



Integrated Plan Report 2017-18

GOAL 1

Improve student access to NOCE and simplify enrollment process for new and returning students.

Goal Areas: Access
Retention

Activity 1 (SSSP): Coordinate “Fast Track” core services including NOCE application, orientation, assessment, counseling, and student educational planning.

NOCE hosted two FasTrack events in 2017-18, one in October 2017 and one in February 2018. A total of 210 students attended the events; however, one student attended both events and one student did not provide their student ID. Only 208 students were tracked for their outcomes (Table 1). Of the 208 students, 112 students were new to NOCE, meaning they had no prior NOCE course enrollments. The remaining 96 students (46%) were either continuing or returning NOCE students. Out of the 112 new students, 86 (77%) enrolled in courses after they attended the FasTrack event.

Table 1. New Students Enrolled After Attending FasTrack

	Total Attendees	New to NOCE	New Students Enrolled After FasTrack
October 2017	67	40	24 (60.0%)
February 2018	141	72	62 (86.1%)
Total	208	112	86 (76.8%)

Activity 2 (Equity): Provide marketing and outreach to disproportionately impacted populations.

The FasTrack events were marketed to all students and members of the community. Table 2 provides a demographic breakdown of students who attended the two FasTrack events. Two-thirds of the attendees were Hispanic/Latino and Female.

Table 2. Demographic Breakdown of FasTrack Attendees (N=208)

Race/Ethnicity	
Asian	39 (18.8%)
Hispanic/Latino	137 (65.9%)
Other	9 (4.3%)
Two or More	12 (5.8%)
White	11 (5.3%)
Gender	
Females	132 (63.5%)
Males	75 (36.1%)

Note. Other includes Black or African American, Native Hawaiian/Pacific Islander, and Other/Unknowns.

At the end of the event, 157 students completed an evaluation. Students were asked how they heard about the FasTrack event, and most of the students heard from their family or friends (Table 3).

Table 3. FasTrack Event Outreach Feedback

Students who Completed an Evaluation	N=157
Family/Friend	70 (44.6%)
Brochure/Flyer	34 (21.7%)
Counselor	19 (12.1%)
NOCE Website	15 (9.6%)
Walked by	14 (8.9%)
Other	12 (7.6%)
Instructor	10 (6.4%)

Note. Other includes Harvesting Opportunities Event, Phone call from NOCE staff

Activity 3 (Equity): Supply “Fast Track” participants with Student Handbook and Planner

During the FasTrack events, only the attendees who completed an evaluation received a handbook/planner. Out of the 208 attendees, 157 completed an evaluation at the end of the event and were given a student handbook/planner. Of the 157, there were a few students who did not collect their handbook/planner even though they completed an evaluation.

Activity 4 (BSI): Provide HS diploma program information and HSD and Learning Center tours

Each NOCE program had an information table displayed during the FasTrack events. Students received information from each program, including the High School Diploma Program.

GOAL 2

Improve course completion rates of English and Math for Basic Skills students.

Goal Areas: ESL/Basic Skills Completion
Degree & Certificate Completion

Activity 1 (SSSP): Provide counseling and follow-up support to assist Basic Skills students in English and Math.

No data is available for this activity.

Activity 2 (SSSP): Implement counseling techniques to improve retention.

During the flex/opening day in September 2017, NOCE instructors/counselors received professional development on growth mindset by Dr. Miguel Powers. Instructors/counselors who attended the professional development opportunity were surveyed in June 2018 to understand whether they applied growth mindset in their work. The survey was emailed to 34 attendees, of which six responded. Two of the respondents encourage students to use Growth Mindset by reframing their thinking from 'I cannot' or 'I am not good at' to 'I can'.

Activity 3 (Equity): Provide counselor(s) with professional development in Basic Skills studying and retention techniques to assist students in English and/or Math.

The findings from activity 2 apply to this activity.

Activity 4 (BSI): Faculty will provide one-on-one instruction and academic support in the high school labs and will provide direct instruction for English and/or Math courses at the Anaheim Campus.

HS faculty provided direct instruction at the Anaheim Campus and one-on-one support to students at all HS labs. There were 678 completions in English 1, 2, 3, General Math, and/or Algebra. The data was further broken down in Table 4 by each subject and term.

Table 4. English and Math Courses Completed in 2017-18

	Summer 2017	Fall 2017	Winter 2018	Spring 2018	Total
English 1	17	24	35	31	107
English 2	16	39	31	46	132
English 3	30	46	70	76	222
General Math	8	56	31	66	161
Algebra 1	5	20	11	20	56
Total	76	185	178	239	678

Note. A student may have completed more than one subject.

GOAL 3

Implement instructional and support services designed to improve successful transfer of HS, CTE, and ESL students from noncredit to credit.

Goal Area: Transfer

Activity 1 (SSSP): Create student educational plans and transition to college counseling support.

Data was pulled from SARS related to students who met with a counselor in 2017-18 to discuss topics related to college. The data was pulled based on the reason code of 3ACTCO - College Interest. In 2017-18 academic year, a total of **1,028** students met with a counselor regarding college interest. Some of the students met a counselor more than once and/or at multiple sites.

Activity 2 (SSSP): Collaborate with Student Equity on “Dream Your Future” event.

This activity is a part of activity 4 under this goal.

Activity 3 (Equity): Provide Adult College and Career Transition (ACCT) services.

The following data is based on students who attended ACCT events in 2017-18. The ACCT program hosted various events and activities for NOCE students to explore college and career pathways from November 2017 to June 2018. The activities included transitioning to college presentations, conferences, campus tours, careers pathways presentations by Cypress and Fullerton college faculty, and financial aid workshops.

The ACCT coordinator provided the research team with sign-in sheets for eight activities, in which 181 students participated. Of the 181 students, banner IDs of 4 students could not be identified either due to missingness or inaccurate IDs; therefore, no demographic data could be captured for those students, and these students could not be tracked. Of the remaining

177 students, 28 IDs were duplicates, meaning 28 students attended more than one transition event. Therefore, only **149** students' demographic and transition data were evaluated.

Students who attended the transition events were also tracked to determine if they applied and/or registered for courses at either Fullerton College (FC) or Cypress College (CC). Of the 149 students, 36 applied for admission at FC or CC in the Fall term in 2017-18 or later when the transition events started to occur (Table 5). It is possible that some students might have applied or registered for courses prior to the 2017-18 ACCT events; however, they were excluded from the outcome count.

Table 5. Transition Rate for ACCT Attendees

Total ACCT Attendees	N=149
Applied Fall 2017 or Later	36 (24.2%)
Registered for Credit Courses in Fall 2017 or Later	23 (15.4%)

Activity 4 (Equity): S.E.A.T. - Transportation services to college transition-related events.

Transportation under the Student Equitable Access to Transportation (SEAT) program was offered to students at all three main NOCE sites and Gilbert and El Camino offsite high schools. Transportation was available for **seven** college transition events: Cypress College Fall Tour, Fullerton College EOPS College Prep Conference, Creating Better Tomorrow Conference, Financial Aid Lunch 'n Learn and Cypress College Culinary Arts, Fullerton College CTE Division Tour, Dream Your Future Transition Event, and Cypress College Charger Thursday Event. A total of **98** students used SEAT transportation to attend these events. However, banner IDs of three students could not be identified; therefore, data was captured only for **95** students. Table 6 shows the transition outcomes for the 95 students.

Table 6. Transition Rate for SEAT Attendees

Total SEAT Attendees	N=95
Applied Fall 2017 or Later	18 (18.9%)
Registered for Credit Courses in Fall 2017 or Later	17 (17.9%)

Activity 5 (Equity): “Dream Your Future” - event to promote transition to college

Sixty-four students attended the Dream Your Future event on April 30, 2018. The event was geared toward college transition. Students who attended the event were tracked to determine if any of them applied to Cypress or Fullerton College and/or registered for classes at one of the colleges after the event. Table 7 shows that over one-third of the students who attended the event applied to a credit college in the district; however, 14 out of 22 students applied prior to attending the Dream Your Future event. The remaining eight applied to FC or CC after participating in the event. Students’ enrollments at FC/CC were also explored. Out of the 22 students who applied at FC/CC (regardless before or after the event), eight enrolled in classes at one of the credit colleges after attending the event.

Table 7. Transition Rate for Dream Your Future Attendees

Total Dream Your Future Attendees	N = 64
Total Applied to Credit College(s)	22 (34.4%)
Applied Before the Event	14
Applied After the Event	8
Registered for Credit Courses After the Event	8 (12.5%)

Note. Out of the 22 students applied to a credit college before or after attending the Dream Your Future Event, eight students enrolled in courses at FC or CC after the event.

Activity 6 (Equity): Provide direct outreach to events and IHSS 300 course

A Campus Communications coordinator visited 16 CTE and seven ESL classrooms in Fall 2017 to promote the IHSS 300 Transition to College course. The coordinator visited Anaheim, Cypress, Wilshire, Gilbert South, and El Camino high school labs in Winter 2017. Most of the students shared they were not interested in taking the IHSS 300 course, but some showed interest for their children.

Activity 7 (BSI): Provide IHSS 300 “Transitioning to College” courses at Fullerton and Cypress Colleges

The IHSS 300, *Transition to College*, course was offered in Fall and Winter terms for 2017-18 academic year. There were 56 students registered in IHSS 300 in 2017-18. Table 8 presents the transition rate of students who attended IHSS 300 in 2017-18.

Table 8. Transition Rate for Students who Attended IHSS 300

IHSS 300 Students Total Registrations	N = 56
Registered But Did Not Attend	26 (46.4%)
Total Students who Attended	30 (53.5%)
Applied to CC/FC	23 (76.7%)
Registered for Classes at CC/FC	12 (40%)
Transition Data Further Broken Down	
Students Who Did Not Pass	10
Applied to CC/FC	6 (60.0%)
Registered for Classes at CC/FC	1 (10.0%)
Students Who Passed	20
Applied to CC/FC	17 (85.0%)
Registered for Classes at CC/FC	11 (55.0%)

Note: Two students who attended IHSS had last applied to college prior to taking IHSS 300 in 2017-18.

Activity 8 (BSI): BSI will generate and provide SE with a list of HSDP students to be invited to the “Dream Your Future” event.

OIRP with the help of NOCE IT provided a list of active high school diploma program students who were within 20 credits of completing their high school diploma credits. The list included 332 students who were sent invitation postcards to the event.

GOAL 4

Implement a series of school-wide equity efforts focused on cultural competencies and student engagement.

Goal Areas: Retention
Degree & Certificate Completion
Other: Professional Development

Activity 1 (SSSP): Assist with recruitment of students for leadership opportunities.

Eight students participated in the student leadership program during 2017-18. A Qualtrics survey was emailed to the students at the end of the academic year in June 2018. The survey included questions about why students chose to become a student leader, how they heard about the program, and their overall experience. Only **four** out of the eight students completed the survey. Students learned about the program via flyer, instructor, staff member, and on a poster board. Students chose to become a student leader to be more involved in the school, to learn administrative part, and spread NOCE students' perspectives during committee meetings.

Activity 2 (SSSP): Support and encourage student participation and engagement during counseling appointments.

No data is available for this activity.

Activity 3 (Equity): Host/sponsor Student Equity workshops, training, and provide funding for related conference attendance.

Student Equity Conference was hosted on February 7, 2018, and it was attended by **68** students. Of those, **43** students completed a survey at the end of the event. Most students (>90%) agreed that they feel confident about taking what they learned at the conference and apply it to their coursework at NOCE. Students also felt more motivated to complete their education goal, which ranged from wanting to earn a certificate (63%), improve their job skills

(58%), learn English (47%), transfer to credit college (40%), or earn their high school diploma (30%).

Activity 4 (BSI): BSI will initiate the process of establishing a student club to build cultural competence and student engagement for student success purposes.

NOCE established its first student club, and meetings began starting in March of the 2017-18 academic year. The purpose of this club is to bridge connections between NOCE students and Cypress College and Fullerton College, allow students to give and receive peer mentorship, develop a network for personal and career development among students, and provide leadership opportunities for NOCE students. A total of **25** students were listed on the student club's membership roster.

At the end of the year, club members were asked to provide feedback regarding their experiences in the student club. A survey was distributed, and there were **11** respondents. Overall, student responses were positive with 10 (91%) respondents expressing their satisfaction with their student club experiences and one student remaining neutral. However, **36%** of respondents admitted to "hardly ever" attending student club meetings and activities. To improve student club, students suggested increasing outreach efforts to bolster membership and provide more guest speakers.

GOAL 5

Increase transition rate of students enrolled in Intermediate and Advanced ESL courses from ESL to CTE and/or HSDP programs.

Goal Area: Access

Retention

ESL/Basic Skills Completion

Activity 1 (SSSP): Provide core services and counseling support to ESL students.

ESL students are provided core services including, orientation, assessments, counseling support and education plans. Table 9 presents the total number of services provided to ESL students. The data on ESL education plans is being compiled.

Table 9. ESL Core Services Completed in 2017-18

Core Services Completed	2017-18
ESL Listening Assessment	3,347
ESL Reading Assessment	3,822
ESL Orientation	3,118
ESL Counseling*	1,989

Note: *ESL Counseling includes 1,776 initial counseling appointments and 213 follow-up/other.

Activity 2 (SSSP): Develop and offer classroom presentations for Intermediate and Advanced ESL students.

SSSP counselors conducted presentations in all Intermediate-Low, Intermediate-High, and Advanced ESL classes at the three main NOCE campuses, both morning and evening. The presentations included information regarding the SSSP counseling services and the CTE/HSDP programs. A total of **35** classes were visited. Additionally, **four** classes were visited in Spring 2018 to encourage students to complete their educational plans.

Activity 3 (Equity): Provide direct outreach and funding for translated materials.

This activity was not implemented in 2017-18.

Activity 4 (Equity): Provide funding for counselor to assist ESL students in transition.

This activity was not implemented in 2017-18.

Activity 5 (BSI): Provide Literacy Skills 1 and 2 courses in HS diploma labs.

Literacy Skills 1 and 2 (IHSS 190 and 191) courses were first offered in the high school diploma labs in Winter 2018. Only **one** student enrolled in the Literacy Skills 1 course. **Six** students enrolled in the Literacy Skills courses in Spring 2018, four students in IHSS 190 and two in IHSS 191.

Activity 6 (BSI): Provide HS diploma program information to intermediate and advanced ESL students.

No data is available for this activity.

Activity 7 (BSI): Provide academic support to ESL students in the Basic Skills learning centers.

A total of 2,945 students used the basic skills learning center in 2017-18. Of those students, 1,161 students were identified as ESL students, meaning they were enrolled in an ESL course since they started at NOCE. Table 10 breaks down the data by terms.

Table 10. ESL Students who Utilized Basic Skills Learning Center

	Summer 2017	Fall 2017	Winter 2018	Spring 2018	Total
All Students	355	844	858	888	2,945
ESL Students	144	345	349	323	1,161
%	40.6%	40.9%	40.7%	36.4%	39.4%

Overall Goal 5 Transition Data

In 2017-18, a total of 1,970 students enrolled in ESL Intermediate High, Advanced, and/or Academic Success courses (ESLA 500, 600, 1040, 1045). Enrollments for these 1,970 students were examined for 2017-18 academic year to see if they transitioned from the ESL program to CTE and/or HSDP (Table 11). Students who co-enrolled in ESL and/or one of the two programs were also included. The co-enrollments were limited to students enrolled in the ESL program prior to taking CTE and/or HSDP courses.

Table 11. ESL to CTE/HSDP Co-Enrollments and Transition Rate

Total ESL Students in Intermediate High/Advanced ESL	N=1,970
Co-Enrolled/ Transitioned in CTE	134 (6.8%)
Co-Enrolled/ Transitioned in HSDP	121 (6.1%)



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