



NOCE Student Equity Plan 2022-2025

Student Equity and Achievement Program Produced: 12/01/2022 10:54 AM PST Deb Perkins

North Orange Continuing Education - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

The focus of the 2022-2025 is centered on reflection and acknowledgment of systemic barriers that are leading to inequitable outcomes for many of our students. The population we will be focusing on initially are Hispanic/Latinx students. These students make up our largest student population with almost 27% of students identifying as Hispanic or Latinx and have historically experienced disproportionate impact across multiple metrics.

As a standalone noncredit institution, NOCE is not required to complete a student equity plan and has worked with our Office of Institutional Research and Planning Office to identify metrics and disaggregated data based on race/ethnicity, gender, and disability status. We are still working to better identify and understand some of the other student populations that we are asked to examine as part of student equity planning, including our LGBTQIA+ students.

Since the completion of the previous student equity plan, we are continuing to be committed to professional growth and learning. We have also recognized a need to be more action-focused in our DEIA work. In spring 2021, a new Diversity, Equity, Inclusion, Anti-Racism, and Accessibility Committee was formed as a subcommittee of the President's Cabinet, which is the main decision-making body for NOCE. This Committee's purpose is to "set the foundation and accountability framework of the integration of diversity, equity, inclusion, and antiracism into all aspects of NOCE's institutional culture." This committee will work alongside the Student Equity and Achievement (SEA) Program Committee, which makes recommendations to the President's Cabinet related to the SEA Program core services and plans. Equity is embedded into our strategic plan, accreditation self-study, and NOCE Mission and Core Values and will continue to be an area of focus throughout NOCE.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Hispanic or Latino

1-year outcome: Maintain 3-year average successful enrollment rate: 41.16%

2-year outcome: Increase successful enrollment rate for Hispanic/Latinx students by 3% compared to 3-year average (increase to 44% enrolled)

3-year outcome: Increase successful enrollment rate for Hispanic/Latinx students by 5% compared to 3-year average rate (increase to 46% enrolled)

Completed Transfer-Level Math & English

N/A (does not apply to non-credit)

There aren't any target outcomes for this population group.

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

1-year outcome: Maintain 3-year average persistence rate for Hispanic/Latinx students at 56.7%

2-year outcome: Increase 3-year average persistence rate for Hispanic/Latinx students by 3% (increase to 59.7%)

3-year outcome: Increase 3-year average persistence rate for Hispanic/Latinx students by 5% (increase to 61.7%)

Transfer

N/A (does not apply to non-credit)

There aren't any target outcomes for this population group.

Completion

Hispanic or Latino

1-year outcome: Maintain 3 year average completion rate for Hispanic/Latinx students at 11.7%

2-year outcome: Increase completion rate for Hispanic/Latinx students by 3% compared to 3-year average (increase to 14.7%)

3-year outcome: Increase completion rate for Hispanic/Latinx students by 5% compared to 3-year average (increase to 16.7%)

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Women of Color Event(s)

- Fall to Winter Term Retention
- Retention: Welcome Event/Open House
- Outreach to enrolled and not registered
- High impact programs; course section analysis
- Student Leadership engagement
- DI Male Retention via Faculty Training
- CDCP Certificate Completers: Community Partners
- CDCP Certificate Completers: Faculty handbook
- CDCP Certificate Completers: Equity, Inclusivity and Diversity training
- CDCP Certificate Completers: Student follow-up (graduation check appt. and postcards to HS students)
- CDCP Certificate Completers: Foreign Transcripts Translation and Evaluation
- Access: New students who applied and enrolled
- Access: New students who applied and enrolled; ESL populations
- Access: On boarding and marketing material in different languages.
- Access, DI students with disabilities

Key Initiatives/Projects/Activities *

- Women of Color conference was held in fall 2019
- NOCE Open House was held in fall 2019
- Specific work was done to reach out to students who had applied but not enrolled (Meet and Greet workshops, direct email newsletter with information about open classes, resources, and encouragement to take the next step to enroll)
- Development of the DEIA Committee as a subgroup of the President's Cabinet. Also a focus on finding ways to incorporate services while working through a DEIA lens.
- Tableau dashboards disaggregated by race and ethnicity as well as disaggregated data in data reports including the Institutional Effectiveness Report
- Pilot of translation support (internal) to provide assistance to Starhelp team when communicating with students. In Spring 2022, a contract with the Language Services Associates (LSA) was established to provide ongoing and enhanced translation support for individuals throughout NOCE.
- Distance Education was established and students now have options for in-person, hybrid, and online courses.
- The Basic Skills program continued Student Equity activities including tutoring for students in the Learning Center, direct outreach to students who expressed interest in the program, and postcard outreach to students who are close to completing.
- The Counseling and Student Services department continued Student Equity activities of foreign transcript evaluation for students in the high school program, support to attend equity-focused conferences (including NCOE, A2Mend, #RealCollege California, and CCC LGBTQ+ Summit)
- The DSS department continued Student Equity activities of educational coaching for students enrolled in CTE classes.
- Development of the laptop loan program to ensure students have the technology they need to be successful.
- Continued support for undocumented students through the Grads to Be program which provides academic counseling, legal consultations, professional development, and districtwide collaboration. The NOCE United Club was established to create community.
- Establishment of the LGBTQIA+ Advisory Group as a subgroup of the SEA Program Committee
- Professional development opportunities in NOCE, Districtwide, and through online webinars focused on equity
- 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.

Evidence of Decreased Disproportionate Impact *

The Office of Institutional Research and Planning (OIRP) has regularly provided Student Equity Annual Reports to report the outcomes of Student Equity activities and programs utilizing locally developed student equity metrics for noncredit students. These reports have been shared with the SEA Program Committee, which reviews, discusses, and recommends implementation of strategies that impact student pathways, success, and equity. The SEA Program Committee will continue to work closely with OIRP to evaluate effectiveness and outcomes of SEA funded activities on a regular basis. Both quantitative and qualitative data will continue to be utilized for tracking SEA funded activities and their impact on student outcomes. OIRP has also worked to increase the availability and access to disaggregated data, incorporating this student subpopulation data into the Institutional Effectiveness Report, Tableau dashboards, and the department planning and review process.

- For Access, the report shows that overall, Asian, Black, and Latinx student subgroups have seen increases in the access metric over the past three years.

- We also see that for retention and certificate completion, we saw increases in one year, but then saw a decrease. For these findings, we are working closely with OIRP to identify the strategies that were implemented in the year that resulted in these student subgroups having higher rates of retention.
- For DI groups that have persisted, such as the retention rate of males, although they continue to be a DI group in this metric, their equity gap has narrowed. In 2019-20, the equity gap for that group was -9.4%, but improved to -2.8% in 2020-21 and shrunk again slightly in 2021-22 to -2.1%.

To highlight one program that is showing positive outcomes, the DSS Educational Coaching program provides educational coaches to assist DSS students to help them navigate campus, assist students with utilizing classroom management systems, and provide regular check-ins with students. Students who participate in the program have consistently had high levels of completion. From spring 2019-spring 2022, 41 students received educational coaching, and 53 out of 66 classes were passed, leading students to move forward in their educational and vocational goals.

2022-25 Planning Efforts *

Several support systems were put into place in response to the pandemic (such as Emergency Aid, Book Award, translation support, and laptop loan program). We are continuing to discuss how services can be institutionalized or revised to better meet students' needs. We need to ensure we are also evaluating the activities we have committed to on an on-going basis to ensure they are helping us meet our equity goals.

We have started to have more intentional focus on disaggregating data and identifying when there are differences but we need to continue to have direct conversations about the systemic barriers that are in place and how to change those. We are moving away from so many small activities that would impact a smaller group of students and thinking about about larger areas of focus including professional development, using Starfish to connect students with resources, and mental health supports.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

When the pandemic hit, students had new needs. The focus shifted to students' basic and technology needs as well as moving classes and services online (none of which was available prior to the pandemic). Many off-site locations were temporarily closed due to the pandemic and need to remain remote.

✓ Catalyzed Work

Provide an explanation (optional)

Before the pandemic hit, NOCE was finalizing a three-year distance education in order to begin offering a small number of distance education courses. However, due to the pandemic, online classes and services became essential so the timeline for the implementation and scaling up of a distance education program was accelerated. As of spring 2022, about 70% of NOCE class sections were offered online. Faculty received training in distance education teaching.

Support services were also modified to be offered remotely. Centralized phone lines were created for departments such as A&R (Starhelp) and Counseling and Student Services. Students now have the option to attend DSS or Counseling and Student Services counseling appointments in-person, over the phone, or over Zoom. Additional support services such as the laptop loan program, emergency aid program, book award program, and drive-through food distribution were also created.

✗ Delayed Work

Executive Summary URL *

<https://noce.edu/info/faculty-staff/equity/>

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Hispanic or Latino	✓	✗	✓	✗	✓
N/A (does not apply to non-credit)	✗	✓	✗	✓	✗

Successful Enrollment

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- Application and onboarding process
 - Potential students get "stuck" or interrupted during the CCCApply and NOCE application and don't return to complete
 - NOCE offers a number of instructional programs. Students may be confused as to how to get from applications completed to actually enrolled in a program

- Access to resources including technology, child care, and transportation
- Modality of course offerings and services
- Navigating technology

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Since the pandemic, students have had more options for in-person, hybrid, and distance education courses. Some students might be limited to take certain courses due to the vaccine mandate, their access to and familiarity with technology, or schedules.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There are different onboarding steps required for students based on their program of study and students often have to navigate the system independently in order to start. Students might not know what program they want, which can cause them to

duplicate steps or get sent to various departments or offices to complete the steps they need. Not all students are required to meet with a counselor before beginning their program of study.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Create additional resources/options for students who missed the registration window and want to begin classes in the middle of the term.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Identifying when students are not moving forward in any part of the onboarding process. This would include having structures in place to identify students who have not moved forward in any of the following steps and provide follow-up.
 - Started but not completed CCC Apply application
 - Started but not completed online orientation
 - Not completed an assessment (ESL and HS)
 - Not met with a counselor (HS)
 - Not enrolled for current semester
- Providing clear information to students about where to go for information about their program. Possible structures could be a Welcome Center, a Student Handbook, checklist of onboarding steps, and information in multiple languages.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Implement a concentrated focus on the onboarding process for students in order to create equity for students across all programs and site locations.
- Increase facility accessibility.
- Provide more hands-on support and guidance for students at all stages of the onboarding process and ensure employees understand the process or can refer students to the appropriate departments.
- Understand differences between native-born and immigrant Hispanic/Latino students and respond to their individual needs.

Action

Action Steps *

Work is already being done to follow up with students who stop out at various stages of the onboarding process. For students who start the CCC Apply application but don't finish, Starhelp (our team of A&R personnel) are reaching out to the students to follow up. For students who begin the online orientation but don't complete it, they received an automated email reminding them to complete the orientation or reach out to Counseling and Student Services for assistance. For students who completed a

CCC Apply application but don't enroll in the same semester, outreach is conducted (by email and workshops) to inform students about support services available and encourage students to take the next steps to enroll. We are working on implementing attributes in Starfish that will allow us to more easily run reports to identify students who apply but don't enroll so we can provide more timely connections and follow through. These activities need to be tracked to see their impact. Activities that are having a positive impact need to be expanded. Those that are not working can be revised to increase impact.

Discussions are also taking place to examine the orientation process and identify key information that students need to receive as part of the orientation. In addition to the orientation, supplemental materials such as a student handbook, classroom presentations, and/or resources on the NOCE can provide additional information that benefits students but provides the information at more appropriate times of their onboarding process.

NOCE has recently contracted with Language Services Associates (LSA) to provide translation support for students who need assistance in another language. This is especially crucial for students as they are starting at NOCE to get them enrolled correctly and into their classes. Continue to evaluate the use of this service and whether it is meeting the needs of the students and the staff members using it.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Advocacy for a better and more streamlined CCC Apply process for noncredit students.

Completed Transfer-Level Math & English

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- Access to resources
 - Transportation to in-person classes
 - Childcare
 - Books for in-person and online classes
 - Services like Emergency Aid and the Book Award program are limited and not all students are aware they exist
- Course scheduling and modality
 - Students need a variety of days and times for classes both in-person and online
- Strong economy
 - Students are leaving school for high paying jobs or needing to prioritize work over school

Structure Evaluation**Current Structure**

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Programs such as Emergency Aid and Book Award program are limited; not all students are aware they exist
- Separate applications exist for programs like Emergency Aid, Book Award, and Scholarship
- Only certain classes/programs require students to meet with a counselor and/or develop a Student Educational Plan
- Students lack opportunities to develop a sense of belonging to NOCE

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Students may "stop out" during winter break and not return for spring. Explore if this is happening in certain programs more than others and if there are options for students during longer winter breaks.
- As a noncredit institution, courses are available tuition-free which means students do not have access to Financial Aid. Students may need to choose between working and attending school, especially with changes in the economy.

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Early alert
 - Create early interventions for students who are at-risk of not continuing
 - Follow up with students who stop attending to see if they need assistance to complete their courses
- Implementation of the CARE Team to provide support for students exhibiting concerning behavior. The CARE Team provides case management style support to connect students to resources, including mental health support.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Access to resources
 - Explore additional options for supporting students including a Book Loan/Lending program

- Explore expanding programs that are having a positive impact on students such as DSS's Educational Coaching. See if this could be expanded to students outside of DSS
- Explore Technology Workshops, especially between semesters, to help students sharpen/enhance their technology skills and keep them engaged during breaks
- Continue to explore one-stop Student Success Centers
 - Students are often confused about where to go for assistance
 - Ensure support is available for both in-person and Distance Education students
- Increased opportunities for student involvement and engagement through the Student Leadership Program, student clubs, and cultural/heritage activities
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Communicate clearly and often so students feel connected and heard. Continue to make disaggregated data readily available through Dashboards, Program Planning processes, and as part of Institutional Effectiveness Reports. Hold workshops on how to interpret the data and discuss actions to take as a result of the data. Solicit feedback from students representing different programs and disaggregated by race/ethnicity on the effectiveness of the current curriculum to meet their educational goals.

Continually demonstrate empathy and sensitivity to the needs of students. Adapt and respond to keep students connected to each other and to NOCE. Focus on mental, physical, and emotional needs as well the academic needs of students.

Institutionalize ongoing support for all instructional delivery and student services models.

Encourage professional development activities to increase understanding and awareness of the needs when supporting Hispanic and Latinx students.

Action

Action Steps *

The SEA Program Committee recommended the purchase of Starfish to be able to implement an Early Alert program. The pilot for this program is planned for spring 2023. This system will be used to identify students who would benefit from additional resources and support and allow instructional faculty to send flags or alerts to identify individuals who can follow up with the student.

During the pandemic, a number of programs to support students and increase retention were established.

- In fall 2022, the Laptop Loan program became the Student Technology Support Services to create a more streamlined process for laptop loan distribution as well as provide student email assistance, assistance with Multi-Factor Authentication, and Technology Referrals.
- Emergency Aid and Book Award programs were established to provide students with financial resources throughout the semester rather than just at the end of the year through Scholarships. As pandemic-related funding runs out, ongoing funding and structure will need to be identified to make these programs sustainable. For the Book Award Program, exploring partnerships with CTE and ESL to create lending libraries will help funding go further and allow Book Award funds to be used for one-time access codes for materials that can't be re-used. Exploring options for use, adaptation, and creation of open education resources (OER) with a goal of Zero Cost Textbooks to reduce the cost barrier for students.
- To further assist with communications with the community, NOCE established StarHelp. By contacting StarHelp students or concerned community members are directed to the proper channels and assisted with any issues they may be having. StarHelp has been especially helpful to the students during times of registration and with program assistance. By

establishing StarHelp, NOCE has been able to assist more students and community members by providing quality customer service and assistance.

- The Food Pantry, which was established in fall 2019, moved to a Drive Through Distribution during the pandemic, and beginning in spring 2022, re-opened the Food Pantry for in-person services. With this model, students have access to perishable and non-perishable food items in a "self-service" format. Students also have access to a Pathways of Hope Service Navigator, who conducts an intake appointment with interested students to connect them to resources including landlord mediation, rental assistance, emergency shelter options, and food resources.
- CARE Team, NOCE's Behavioral Intervention Team, rolled out during fall 2022. This team, comprised of members from Counseling and Student Services, DSS, and Campus Safety provides case management support for students who have been referred based on concerning behavior. The team is working to develop trainings on the referral process as well as trainings to increase awareness about supporting students with mental health concerns. For students, community mental health referrals are being explored.

The Student Leadership Program ensures students have a voice in NOCE Committees and allows students to develop their leadership skills. Work will be done to expand this program and explore ways for NOCE students to be involved in districtwide decision-making, including the possibility of creating an Associated Student Body.

NOCE has the opportunity to increase ways for students to engage and develop a sense of belonging. In fall 2022, a Special Projects Manager for Student Engagement was hired to oversee the Student Leadership Program, the Grads to Be program, student onboarding, and the implementation of student affinity group activities. One immediate area of focus is on increased awareness of the resources available through the Grads to Be program and increasing participation in the NOCE United Student Club for undocumented students. Other activities will include exploring student mentorship opportunities and increasing activities for cultural heritage months.

Solicit feedback regularly to inform scheduling of in-person, hybrid, and online courses and student services. Continue to build infrastructure for Distance Education programs and pilot modalities for course offering (hy-flex).

Continue to seek out and support opportunities for professional development focused on equity, especially related to the needs of Hispanic and Latinx students. NOCCCD offers Pluralism, Inclusion, and Equity workshops throughout the year as well as faculty fellows working through the Office of Diversity and Compliance. Work has been done to identify key conferences to support equity efforts, especially focused on students experiencing disproportionate impact. These include A2Mend, #RealCollege California, the CCC LGBTQIA+ Summit, Colegas Conference, and NCORE. A new DEIA Committee, a subgroup of the President's Cabinet, was established to continue to identify needs and response to DEIA. NOCE has also been active in identifying and promoting events for Hispanic Heritage Month.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

- ✓ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✗ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- The way completion is measured might not match with the time students need to complete a program
- Students need access to resources to help them stay enrolled and complete
- Students are required to meet with a counselor to complete a graduation check for CTE and HS. Find a way to have this as a requirement but not to prohibit students from getting their certificate
- DegreeWorks/mapping student's completion
- Review course offerings to make sure students have the courses they need to complete their certificate. Students may miss a course in a sequence of classes (due to timing of course offered, waitlist) and have to wait to take required course

Structure Evaluation

Current Structure

- ✗ Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- The DegreeWorks update planned for spring 2021 was delayed. Students are not aware of how to use DegreeWorks to see their educational plan or run "what if" scenarios about other academic options.

- Grad check/completion process for CTE and High School Diploma Program. Students must meet with a counselor to verify completion of certificate or diploma requirements but many students never complete this step, which means they never receive their certificate or diploma.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

CTE creates annual plans for each CDCP to provide information to counselors and students to ensure the courses are offered for students to stay on track. Continue utilizing student feedback through CTE course request forms and ESL Career Pathways Interest Survey to inform scheduling decisions.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Conduct an audit of the completion process for students to ensure students receive clear communication about the steps needed to complete their program.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Explore auto-awarding of certificates

- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Explore auto-awarding of certificates. Explore the development of reports to identify students who are close to completing to encourage them to finish their program

Conduct root-cause analysis to better understand why students aren't completing their program. Disaggregate by race/ethnicity and by instructional program

Action

Action Steps *

- Streamline the completion process for students:
 - Explore auto-awarding of degrees while still requiring students to meet with a counselor to complete a grad check
 - Explore and implement the degree audit feature of DegreeWorks and ensure program requirements are kept current in DegreeWorks. Identify ways for cohorts of students to complete graduation check forms during class time with a counselor or explore automating the process. Hold informational workshops so students learn how to use DegreeWorks to track their progress and stay on track.
 - Run reports for students who are near completion and provide direct follow up and support

- Make information more accessible to students. Create FAQ pages for each program including contact information. Create Student Success Teams to support students holistically. These could include instructional faculty, counselors, and student services personnel supporting students using the Starfish platform to identify areas of concern and ensure follow up.
- Engage all departments in review of student learning data and explore options to disaggregate student learning data.
-
- Continue to offer courses and services in multiple modalities. The distance education plan establishes intermediate and long-term goals for the Distance Education program, including:
 - Developing distance education program infrastructure (including Establishing NOCE as a California Virtual Campus (CVC) Consortium Member, Obtaining CVC designation as a Peer Online Course Review (POCR) campus, and Hire a permanent Instructional Designer position)
 - Support DE students' awareness of and access to resources
 - Providing support and services to faculty for successful distance instruction
- Build momentum for students about completion
 - Build "alumni" group or invite alumni to speak to current students/highlight their certificate completions and "next steps" (career and/or educational).
 - Have FC and CC counselor-led workshops so NOCE students to ask questions. Knowing the next step is attainable (attending college) may encourage students to complete their goals at NOCE. This will affect completion and transition metrics.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Disaggregated data has been made more readily available through Dashboards, Program Planning processes, and as part of Institutional Effectiveness Reports.

Students are surveyed regularly; topics for students input include campus climate, remote instruction needs, distance education, and return to campus. Student Leaders are assigned to shared governance committees in order to have student input in decision-making.

Equity has been incorporated into NOCE Mission and Vision statements as well as committee and planning work. Key planning documents including Strategic Plan, Guided Pathways, and Program Planning include equity reflection as well as goals and objectives. A new DEIA Committee was formed as a subcommittee of the President's Cabinet, to inform and make recommendations to move forward DEIA goals.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

The Student Equity and Achievement (SEA) Program Committee supports the completion of the Guided Pathways Scale of Adoption plan as well as the Student Equity Plan. Strategies identified in the Guided Pathways plan are incorporated into the Student Equity Plan. The 2019 Strategic Plan organized tasks in terms of institutional effectiveness, guided pathways, capacity, and equity. This Strategic Plan which serves as the school-wide action plan, is the focal document providing directions to NOCE departments, committees, and initiatives.

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, and student services. This area focuses on improving and expanding supports that will help student be successful. Guided Pathways is also incorporated in Program Planning.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

NOCE recently formed an Accessibility Advisory Committee. The purpose of the Accessibility Advisory Committee is to develop a school-wide plan for accessibility compliance including procurement of accessible products; using and maintaining accessible materials; and promoting awareness of the laws and standards related to accessibility. The NOCE Accessibility Advisory Committee is an advisory group to the NOCE Diversity Equity Inclusion and Anti-Racism (DEIA) Committee, which is a governance group of the NOCE President's Cabinet.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

N/A

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

N/A

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

Emergency Response funding has been used to provide grocery store gift cards to students as part of the Emergency Aid program. We have seen an increased demand for our Book Award program so we will be exploring incorporating vouchers to the book store as well as possibly gas cards or other transportation assistance in addition to grocery store gift cards.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

NOCE received a portion of the district's Basic Needs funds but did not receive a designated allocation. The Counseling and Student Services Department will serve as the hub for Basic Needs, including overseeing the NOCE Food Pantry, developing and maintaining the Basic Needs Plan, and identifying and maintaining external referrals. Students have access to a Food Pantry, which is provided with assistance from Pathways of Hope. Through a contract with Pathways of Hope, a Service Navigator is assigned to NOCE to provide students with support and referrals to food and community agencies, including housing resources. Using CalFresh Outreach Funds, NOCE has increased awareness about CalFresh enrollment and hosted mobile sign-up events. The Counseling and Student Services department also oversees the Emergency Aid program and Book Award program. For needs outside of the Counseling and Student Services department, referrals are made to the Student Technology Support Services or other resources as needed.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

We are continuing to find ways to increase awareness about Basic Needs and Student Services. During fall 2022, a newsletter was sent out to all student to increase awareness about student services. A separate newsletter went out to all employees to provide information and refer students to supports they need. As Starfish is implemented, faculty will be able to refer students to support by raising a flag. Assigned individuals will conduct direct outreach to students to follow up on raised flags.

To increase awareness about Service Navigation and Food Pantry support, presentations will be made during department meetings. We will also have tables set up throughout the semester with information about Food Pantry and Service Navigation services.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Established on September 24, 2019, NOCE opened a Food Pantry at the Anaheim campus. 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.

The Food Pantry is currently open two days per week at the Anaheim campus and students attending Cypress or Wilshire can utilize the Fullerton College or Cypress College Food Pantries. Students are also encouraged to use the Pathways of Hope HUB for additional food resources. Beginning summer 2022, the Food Pantry piloted staying open when classes were not in session (between summer term and fall semester). We are also exploring adding Grab and Go items in designated offices throughout Anaheim, Wilshire, and Cypress.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

This is being explored as part of the 2023-2026 NOCE Action Plan

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Over the last several years, NOCE recognized a need to create a more inclusive environment for LGBTQIA+ students. An LGBTQIA+ Advisory Group was formed in Spring 2021 and is comprised of management, faculty, and classified representatives, including NOCE's LGBTQIA+ Liaison. The LGBTQIA+ Liaison, a counselor in the Counseling and Student Services department, serves as a resource for students and works with the LGBTQIA+ Advisory Group as well as NOCE and districtwide partners to provide a safer and more inclusive learning environment for LGBTQIA+ individuals at NOCE. The LGBTQIA+ Advisory Group is a subgroup of the SEA Program Workgroup to provide on-going focus on the needs of LGBTQ+ students.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

NOCE received a portion of the district's mental health funds in order to increase support for mental health needs. NOCE launched a behavior intervention team (BIT) called the CARE Team during the 2022-2023 academic year. Representatives from Campus Safety, Counseling and Student Services (CSS), and Disability Support Services (DSS) began meeting during 2021-2022 to develop processes, generate protocols, and establish meetings procedures. The CARE Team has consulted with Cypress College and Fullerton College on their BIT practices, and NOCE has begun using the Maxient database for CARE Team case management, like our sister colleges. The CARE Team received training the last two years from the National Association for Behavioral Intervention and Threat Assessment (NABITA). This year, the CARE Team will continue to meet weekly, begin reviewing students cases as referrals are made, provide training for faculty and staff, and implement a CARE Team awareness campaign. The intent of the CARE Team is to identify students who may be struggling with mental health and/or basic needs, intervene early with services and resources, and provide regular contact and support so that students may persist with their educational goals. As part of the follow up for the CARE Team, students receive case management-style support to get connected to resources.

An adjunct counselor, who is a licensed MFT and has an extensive background in mental health, is providing support for the CARE Team as well as working on strengthening mental health resources for students and professional development for employees. This counselor is also supporting students in the ARISE Lab. ARISE stands for Academics Relationships Independence Self-advocacy Emotional-health and was developed and supported through the DSS department. It is an educational support and wellness hub. 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 provided individualized support to students with autism spectrum disorder (ASD).

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Not Entered

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

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.

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.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

NOCE uses regular surveys to collect student voice 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.

Student leaders who serve on the shared governance committees provide for student voice in regular meetings and the review of plans and initiatives.



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