

SELF-STUDY REPORT

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

FOR

NORTH ORANGE CONTINUING EDUCATION

1830 W. Romneya Drive, Anaheim, CA 92801

March 13-15, 2023

CONTENTS

Preface	3
Self-Study Committee Members.....	4
Chapter I. School, Community, and Student Characteristics — School’s Mission and Schoolwide Learner Outcomes	6
Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas	17
Chapter III. Self-Study Findings based on the ACS WASC Adult School/ ROCP Criteria.....	23
Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action Plan	89

Preface

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

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

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

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

Self-Study Committee Members

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

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

Criterion 1: Institutional Mission and School-wide Learner Outcomes

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

Criterion 2: Organizational Infrastructure and School Leadership

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

Criterion 3: Faculty and Staff

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

Criterion 4: Curriculum

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

Criterion 5: Instructional Program

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

Criterion 6: Use of Assessment

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

Megan Reeves
Ruben Trujillo
Yolanda Barba

Criterion 7: Student Support Services

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

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

Criterion 8: Resource Management

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

Katherine Pham
Renee Myles
Shontel Corona

Criterion 9: Community Connection

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

Nancy Flores
Regina Apuntar
Dennis Davino
Vicki Sodman
Roland Pascua

Criterion 10: Action Plan for Ongoing Improvement

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

Linda Langgle
Rocio Navarro
Violeta Aguilera Valdes
Mary Moscoso

Online Programs/Courses

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

Maureen Borillo
Song Hong
Vincent Eze
Nichollette Brown
Enrico Del Zotto

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

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

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

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

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

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

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

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

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

Anaheim Campus

1830 W. Romneya Avenue, Anaheim, CA 92801

Telephone #: 714.808.4645; Fax #: 714.808.4659

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

Cypress Continuing Education Center

9200 Valley View Street, Cypress, CA 90630

Telephone #: 714.484.7038; Fax #: 714.826.1766

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

Wilshire Continuing Education Center

315 E. Wilshire Avenue, Fullerton, CA 92832

Telephone #: 714.992.9500; Fax #: 714.992.9599

The Director of Admissions and Records oversees this center.

CURRICULAR CHANGES

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

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

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

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

New Parenting Classes: Building Trauma-Informed Communities. Trauma-informed parenting classes were developed in response to the regional needs for adult education services identified in the process of developing a three-year regional adult education plan for California

Adult Education Program (CAEP) activities. Building Trauma-Informed Communities coursework includes Adverse Childhood Experiences, Family Dynamics, Mental Health in our Homes, and Human Trafficking Awareness and Prevention.

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

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

NEW WRAP-AROUND STUDENT SERVICES

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

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

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

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

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

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

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

POSTSECONDARY CHANGES

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

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

This table shows key NOCE instructional offerings grouped by category.

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

FULL-TIME EQUIVALENT STUDENT

Full-time Equivalent Student (FTE) is the measure used to determine apportionment funds. Prior to the 2021 Fall semester, NOCE used the actual, or positive attendance collecting method required for all noncredit coursed offered in person. Collect actual student attendance hours for the full duration of the course in a given term. Divide the number by 525. In response to the COVID-19 pandemic restrictions, NOCE transitioned to an almost 100% remote instruction in the 2021 Fall semester, which required the use of the alternative attendance collection method.

Alternative Attendance Accounting Method. Determine the weekly student contact hours by counting the total hours of instruction, add in instructor contact, add in outside-of-class work listed in the COR, multiply by the weeks of the course and divide by 54. This is the WSCH factor. Count the number of students actively enrolled as of Census 1 (actual date set based on

1/5 or 20% of the course being finished) and as of Census 2 (actual date set based on 3/5 or 60% of the course being finished). Add the number of students actively enrolled on Census date 1 and Census date 2 and divide by 2 to get the average. Multiply this number by the WSCH factor. Multiply by 17.5 (primary term length multiplier). Divide the total by 525.

STUDENT SERVICES

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

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

CERTIFICATES AND DIPLOMAS

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

CALENDAR SYSTEM

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

STUDENT DEMOGRAPHICS

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

COMMUNITY INFORMATION

NOCE is a member of North Orange County Community College (NOCCCD), a multi-

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

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

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

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

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

The projected increase in the age of the Orange County population suggests that the average and median ages of NOCE will continue to grow as well. The rise in older adults also suggests that NOCE should prepare to cater more classes toward older adults and a possible expansion of the Emeritus Program. Furthermore, with Orange County trending toward a more diverse population, the need for NOCE to maintain a culture of diversity is highlighted so that all students served continue to feel welcomed and accepted.

The continuing decline in high school dropout rates of the North Orange County population suggest that NOCE's Basic Skills High School Diploma Program enrollment rates and graduate rates may decline in the upcoming years. We see that NOCE's number of high school graduates has declined in recent years. However, with the increase of jobs requiring higher-level skills, NOCE's future enrollments may cluster heavily around fields that allow them to enter the advanced job market (e.g., technology, data management). NOCE will continue to monitor community data as a means of planning and to better serve its prospective students. An

increased proportion of ELL students in Orange County's K-12 schools supports the NOCE's plan to continue offering a robust ESL Program and to expand ESL classes at community-based sites, especially local elementary and high schools. Among those who graduate high school in Orange County, 42.8% attend a California Community College. This suggests that institutions like NOCE could be potential gateway points or can serve as additional support structures for recent high school graduates as they continue their educational journeys in a California Community College.

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

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

As indicated by the 2019/20 Institutional Effectiveness Report, over 85% of students have consistently been retained in courses throughout each NOCE term indicating that students continue to be motivated to complete their NOCE coursework. Summer continues to see the highest retention rates. It is possible that students who forgo their summer break and enroll in classes may be more dedicated and thus more likely to be retained until the end of the course. Another speculation is that since summer sessions are shorter than primary terms, students may have stayed in the course until the end of the term. NOCE's spring term has the second highest retention rate. White students have consistently had the highest course retention rates across the four terms in 2019/20. Students who identified as Asian were the second group with the highest course retention rates compared to other ethnic groups. Hispanic or Latino(a/x) students consistently had the lowest retention rates among student ethnic groups for the same time frame, despite being the largest ethnic group NOCE serves. Over three-fourths of NOCE students continue to be successful in their coursework in the 2019/20 academic year as indicated by the 80% courses success rate. White and the Other and Unknown students had the highest success rates compared to other ethnic groups. This population along with Asian students exceeded the success rate of NOCE overall. Students in the Two or More categories had the lowest success rate, followed by Hispanic or Latino(a/x) students. In 2019/20, NOCE had retained over two-thirds (69%) of the fall students in the winter term. Based on the student feedback received,

NOCE students shared several reasons that could impact their decision to return or not return to NOCE, including family/personal responsibilities, conflicting job schedules, lack of course offerings, and lack of transportation.

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

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

Enrollments:

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

Headcount:

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

There are several external factors contributing to the decline of enrollment. Orange County has seen a significant decline in school-aged children and as a result a decline in enrollment of incoming high-school graduates. To address this gap, NOCE developed an

[Enrollment Recovery Plan](#) where it focused its outreach efforts on adult and older adult learners, specifically re-careering adults.

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

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

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

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

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

ADDITIONAL ONLINE SCHOOL PROGRAM AND COURSE DESCRIPTION

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

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

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

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

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

To ensure that all students have access to the instructional programs necessary for learning success announcements and communications are provided through Canvas communications and announcements, the website, the Career Skills and Resource Center, counselors, the Learning Center, Canvas Student Resources, email, mailers, and support services

such as laptop loans, parking lot Wi-Fi access, and the food pantry. To increase student involvement many of the same avenues have been used. We have also used social media: Instagram, Facebook, Twitter, and YouTube. The pandemic also gave us a great opportunity to include students in many shared governance committees to ensure student involvement.

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

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

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

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

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

SCHOOL-WIDE LEARNER OUTCOMES

NOCE has two Institutional Learning Outcomes.

1. Empowerment to be lifelong learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry, and goal-setting skills.
2. The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking, and problem-solving skills as well as an understanding of the value of diversity.

As of Spring 2022, 36.5% of NOCE programs and 4.75% of our courses have been mapped to the Institutional Outcomes. Of the courses that are currently mapped to the two ILOs,

71.37% of students assessed met the Institutional Learning Outcomes. The numbers are low for the following reasons:

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

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

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

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

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

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

[NOCE's Strategic Plan](#), which also serves as the school-wide action plan, is the focal document providing direction to the NOCE departments, committees, and initiatives. Once in three years, NOCE engages its stakeholders in the development and revision of the Strategic Plan following the annual monitoring and implementation cycle. Every action step of the Strategic Plan is assigned to a champion, a person or a committee, responsible for its completion. In several cases, existing NOCE committees or workgroups, which are aligned with entire sections of the plan, take ownership for monitoring and implementing said sections. At its June 2022 meeting, President's Cabinet certified completion of the NOCE Strategic Plan (Schoolwide

Action Plan). Each Action Step is given one of the three indicators Completed, In Progress, In Progress: Ongoing Efforts. The third indicator denoted the initial completion of the Action Step and the fact that ongoing work is required to meet evolving needs of students and community. Of the 73 Action Steps 36 were completed, 16 were completed while ongoing efforts will continue, 19 are in progress, one deleted and one deferred for future opportunities.

KEY ISSUES FROM 2017

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

Criterion 1: Institutional Mission, Purpose, and Objectives

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

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

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

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

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

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

Criterion 2: Organizational Infrastructure and School Leadership

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

During 2017, North Orange County Community College District engaged Collaborative

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

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

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

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

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

Criterion 3: Faculty and Staff

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

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

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

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

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

Criterion 4: Curriculum

No online course offerings

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

Criterion 5 Instructional Program

The high school instructional model offers limited, formal direct instruction opportunities at all locations.

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

Criterion 6: Use of Assessment

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

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

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

Criterion 7: Student Support Services

Need for analysis and use of assessment data to facilitate program evaluation and improvement

In fall 2021, NOCE launched the Program Review and Planning process as a mechanism to evaluate all aspects of the institution's functions including academic, student support services, and administrative. Each unit is required to complete program review every four years and to use qualitative and quantitative data to set planning and operational priorities. Program review units

for Student Support Services are Counseling, Admissions and Records, and Disability Support Services. Data points connected to Key Performance Indicators (KPI) for student service units include access, participation, awareness of services, and satisfaction. The [Program Review and Planning](#) process itself will be subject to annual review and continuous improvement. The Program Review and Planning was renamed the Departmental Review and Planning in the fall of 2022 to eliminate confusion between curricular review and institutional planning and resource allocation. This review process will be referred to as Departmental Review and Planning further in this report.

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

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

Criterion 8: Resource Management

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

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

Criterion 9: Community Connections

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

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

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

Criterion 1: School Mission and Schoolwide Learner Outcomes

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

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

Mission Statement

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

Vision Statement

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

Core Values

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

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

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

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

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

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

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

Indicator 1.2: The school's mission statement is central to institutional planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

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

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

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

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

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

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

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

- Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn, as well as appropriate research, study, inquiry and goal-setting skills.
- The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem-solving skills, as well as an understanding of the value of diversity.

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

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

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

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

School's Strengths and Growth Areas for Criterion 1

Strengths:

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

Growth Areas:

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

Criterion 2: Governance, Organizational Infrastructure, and School Leadership**Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.**

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

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

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

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

facilities to support student learning.

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

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

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

Shared Governance Committees. NOCE's shared governance committees include the President's Cabinet and Budget and Facility Planning Committee. The President's Cabinet membership is composed of members of the President's Staff and representatives of constituent groups: Academic Senate, United Faculty and Adjunct Faculty United representing faculty; California State Employees Association (CSEA) representing classified staff; District Management Association (DMA) representing management; and NOCE student leaders. The President's Cabinet makes recommendations to the President on matters concerning policies, procedures, academic programs, and school improvement efforts. The Cabinet initiates the strategic planning process and is the WASC accreditation leadership group. This organizational structure not only provides for clearly defined roles of governance but promotes a process that is transparent and provides for ethical and effective leadership.

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

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

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

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

Stakeholder Participation. Stakeholders actively participate in the development of plans at NOCE. For example, the strategic plan allows for participation of all constituencies and is inclusive of fulltime faculty, adjunct faculty, classified employees, and managers. Numerous grants involve the use of regular surveys to collect data and information to guide planning efforts. The AEFLA Grant which involves both the ESL department and the Basic Skills department, requires regular planning, evaluation, and stakeholder input. The DSS Department convenes monthly meetings of the PSETC (Postsecondary Education Transition Consortium). The California Adult Education Program (CAEP) Consortium is comprised of seven advisory groups and one Executive Board, and district stakeholders constitute the membership of each group, including the board. In the Career Technical Education Department, each program must conduct a job study every two years. The Pharmacy Technician program is accredited by the

American Society of Health-System Pharmacists (ASHP) and there is an advisory that provides regular input relative to the industry and program performance. Student leaders who serve on the shared governance committees provide a student voice in regular meetings and the review of plans and initiatives.

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

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

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

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

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

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

School's Strengths and Growth Areas for Criterion 2

Strengths:

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

Growth Areas:

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

Criterion 3: Faculty and Staff

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

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

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

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

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

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

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

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

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

NOCE adheres to the North Orange County Community College District (NOCCCD)

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

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

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

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

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

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

NOCE adheres to the evaluation policies and procedures for employees approved by the North Orange County Community College District Board of Trustees and as outlined in collective bargaining agreements. Full-time faculty, adjunct faculty, and classified staff are evaluated in accordance with their respective Collective Bargaining Agreements (CBAs) and established timelines. Full-time permanent faculty and adjunct faculty get evaluated on a three-year cycle. Classified and confidential staff get evaluated every two years.

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

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

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

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

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

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

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

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

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

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

development funds.

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

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

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

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

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

School's Strengths and Growth Areas for Criterion 3

Strengths:

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

Key Issues:

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

Criterion 4: Curriculum

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

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

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

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

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

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

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

- CVC-OEI Rubric - The Distance Education Program follows the California Community Colleges Online Education Initiative Course Design Rubric to ensure all courses meet existing regulatory and accreditation requirements. All courses offered as part of the

initiative promote student success and meet existing regulatory and accreditation requirements.

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

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

In 2019/20, NOCE served nearly 26,000 students with a total of about 127,000 enrollments in 373 unique courses and 3,290 course sections. Distance Education quickly became an integral part of the NOCE's mission of providing holistic programs and services that are relevant and accessible to all learners in achieving their goals. Previous student surveys indicated momentum points where students experience obstacles that hinder academic achievement. Discussions surrounding the student journey revealed the juxtaposition of life, work, and academic pursuit led to an intentional focus to alleviate the pitfalls students experience. Distance Education courses allow students to meet the challenges related to these obstacles and barriers that limit achievement.

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

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

To provide secure accessible software and applications to support in-person and online learning, a vetting and adopting applications and software policy has been adopted. This policy

will ensure alignment with our LMS, accessibility guidelines, and institutional plans, as well as provide an account of all software on CORs to ensure regular updates.

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

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

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

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

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

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

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

[Remote Instruction Needs Student Survey](#), [NOCE Distance Education Student Survey Report \(Fall 2020\)](#), [Return to Campus Student Survey Results](#)

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

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

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

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

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

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

- Free access to textbooks and computers in the Learning Centers and [Career Skills and Resource Labs](#)
- [Business Computer Skills Lab Flyer 3.17.21.pdf](#)
- [Laptop Loaner program](#)
- Tutoring in Learning Centers
- Instructional Assistance with career/employment skills
- CTE updates text/software approximately every two years
- Many in-person courses utilize Canvas to provide students with 24-hour access

- Tablets for in-person registration assistance
- Online labs
- Access to self-paced training in classroom, computer, and industry skills through Canvas, LinkedIn Learning and 21st Century Skills
- Most of the instructional materials, including textbooks, are provided for in-class use at no cost to the students when operating in-person
- Students work at their own pace to complete their educational goals

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

School's Strengths and Growth Areas for Criterion 4

Strengths:

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

Growth Areas:

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

Criterion 5: Instruction

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

NOCE faculty take pride in developing their own Course Outlines of Records and Program Certificates. The faculty who create the course outline and input the information into CurricUNET (CNET). The course is moved through several steps in the curriculum approval process. First, a notification is sent to the Curriculum Committee chair and the department Associate Dean. Next, the Curriculum Specialist notifies the curriculum committee that the course is available in CNET and requests feedback for the course author. Next, the Curriculum Committee Chair notifies the course author that the course has been reviewed and that feedback is available. The faculty member then makes any recommended changes to the course before the course is listed on the agenda for the subsequent committee meeting. At the scheduled meeting

the course author presents the courses and programs and is available to answer questions. Once the course and programs are approved by a formal vote of the committee, they move forward to the District Curriculum Committee for consideration. When approved at that meeting, they are sent to the Board of Trustees meeting for final approval.

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

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

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

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

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

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

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

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

Basic Skills faculty participate in professional development training opportunities offered

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

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

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

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

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

The CTE Program was the first department to offer web-enhanced courses using Canvas as an instructional tool during in-person classes. The CTE Program Manager hired a consultant to provide a series of trainings for faculty to adopt a consistent use of Canvas across the department. Canvas was configured to create a web-enhanced course for each section that was scheduled in the master schedule. When the pandemic forced the shift to online classes, these faculty had already been using Canvas for over a year and their students were familiar with the Learning Management System. This allowed the students to transition more successfully and more quickly than other departments. CTE has also implemented LinkedIn Learning, Portfolium (an e-portfolio platform) and Launch Your Career into the Career Skills and Resource Center curriculum. CTE staff also started in Fall 2022 providing access to LinkedIn Learning to all interested NOCE faculty for use in their courses.

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

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

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

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

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

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

Recognizing that students have different learning styles, NOCE continues to work diligently to diversify its instructional offerings and delivery methods. NOCE faculty implement a variety of instructional strategies to maximize student engagement. Instructional strategies are listed on the Course Outline of Record (COR) and discussed as part of the course approval

process. In-person courses utilize a variety of teaching models such as flipped classroom, lecture, coach activity, group, and blended styles. NOCE offers open-lab courses where students can learn at their own pace under the guidance of faculty and with the assistance of instructional assistants, aides, and tutors. Open-lab courses use competency-based models allowing students to focus on mastering specific skills needed for program completion or to receive customized instruction in math, reading, and writing skills to complete a CTE program. Open labs are equipped with assistive technology, such as screen readers, to further support teaching and learning.

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

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

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

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

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

The I-BEST model is an example of an instructional delivery method that was chosen to meet the needs of the ESL students pursuing CTE certificates. Under this model, a CTE instructor was paired with an ESL or Basic Skills instructor to offer immediate and contextualized language and math support. The most recent example of the I-BEST model is the Personal Care Aide and Business Information Worker I Certificate Programs where I-BEST is fully integrated into all courses. In addition to the myriad accommodation services offered through the DSS department, ARISE neurodiversity and wellness labs have been established at each main campus to address students' executive functioning, social skills, and general well-being. ARISE stands for Academics Relationships Independence Self-Advocacy Emotional health. This is an educational support and wellness lab where staff focus on helping students

develop organizational, academic and social skills, and providing students with support for their mental health needs. It was also designed to provide individualized support to students with autism spectrum disorder (ASD). This strategy has developed into a partnership with Cypress College on their campus and has helped many students to regulate their behavior to facilitate retention and course completion. LEAP, as well, employs a model that uses personalized approaches to learning and alternative instructional options such as using traditional content that may be diverse across levels from memory care to independent living to community centers. The same is true for a diverse cultural perspective when looking at LEAP-Parenting that must adapt its concept delivery to the multiple cultural groups of students it serves.

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

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

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

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

School's Strengths and Growth Areas for Criterion 5

Strengths:

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

Growth Areas:

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

Criterion 6: Use of Assessment

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

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

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

In the past, the student learning data for NOCE came from the SLO Coordinator who relied on using internally developed software. The data had to be gathered independently by faculty and then associate deans packaged it for the SLO Coordinator. In 2018, NOCE embarked on a process that utilizes a new software that allows more accessible data. With the new system, faculty have been trained to run the reports for their courses. From faculty-created reports, the

faculty member can complete the course action plan for their program. On an annual basis, a comprehensive report is compiled by the SLO Coordinator and sent to the associate deans to be reviewed with their respective departments. The SLO data in the annual report is aggregated on the course level, not the instructor level, to make it easier to identify trends and patterns.

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

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

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

benchmarks will be used as assessments to show learning and progress.

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

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

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

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

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

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

With the transition to distance education in March 2020 came requirements for approval of DE Addenda for all courses by December 2020. The implementation of eLumen and mapping of assessments to SLOs provided a new way of viewing our data. The merging of these two events allowed NOCE to see that our outcomes were not as specific as needed for discrete level reporting. Learning goals were often phrased using broad verbs such as learn, understand, appreciate, and think critically. While broad goals are problematic, so are goals that are too specific, which was also evident. Effective assessments have an appropriate range of outcome levels. Their floor and ceiling are appropriate to the students being assessed. The ceiling should be achievable by at least some of the students whose work is being assessed, while the floor should represent an unacceptable performance level, perhaps where students were before they began the learning experience.

In the development of distance education courses in partnership with a professional

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

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

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

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

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

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

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

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

- Test of Adult Basic Education (TABE): Students who plan to enroll in the High School Diploma Program participate in a group assessment. TABE scores are used to gauge an individual's readiness to start the High School Diploma Program but are not used for placement into specific high school courses. Faculty may recommend that students utilize

the Basic Skills Learning Center to improve their academic skills. In March 2020, the high school assessment was waived due to pandemic. In Fall 2022, a CASAS assessment pilot replaced the TABE assessment due to participation of the High School Diploma program in the AEFLA Grant.

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

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

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

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

may need additional support. They can communicate with the students directly and offer support.

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

School's Strengths and Growth Areas for Criterion 6

Strengths:

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

Growth Areas:

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

Criterion 7: Student Support Services

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

Hello counselors Khanh and Megan,

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

Sincerely, Eleanor, NOCE Student

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

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

- NOCE Catalog
- NOCE class schedule

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

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

NOCE WEBSITE

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

- Support Services
 - Career Skills, Resource Lab, and Learning Centers
- Admissions and Registration
 - Enrollment and registration services are provided at each NOCE Center
 - Computers are available at each location so students can access online information and registration
- StarHelp
 - Launch of NOCE’s virtual customer service team (March 2020)
- Evaluation of High School Transcripts
 - Students can turn transcripts in person at the Wilshire Center, mail in their transcripts, or through parchment or other electronic transcripts (<https://www.parchment.com/>).
- Orientation
 - Mandatory part of the admission process for new students enrolled in Career Technical Education (CTE), High School Diploma Program (HSDP), English as a Second Language (ESL), and Disability Support Services (DSS).

- NOCE welcomes students and provides information to help students understand what they need to do to be successful in school.
- Students are also given an overview of the district, NOCE programs, accreditation, fees, student services, policies, facilities, contact information, and other information required by the Student Success Act of 2012.
- Group orientations are offered to ESL Program students at all three Centers.
- Online orientation for ESL students (created in March 2020).

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

COUNSELING AND STUDENT SERVICES (CSS)

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

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

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

Page 53 of 92

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

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

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

CSS Foreign Transcript Translation and Evaluation. Students enrolled in the high school diploma program who have completed high school credits in another country are eligible to have

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

DISABILITY SUPPORT SERVICES (DSS)

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

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

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

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

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

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

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

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

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

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

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

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

Page 55 of 92

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

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

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

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

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

STUDENT NEEDS AND INVOLVEMENT

Scholarships and Book Awards. NOCE provides scholarships and Book Awards to enable students to continue their educational careers. Types of scholarships, application requirements, and monetary values vary. Scholarships have been established through the generosity of individual donors, faculty, staff, and retired administrators. The scholarship programs have been designed to meet the needs of the students, and to honor their accomplishments and leadership skills. Applications are available online under Student Services on the homepage of the NOCE website or at <https://noce.edu/student-services/aid/>. Students may access applications at the three NOCE Basic Skills Learning Centers and receive assistance with completing an essay that may be required as part of the application. Scholarships are awarded annually in May or June as part of the Student Success Event.

Page 56 of 92
Fall 2020, the NOCE Book/School Supplies Award program was created for students enrolled in NOCE noncredit classes that require book or supply purchases. This award is in the form of a credit at the Fullerton Bookstore for assistance in the purchase of required books, access codes, and any other instructional available through the bookstore.

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

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

throughout the year.

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

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

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

Hello Gary,

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

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

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

School-wide Student Surveys

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

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

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

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

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






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

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

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

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

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

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

various events to remove the barrier of transportation.

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

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

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

Zully Torres, NOCE Student

Transition to advanced educational goals and employment. Individualized academic counseling is available to assist all students with short-term and long-term goal planning related to school, career, and personal development. Students and counselors design abbreviated and comprehensive educational plans to meet the individual needs of students. Information is provided regarding workforce entry and advancement, independent living skills, academic success, persistence, and transfer. If needed, students are provided with community and NOCE resources for extensive mental health support. Counselors meet with students for intakes, accommodations, referrals to campus and community resources, issues that develop on campus, student discipline, annual reviews, pre-registration for classes, goal setting, and assistance with transition to other educational programs, employment, and independent living.

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

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

- [Dream Your Future.](#) This opportunity for students is a two-day virtual conference for all NOCE students to learn about college transition options beyond NOCE. Speakers will present from Cypress College, Fullerton College, and NOCE on a variety of topics about college, support services available, and how to be successful as a student in college.
- [CRC workshops.](#) The CRC workshops are based on 21st Century Skills. 21st Century Skills are career readiness and workplace success skills necessary to gain and maintain employment, as well as advance in a career. These skills include knowledge, work habits, and character traits that employers are looking for and find valuable in the workplace.
- [NOCE Career Connect/Career Launch Academy.](#) The Career Connect and Career Launch Academy provides students and graduates with the right tools to land a job. It is an online

program delivered to students through text messages and emails, each student receives access to a personalized online portal, weekly Q&A coaching is delivered via video chat and students participate in a private LinkedIn group. These elements increase self-confidence related to careers and career tools, networking and interviewing, and assistance and guidance. Ways to network and connect with potential employers.

- IHSS 300 course. This course is designed to help NOCE High School Diploma Program, Academic Success, and all other NOCE students successfully transition to college. Topics presented include identifying academic goals, designing an educational plan, utilizing the college processes (registration, financial aid, learning resources), and graduation. Campus tours of student resource centers are included.
- DSS Transition Night. NOCE DSS holds an open house every year attended by 400-500 students, parents, service providers, service agencies and other community members. The night is intended to help K-12 students transition to postsecondary by providing information about our district's programs and resources, and the night helps our current students transition to other inclusive educational programs and employment by providing resource information they need to support this transition.
- Future Built Marketing Campaign. The Future Built campaign is a regional effort to market Orange County Community College's diverse career technical education program offerings. Through campaign efforts, Orange County residents have learned about the amazing programs and services offered by 10 community college institutions. Between 2021/22, the Future Built campaign produced ads that ran on nearly every social media and traditional media platform.
- Life After High School (LAHS). This is an open house-style tour that the counselors coordinate each year so that students from the K-12 districts have an opportunity to experience a day in the life of a college student on our campuses.
- Postsecondary Education Transition Consortium (PSETC). DSS have been collaborating for 12 years with regional partners (K-12, RC, OCDE, Cypress College, Fullerton College, OCTA, State Council, UCLA Tarjan Center, families, and students) to focus on transition issues in our region.
- Universal Design for Learning (UDL). DSS faculty and staff have been promoting UDL for the last several years to establish principals of UDL that will help more students successfully transition to postsecondary education and beyond.

Page

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

Faculty efforts to support students on their NOCE journey. Instructors are trained to use Portfolium, where they can link the student's Canvas activities into an e-portfolio so that students

can, as they are completing their coursework, essentially build out their online resume and portfolio of work.

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

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

DSS program focuses on transition. DSS provides additional services that support inclusion in noncredit and credit educational programs at NOCE, Fullerton College, and Cypress College (and they will support students transitioning to colleges and universities outside of NOCCCD). The counseling team provides assistance to students through referring to programs, conducting assessments (e.g. vocational assessments, learning disability assessment, etc.), developing educational and vocational goals, connecting students with resources (e.g. financial aid, credit DSS offices, the Department of Rehabilitation (DOR), Regional Center (RC), etc.), recommending accommodations, coordinating books and supply purchases, and providing advocacy with noncredit and credit faculty and staff.

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

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

- Workability III (WAI): Collaboration with the Department of Rehabilitation (DOR)
 - Referrals are accepted from NOCE, Cypress College, Fullerton College, DOR, and Regional Center (RC). Employment specialists assist students with setting employment goals, developing resumes, practicing interview skills, and more.
- Ralphs Grocery
 - DSS has collaborated with Ralphs Grocery store to implement a "Workforce Case Management" program. NOCE staff work with Ralphs to identify open positions, fill the positions with NOCE students, monitor work success, facilitate promotions within the store, and ensure that developing issues get resolved quickly.
- College to Career (C2C)
 - C2C offers educational coaching, specialize instructional lab, counseling, etc. to

students with intellectual disabilities and other cognitive disabilities.

- Project Search
 - This is a collaboration between the international Project Search organization, Kaiser Permanente (Anaheim), Goodwill of Orange County, Regional Center, DOR, and NOCE. NOCE is the educational partner and provides instruction (10 semester courses) focusing on employment, self-advocacy, money, and social skills. There is a 10-person cohort of students who take all the courses and rotate internships throughout the hospital. Students graduate after one year and are placed in jobs following graduation.
- Bus Mobility Skills Program
 - Collaboration with Orange County Transportation Authority (OCTA) to provide Job Access Return Commute (JARC) for students. Students learn how to travel independently, as well as community safety, self-advocacy, mobility apps (planning a bus route), money skills, social skills and more.
- Independent Vocational and Educational Supports (IVES)
 - IVES is a collaboration between NOCE and the Regional Center. Students receive educational coaching up to 7 hours per week. Coaches help students navigate the campus, communicate with instructors and peers, get connected with campus resources, and more. Equity Coaching is similar to IVES coaching, and it is available for students who are not eligible for IVES.
- ARISE Lab
 - The Academics Relationships Independence Self-Advocacy Emotional Health (ARISE) lab was designed to support individuals with autism spectrum disorder (ASD) and has expanded to support students with mental health needs, anxiety, and stress. In addition, the lab offers individual and group counseling and small group instruction. Staff also provide services and resources that support the educational, vocational and personal goals of students.

Page 62 of 92

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

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

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

Identification and evaluation in support of student's needs. NOCE is continually looking

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

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

- Health and Wellness Workshops were offered by EQ School's and were open to all students, faculty, and staff. EQ Schools was hired in 2020/21 with a goal of assisting NOCE to continue building an institutional culture based on trust, communication, and accountability.
- Women of Color Event. This event was held on November 22, 2019.
- Student Equity Conference. This event was held on February 7, 2018.
- Hornet Student Leadership Retreat. NOCE Student Leaders attended the 2019 Retreat
- Pluralism, Inclusion, and Equity (P.I.E.) series. Offers workshops and training designed to increase intercultural competence, so we may provide effective teaching and support services for our diverse student body. Unless the event otherwise specifies, events are open to students as well.

Page 63 of 119

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

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

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

NOCE also works to ensure the community is taken care of when they decide to further

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

Access to online student resources is available to distance education students both on campus and on the NOCE website. A "Student Resources" menu item is available in each Canvas course shell to enable easy access to these services within all NOCE Distance Education course sites. The course menu links directly to NOCE Student Support and provides access to the following information including: Admissions & Records, ESL Learning Centers, Basic Skills Learning Centers, Career Planning and Support Resources, Disability Support Services, ARISE Labs, Counseling and Student Services, and Scholarships. (pg. 38) Students also have access to StarHelp, Cranium Café, Food Distribution, Career Counselors, and the Cypress Health Center. NOCE counselors can also refer for personal, mental, and emotional health issues.

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

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

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

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

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

Student services are evaluated through a variety of school-wide strategic planning events, advisory committee meetings, and department planning retreats (e.g., Registration Meeting, SSSP Advisory Committee, Student Success and Advisory Committee, Disability Support Services retreats, CTE Community Advisory Committee, ESL and LEAP Faculty Planning Meetings). Counseling and Student Services department was among the first units to complete the Department Review launched in fall of 2021. This was a comprehensive process including

student data review and development of the action plan. In addition to the four-year Departmental Review cycle, CSS and DSS departments are involved in the annual Departmental Planning process. Annual [Student Equity Plan](#) focuses on evaluating the effectiveness of the student services specifically designed to support students who have been disproportionately impacted.

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

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

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

School's Strengths and Growth Areas for Criterion 7

Strengths:

1. NOCE recognizes the importance of student support services by hiring counselors which has allowed both CSS and DSS to expand their services to students. A tenured-track counselor with the focus on transition work was hired and a counselor to lead the Behavior Intervention Team is being planned. Also, in response to a recommendation from Collaborative Brain Trust (CBT), NOCE's organizational structure was restructured with the goal of improving service to our students and community.
2. NOCE quickly moved to remote learning during the pandemic and has continued to explore and expand activities to support student learning.
3. Across NOCE, work was done to ensure students could stay connected. Students could connect by phone, text, email, Cranium Café, and in-person support.
4. Work has been done to establish electronic files and records (A&R). DSS has also transitioned all of student files into electronic charts.
5. NOCE has a robust Student Equity and Achievement Program (SEAP). SEAP has supported many activities to ensure that disproportionately impacted students have the additional support needed to achieve their educational/career goals.
6. Close the gap in student outcomes among student groups; focus on the practice of equity in student recruitment, retention, persistence, and program completion.
 - a. Address applicants that are in groups identified in NOCE's equity plan. Consider groups that come from disproportionately impacted Backgrounds. What were

their barriers to enrolling in classes? Consider constituent groups that did not enroll but applied to admission. Systemic outreach during the term. Provide percentage of students that are disproportionately impacted.

7. NOCE faculty, staff, and administrators demonstrate empathy and sensitivity to the needs of students and continually adapt and respond to keep students connected to each other and to NOCE. The focus is not only on the academic needs of students but the mental, physical, and emotional needs as well.
 - a. Laptop loans
 - b. ARISE lab to keep students connected
 - c. EQ school Wellness Sessions for students and staff
 - d. Emergency Aid program
 - e. Textbook loans
 - f. Book award program
 - g. OIRP developing multiple surveys to gauge the needs of our students, especially during the pandemic

Page 66 of 92

Growth Areas:

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

Criterion 8: Resource Management

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

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

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

The district adopted a new budget allocation model in 2020/21 referred to as the Resource Allocation Model (RAM). This budget model provides greater flexibility and responsibility to NOCE in the management of its fiscal resources. According to the new RAM, revenue produced by NOCE, including state apportionment and self-supported fee-based programs, is allocated directly to the campus with a provision of providing District Services an allocation of 9.25% of their total revenue. RAM does not take into account categorical programs,

grants, and other apportionment sources. Each budget center contributes to District Services for the centralized services they provide to each campus. Additional funds are set aside for district-wide shared costs such as retiree benefits, audit costs and insurance to name a few. The amount is prorated based on the number of permanent employees employed by each cost center including District Services. Funds are also withheld from the NOCE budget to cover maintenance of the three NOCE centers, Anaheim Continuing Education Center, Cypress Continuing Education Center, and Wilshire Continuing Education Center. These funds are then transferred between the campuses that are providing the service. Regardless of this change in the budget formula, NOCE is proud to report that it has stayed within the school's allocated budget, including hold-harmless dollars for at least the past three years. From its ongoing funds, NOCE budgets an annual reserve for contingencies when it is available. The fact that the use of the reserves was not required for the past three years is an indicator that NOCE operated well within its budget. Contingency and other ongoing funds that were not expended within the year of allocation were carried over to the subsequent fiscal year.

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

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

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

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

enrollments.

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

Page 68 of Continued Improvements. NOCE developed and adopted a new process submitted by the North Orange Consortium for Adult Education for approving proposals funded by CAEP. Every proposed activity must demonstrate alignment with the CAEP Three-Year and Annual plans and lead to specific CAEP-mandated outcomes. Each proposal approved for CAEP funds is also included in the annual evaluation for its effectiveness and relevance. [An Evaluation of 2019/20 North Orange County Regional Consortium Workgroup Strategies](#).

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

NOCE's Additional Funding Sources

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

12. Workability III Grant: Provide vocational rehabilitation and/or job placement, job retention and follow-up, and employment job coaching.

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

Page 69 of 92
NOCE's mission and goals at the heart of financial practices. The institution's mission and goals are the foundation for financial planning and budget development. The mission is reviewed annually by President's Cabinet (President's Cabinet 4/20/21). The institution has policies and procedures to ensure sound financial practices and financial stability and financial information is disseminated throughout the institution in a timely manner ([Institutional Effectiveness BP](#); [AP 3225](#), [Budget Management BP](#); [AP 6250](#), [Fiscal Management BP 6300](#); [AP 6300](#)).

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

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

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

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

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

Timely corrections to audits. Management comments are attached to any areas of

concerns following the district's annual financial audit. Comments are forwarded to the relevant departments for response and action. District staff follows up to ensure that corrections are made on a timely basis. Audit exceptions and management recommendations are received and NOCE resolves items quickly. NOCE has not received any recommendations from the external auditors over the past six years.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School's Strengths and Growth Areas for Criterion 8

Strengths:

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

Growth Areas:

1. NOCE needs to further develop ways to leverage existing financial resources to meet institutional priorities.
2. NOCE needs to develop a class scheduling tool including cost analysis of the proposed schedule.
3. NOCE needs to engage in a comprehensive facilities utilization study to determine the best use of facilities in a post-pandemic environment, including smart classrooms for DE

and HyFlex instruction delivery models as well as spaces for students to connect and participate in DE learning.

Criterion 9: Community Partnerships

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

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

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

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

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

In the past several years, NOCE has hosted a variety of events for students and the general community to get to know the institution as well as other community resource partners. The family-friendly community fair Harvesting Opportunities, which was held in 2018 and 2019 showcased all NOCE programs and included at least 50 vendors offering community services and resources. It was attended by 800+ individuals each year. Disability Support Services Program hosts an annual Transition Night event where students and community members can

learn about what services and programs are available to adults with disabilities when transitioning from high school to college. NOCE programs make presentations on instructional offerings and resource vendors attend to share information on independent living skills, day programs, college programs, recreation, supported employment, Regional Center services, and more. DSS Transition Night continued to be offered during the pandemic years in a virtual format.

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

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

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

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

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

Faculty members from NOCE's CTE department gathered personal protective equipment (PPE) from their classrooms and inventory to donate to a local hospital, Anaheim Regional Medical Center, amid the outcry for needed medical supplies during the COVID-19 pandemic. NOCE was featured in an article posted online by the OC-Breeze and Newsbreak, well-known Orange County news outlets.

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

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

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

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

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

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

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

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

Page 76 of 92

NOCE communicates its goals to the stakeholders, including community partners, by publishing an annual report where the progress toward completing institutional priorities is

communicated. The annual report includes schoolwide updates, information on key program-specific initiatives and data on student performance and school financials. The annual report is presented to the NOCCCD Board of Trustees, mailed to all community partners and distributed through several statewide listservs. During the pandemic years, NOCR resorted to the digital distribution of the annual report.

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

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

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

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

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

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

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

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

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

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

School's Strengths and Growth Areas for Criterion 9

Strengths:

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

Growth Areas:

1. NOCE needs to develop a strategic community engagement plan for outreach, including data elements, effective response, and follow-up.

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

Criterion 10: Action Plan for Continuous Improvement

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

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

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

In several cases, existing NOCE committees or workgroups, which are aligned with entire sections of the plan, take ownership for monitoring and implementing said section. All existing committees that are assigned a lead role for various sections of the NOCE Strategic Plans provide a progress presentation to the President's Cabinet on an annual basis. The progress presentation must demonstrate how a given committee contributes to the completion of the NOCE Strategic Plan. For example, Institutional Effectiveness Committee (IEC) oversees the completion of the Institutional Effectiveness Strategic Focus of the NOCE Strategic Plan, specifically the goal of developing the Departmental Review Model, which was one of the key issues in the NOCE Action Plan. Recently, the IEC chair presented a completed model to the President's Cabinet and other stakeholders, such as Academic Senate.

Focus on Student Learning Needs. Students are the primary emphasis of NOCE's Action Plan. Each of the four broad strategic focus areas of the plan target students. For example, the Strategic Focus Area Institutional Effectiveness covers student learning outcomes and data collection. Action steps in the Guided Pathways Strategic Focus Area expand the connections

between NOCE, district, and community partners. Transition to employment upon completion of education goals is an essential component of Guided Pathways. One action plan area is student services. This area completely focuses on improving and expanding supports that will help students be successful.

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

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

Action Plan implementation steps have been assigned to key individuals and groups throughout NOCE. The President's Cabinet finalizes the assignments. Completion of the Action Steps are assigned to individuals or groups for implementation; however, one person is assigned the responsibility for monitoring the task. Action Step assignments are aligned with the charge of the existing committees and departments. The Student Support and Success Program Director might be assigned monitoring responsibility for the implementation of new services in that area. The President has responsibility to ensure that the Action Plan is implemented and that the outcomes are achieved. As stated, in Indicator 10.1, NOCE used an integrated planning model to develop the Action Plan resulting from the accreditation process in 2017.

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

indicators. It was determined that the content of Goal III was more appropriate for a Strategic Objective, which could be placed under another Strategic Goal.

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

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

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

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

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

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

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

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

School's Strengths and Growth Areas for Criterion 10

Strengths:

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

Growth Areas:

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

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

Page 82 of 92

School's Strengths and Growth Areas for Criterion 1

Strengths:

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

stakeholders through a comprehensive marketing and communications plan (e.g. new MVV campaign)

3. NOCE has a dedicated SLO Coordinator available to focus on SLO planning with faculty and staff.

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 2

Strengths:

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

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 3

Strengths:

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

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 4

Strengths:

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

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 5

Strengths:

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

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 6

Strengths:

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

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 7

Strengths:

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

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 8

Strengths:

1. NOCE faculty and staff have the opportunity to provide feedback regarding facility needs, equipment, and physical resources.
2. Processes for developing permanent staff and faculty positions is transparent, inclusive, and aligned with the institution's mission and student learning outcomes.
3. District-wide and NOCE fiscal data is regularly shared with all NOCE constituents.

4. Program Planning and Program Review have clear alignment of resource requests with institutional and program planning.
5. NOCE facilities needs are included in the NOCCCD Facilities Master Plan.

Growth Areas:

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

School's Strengths and Growth Areas for Criterion 9

Strengths:

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

Growth Areas:

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

NOCE STRENGTHS

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

NOCE GROWTH AREAS

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

NOCE Action Plan to follow.

STEPS TO ADDRESS GROWTH AREA		TIMELINE	CHAMPION	RESOURCES	METHOD TO REPORT PROGRESS
Growth Area: Develop a schoolwide cycle of Program (Curriculum) Review to ensure rigor and relevance of NOCE course offerings.					
1.	Develop a program review framework, including curriculum standards, equity indicators, and a rotational calendar.	Spring, 2024	Curriculum Committee		Program review guide and timeline
2.	Develop and offer training to faculty on the program review process and curriculum standards.	Spring, 2024	Curriculum Committee	Facilities Technology Stipends for adjunct faculty	Evidence of faculty training, satisfaction survey results
3.	Solicit feedback from students representing different programs on the effectiveness of the current curriculum to meet their education goals.	Fall, 2025	OIRP	Incentives for student participation	Focus group findings
4.	Develop and implement regular training for faculty on course design	Spring, 2024	Curriculum Committee		Course design standards, evidence of faculty participation in training
Growth Area: Engage all departments in regular review of student learning data.					
1.	Provide training to faculty on curriculum mapping and effective assessment of student learning.	Spring, 2024	SLO Coordinator, DE Coordinator, Curriculum Committee	Facilities Technology Stipends for adjunct faculty	Training course materials and evaluation
2.	Provide SLO Orientation and training to new faculty hires every term.	Fall, 2025	SLO Coordinator, Associate Deans	Facilities Technology Stipends for adjunct faculty	SLO Orientation faculty training course Evidence of faculty's completion of the course
3.	Ensure that all active courses have SLOs.	Spring, 2026	Curriculum Committee, SLO Coordinator	Technology	Annual SLO Report
4.	Collaborate with ProD to ensure ongoing training available for faculty on writing effective SLOs.	Fall, 2023	PD Chair, SLO Coordinator	Facilities	Fall and Winter Flex Day activities
3.	Structure an annual SLO assessment cycle, including timeline, required deliverables, support resources, and annual review of SLO assessment report in every department.	Fall, 2023	SLO Coordinator, Associate Deans		Department SLO action plans based on SLO assessment findings
4	Implement an annual institutional effectiveness data summit.	Fall, 2023	OIRP	Facilities	Data trends and implication report

STEPS TO ADDRESS GROWTH AREA		TIMELINE	CHAMPION	RESOURCES	METHOD TO REPORT PROGRESS
Growth Area: Strengthen the culture of belonging, transparency, and teamwork.					
1.	Develop and implement an onboarding process for all new NOCE employees.	Fall, 2025	President's Office	Technology	NOCE employee onboarding portal
2.	Adopt the practice of community agreements (norms of engagement) in all NOCE decision-making committees and groups.	Spring, 2026	President		Evidence of community agreements adopted for various committees
3.	Develop a decision-making manual for NOCE.	Fall, 2023	VPSS		Decision-making manual posted in the Information Depot
4.	Increase instances of cross-departmental and cross-institutional collaboration.	Spring, 2026	VPI, VPSS, Academic Senate, Associate Deans		Cross-departmental functional teams
Growth Area: Increase community engagement in supporting outreach, instruction, and student services.					
1.	Develop new work-based learning opportunities by engaging local employers.	Spring, 2026	Associate Dean, CTE; Associate Dean, DSS		Pre-apprenticeship and internship courses
2.	Develop a strategic outreach and community engagement plan, review its progress and effectiveness.	Fall, 2023 – Spring, 2026	Community Relations Team		Community engagement section in annual marketing plan
3.	Develop a toolkit of marketing materials for NOCE programs.	Spring, 2024	Director of Campus Comm	Technology	Toolkit posted in the Information Depot
4.	Develop and implement the NOCE ambassador training.	Spring, 2024	Director of Campus Comm		Ambassador training materials, a list of training participants
5.	Develop and implement a process and database for collecting contact information for potential students and following them through enrollment and registration.	Fall, 2023	Director of Campus Comm	Software	Database of contact information for potential students, records of follow-up activities and course registration
Growth Area: Institutionalize ongoing support for all instruction delivery and student service models					
1.	Establish a permanent staffing structure in order to sustain and maintain distance education program.	Fall, 2023 – Spring, 2026	VPI	Ongoing funding	Instruction Designer position filled

STEPS TO ADDRESS GROWTH AREA		TIMELINE	CHAMPION	RESOURCES	METHOD TO REPORT PROGRESS
2.	Implement ongoing training and development for instructional faculty offering DE classes and counseling faculty offering remote student services.	Spring, 2024	DE Advisory, Associate Deans, ProD Committee		Implementation of POCR for instructional faculty. Training for counseling faculty offering online services
3.	Pilot Hy-Flex instruction and hybrid delivery models	Fall, 2023	Associate Deans of Instructional Programs, Academic Senate	Instructional Equipment Facilities	Hy-Flex class sections in schedule of classes, effectiveness evaluation
4.	Evaluate facility utilization to maximize the capacity to offer instruction in various modalities.	Spring, 2026	Budget and Facilities Planning Committee	Consulting services	Facilities Development Plan
5.	Explore options for use, adaptation, and creation of open education resources (OER) with a goal of zero textbook cost (ZTC) to reduce cost barrier for students.	Spring, 2026	Academic Senate, Associate Deans, VPI	OER Database	List of courses that transitioned to OER OER library by discipline
6.	Establish in-person and online welcome center or student success center, where students go to one source for instructional support, technical support, counseling, job skills, and other support (or at a minimum, referrals).	Spring, 2024	VPI, VPSS Associate Deans Director, CSS		Functionality of current separate physical locations combined into streamlined center at main sites and online (e.g. NOCE Learning Center, ESL Learning Center, Career Skills & Resource Lab)
7	Streamline student onboarding to reduce gap between enrollment and attendance/participation in classes.	Spring, 2024	VPI, VPSS Associate Deans, Registrar, Director of Campus Comm		Increased attendance/participation, persistence, and achievement (e.g. course completions; certificates earned)
Growth Area: Expand opportunities for student engagement to increase a sense of acceptance and belonging.					
1.	Establish student affinity clubs and explore viability of a student mentorship program.	Spring, 2026	Director, CSS	Facilities Staff	Student engagement webpage
2.	Increase membership of Student Leadership Program with the goal of developing the NOCE Student Associated Body.	Spring, 2026	Director, CSS		Recommendations on AS body
STEPS TO ADDRESS		TIMELINE	CHAMPION	RESOURCES	METHOD TO

GROWTH AREA					REPORT PROGRESS
3.	Include NOCE student representation in the district's decision-making committees.	Fall, 2023	President		Charters of district committees
4.	Implement student ambassador training.	Fall, 2024	Director of Campus Comm	Incentives for students	Student ambassador training materials and participant roster
5.	Communicate job opportunities within NOCE to the current and past students. Include postings from NOCRC and One-Stop partners currently being sent as individual emails.	Fall, 2024	Associate Dean, CTE	Software	Virtual job bulletin
6.	Solicit Associate Deans and students' feedback regularly to inform scheduling of in-person, hybrid, and online courses and student services.	Fall, 2023 – Spring, 2026	OIRP		Survey and focus group findings
Growth Area: Maximize institutional capacity by leveraging existing and seeking additional financial resources to meet institutional priorities.					
1.	Secure additional grants to provide resources for innovative solutions.	Fall, 2023 – Spring, 2026	Associate Deans	Staff	NOCE budget
2.	Review and revise budget planning processes to ensure that they are driven by departmental review findings and schoolwide strategic priorities.	Fall, 2023	Budget and Facilities Planning Committee		Budget request templates to include findings from departmental reviews
3.	Develop a compendium of all funding sources available to NOCE, including eligibility requirements, contact person and expenditure timeline.	Fall, 2023	Director, Administrative Services	Staff	Centralized listing of all funding sources
4.	Align budget planning and position request timelines across all funding sources.	Fall, 2023	Budget and Facilities Planning Committee		Schoolwide budget planning cycle