



Integrated Plan Report 2018-19

PURPOSE

The purpose of this report is to provide an annual update on the progress NOCE has made towards the activities outlined in the 2017-2019 Integrated Plan. NOCE identified five goals that will be addressed in this report. Through the braiding of the Basic Skills Initiative, Student Equity, and Student Success and Support Program funds, NOCE provided a series of activities to both students, faculty, and staff to address the needs of students.

RECOMMENDATIONS

Recommendations focus on how existing and future activities can maintain and implement best practices and lessons learned. Additionally, these recommendations identify how future efforts should gather data which can help understand how to best serve the needs of adult learners, noncredit students, and disproportionately impacted (DI) student groups.

Document the planning and implementation of activities. It is recommended that NOCE activity leads comprehensively document the planning and implementation of activities under integrated planning. Such documentation provides feedback throughout the building and delivery phases of activities. This will provide insight on the extent to which the activity was carried out as intended. Activity staff can utilize this type of documentation to assess their progress, identify barriers to implementation, and record best practices for delivery and lessons learned. This may also help staff judge whether an activity's outcomes were due to inadequate implementation. Lastly, this type of documentation can also assist in identifying those activities that transitioned into institutional practices.

Distinguish the braided funding sources for activities. Several integrated planning activities were funded by two or more funding sources to support the total cost. It is recommended that activity leads document and distinguish funding sources for each activity implemented. The term *braiding* is defined as utilizing “multiple funding streams [that] are initially separate, brought together to pay for more than any one funding stream can support, and then carefully pulled back apart to report to funders on how the money was spent¹.”

¹ Defined by Spark Policy Institute: <http://tools.sparkpolicy.com/overview-blending-braiding/>

Documenting and identifying which activity components are funded by each initiative allows NOCE to evaluate how initiative funding sources are supporting integrated planning activities and ultimately addressing student needs.

Target activities towards specific disproportionately impacted student groups.

Integrated plan was the initial step to integrate the three initiatives and leverage the resources that each brings to help address student needs. Institutions' Equity Plans are at the forefront of the next step, the Student Equity and Achievement Program (SEAP), which focuses on closing the achievement gaps and serving the needs of the system's most marginalized student populations. It is recommended that activity leads utilize the disproportionately impacted (DI) student data that identifies academic achievement gaps for specific student populations as a guide for activity building and outreach efforts. The intent of this targeted outreach is not to limit events or services to a small subset of students, but to intentionally craft services and events with DI groups in mind.

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 2018-19, one in November 2018 and one in February 2019. A total of 111 students attended the events. These students were tracked for their outcomes (Table 1). Of the 111 students, 46 students were new to NOCE, meaning they has no prior NOCE course enrollments. The remaining 65 students (59%) were either continuing or returning NOCE students. Out of the 46 new students, 14 (30%) 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
November 2018	77	32	9 (28.1%)
February 2019	34	14	5 (35.7%)
Total	111	46	14 (30.4%)

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. Nearly two-thirds of the attendees were Hispanic/Latino and over half of the attendees were Female.

Table 2. Demographic Breakdown of FasTrack Attendees (N=111)

Race/Ethnicity	
Asian	19 (17.1%)
Hispanic/Latino	68 (61.3%)
Other	7 (6.3%)
Two or More	7 (6.3%)
White	10 (9%)
Gender	
Females	62 (55.9%)
Males	45 (40.5%)

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

At the end of the event, 104 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=104
Family/Friend	33 (31.7%)
Brochure/Flyer	23 (22.1%)
Other	19 (18.3%)
Counselor	18 (17.3%)
Walked by	12 (11.5%)
NOCE Website	9 (8.7%)
Instructor	8 (7.7%)

Note. Other includes Harvesting Opportunities Event, Nonprofit Agency, and Other written responses.

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 111 attendees, **104** completed an evaluation at the end of the event and were given a student handbook/planner.

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.

For the 2018-19 academic year, the orientation rates for HSDP are displayed in Table 4. The overall 2018-19 rates for enrolling in any CDCP courses are also shown for comparison.

Table 4. Orientation Rates of Students Who Enrolled in HSDP/CDCP Courses in 2018-19

	HSDP	2018-19
CDCP Headcount	2,595	11,277
Completed Orientation	1,650	7,596
Orientation Rate	63.58%	67.36%

Table 5 presents the proportion of students who enrolled in HSDP courses in 2018-19 and completed an assessment during their time at NOCE. Similar to how orientations were examined, a student could have completed their assessment at any time during their whole academic history at NOCE. It also displays the proportion of students who enrolled in CDCP courses for 2018-2019 overall. The assessment rates were further broken down at a program level for the 2018-19 academic year. Starting Winter 2019, the CTE program no longer required students to complete an assessment prior to registering in CTE courses, thus the lower assessment rate. While all students in the ESL and HSDP programs are required to complete an assessment prior to enrolling in these programs, the total assessment rate do not equal 100% due to data not being captured in Banner or students completing assessment prior to Banner data collection in 2011.

Table 5. Assessment Rates of Students Who Enrolled in HSDP/CDCP Courses in 2018-19

	HSDP	2018-19
CDCP Headcount	2,595	11,277
Completed Assessment	1,428	7,271
Assessment Rate	55.03%	64.48%

Table 6 breaks down the educational plan completion rate for the HSDP sections within the CDCP programs. Students in HSDP have the highest education completion rate compared to other programs. Students in HSDP are required to meet with councilors to complete an education plan to map out their high school diploma requirements.

Table 6. Educational Plan Completion Rates of HSDP/CDCP Enrolled Students in 2018-19

	HSDP	2018-19
CDCP Headcount	2,595	11,277
Completed Educational Plan	1,725	5,168
Educational Plan Completion Rate	66.47%	45.83%

The implementation of orientations, assessments, and educational plans were introduced to the SSSP funding in 2014. It can be speculated that the reason behind the percentage rates not equaling to one hundred percent could be a result of students being in the 2018-19 could have been in the program prior to 2014 therefore not having gotten the services implemented after.

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

No data is available for this activity.

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

No data is available for 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 623 completions in English 1, 2, 3, General Math, and/or Algebra. The data was further broken down in Table 7 by each subject and term. OIRP were only able to provide all completion rates due to the faculty providing the one on one instruction at the high school labs have the list of students who received the services.

Table 7. English and Math Courses Completed in 2018-19

	Summer 2018	Fall 2018	Winter 2019	Spring 2019	Total
English 1	12	31	20	36	99
English 2	18	28	39	45	130
English 3	27	38	48	68	181
General Math	17	37	49	64	167
Algebra 1	5	15	14	12	46
Total	79	149	170	225	623

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 Banner related to students who met with a counselor in 2018-19 to discuss topics related to college. The data was pulled based on the counseling reason code of 3ACTCO - College Interest. In 2018-19 academic year, a total of **1,275** students met with a counselor regarding college interest. Some of the students met a counselor more than once and/or at multiple sites, with a total of **1,549** counseling sessions taking place in 2018-19.

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

This activity is a part of activity 5 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 2018-19. The ACCT program hosted various events and activities for NOCE students to explore college and career pathways from October 2018 to May 2019. 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 14 activities, in which 226 students participated. Of the 226 students, 42 students could not be identified due to missingness in the data; therefore, no demographic data could be captured for those students, and the transitional outcomes of these students could not be tracked. Eleven

students attended two or more transition events; therefore, only 172 students' demographic (Table 8) 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 172 students, 47 applied for admission at FC or CC in the Fall term in 2017-18 or later when the transition events started to occur (Table 9). 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 8. Demographic Breakdown of ACCT Attendees (N=172)

Race/Ethnicity	
Asian	36 (20.9%)
Hispanic/Latino	89 (51.7%)
White/Non-Hispanic	31 (18.0%)
Other/Unknown	16 (9.3%)
Gender	
Females	135 (78.5%)
Males	31 (18.0%)

Note. Other/Unknown includes Black or African American, Native Hawaiian/Pacific Islander, and Two or More.

Table 9. Transition Rate for ACCT Attendees

Total ACCT Attendees	N=172
Applied Fall or Later Terms	47 (27.3%)
Registered for Credit Courses in Fall or Later Terms	33 (19.2%)



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 the Gilbert south and El Camino offsite high school labs. Transportation under the SEAT program was available for ten college transition events. A total of 98 students used SEAT transportation to attend these events. However, 21 students could not be identified; therefore, data was captured for 77 students. Table 7 shows the transition outcomes for the 77 students.

Of the 77 students who used transportation provided by SEAT in 2018-19, 8 students applied for admission at FC or CC after Fall 2018. Of those, 7 students registered for courses at FC or CC after Fall 2018.

Table 10. Transition Rate for SEAT Attendees

Total SEAT Attendees	N=77
Applied Fall or Later	8 (10.4%)
Registered for Credit Courses in Fall or Later Terms	7 (9.1%)

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

Fifty students attended the Dream Your Future event on May 7, 2019. The event was geared towards college transition. Students who attended the event were tracked to determine if any applied to Cypress or Fullerton College and/or registered for classes at one of the colleges after the event.



Table 11 shows that nearly half of the students who attended the event in 2018-19 applied to a credit college within the district; however, of the 23 students who applied to FC or CC, 16 had already applied prior to attending the Dream Your Future event. Out of the 23 students who applied for admission at FC or CC, thirteen enrolled in courses after attending the event.

Table 11. Transition Rate for Dream Your Future Attendees

Total Dream Your Future Attendees	N = 50
Total Applied to Credit College(s)	23 (46%)
Applied Before the Event	16
Applied After the Event	7
Registered for Credit Courses After the Event	13 (56.5%)

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

This activity did not take place in the 2018-19 academic year.

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 2018-19 academic year. There were 16 students registered in IHSS 300 in 2018-19. Table 12 presents the transition rate of students who attended in IHSS 300 in 2018-19.

Table 12. Transition Rate for Students who Attended IHSS 300

IHSS 300 Students Total Registrations	N = 16
Registered But Did Not Attend	8 (50.0%)
Total Students who Attended	8 (50.0%)
Applied to CC/FC	14 (87.5%)
Registered for Classes at CC/FC	8 (57.1%)
Transition Data Further Broken Down	
Students Who Did Not Pass	2
Applied to CC/FC	1 (50%)
Registered for Classes at CC/FC	1 (50%)
Students Who Passed	6
Applied to CC/FC	6 (100%)
Registered for Classes at CC/FC	3 (50%)

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

A list of active high school diploma program students who were within 20 credits of completing their high school diploma credits were sent Dream Your Future invitation postcards. A count of the number of students who were sent a postcard was not available at the time of writing this report.

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.

In the 2018-19 academic year, there were seven student leaders that participated in the student leadership program.

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.

The Student Success Conference was hosted on November 9, 2018, and among the 88 students that attended, 86 completed a survey at the end of the event. The purpose of this event was to help students in choosing the best approaches for learning and to give them courage to try new things. Four experts, Dr. Miguel Powers, Dr. Mikel Hogan, Kristina De la Cerda, and Deborah J. Smith presented at the event and encouraged students to develop a growth mindset. The largest group of students that participated in the event were enrolled in Early Childhood Education (ECE, 40%), followed by English as a Second Language (ESL, 34%).



Students were asked which presentations they were interested in attending or receiving more information about. Almost three-quarters (74%) of the participants indicated they would like to receive more information on the Growth Mindset presentation, with some (40%) indicating interest in Learning through P.L.A.Y. When participants were asked to give their feedback, 80% indicated finding the information on Growth Mindset to be useful/relevant. The majority (70%) learned about the student success conference through an in-class announcement.



Students were also asked about their food and housing insecurities. Over a fifth (21%) of survey participants indicated having experienced food insecurity at some point within the past three months. In addition, 19% indicated that they worried about where they would be sleeping at night at some point in the last three months.

Some demographic data was collected from survey participants as well. Forty percent (40%) indicated having an estimated family income of \$40,000 or less in the last year. Two-thirds (66%) of the survey participants were female, which is reflective of NOCE's overall student population. The two largest racial/ethnic groups that completed a survey were Hispanic/Latinx (38%) and Asian (30%). Eight percent (8%) indicated they are eligible for public assistance and 5% indicated having a disability or impairment.



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

The NOCE Community Connections Student Group is a club that was established in March 2017-18 academic year. In March 21, 2018 is when the student club had their first official meeting, but the meetings continued until June 5, 2019. There was a total of 28 students that attended one or more meetings. The students met twice a month in the beginning of the academic year but switched the meetings to once a month.



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 13 presents the total number of services provided to ESL students in the 2018-19 academic year.

Table 13. ESL Core Services Completed in 2018-19

Core Services Completed	2018-19
ESL Listening Assessment	3,271
ESL Reading Assessment	4,177
ESL Orientation	3,071
ESL Counseling*	1,775

Note: *ESL Counseling includes 1,637 initial counseling appointments and 138 follow-up/other.

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

This activity was not implemented by SSSP but from general funds.

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

This activity was not implemented in 2018-19.

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

Student Equity is providing approximately 10 hours per week of general counseling specifically geared toward supporting Intermediate and Advanced ESL students who have expressed an interest in transitioning to CTE or HSDP. The counselors hold individual counseling appointments to discuss a student's educational and career goals, including options that are available both within NOCE and as students transition to credit institutions. The counselors provide support and guidance for students to complete enrollment requirements as they transition to CTE or the high school diploma program. Students also receive information about CTE and HSDP during the ESL orientations and through counselor-led classroom presentations with Intermediate and Advanced ESL students where information regarding transition is shared. In addition, Student Equity funds support counselors during the evening mini-fastrack events held at Wilshire Campus to increase the number of ESL students who complete an SEP and receive information about NOCE services and support.

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

Five students participated in the Literacy Skills 1 and 2 (IHSS 190 and 191) coursework in the high school diploma labs in Fall 2018 and Winter 2019. **Five** students enrolled in the Literacy Skills 1 course and **one** student enrolled in the Literacy Skills 2 course.

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 1,727 students used the basic skills learning center in 2018-19, with a total of 2,784 enrollments. Of the 1,727 students, **573** students were identified as ESL students, meaning they were enrolled in an ESL course since they started at NOCE. Table 14 breaks down the data by terms.

Table 14. ESL Students who Utilized Basic Skills Learning Center

	Summer 2018	Fall 2018	Winter 2019	Spring 2019	Total Unduplicated
All Students	363	786	859	731	1,727
ESL Students	141	257	304	251	573
%	38.8%	32.7%	35.4%	34.3%	33.2%

Overall Goal 5 Transition Data

In 2018-19, a total of 1,585 students enrolled in ESL Intermediate High, Advanced, and/or Academic Success courses (ESLA 163, 164, 173, 174, 1040, 1045, 1060, 1062, 1065, 1067). Enrollments for these 1,585 students were examined for 2018-19 academic year to see if they transitioned from the ESL program to CTE and/or HSDP (Table 15). 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. Students who had taken a CTE or HSDP/GED course at NOCE prior to entering the ESL program, or students who had taken a CTE or HSDP/GED course in prior academic years and did not enroll in a CTE or HSDP/GED course in 2018-19 were excluded from the transition rate calculations.

Table 15. ESL to CTE/HSDP Co-Enrollments and Transition Rate

Total ESL Students in Intermediate High/Advanced ESL	N=1,585
Total Higher-Level ESL Students without Prior CTE Enrollment	1,426
Co-Enrolled/Transitioned in CTE	132 (9.3%)
Total Higher-Level ESL Students without Prior HSDP/GED Enrollment	1,497
Co-Enrolled/Transitioned in HSDP	112 (7.5%)

Next Steps

This report concludes the annual findings from the goals and activities presented in NOCE's 2017-2019 Integrated Plan. Moving forward, NOCE will continue to address the needs of students through the **Student Equity Achievement Program**, which merges the funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. As noted by the State Chancellor's Office, "Integrating these efforts into a

single Student Equity and Achievement program advances our goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations.”

NOCE’s Office of Institutional Research and Planning will continue to provide annual updates on SEAP through the analysis and disaggregation of local data to help support and address student needs.