will lead to an increase in job placement and industry connections.	Expand work-based learning opportunities for students though the regional and local workforce development initiatives, such as enhanced classroom laboratories and work-based learning projects.

Progress on Addressing Key Issues

The following section provides information on the progress to address key issues determined during self-study and major key issues identified by the visiting accreditation team.

Criterion 1: Institutional Mission, Purpose, and Objectives

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

In 2017/18, the Nuventive software was acquired to remedy the deficiencies in the locally developed iSLO software used to collect NOCE's SLO assessment data. Upon rolling the system out, problems with the interaction of Nuventive and other NOCE systems were discovered. As training of the pilot team began, it was determined that the software was not very user friendly and more importantly, it was not working well with other systems. In August of 2018, it was decided to not renew the contract. In August of 2019, NOCE contracted with eLumen to utilize the SLO portion of their software. Since September, the SLO Coordinator, the NOCE IT department, and the District IT department have been working to set up and upload information into eLumen. Training for the pilot team began the end of the winter term with a pilot rollout in spring 2020. If there are no complications, a full rollout should begin in summer 2020. This fully implemented system will provide a wealth of information to faculty as they evaluate their classes and complete program review and much needed information to the research department as they analyze institutional effectiveness.

https://www.elumenconnect.com/wp-content/uploads/2018/10/ELU_WP_ConnectingWhatsPossible_Oct2018.pdf

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

Student learning data is disaggregated in a variety of ways by NOCE's Office of Institutional Research and Planning. In the annual Institutional Effectiveness Report (IER) key performance indicators such as course retention, term to term retention, course success, and completion are all broken down by gender, race/ethnicity and special populations. These special populations include those students who identified as having a disability and students with veteran status. NOCE's research department has made progress in capturing additional variables from students in order to provide further disaggregation by other sub-populations, such as low-income and homeless. Additionally, IER also presents student enrollment data by student demographics (age, gender, race/ethnicity), educational level, and educational goals.

NOCE's Office of Institutional Research and Planning department (OIRP) works closely with the Student Equity Committee in providing disaggregated student data for equity planning and discussions. In July of 2019, OIRP provided a detailed 3-year student equity data report that calculated learning data for the past three academic years (2015/16, 2016/17, 2017/18). Enrollment, course retention, noncredit to credit transition, and certificate completion data were disaggregated by gender, race/ethnicity and students with disabilities. Disproportionately impacted students' groups were identified in this report, along with identifying the number of students needed to close existing achievement gaps among student groups. In addition, the student equity committee receives a yearly report that presents disaggregated data on student equity activities and how they impact student achievement and ultimately contribute on closing achievement gaps.

Criterion 2: Organizational Infrastructure and School Leadership
Even though no key issues have been identified for this criterion, a few important developments are worth noting.

During 2017, North Orange County Community College District engaged Collaborative Brain Trust (CBT) consultants to review the District's organizational structure. The five-month process resulted in a series of recommendations designed to help NOCCCD and its units to improve service to their students and community by revising the organizational structure. CBT called out NOCE specifically. Here is the quote from the CBT report:

"Reorganize the North Orange Continuing Education Unit. NOCE should create the position of Vice President and reduce one of the campus Deans. The Vice President position should be housed at the Anaheim Campus which houses the majority of students, and the two remaining Deans located at Cypress College and the Wilshire Center. The position should initially oversee all instruction and support services of continuing education. As the program grows and is warranted, there may be a need to add an additional Vice President and separate the instruction and student services functions. Ultimately, if there is significant growth, the position of Director of Administrative Services could be elevated to a Vice President, though this appears to be a much longer-term possibility. A draft organizational chart showing the recommended changes can be found in Appendix M. The position of the NOCE Provost should be retitled President. This current position has all the responsibility of a President and NOCE is one of the few community college continuing education programs separately accredited in California. Re-titling the leadership post to President will clearly signal the intention to treat NOCE as a third college within the District." Full report.

In fall of 2019, as part of the [NOCE Re-Alignment Plan](#), the institution adopted a management structure that reduced duplicative representation efforts and promoted shared knowledge and consistent communication. Under the new management structure, Dr. Karen Bautista, Dean of Instruction and Student Services, Cypress Center, assumed oversight of all instructional programs and curriculum management. Additionally, Dr. Bautista was assigned to coordinate Distance Education. Martha Gutierrez, Dean of Instruction and Student Services, Anaheim Campus, assumed oversight of all student service programs and initiatives, including student conduct administration and Title IX investigation. Additionally, Dean Gutierrez was assigned to oversee Instructional Technology and Campus Safety.

As requested by the NOCCCD Chancellor Cheryl Marshall and NOCE Provost Valentina Purtell and pursuant to Title 5, Article 53021, on February 25, 2020, NOCCCD Board of Trustees approved reorganization of NOCE's senior management structure now consisting of the Vice President of Instruction, Dr. Karen Bautista, Vice President of Student Services, Martha Gutierrez, and President, Valentina Purtell.

The requested reorganization was done as a result of significant institutional changes. NOCE has significantly grown in its complexity and scope and is fully accredited by WASC as a post-secondary institution. Its size, specifically serving 30,000 students and its shared governance structure are comparable to a credit college. NOCE manages many state initiatives that parallel those managed by our sister colleges, namely Strong Workforce Program, Guided Pathways, Student Equity, Workforce Innovation Opportunity Act, and Perkins. Additionally, NOCE is the fiscal agent and the administrator of the regional adult ed consortium. The scope of academic programs, student services, and institutional research matches the level of a college.

According to the NOCE established processes, the requested reorganization request was presented at the following committees:

<div align="center">

Budget Committee: October 30, 2019
Academic Senate: January 7, 2020
Provost's Cabinet: January 21, 2020

</div>

Additionally, CBT made a recommendation on restructuring informational services districtwide. To this end, NOCCCD engaged Thunderbird Leadership Consulting to help assess the current state of IT services across the District and provide recommendations for increased efficiency, effectiveness, and aligning IT personnel resources to the needs of NOCCCD. A series of virtual and onsite meetings were conducted to gain input and feedback from IT staff of each campus and campus stakeholders (administration, faculty, staff, and students). The identified IT service gaps fit under the following master themes:

- Governance and planning
- Organizational structure
- Security and disaster recover/business continuity
- Leadership and team development

The general sentiment from NOCE stakeholders was that IT staff work hard and are responsive at the campus level. However, they are short-staffed and do their best with limited resources available. The multi-site nature of NOCE necessitates approach to each location as a unique entity with

different requirements, processes and varying resource availability. This is true for all services classroom technology as well as network connectivity, storage, identity, security, etc. In their subsequent report scheduled to be published in January 2020, Thunderbird consultants will detail recommendations on establishing common IT experience across the district, including development of service agreements for supporting NOCE at the three main campuses, structure and authority to foster collaboration, and consistent and targeted professional development for all IT staff. The next set of recommendations will also include designing acquisition and change management standards.

Criterion 3: Faculty and Staff
Need for a systematic approach to coordinate the multiple site-based professional development opportunities, employee participation, and related outcomes.

Under the leadership of Candace Lynch, Professional Development Faculty Coordinator, NOCE's Professional Development Committee began hosting an annual training day for adjunct faculty in 2019. Workshop topics are chosen based on an annual needs assessment survey that adjunct faculty participate in and include subjects such as accommodations for students with disabilities, classroom technology, learning management systems (such as Canvas), communication strategies, distance education, the Academic Senate, curriculum development, and SLOs. Adjunct faculty are paid a stipend for attending the training event.

Adjunct faculty were invited and paid stipends to attend the NOCE January Flex event. Workshop topics were again chosen based on an annual needs assessment survey that adjunct faculty participate in. The Professional Development Committee organizes this event and selects the theme each year. Faculty participate in regular safety training such as the Great Shakeout and Active Shooter Drills. NOCE Cypress faculty, staff and students participate in Cypress College's drills while NOCE Wilshire Center faculty, staff and students participate in the Fullerton College drills. NOCE Anaheim Campus faculty participate in the Anaheim Campus drills.

CPR Training - November 2019

NOCE has made professional development for all staff and faculty an institutional priority and has continued to increase the annual budget for professional development activities. In 2018/19, the professional development budget was $30,000 for conference and workshop attendance, on campus speakers and presentations, and classified staff professional development. For the 2019/20 academic year, that amount was increased to $43,000. The Professional Development Committee actively coordinates and provides workshop opportunities, in person and online, within NOCE and in partnership with the District for all faculty and staff throughout the year. Training opportunities are shared on a regular basis through email and the MyGateway portal.

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

The Accreditation Chairs developed in SharePoint to house all the school-wide procedures. SharePoint was chosen because it is a web-based collaborative platform that integrates with Microsoft Office. It provides a secure place to store, organize, share, and access information from any device. All that is needed is a web browser. The site is broken into three areas:

1. NOCE School-wide Procedures
2. Departmental Procedures
3. Academic Senate
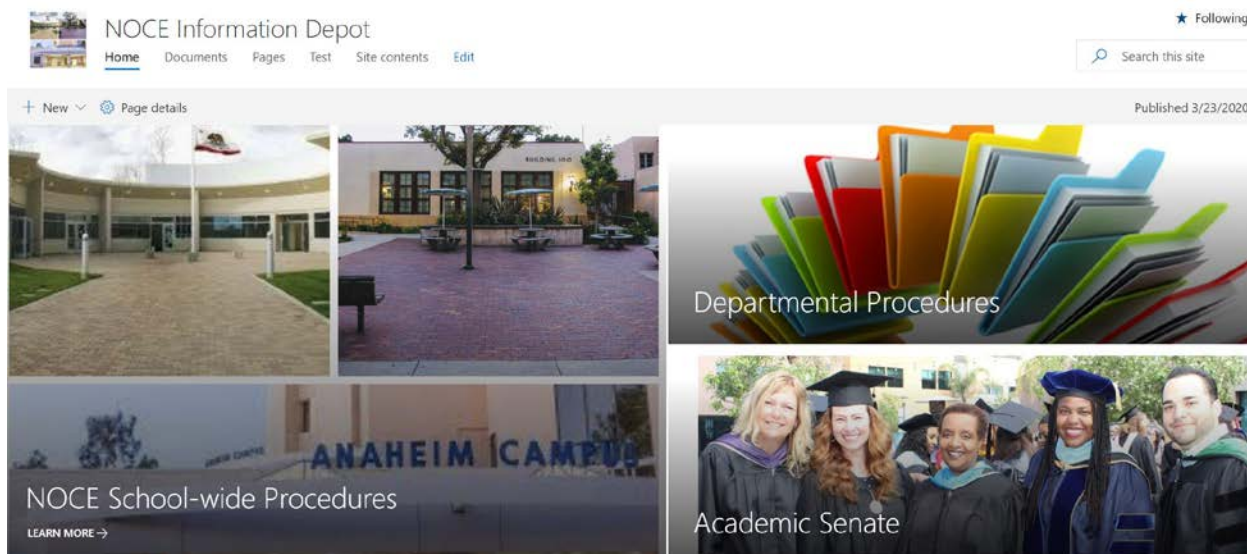
Criterion 4: Curriculum
No online course offerings

On March 6, 2018, the Dean of Instruction started a conversation at the Academic Senate meeting on the prospect of Distance Education (DE). A survey of students and faculty was conducted to obtain information on why students would want to take online classes, if faculty were interested to teach online classes, and whether they had ever taught online. A Distance Education Workgroup was implemented and Janet Cagley was selected at the NOCE's first Distance Education Faculty Coordinator to develop a DE plan and design a DE program.

In spring of 2019, the NOCE Academic Senate adopted the Cypress College Distance Education Plan and curriculum addendum for NOCE for one year. The fall 2019 trimester was spent reviewing and editing the plan. The plan was presented for a first read at the February 2020 Academic Senate, Provost's Cabinet, and Budget Committee meetings and voted on in March 2020. Distance Education courses also require a curriculum addendum. The NOCE Distance Education Curriculum Addendum was reviewed and edited with input from the Distance Education Work Group, Cypress College Distance Education Coordinators, and Fullerton College Distance Education Coordinators. In January 2020, the Academic Senate approved the addendum and distributed it to full-time faculty for completion. The NOCE "Last Day of Attendance" Policy was reviewed and edited by the NOCE

Distance Education Work Group in January 2020 and approved by the Curriculum Committee in February 2020.

An Online Teaching Certification boot camp is currently being developed with support from the Fullerton College Distance Education Coordinators and will be offered in the Spring 2020 trimester to NOCE full-time faculty who wish to provide online course/services during the Fall 2020 Pilot. Thirteen courses have been submitted with the Distance Education Curriculum Addendum for local approval and will be reviewed by the Curriculum Committee during the Winter and Spring 2020 trimesters.

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

NOCE partnered with CAEP to launch a High School Equivalency Instructional program for adults who had not earned a high school diploma. The response was an enrollment of 125 students. This program, located on the Anaheim Campus, offers preparation for two of the high school equivalency options offered in the state of California – the General Education Development (GED) and the High School Equivalency Test (HiSET). Students attend cohort-style classes in the morning or in the evening and all sections include direct instruction from a faculty member and an in-class tutor. Students study during morning or evening combined-subject classes: math and science or English and social studies. The open enrollment feature allows students to combine their busy schedules with the academic program. Many in-class resources are offered to assist students with their preparation work, including laptop computers, calculators, high school equivalency study guides, GED Ready vouchers, and Aztec software. Students who complete the preparatory program and pass a high school equivalency exam will celebrate their success by participating in the annual NOCE Commencement event starting this year!

Criterion 6: Use of Assessment
Use of assessment tracking tools and analysis of SLO data at all levels (course, program, and institution) for facilitate program evaluation and improvement.
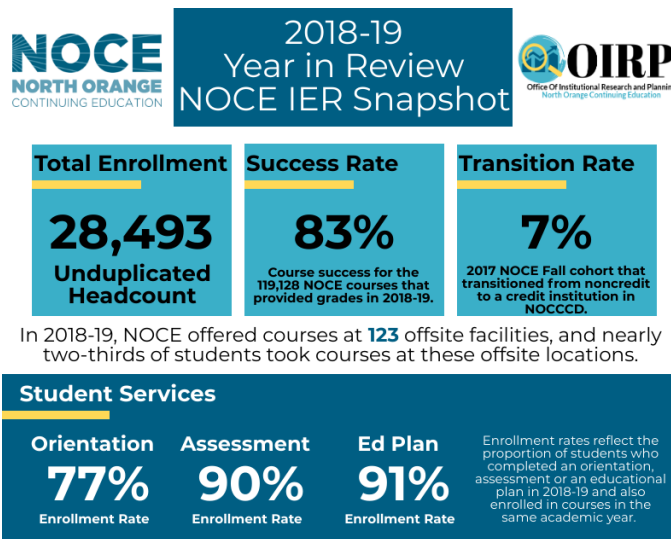
A locally developed iSLO application is being used for faculty to report Student Learning Outcome assessments. The courses are then manually linked to the Program and Institutional Learning Outcomes. The chart below demonstrates SLO, PLO, & SLO achievement rates for the 2018/19 year.
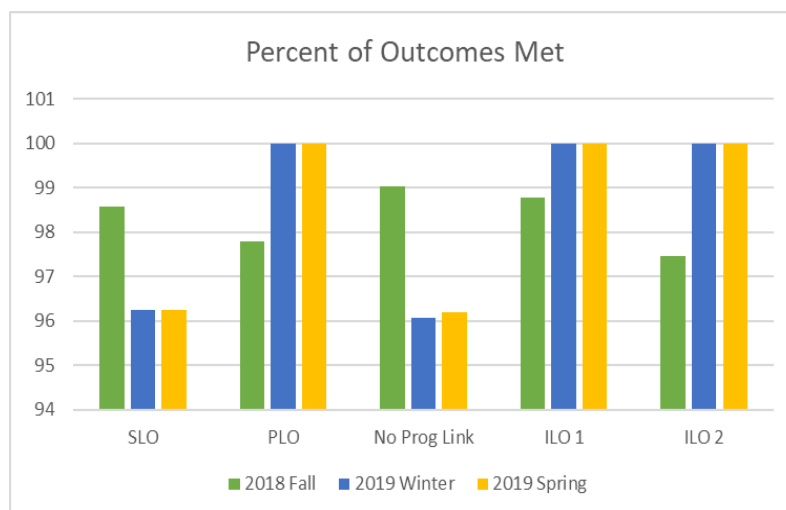
SLO – Student Learning Outcome, PLO – Program Learning Outcome,
ILO – Institutional Learning Outcome

Other Statewide and Local Assessment Measures

As directed by NOCE Institutional Effectiveness Committee, Office of Institutional Research and Planning (OIRP) assigned statewide Student Success Metrics to evaluate NOCE's strategic goals and objectives. The below infographic *2018/19 Year in Review NOCE IER Snapshot* shows school-wide performance data on access, success and transition measures. Success measures include course and term retention, course-level success rate, program completion, and transition to credit-bearing programs.

Disaggregation of findings for every Institutional Effectiveness Report (IER) indicator based on the factors of race, ethnicity, and gender allows our institution to view success through the lenses of equity and inclusion and to develop specific strategies to boost success of disproportionately impacted populations. Understanding who our students are leads to a thoughtful and intentional work of removing barriers as well as designing programs and support services that meet specific interests and needs of the students NOCE serves.
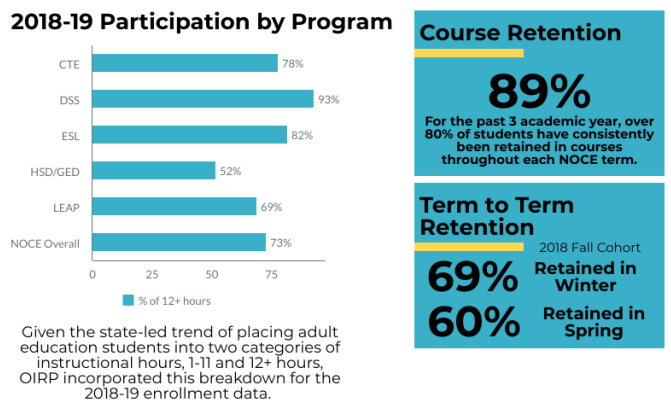
NOCE continues to be an important source of education and a driver of upward mobility in North Orange County Region. The ethnic makeup of NOCE's student population matches that of our District's service area. Majority of NOCE students are continuing and returning with the course retention rate steadily growing over the last three year and course success rate growing more than 7% since 2016/17. This speaks to the responsiveness of our institution to the needs of the community it serves and to the quality of its offerings. In 2017/18, NOCE contributed 59% of the District's successful CTE enrollments, and in 2018/19, NOCE Strong Workforce Program (SWP) Completers made up 23% of the overall SWP completers for NOCCCD.

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

The Counseling and Student Services Department administered a short survey to students at the end of their counseling appointment during the 2017/18 and 2018/19 academic years. The survey contains three questions which are used to evaluate how well the department is meeting their identified program learning outcomes. The results of the survey are compiled in an executive summary which is shared with members of the department. For both survey years, over 90% of the

responses show that students agree or strongly agree with the survey statements. In discussing the survey results, the department members agreed to add an open-ended response question for the 2018/19 survey so students can give more specific feedback or clarify their response. In addition, one of the department's Program Learning Outcomes is that students have a clear understanding of support services or community resource after meeting with a counselor. A group of counselors and classified staff worked together to review and update the department's shared drive. This drive now contains current information about NOCE programs as well as community resources. By having this information readily available, the counselors can share up-to-date information with students in order to continue supporting students in meeting this program learning outcome.

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

Admissions and Records has fully incorporated basics of record scanning for all incoming records as well as indexing. The adoption of the digital document scanning through OnBase is continuing to be enhanced through District initiatives and support. The digitizing of archived paper student files has been an ongoing process with specialized attention from A&R staff trained in processing the files. In recognizing that the student records in the archives originate from a large span of years and past practices; a set of guidelines has been created by the Records Department. The guidelines for processing archived records includes best practices and allows for consistency to maintain the integrity of the historical student files. This systematic approach to careful digitizing has resulted in significant progress with a little over half of all historic file folders completed. The historical records also have large binders of student academic information with about 800 pages that are hand scanned carefully into the system. The binder system scanning is also half-way complete at this time. Regular internal audits help to also ensure accuracy throughout this scanning project.

Criterion 8: Resource Management
Multiple funding streams necessitate a variety of plans which are not currently integrated.

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

NOCE's integrated planning model has been further refined in the development of the institutional revised Strategic Plan in June 2019. Not only the Action Steps but also the Strategic Goals now align with other institutional plans. For example, Goal II: Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options embeds the NOCE Guided Pathways Plan. Goal IV: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan incorporates findings and activities from the NOCE Student Equity Plan.

According to the NOCE Position Management Process requests for new or replacement permanent positions must demonstrate support of NOCE and NOCCCD mission, directions, and goals. Of the 21 positions requested in 2019/20, 17 positions were either fully or partially funded by categorical or self-supported budget sources thus demonstrating NOCE's continuous effort to braid funding sources in order to maximize institutional capacity and to integrate various planning initiatives under

one school-wide strategic plan. For practical reasons of keeping Strategic Plan manageable and for preserving local control, several department-level planning initiatives were not incorporated into the school-wide Strategic Plan but, nonetheless, they have been aligned with NOCE's strategic priorities. Below are a few examples of such initiatives:

Annual Adult Education Family Literacy Act (AEFLA) Professional Development Plan and AEFLA Application were designed to improve success indicators of the NOCE Strategic Plan.

In support of the NOCE Strategic Plan Objective 4 ("Facilitate and accelerate onboarding process of orientation, assessment, and placement") the ESL program is working on online registration process via CCC Apply. In addition, the program is streamlining the matriculation process to updated policies and procedures that get students in the classroom faster. The goal is to increase retention and persistence, as are indicated in the AEFLA PD Plan, Goal 1: "During the 2019-20 academic year, improve student persistence, resulting in a 10% increase in students who take the CASAS post test." We anticipate this achievement as the result of improving our onboarding process.

AEFLA Professional Development Plan is also aligned with Strategic Plan Goal I, Objective 1, item 4: "Evaluate the use of instructional methodologies that lead to accelerated learning (e.g. I-BEST)" and Goal II, Objective 6, item 4: "Solidify, expand and promote digital learning opportunities through New World of Work." Goal 2 of the AEFLA PD plan states, "During 2019-20 academic year, implement two new workforce preparation and/or workforce training strategies to increase student enrollment, participation, and persistence in NOCE Integrated EL Civics and Integrated Education Training (IET) programs." Currently, professional development support is provided for I-BEST instructors and workforce preparation instructors (through NWoW) toward this goal.

NOCE is in the process of converting from a trimester system with 12-week terms to a semester system with 18-week terms to align with our District colleges. This supports Goal II (Guided Pathways) of the NOCE Strategic Plan: "Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options." The ESL Mentorship program under CAEP is also connected to this goal in the Strategic Plan, as it provides support for students during and after transition from noncredit to credit.

Carl Perkins Act and Strong Workforce Program plans are aligned with NOCE Strategic Plan.

CTE is eligible to apply for funding each year through Perkins and Strong Workforce Programs. These two (2) funding sources are dedicated to assisting and enhancing the efforts of Career Technical Education and Workforce Training programs. As part of the grant application process, CTE always looks for how they can align the goals and actions of the NOCE Strategic Plan to the requirements and outcomes of all funding sources. Some examples of goals that align between the NOCE Strategic Plan and these two (2) funding sources include:

- Goal II, Objective 1: Develop curriculum and expand offerings that promote greater transition into the workforce and credit bearing programs. Perkins and SWP funding support:
    - Curriculum development
    - Articulation
    - Career Pathways from K-12 to noncredit to credit
    - Transition to workforce and higher levels of education

- Goal II, Objective 2: Develop effective ways to communicate academic and career pathways to students. Perkins and SWP funding support:
  - Outreach efforts (both internal and external)
  - Development of career pathways
  - Industry Workshops and events
  - Development of the Career Resource Center
  - Career assessment tools
  - Development/Implementation of tools that help students get connected and move through their pathway

- Goal II, Objective 5: Implement support services that increase student retention and transition. Perkins and SWP funding support:
  - Developing/Implementing new strategies to improve retention within a CTE program
  - The implementation of LinkedIn Learning and Portfolium to help students on their path and continue with their success
  - Offering workshops and support strategies within the labs to improve student retention in their chosen CTE program

- Goal II, Objective 6: Incorporate college and workforce readiness skills into curriculum. Perkins and SWP funding support:
  - Curriculum Development
  - Development/Implementation of the Career Resource Center
  - Employability Skills workshops
  - Digital Badging
  - Portfolium and LinkedIn Learning implementation and delivery
  - Developing business partnerships
  - Work-based learning projects

- Goal II, Objective 7: Increase targeted professional development for all NOCE constituents. Perkins and SWP funding support:
  - Professional Development for CTE faculty
  - Workshops for students, staff, and faculty

Integrated Planning Initiative introduced by the CCC Chancellor's Office in 2017 is another example of aligning funding from multiple sources with integration of institutional priorities. Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP) were selected as a starting point for the Chancellor's Office integrative efforts to increase student success while closing achievement gaps, and to leverage resources and align efforts taking place at the institutions.

The NOCE team started planning with a joint meeting of BSI, SE and SSSSP committees to form the NOCE "Integrated Planning (IP) Committee," followed by a District-wide IP meeting to share and exchange ideas with our counterparts at Fullerton and Cypress Colleges. The NOCE IP committee was proactive in creating a timeline and worked backwards from the established Chancellor's IP Report submission deadline to initiate the set objectives. The NOCE IP team sought the Research Office's assistance early on to write an effective plan grounded in data, set goals as a large group for general population and identified student groups, aligned related activities designed to address the

needs of the disproportionate impacted (DI) students in smaller groups, evaluated goals, collaborated with various constituents, dedicated time for writing sessions, and allowed sufficient time for review, feedback, and input of students, staff, administrators, faculty, Academic Senate, and members for the community as appropriate.

NOCE IP goals included increasing student access to NOCE by simplifying the enrollment process, improving Basic Skills students' course completion of math and English, implementing instructional and support services designed to improve successful student transition from noncredit to credit, implementing a series of school-wide equity efforts focused on cultural competencies and student engagement, and increasing the transition rate of students enrolled in intermediate and advanced ESL courses from ESL to CTE and/or High School Diploma programs. The set goals were in direct alignment with the District and NOCE directions and objectives of eliminating the achievement gap among the DI groups, improving the rates of degree/certificate completions, creating educational pathways to increase completion and transfer-readiness, implementing best practices related to the allocation of resources to fund the activities improving student performance and success, as well as developing collaborative partnerships with the community's educational institutions. This was a great learning experience which provided NOCE with a better understanding of how to best serve the needs of adult learners, noncredit students, and the DI student group.

Criterion 9: Community Connection
No key issues identified.

V: School-wide Action Plan Refinements

Based on the findings of the current progress report, further refine the school-wide action plan as needed and include a link to the school's most recent school-wide action plan.

Action Plan
Closure to SCE Action Plan.

Strategic Plan 2019
Due to the COVID-19 emergency, NOCE will revise the timelines.

INSTITUIONAL EFFECTIVENESS		
GOAL I	**Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.**	
ACTION STEPS	**TIMELINE**	**CHAMPION**
Objective 1: Develop a school-wide cycle of program review which includes data collection, analysis, and discussion and use it to support Student Learning Outcomes (SLOs), curriculum, instruction, and program improvement.		
1. Develop process and mechanisms to evaluate effectiveness of all NOCE instructional and student services programs and design continuous improvement cycle inclusive of resource allocation.	TBD	OIRP Director or Dean, EIE
2. Integrate NOCE planning initiatives into the school-wide cycle of program review.	TBD	OIRP Director or Dean, EIE
3. Actively engage all constituent groups, including faculty, managers, classified staff and students with program review and integrated planning efforts.	TBD	Provost
4. Evaluate the use of instructional methodologies that lead to accelerated learning (e.g. IBEST, UDL, dual enrollment, etc.).	TBD	OIRP Director
Objective 2: Utilize technology as a tool to measure Institutional Effectiveness.		
1. Develop tools to collect and assess data. a. Software to support SLO assessment cycle, evaluate SLO data, and use the data to improve student learning b. Early Alert system c. ARGOS Reports and Banner 9 d. Assessment data reports e. Attendance data reports f. Tools to evaluate the effectiveness of local initiatives g. Mobile app h. Data visualization tools	TBD	OIRP Director
Objective 3: Offer professional development activities to promote Institutional Effectiveness.		
1. Identify experts to train staff on the abovementioned tools using a variety of delivery methods (e.g. webinars and short videos).	TBD	ProD Chair
2. Schedule professional development and training opportunities for MIS-related topics, such as data collection, data input, reports, and knowledge.	TBD	ProD Chair

GUIDED PATHWAYS		
GOAL II	**Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.**	
ACTION STEPS	**TIMELINE**	**CHAMPION**
Objective 1: Develop curriculum and expand offerings that promote greater transition into the workforce and credit-bearing programs and other educational options. *Guided Pathways Pillar: Create clear curricular pathways to employment and further education.*		
1. Increase and improve articulation agreements with Cypress College and Fullerton College through curriculum development and alignment of courses.	TBD	Dean/Instructional Programs
2. Partner with sister colleges to deliver transition to college course offerings.	TBD	BSHSD Program Director
Objective 2: Develop effective ways to communicate academic and career pathways to students. *Guided Pathways Pillar: Help students choose and enter their pathway.*		
1. Create a visual model illustrating academic and career pathways within NOCE and beyond.	TBD	Dean/Instruction
2. Expand self-paced career/college exploratory features in the new NOCE website and explore the use of a mobile map to enhance exploratory options for students.	TBD	Director of Campus Communications
3. Finalize career interest clusters and communicate CTE offerings to students. Use program mapping to organize the permanent website and online catalog.	TBD	Dean/Student Services
4. Finalize the development of the Career Services Framework that streamlines and expands career services across programs and for all students, including access to career exploration software and career advisement.	TBD	Dean/Student Services
5. Develop and promote the North Orange Promise pipeline at NOCE for feeder high school students enrolling in CTE and High School programs.	TBD	Dean/Student Services BSHSD Program Director
Objective 3: Provide intensive support to help underprepared students succeed in college-level courses. *Guided Pathways Pillar: Help students choose and enter their pathway.*		
1. Develop and promote noncredit lecture-based math and English courses to be offered on college campuses.	TBD	BSHSD Program Director
2. Expand GED program with bilingual support.	TBD	BSHSD Program Director
Objective 4: Facilitate and accelerate onboarding process of orientation, assessment, and placement. *Guided Pathways Pillar: Help students choose and enter their pathway.*		
1. Further integrate the Fastrack onboarding event into regular student services.	TBD	SSSP Director
2. Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore the use of mobile app to enhance exploratory options for students.	TBD	Dean/Enrollment and Institutional Effectiveness

GUIDED PATHWAYS (cont.)		
ACTION STEPS	**TIMELINE**	**CHAMPION**
Objective 5: Implement support services that increase student retention and transition. *Guided Pathways Pillar: Help students stay on their pathway.*		
1. Expand counseling and student services at offsite locations, including evening hours.	TBD	SSSP Director
2. Expand collaboration between counselors and instructors to increase student counseling appointments and Student Educational Plans.	TBD	SSSP Director
3. Develop an early alert system and mid-point checks for all students and programs in a CDCP.	TBD	OIRP Director or Dean, EIE
4. Implement a degree audit system accessible to students.	TBD	OIRP Director or Dean, EIE
5. As NOCE launches online classes, develop ways to offer student supports online.	TBD	Dean/Student Services
Objective 6: Incorporate college and workforce readiness skills into curriculum. *Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.*		
1. Provide professional and curriculum development opportunities on New World of Work 21st Century Employability Skills.	TBD	ProD Chair
2. Finalize and implement Program SLO Action Plan for faculty to identify and address learning gaps through curriculum modification, updated instructional models and professional development.	TBD	SLO Chair
3. Expand work-based learning opportunities for students through the regional and local workforce development initiatives, such as enhanced classroom laboratories and work-based learning projects.	TBD	CTE Director
Objective 6: Incorporate college and workforce readiness skills into curriculum. *Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.*		
4. Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.	TBD	CTE Director
Objective 7: Increase targeted professional development for all NOCE constituents. *Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.*		
1. Increase the number of respondents to the ProD needs survey.	TBD	ProD Chair
2. Use different methods, including remote methods, to provide professional development.	TBD	ProD Chair
3. Offer professional development activities to all staff on NOCE pathways and transitional activities.	TBD	ProD Chair
4. Increase participation of adjunct faculty in professional development.	TBD	ProD Chair

CAPACITY			
GOAL III	**Using relevant data develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community within the District's service area.**		

Objective 1: Enhance effectiveness of marketing and communication to promote awareness, enrollment, and partnerships.

	ACTION STEPS	TIMELINE	CHAMPION
1.	Develop and launch a comprehensive brand presence for the new NOCE name.	TBD	Director of Campus Communications
2.	Develop a redesigned website for community needs and awareness.	TBD	Director of Campus Communications
3.	Develop a targeted marketing and outreach plan for the NOCE service area.	TBD	Director of Campus Communications
4.	Develop a targeted in-reach plan for NOCE programs.	TBD	Director of Campus Communications

Objective 2: Expand new and emerging student services at NOCE Centers, NOCRC, and community partners.

1.	Develop a matrix of identified student service needs (e.g. assessment, student, and mental health centers, etc.).	TBD	Dean/Student Services
2.	Prioritize list of student services. Develop a three-year timeline to implement expanded student services.	TBD	Dean/Student Services
3.	Identify funding for staffing, space, furnishings, etc. of expanded student services.	TBD	Dean/Student Services
4.	Identify physical locations for expanded student services. This would include space at the three NOCE Centers, NOCRC, and community partners.	TBD	Deans

Objective 3: Develop a plan for facility improvements to best serve students.

1.	Plan for study and student engagement space through renovation of existing facilities.	TBD	Deans
2.	Design a facility utilization plan to meet student demand and the efficiency standards.	TBD	Deans
3.	Maximize seating capacity of high-demand offerings.	TBD	Deans

CAPACITY (cont.)		
ACTION STEPS	**TIMELINE**	**CHAMPION**
Objective 4: Enhance facilities for increased safety measures.		
1. Develop tool to gather feedback on facility safety needs.	TBD	Campus Safety Director
2. Implement safety measures based on assessment results and available funding.	TBD	Campus Safety Director
3. Develop a means to gather regular and ongoing feedback from staff, students and faculty on workplace security measures.	TBD	Campus Safety Director
4. Develop a three-year action plan that covers all NOCE sites to implement appropriate work practice and physical security measures to prevent workplace violence, such as controlling the physical access to the workplace and installation of alarm systems.	TBD	Campus Safety Director
5. Incorporate facilities-relevant action steps from NOCE Action Plan on Prevention of Workplace Violence into the NOCCCD Facilities Master Plan as appropriate.	TBD	Campus Safety Director
Objective 5: Review technology for maximized effectiveness, efficiency, and school-wide use.		
1. Review instructional and operational software to ensure effective and productive use.	TBD	IT Manager
2. Develop survey tools for seeking feedback on strengths and challenges with current technology. Collect the feedback annually and incorporate results into established technology plan.	TBD	IT Manager

EQUITY		
GOAL IV	**Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.**	
Objective 1: Identify essential student service gaps within the District service area and develop plans to meet those community needs.		
ACTION STEPS	**TIMELINE**	**CHAMPION**
1. Continue to identify student populations within NOCE, the District, and the community for specific instructional programs and services.	TBD	OIRP Director
2. Conduct internal and external outreach targeting DI student populations.	TBD	Director of Campus Communications
3. Identify and address roadblocks that impede a student's opportunity to take courses.	TBD	SSSP Director
4. Develop and distribute a matrix of resources for various support services, such as babysitting, mental health assistance, etc.	TBD	Dean/Student Services

EQUITY (cont.)		
Objective 2: Implement effective strategies to engage community members whose primary language is not English.		
ACTION STEPS	**TIMELINE**	**CHAMPION**
1. Gather feedback from faculty and staff on the materials that need to be translated as well as the languages that would be most effective.	TBD	Director of Campus Communications
2. Establish an inventory of applicable forms, marketing materials, etc. and select the materials to be translated.	TBD	Director of Campus Communications
3. Hire a professional expert to translate materials into multiple languages and establish a timeline.	TBD	Director of Campus Communications
4. Publish materials in multiple languages (forms/publications).	TBD	Director of Campus Communications
Objective 3: Identify roadblocks that prevent students from completing courses and programs and/or transitioning and develop plans to increase success and transitioning.		
ACTION STEPS	**TIMELINE**	**CHAMPION**
1. Increase success rate for disproportionately impacted populations in courses and programs.	TBD	SSSP Director
2. Increase noncredit to credit transfer rate of disproportionately impacted populations.	TBD	SSSP Director
3. Introduce Universal Design principles to curriculum and facilities design.	TBD	Curriculum Chair Deans
Objective 4: Develop an equity-minded culture in all areas of NOCE.		
ACTION STEPS	**TIMELINE**	**CHAMPION**
1. Increase student engagement through expansion of the NOCE student leadership program and through workshops or trainings that teach students about self-advocacy.	TBD	Dean/Student Services
2. Develop professional development opportunities for all NOCE faculty and staff on the topic of equity.	TBD	ProD Chair

Key: Dean, EIE - Dean responsible for Enrollment and Institutional Effectiveness