President's Cabinet Update 4.20.21

INSTITUIONAL EFFECTIVENESS			
GOAL I	**Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.**		
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.			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
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.	June 2022	OIRP Director or VP/EIE	IN PROGRESS: OIRP produces an Institutional Effectiveness Report annually presenting effectiveness indicators including enrollments, course and term retention, course success, transition, and completion. In addition, these metrics are disaggregated by program, subprogram and demographics (where feasible). The EXPECTED COMPLETION DATE: June 2022
2. Integrate NOCE planning initiatives and the evaluation of instructional methodologies that lead to accelerated learning (e.g., IBEST, UDL, dual enrollment, etc.) into the schoolwide cycle of program review. Evaluate the use of instructional methodologies that lead to accelerated learning (e.g., IBEST, UDL, dual enrollment, etc.).	June 2022	OIRP Director or VP/EIE	IN PROGRESS: NOCE's program review cycle is set to begin Fall 2021 and will be an ongoing cycle where each unit will undergo program review every four years and program planning every year. Initiative planning will be built into this process. EXPECTED COMPLETION DATE: June 2022
3. Actively engage all constituent groups, including faculty, managers, classified staff and students with program review and integrated planning efforts.	September 2021	President/OIRP Director	IN PROGRESS: NOCE Program Review Taskforce was established in February 2020. It is composed of faculty, student leadership, classified, and managers at NOCE. The purpose of the taskforce is to provide structure, guidance, and recommendations on NOCE's program review process and implementation. NOCE's program review cycle is to set to begin Fall 2021. EXPECTED COMPLETION DATE: September 2021 President's Staff completed annual review of the NOCE Strategic Plan. Action Steps have been evaluated for completion, deletion or progress.
4.		OIRP Director	DELETED AND INCLUDED IN ACTION STEP 2

Objective 2: Utilize technology as a tool to measure Institutional Effectiveness.			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
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	June 2022	OIRP Director	IN PROGRESS: OIRP continues to develop tools through various platforms to help support the collection, assessment and utilization of institutional data. OIRP director is currently working with SLO Coordinator and eLumen representative to establish the Program Review module in eLumen in order to fully utilize SLO data that is being entered by NOCE faculty members. Tableau dashboards have been built to monitor enrollment trends in comparison to previous terms and to inform enrollment management decisions. OIRP also continues to collaborate with IT and other departments to utilize the data captured by local software such as CASAS TE, Starfish, Cranium Café, and Canvas. EXPECTED COMPLETION DATE: June 2022

Objective 3: Offer professional development activities to promote Institutional Effectiveness.			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
1. Identify experts to train staff on the abovementioned tools using a variety of delivery methods (e.g., webinars and short videos).	November 2021	ProD Chair	IN PROGRESS: Working with OIRP on designing and planning a Data Literacy professional development series.
2. Schedule professional development and training opportunities for MIS-related topics, such as data collection, data input, reports, and knowledge.	November 2021	ProD Chair	IN PROGRESS: Working with OIRP on designing and planning a Data Literacy professional development series.

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.**		
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.*			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
1. Increase and improve articulation agreements with Cypress College and Fullerton College through curriculum development and alignment of courses.	TBD	VP Instructional Programs	**Deferred for Future Opportunities.** From 2019-2021, through the North Orange County Regional Consortium (NOCRC) ESL Workgroup, four ESL faculty representatives from NOCE, Cypress College and Fullerton College collaborated with the intention of generating articulation agreements that would eliminate placement testing barriers for noncredit students transitioning into credit programs within NOCCCD. Although the end goal was not ultimately achieved, the faculty collected valuable data on noncredit-to-credit transitions and identified institutional challenges that could be addressed with senior leadership support. By the end of the 2020-2021 academic year, the faculty will provide a summary report that includes identified needs, findings, and recommendations for future exploration and action. Participants: Cypress College - Samantha Simmons Fullerton College - Joyce Cain (Y1, retired); Arthur Hui (Y2) NOCE: Candace Lynch, Alice Niyondagara
2. Partner with sister colleges to deliver transition to college course offerings.	December 2021	BSHSD Program Director	Since 2012, the NOCE Basic Skills program has contiguously partnered with Cypress College to offer the Transition to College course, IHSS 300. In 2017-2018, we partnered with Fullerton College (FC) and we able to offer this course at their sites and declined enrollment in the NOCE IHSS 300 courses, we stopped offering IHSS 300 at FC and revisited the method of instruction for offering this course at Cypress College. In Spring 2020, through collaboration with Cypress College Counseling team, we offered IHSS 300 as a virtual Friday Charger event, as a two-day event open only to our NOCE students. Due to the pandemic and campus closures, in Fall 2020, we stopped offering this course at Cypress. We are currently collaborating with the NOCE counseling team/NOCRC transition workgroup to explore different options for continuing our partnership with our sister colleges in promoting transition to college courses.

Objective 2: Develop effective ways to communicate academic and career pathways to students. *Guided Pathways Pillar: Help students choose and enter their pathway.*			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
1. Create a visual model illustrating academic and career pathways within NOCE and beyond.	September 2021	VP/Instructional Programs Change to Director of Campus Communications	IN PROGRESS: Some of the visual modeling features have been incorporated into the new NOCE website, e.g., *What is your goal?* Feature on the home page and *Related Certificate* feature on the CTE page. Next step is to create a visual model to illustrate new stackable CTE certificates Business Information Worker and ECE Certificates. Expected Completion: August 2021
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.		Director of Campus Comm	IN PROGRESS: Career Resource Center was established in January 2018. Since then, the options for self-paced career exploration technology tools have been expanded to include: Career Launch Academy, Job Scan, Portfolium, LinkedIn Learning, Career Coach, Symplicity, VMock. CRC services are available by appointment and on a drop-in basis. Staff are available to guide and advise students one on one.
3. Finalize career interest clusters and communicate CTE offerings to students. Use program mapping to organize the permanent website and online catalog.	December 2021	VP/Student Services	IN PROGRESS: Career interest clusters: Health, Arts/Humanities; Business/Industry; Public Services; and STEM/IT. With the recent NOCE website redesign, CTE program page were updated with career highlights, certificate requirements, and employment outlook. Efforts underway to visually align NOCE programs to the five career interest clusters intended to clarify pathways to program completion, employment, and degree programs.
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.	December 2021	VP/Student Services	IN PROGRESS: Career Resource Center was established on _____ and serves all students. New software includes _____. Upcoming meetings will formalize these services into the framework. The Career Services Framework planning team will reconvene to assess current level of career services delivered and identity areas for growth within the Guided Pathways model.
5. Develop and promote the North Orange Promise pipeline at NOCE for feeder high school students enrolling in CTE and High School programs.	Completed for Basic Skills July 30, 2020. Reassigned to Counseling August 2020	VP/Student Services BSHSD Program Director	COMPLETED: This strategy was reassigned to the counseling team. During fall 2020, students who had been enrolled in the Pledge program received calls and/or emails to encourage them to finish their program. Current NOCE students who are interested in transitioning to Fullerton or Cypress receive support from counselors to complete their North Orange Promise Agreement.

Objective 3: Provide intensive support to help underprepared students succeed in college-level courses. *Guided Pathways Pillar: Help students choose and enter their pathway.*

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Develop and promote noncredit lecture-based math and English courses to be offered on college campuses.	August 2020	BSHSD Program Director	COMPLETED: In collaboration with Cypress College Math Department, NOCE initiated the process of developing lecture-based math courses to be offered on college campuses in Spring 2019. NOCE offered the initial noncredit lecture-based math course developed, College Prep Basic Math (ABED 110), at Cypress College in Summer 2019. We developed and extended our lecture-based English and math course offerings at Cypress College to include College Prep Pre-Algebra (ABED 115), Elementary Algebra (ABED 116), Accelerated Pre and Elementary Algebra (ABED 117), and College Prep English Reading and Writing (ABED 150) in Fall 2019. NOCE also partnered with Fullerton College to offer the College Prep Math Pre-Algebra course (ABED 115) on their site. Effective Spring 2020, due to the pandemic and campus closures, we focused on offering our English and math prep courses online; this transition has led to an increase in enrollment in these classes.
2.	Expand GED program with bilingual support.	June 2019	BSHSD Program Director	COMPLTED: As we built our GED/HiSET Prep instructional program at Anaheim in 2019, we made sure to hire bilingual support staff who could provide the necessary academic support to our English and Spanish speaking GED/HiSET students. As such, we hired two bilingual tutors, one to provide academic support to students in English/Social Science GED prep courses and the other to support students enrolled in GED Math/Science prep courses. Tutors have worked with students in-person and online and they both continue to serve in their roles supporting all students in the GED/HiSET prep program.

GUIDED PATHWAYS			
GOAL II	**Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and beyond.**		
Objective 4: Facilitate and accelerate onboarding process of orientation, assessment, and placement. *Guided Pathways Pillar: Help students choose and enter their pathway.*			
	ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**

	ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
1.	Further integrate the Fastrack event into regular student services.	May 2022	SSSP Director	IN PROGRESS: Progress has been made on having students complete all onboarding steps during one visit. For HSDP and CTE students, students could often schedule same day assessment appointments (HSDP only), complete orientation, and schedule a counseling appointment on the same day. For ESL, we were working toward having assessment, orientation, and counseling appointments available on the same day.
2.	Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path app. Explore the use of mobile app to enhance exploratory options for students.	March 2020	VP/Enrollment and Institutional Effectiveness Reassign to Director of Admissions and Records	COMPLETED: CCCApply Noncredit Application was piloted by CTE and select DSS in 2019. Full deployment to all programs occurred in March 2020 with COVID remote A&R procedures. All programs have continued to use CCCApply Noncredit Applications with the exception of Emeritus students living in facilities. These students are assisted and supported by Activity Directors that submit a short application through a secure PDF according to facility. We are upgrading this to a higher security to be included on PageBuilder this year as supported by NOCE IT. In June 2020 we created a short student interest form to be submitted in front of the CCCApply Noncredit Application. This helps to capture any students that might be "lost" in the application process. Once the short interest form is submitted, the prospective student immediately receives an email welcoming them and guiding them on next steps to expect. This instant email is sent in case the prospective student does not continue through to the CCCApply Noncredit application and encourages them on expectations as well as providing support contacts for StarHelp guided assistance. A&R also runs weekly reports to contact any student that submits the interest but doesn't make it through the application. All completed applications also receive an email from NOCE welcoming them as well as guidance contacts for registration assistance.

Objective 5: Implement support services that increase student retention and transition. *Guided Pathways Pillar: Help students stay on their pathway.*

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Expand counseling and student services at offsite locations, including evening hours.	December 2019	Director, Student Equity and Success	COMPLETED: We currently have four off-site ESL counselors available during day and evening hours. They visit each off-site ESL class multiple times throughout the semester.
2.	Expand collaboration between counselors and instructors to increase student counseling appointments and Student Educational Plans.	May 2021	Director, Student Equity and Success	IN PROGRESS: Counselors regularly visit classrooms to provide information to students about the importance of meeting with a counselor and developing an educational plan as well as visit Labs and Learning Centers to meet students where they are. During spring 2021, counselors made presentations or shared counseling information via email with all ESL instructors. Counselors also work closely with CTE instructors to give presentations and encourage students to schedule counseling appointments.
3.	Develop an early alert system and mid-point checks for all students and programs in a CDCP.	September 2021	OIRP Director or VP/EIE Reassign to Director, Student Equity and Success	IN PROGRESS: The Starfish Connect and Engage platform has been reviewed and recommended by the SEA Program Workgroup to provide an early alert system which will allow for more seamless referral for students to NOCE and community resources. A system for providing mid-point checks for students using a DegreeWorks audit system is still being explored.
4.	Implement a degree audit system accessible to students and establish an auto-awarding system for NOCE certificates.	May, 2022	OIRP Director and Director of A&R	REVISED AND IN PROGRESS: OIRP Director and Director of A&R collaboratively built a workgroup in January 2020 to begin implementing degree auditing and auto-awarding. A&R support staff continues to work with key personnel in cleaning up the current degree auditing system for the district, DegreeWorks. This system will allow students to access critical information regarding their progress towards completion and will allow NOCE to develop an auto-awarding system for certificates and diplomas. In turn, this system will help NOCE and students identify when they are near completion. This effort supports retention and completion outcomes. Plans in DegreeWorks are set to be completed by Spring 2022 with plans to implement auto-awarding within the year.

| 5. | As NOCE launches online classes, develop ways to offer student supports online. | May 2022 | VP/Student Services | IN PROGRESS: Due to the pandemic, NOCE quickly adopted new technologies to stay connected with students. The main technologies used are Ring Central digital phone services and Zoom video conferencing. Admissions & Records offices from NOCE's three sites merged into one virtual call center promoted as StarHelp. The Career Resource Center and counseling departments have provided workshops to students via Zoom. A Distance Education counseling implementation team met throughout Fall 2020. Majority of counselors completed OEI training on Cranium Cafe. Disability Support Services (DSS) counselors piloted the use of Cranium Café in fall 2020 in addition to providing services via phone, email and Zoom. A group of DSS and Counseling and Student Services counselors will pilot the Cranium Café lobby feature in Spring 2021. The contract for Cranium Café is being renewed to continue the pilot and include more programs and services. |

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

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Provide professional and curriculum development opportunities on New World of Work 21st Century Employability Skills.	September 2021	ProD Chair	IN PROGRESS: Working with faculty who have gone through WOW training to develop a workshop.
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.	May 2022	SLO Chair	IN PROGRESS: During 2017/18, NOCE focused on launching the SLO software. In spring 2018, it was determined that the software would not function properly with our existing software. In fall 2018, NOCE returned to using iSLO in iTendance. As a work-around, Excel was used to show the links between the course and the program outcomes. Spring 2019, iSLO crashed. IT was able to pull the data from the back end one last time. eLumen was selected to replace iSLO due to use within the district. The implementation began in the fall of 2019. Over 2019-20, the system was put in place and a pilot team was trained and began utilizing the system. During the 2020/21, the faculty are being trained and the directors introduced to the system. By the end of spring 2021 we will finalize the Program SLO Action Plan and begin implementation in fall 2021. The first round of reports should be available in Spring 2022.

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.		CTE Director	IN PROGRESS: NOCE faces barriers to being able to provide a similar work-based learning experience for our students due to systemic barriers in Title 5 that do not allow noncredit institutions to offer Internship and Job Shadowing courses for our students. CTE has worked to pursue other ways to help students create better links to industry. A few of the opportunities we have created include: offering Career Launch Academy, Worked with Network Kinections to learn how to support students looking for these types of opportunities as well as learn how to work with employers to find those who offer paid internships; CTE has found and worked with several employers including the County of Orange to identify any paid internship opportunities that our students would qualify so we can share with the students; CTE has partnered with the CEO Leadership Alliance and Alteryx to help students gain a career exploration experience at a top OC company with potential for future internships or employment while earning industry-valued certification in how to use data analytic.
4.	Solidify, expand and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.		CTE Director	IN PROGRESS: CTE Career Resource Center created and continues to offer New World of Work employability skills training. We have not continued digital badging at this time, due to a lack of student interest in gaining the badge as well as low employer understanding of the badges. CTE will continue to explore bringing them back in the future. NOCE was originally only offer LinkedIn Learning to our Career Resource Center students, however, we have expanded and included in our Virtual Career Skills and Resource Lab curriculum. Additionally, our Career Center Coordinator continues to work with faculty on ways they can use and incorporate the various LinkedIn Learning lessons in their classrooms. The Career Resource Center staff is also actively working on expanding student use of Portfolium (an eportfolio system) and providing workshops for students and faculty to build out their LinkedIn profiles and create a mini eportfolio there as well.

GUIDED PATHWAYS			
GOAL II	**Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and beyond.**		

Objective 7: Increase targeted professional development for all NOCE constituents. *Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.*

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Increase the number of respondents to the ProD needs survey.	September 2021	ProD Chair	IN PROGRESS: In Fall 2021, ProD will send out the needs assessment survey several times and will sponsor a raffle program to promote the survey and garner excitement/participation.
2.	Use different methods, including remote methods, to provide professional development.	December 2021	ProD Chair	IN PROGRESS: Since March 2020, all ProD efforts have transitioned to remote methods. ProD is looking into using Canvas to build ProD modules and courses for faculty and staff; awaiting DE/IT approval for Canvas project. If using Canvas is not allowed, we will look further into Cornerstone instead.
3.	Offer professional development activities to all staff on NOCE pathways and transitional activities.	December 2021	ProD Chair	IN PROGRESS: ProD Chair will work with Guided Pathways and Transition teams to develop professional development activities.
4.	Increase participation of adjunct faculty in professional development.	August 2020	ProD Chair	COMPLETED: Stipends for adjunct faculty attendance at Flex activities has increased adjunct participation threefold. More than half of the presenters for 2020-2021 Flex events and First Friday events were adjunct faculty. ProD will continue to promote events to adjunct faculty as well as recruit ProD presenters from among the adjunct faculty pool.

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	UPDATE
1.	Develop and launch a comprehensive brand presence for the new NOCE name.	August 2018; Ongoing efforts	Director of Campus Comm	COMPLETED: The initial name change and launch campaign was completed in June 2018, however, we are continuing to refine and promote the importance of branding throughout the institution. For example, NOCE brand style guide, marketing material approval process, development of program templates for newsletters, fliers, brochures, etc.
2.	Develop a redesigned website for community needs and awareness.	September 2020 Ongoing efforts	Director of Campus Comm	COMPLETED: NOCE launched the new NOCE website in 9/2020 at www.noce.edu. The updated website has many new features including updated content, a language translation feature, a search function, a program finder tool to connect students directly to programs, and more. The website, developed through shared governance, is easier and in compliance with responsive and accessible design. NOCE continues to work on website analytics, setting-up governance, and provide WordPress training to staff and faculty in by June 2022.
3.	Develop a targeted marketing and outreach plan for the NOCE service area.	December 2020: First campaign completed. April 2021: Ongoing efforts - second campaign launched.	Director of Campus Comm	COMPLETED: The first digital marketing campaigns for NOCE and NOCRC were launched in 7/2020 and completed in 12/2020. 11 NOCE program campaigns were launched and included web and social media advertising, SEO, video ads, audio ads, and re-targeting. Also, a lead-generation system was developed and a process was created to follow-up with interested students. Dashboards were developed to monitor progress. July 24 – December 31, 2020: • Awareness: 5,291,846 ad impressions • Considerations: 32,108 ad clicks • Interest: 4,046 filled out Request for Information (RFI) forms and called • Intent: 1,351 clicked on "click to apply" • The top performing program ads were the ESL Program (1,250 RFI Forms), High School Diploma (558 RFI Forms), and the Emeritus Program (434 RFI Forms) A new campaign for NOCE programs will begin in April 2021 and continue through September 30, 2021.
4.	Develop a targeted in-reach plan for NOCE programs.	May 2022	Director of Campus Comm	IN PROGRESS: Worked on during the 2021/22 school year.

Objective 2: Expand new and emerging student services at NOCE Centers, NOCRC, and community partners.			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
1. Develop a matrix of identified student service needs (e.g., assessment, student, and mental health centers, etc.).	August 2020	VP/Student Services	COMPLETED: Survey of student basic needs completed. New and expanded services include laptop loan program, food pantry drive-throughs, service navigation to community resources through Pathways of Hope.
2. Prioritize list of student services. Develop a three-year timeline to implement expanded student services.	May 2022	VP/Student Services	IN PROGRESS: Worked on during the 2021/22 school year.
3. Identify funding for staffing, space, furnishings, etc. of expanded student services.	May 2022	VP/Student Services	IN PROGRESS: Worked on during the 2021/22 school year.
4. Identify physical locations for expanded student services. This would include space at the three NOCE Centers, NOCRC, and community partners.	May 2022	VP Student Services	IN PROGRESS: NOCE section of the NOCCCD Facilities Master Plan includes an opportunity site for a new mixed-use building that would house expanded student services. Additional funding is being sought for the new construction site. Smaller scale projects reconfiguring existing space will be worked on during the 2021/22 school year.

Objective 3: Develop a plan for facility improvements to best serve students.			
ACTION STEPS	**TIMELINE**	**CHAMPION**	**UPDATE**
1. Plan for study and student engagement space through renovation of existing facilities.	TBD	President/VP Student Services /A&R Director	IN PROGRESS: Existing Anaheim Campus spaces were repurposed for Student Center and Food Pantry. Pending funding and State approval, NOCCCD Facilities Master Plan identified additional outdoor spaces, such as Anaheim Campus upper deck parking lot and patio as additional spaces for student engagement. Completed refurbishment of the outdoor quad space at the Wilshire Center including installation of a shade structure and outdoor furniture.
2. Design a facility utilization plan to meet student demand and the efficiency standards.	July 2020	President/ VP Student Services/VP Instruction	COMPLETED: NOCCCD Facilities Master Plan includes a section dedicated to the NOCE centers and the recommendations for space utilization.
3. Maximize seating capacity of high-demand offerings.	TBD	President/ VP Student Services VP Instruction	Due to the COVID-19 pandemic, the facility planning focus was to ensure campus safety through social distancing and barriers. CDC social distancing guidelines significantly minimized seating capacity of instructional spaces.

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 4: Enhance facilities for increased safety measures.

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Develop tool to gather feedback on facility safety needs.	March 2021, ongoing efforts	Campus Safety Director Reassign to President and VPs	IN PROGRESS: Department managers gathered feedback from staff on safe campus reopening after a year-long closure due to D-19 pandemic. Staff suggestions are being incorporated into the safe campus reopening plan.
2.	Implement safety measures based on assessment results and available funding.	Ongoing efforts	President/VP Student Services	IN PROGRESS: COVID-19 pandemic shifted priorities related to campus safety measures. The following measures have been implemented at Anaheim Campus: social distancing signage, barriers in all public facing areas, hand sanitizers, temperature checking stations for staff and students. Similar work is in progress at Cypress and Wilshire centers that are scheduled for reopening in fall 2021.
IIN	Develop a means to gather regular and ongoing feedback from staff, students and faculty on workplace security measures.	TBD	VP Student Services/Campus Safety Coordinators	Limited progress due to elimination of Campus Safety Director position. With the hire of an additional Campus Safety Coordinator, the work will resume in the 2021/22 school year.
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	VP Student Services/Campus Safety Coordinators	Limited progress due to elimination of Campus Safety Director position. With the hire of an additional Campus Safety Coordinator, the work will resume in the 2021/22 school year
5.	Incorporate facilities-relevant action steps from NOCE Action Plan on Prevention of Workplace Violence into the NOCCCD Facilities Master Plan as appropriate.	TBD	VP Student Services/Campus Safety Coordinators	Limited progress due to elimination of Campus Safety Director position. With the hire of an additional Campus Safety Coordinator, the work will resume in the 2021/22 school year

Objective 5: Review technology for maximized effectiveness, efficiency, and school-wide use.

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Review instructional and operational software to ensure effective and productive use.	December 2021	IT Manager	IN PROGRESS: IT department is compiling an inventory of current instructional, student services, and administrative services software and licenses being utilized. Upon completion, inventory will be reviewed with program leads and at the Technology Committee to inform vetting of software purchases and procurement process.

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
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.	May 2022	IT Manager	IN PROGRESS: COVID-19 pandemic necessitated re-evaluation of technology needs. Faculty and student surveys were administered to learn more about the needs for remote work and learning. Subsequently, portable technology was purchased and distributed to all NOCE staff and, by request, to NOCE students. Upon return to in-person work and learning, tech needs will be reevaluated from the perspective of the up-to-date workplace and instructional requirements.

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	UPDATE
1.	Continue to identify student populations within NOCE, the District, and the community for specific instructional programs and services.	July 2021	OIRP Director	IN PROGRESS: In NOCE's yearly Institutional Effectiveness Report, a community profile is provided to identify student populations within the community that may serve through specific instructional programs and services. Ongoing research projects that are program specific also support this action step. In March 2021, OIRP began to build Tableau dashboards that will provide an overview of IER metrics on an annual basis. Data included in these dashboards include community profile data and NOCE student population breakdowns by educational goals and demographic information. The plan is to release these Tableau dashboards by end of Spring 2021 for Program review training in Summer 2021.
2.	Conduct internal and external outreach targeting DI student populations.	May 2021 Ongoing efforts	Director, Student Success and Equity	IN PROGRESS: The Counseling and Student Services department worked with OIRP to identify a cohort of students who are part of disproportionately impacted student populations from the student equity plan and who had applied but not enrolled. The students were sent a newsletter with an overview of support that is available for students and were invited to one of several new students "meet up" at the beginning and during the first few weeks of the semester. The Grads to Be program conducts regular internal and external outreach to promote NOCE programs and services with a specific focus on supporting undocumented students.

3.	Identify and address roadblocks that impede student's taking courses.	May 2021 Ongoing Efforts	Director, Student Success and Equity	IN PROGRESS: Counselors regularly refer students to NOCE and community agencies to help students stay enrolled. All students have access to the Grads to Be program, which provides academic counseling, referral to free legal clinics, support with transition to credit colleges, and opportunities to build community for undocumented students. The Grads to Be program also works collaboratively with the districtwide Grads to Be program to provide professional development training so faculty and staff can better support undocumented students. Several support programs have been developed in response to the pandemic and to keep students enrolled including the Emergency Aid, laptop loan, revised book award, and WIFI hotspot licenses for students. Direct outreach (newsletter and workshops) was developed to connect students who applied but did not enroll. Counselors developed workshops to help students succeed including navigating the website, MyGateway, email, and Canvas.
4.	Develop and distribute resources for support services, such as babysitting, mental health assistance, etc.	May 2021 Ongoing Efforts	Director, Student Success and Equity	IN PROGRESS: As necessitate by COVID-19 pandemic, NOCE established an emergency assistance program for students. The program is funded by federal and state emergency aid funding and includes drive-through food and grocery voucher distribution as well as a laptop rental program. These efforts are expected to continue through the fall 2021 semester.

Objective 2: Implement effective strategies to engage community members that speak multiple languages whose primary language is not English.

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
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.	December 2021	Director of Campus Comm	IN PROGRESS: Began working on this via translating services through the pandemic communication as well as the re-designed website. Will work with OIRP to confirm most applicable languages by 12/2021.
2.	Establish an inventory of applicable forms, marketing materials, etc. and select the materials to be translated.	May 2022	Director of Campus Comm	IN PROGRESS: Began working on an inventory of forms and materials in collaboration with the NOCE Accessibility Plan. Will continue work on this item during the 2021/22 school year.
3.	Hire a professional expert to translate materials into multiple languages and establish a timeline.	May 2022	Director of Campus Comm	IN PROGRESS: To be worked on during the 2021/22 school year
4.	Publish materials in multiple languages (forms/publications).	May 2022	Director of Campus Comm	IN PROGRESS: To be worked on during the 2021/22 school year

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	UPDATE
1.	Increase success rate for disproportionately impacted populations in courses and programs.	May 2021 Ongoing Efforts	Director, Student Success and Equity	IN PROGRESS: The SEA Program Workgroup developed a new student equity proposal form to identify activities to support increasing the success rate of disproportionately impacted students. Starfish Connect and Engage platform has been recommended by the SEA Program Workgroup as an early alert tool and a way to help students connect to support and resources to stay enrolled and increase success.
2.	Increase noncredit to credit transfer of disproportionately impacted populations.	May 2021 Ongoing Efforts	Director, Student Success and Equity	IN PROGRESS: A noncredit to credit pathway for undocumented students was developed and promoted. This includes working closely with A&R for students to verify hours to qualify for AB540. The ACCT program provides workshops, campus tours, and events to encourage transfer to credit. During fall 2020, a new full-time counselor focused on transition was hired.
3.	Introduce Universal Design principles to curriculum and facilities design.	May 2022	Curriculum Chair/VP of Instruction	IN PROGRESS: To be worked on during the 2021/22 school year

Objective 4: Develop an equity-minded culture in all areas of NOCE.

	ACTION STEPS	TIMELINE	CHAMPION	UPDATE
1.	Increase student engagement through expansion of student leadership program and through workshops that teach students about self-advocacy.	May 2022	VP/Student Services	IN PROGRESS: The Student Leadership Program expanded to include student representation on the Curriculum Committee and the Technology Committee. A new student organization, NOCE United Student Club, was officially recognized in Spring 2021, which promotes student empowerment and self-advocacy for undocumented students. Through the Catalyst Grant, NOCE hosted Know Your Rights workshops by the Immigration Law Center. Counselors offered workshops online on student success strategies, student services, and transitioning from noncredit to credit. Efforts are underway to increase student leadership and engagement activities further.

2.	Develop professional development opportunities for all NOCE faculty and staff on the topic of equity.	September 2021 Ongoing efforts	ProD Chair	IN PROGRESS: ProD Chair is working with the District Anti-Racism Campaign to develop shareable materials for faculty to incorporate into curriculum. Expected completion date: May 2021. ProD is sponsoring a One Book, One School initiative to highlight a book each year that addresses current topics of importance; our current book focuses on culturally responsive teaching. Expected completion date for 2020-2021 academic year: May 2021. ProD is working to identify presenters on DEIA related topics. Expected completion date: September 2021. Partnered with CCEAL at San Diego State University on several DEIA initiatives, including a presentation on equity-minded institutional culture at the fall 2021 Flex Day, training for institutional leadership team, training on achievement gaps and effects of microaggressions for President's Cabinet. Training for WASC Co-Captains on using the DEIA lens when completing accreditation self-study.