



STUDENT EQUITY PLAN AND EXECUTIVE SUMMARY



NOCE Student Equity Plan 2025-2028 Executive Summary

The mission of North Orange Continuing Education (NOCE) is to serve our diverse community by providing holistic programs and services that are relevant and accessible to all learners in achieving their goals. As a leading provider of noncredit education, NOCE is committed to closing equity gaps, a core value reflected in both institutional and district-wide strategic plans. This commitment is continuously advanced through a comprehensive and data-driven approach to student equity planning, ensuring that all students have the resources and support they need to succeed.

STUDENT EQUITY PLANNING

The development of the 2025-2028 Student Equity Plan was a collaborative process, building upon the foundation of the previous 2022-2025 plan. The Student Equity Advisory (SEA) Committee, in partnership with the NOCE Office of Institutional Research and Planning (OIRP), reviewed updated disaggregated data to identify specific areas of disproportionate impact. This iterative process involved reviewing the progress on previous goals, which notably included a focus on addressing the needs of Hispanic/Latinx students, the institution's largest student population.

The 2025-2028 plan incorporates several new initiatives and structural changes to better serve students who have historically faced systemic barriers as well as continues to build on activities identified in the 2022-2025 plan. In order to ensure all students experiencing disproportionate impact are addressed in the plan, the 2025-2028 plan includes goals to close and fully eliminate the equity gap for each disproportionately impacted student population. The plan outlines a series of goals and activities designed to dismantle barriers and foster an environment where all students can thrive.

The 2025-2028 Student Equity Plan introduces several key strategies to increase access and success for disproportionately impacted student groups. These initiatives represent a focus on providing holistic support and streamlined access to services and support. The plan aligns student equity metrics, adapted for the noncredit student population, with institutional goals and plans, including the Guided Pathways Plan, and highlights the work being done in the newly formed DEIAA Committee through the DEIAA statement on Diversity, Inclusion, Antiracism, and Accessibility and upcoming Action Plan.

- **Streamlining the Student Journey:** The plan emphasizes a focus on streamlining the onboarding process and identifying where more support is needed as students move from the application to enrollment. An institution-wide CRM, Element 451, will be implemented beginning in fall 2025 and we will continue to utilize our partnership with the translation services provided by Language Services Associates (LSA).
- **Leveraging Student Supports:** The plan includes a strategy to expand access to counseling, basic needs support, tutoring, and career development services by incorporating counseling services

into the classroom (such as graduation checks and completion of student education plans), expanding basic needs services to support students across NOCE’s locations, and offering tutoring and career development services in-person and online.

- **Automation of processes:** The plan highlights the process of auto-awarding certificates for students who have met the program requirements. The first pilot of the process, conducted using data from the Summer and Fall 2020 semesters, identified 138 students who completed the ESL Multi-skills Certificate. Since then, the process has expanded to include all available CDCP certificates. In the 2023-2024 academic year, a total of 1,812 certificates were awarded to NOCE with 1,102 (61%) certificates auto awarded.

The 2025-2028 Student Equity Plan represents a forward-looking strategy that is both informed by past successes and responsive to current student needs. By focusing on these targeted initiatives, NOCE aims to make tangible progress toward its goal of closing equity gaps and ensuring a supportive educational environment for all students.

STUDENT EQUITY METRICS

Successful Enrollment

Definition: Among all students in the 2023-2024 AY who were admitted into and have not applied to the district in prior years, the proportion who enrolled at NOCE in 2023-2024 AY.

2023-2024 Overall data for successful enrollment:

Overall Enrollment Data	2021-2022 overall Enrollment data (2022-2025 SE Plan)	2023-2024 overall Enrollment data (2025-2028 SE Plan)
# of applicants	4,411	9,261
# of enrolled students	1,893	5,019
Overall enrollment Rate	42.9%	54.2%

2023-2024 Disaggregated Data for Successful Enrollment:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
			%	#	%	#
Asian	51.4%	1,484	0.8%	12	3.3%	49
Black or African America	24.4%	332	26.3%	88	30.9%	103
Hispanic or Latino	50.5%	4,320	5.0%	214	7.0%	300
Filipino	37.3%	126	8.7%	11	17.1%	22
More than one race	43.9%	221	4.0%	9	10.6%	23
White	47.2%	935	4.6%	44	7.8%	73

Additional Goals:

- In our 2025-2026 institutional goals, we have a goal of increasing FTES to reach 2017-2018 benchmark. This includes achieving or exceeding the 2017-2018 benchmark of 5,065.67 by supporting FTES growth and maximizing CDCP FTES.

Strategies to meet goals for successful enrollment:

- Examine each point of the onboarding process and where possible, break down data further to identify what onboarding steps were completed (e.g. orientation, placement test, counseling appointment, SEP completion) and at what point the student stopped. Once identified, identify steps for more targeted follow-up and support, with an initial primary focus on Black or African American students.
- Purchase and implement a new CRM system to support prospective students and increase communication and efficiency throughout the onboarding process, including exploring Element 451 to support the application process for NOCE students. Utilize translation features within Element 451, the continued contract with Languages Services Associates (LSA) to provide information in students' preferred language, and case management-style support to ensure students move from application to enrollment.
- Develop a flexible, student-centered orientation framework that includes a variety of modalities, scaffolding information throughout onboarding and the first semester to provide timely and relevant information and explore the development of a student handbook to increase awareness of and access to information and resources to support student success.

Progress from previous Student Equity Plan

- Successful enrollment for overall population increased from 42.9% to 54.2%. In 2022-2025 plan, enrollment was defined as all CCCApply applicants in the selected year while the 2025-2028 plan considers all students who applied through CCCApply and paper applications.
- Black or African American students and Hispanic/Latinx students continue to be disproportionately impacted in the 2022-2025 plan as well as the 2025-2028 plan.
- Black or African American students rate of successful enrollment decreased from 28.5% to 24.4%, while Hispanic/Latinx students successful rate of enrollment increased from 41% to 50.5%.
- Students in the other/unknown race are no longer disproportionately impacted; however, in the 2025-2028 plan, Asian, Filipino, students of two or more races, and White students are now disproportionately impacted.
- Goals identified in the 2022-2025 Student Equity Plan included
 - Maintain a 3-year successful enrollment rate of 41.16%
 - Increase successful enrollment rate for Hispanic/Latinx students by 3% compared to the 3-year average (increase to 44%) in year 2 of the plan
 - Increase successful enrollment rate for Hispanic/Latinx students by 5% compared to the 3-year average (increase to 46%) in year 3 of the plan
 - **Goal obtained**

Persistence: First Primary Term to Secondary Term

Definition: Among all students enrolled at NOCE in the 2023 Fall term, the proportion of students retained from Fall 2023 to Spring 2024, excluding students who completed an award (i.e., CDCP certificate/diploma or locally approved certificates including DSS certificates), or transitioned to Fullerton or Cypress College in the same year.

2023-2024 Overall data for Persistence:

Overall Persistence Data	2021-2022 overall Persistence data (2022-2025 SE Plan)	2023-2024 overall Persistence data (2025-2028 SE Plan)
# of students enrolled in the fall	9,061	9,745
# of students retained in the spring	4,364	5,792
Overall persistence	48.2%	59.4%

2023-2024 Disaggregated Data for Persistence:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
Hispanic or Latino	54.3%	3,877	6.5%	254	8.5%	331
Other or Unknown Race	57.5%	2,199	0.4%	9	2.5%	54

Additional Goals:

- One of the 2025-2026 institutional goals includes strengthening institutional effectiveness through student-centered practices including increasing persistence, completion, and satisfaction through engagement and wrap-around services.

Strategies to meet goals for persistence:

- Scale student engagement and retention efforts at NOCE through student affinity spaces, participation in the Student Leadership Program, and the continuation of the Student Navigator program. Student Leaders and Student Success Navigators are selected to be representative of NOCE students and receive training on DEIAA and trauma-informed practices. Develop and strengthen opportunities for students to share feedback with the Student Leaders and the Student Trustee.
- Expand access to counseling, basic needs support, tutoring, and career development services by reducing barriers. In-class counseling presentations and SEP development and Grad Check applications (where applicable) to ensure students have access to information about services. Work is being done to increase availability of basic needs services at NOCE Centers as well as bringing community and health services to campus. Career development services and tutoring are offered in multiple modalities.
- Continue to seek out and support opportunities for professional development focused on equity and develop and begin implementing the NOCE DEIAA Action Plan. A variety of professional development opportunities offered within NOCE and throughout the district provide the chance for all employees to participate, reducing barriers of cost, travel, and expand participation.

Progress from previous Student Equity Plan

- Persistence (retention) for overall population increased from 48.2% to 59.4%.
- Black or African American students are no longer disproportionately impacted in 2025-2028 plan but Hispanic/Latinx and students of Other/Unknown race are now disproportionately impacted. Male students continue to be disproportionately impacted in both the 2022-2025 plan and 2025-2028 plan.
- Goals identified in the 2022-2025 Student Equity Plan included
 - Maintain a 3-year average persistence rate for Hispanic/Latinx students at 56.7%

- Increase 3-year average persistence rate for Hispanic/Latinx students by 3% compared to the 3-year average (increase to 59.7%) in year 2 of the plan
- Increase 3-year average persistence rate for Hispanic/Latinx students by 5% compared to the 3-year average (increase to 61.7%) in year 3 of the plan
 - **Goal not obtained**

COMPLETION

Definition: Among all students who enrolled in the 2022-2023 Academic Year in Career Technical Education (CTE), Basic Skills (BSP), or English as a Second Language (ESL) courses, the number of students who received a CDCP certificate/diploma in the 2022-2023 Academic Year or subsequent year.

2023-2024 Overall data for Completion:

Overall Completion Data	2021-2022 overall Completion data (2022-2025 SE Plan)	2023-2024 overall Completion data (2025-2028 SE Plan)
# of students enrolled in BSP, CTE, ESL	5,219	7,925
# of students received a certificate/HS Diploma	631	1,410
Overall completion	12.1%	17.8%

2023-2024 Disaggregated Data for Completion:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
			%	#	%	#
American Indian/Alaskan Native	0%	12	15.8%	2	17.8%	2
Hispanic or Latino	16.7%	4,792	0.8%	40	2.8%	136
Other or Unknown Race	9.4%	340	5.7%	20	8.8%	30
Male students	13.3%	2,151	4.1%	89	6.1%	131
Unknown Gender students	13.0%	392	1.7%	7	5.0%	20

Additional Goals: N/A

Strategies to meet goals for completion:

- Invite guest speakers to present during classes and as workshops on topics including completion and career options. Presentations will help students understand next steps and build momentum for students to complete their programs. Ensure diversity of presenters to be representative of NOCE students, including speakers who are American Indian, Alaskan Native, Hispanic, or Latinx.
- Continue to develop and promote courses that focus on college preparation and readiness including college preparation, college pathways, transition, and mirrored courses.
- Utilize technology and automated processes to help ensure students can see the number of credits they have remaining in order to complete a program and receive their certificate. Strategies include utilizing DegreeWorks audit and auto-awarding certificates for students who qualify.

Progress from previous Student Equity Plan

- Completion for overall population increased from 12.1% to 17.8%.
- Students of two or more race/ethnicity are no longer disproportionately impacted in 2025-2028 plan but new populations that are disproportionately impacted in 2025-2028 plan are American Indian/Alaskan Native, Hispanic/Latinx, and students of Unknown Race/Ethnicity. Male students continue to be disproportionately impacted. In 2025-2028, students of unknown gender are also disproportionately impacted.
- Goals identified in the 2022-2025 Student Equity Plan included:
 - Maintain a 3-year average completion rate for Hispanic/Latinx students at 11.7%
 - Increase 3-year average completion rate for Hispanic/Latinx students by 3% compared to the 3-year average (increase to 14.7%) in year 2 of the plan
 - Increase 3-year average completion rate for Hispanic/Latinx students by 5% compared to the 3-year average (increase to 16.7%) in year 3 of the plan
 - **Goal obtained**

Transition

Definition: Among all students who enrolled at NOCE in the Fall 2022 term in BSP, CTE, ESL, or DSS courses, the number of students who transitioned to Fullerton or Cypress College for the first time ever in the 2022-2023 Academic Year or subsequent year, excluding students who co-enrolled in their first term at NOCE and the credit colleges or had previous enrollments at the credit colleges.

Note: Student Equity metric of Transferred to a four-year institution does not apply to NOCE. This section is not completed in the Student Equity Plan submitted via NOVA.

2023-2024 Overall data for Transition:

Overall Transition Data	2020-2021 overall Transition data (2022-2025 SE Plan)	2023-2024 overall Transition data (2025-2028 SE Plan)
# of students enrolled	3,046	3,638
# of students transitioned to FC/CC	103	112
Overall transition rate	3.4%	3.1%

2023-2024 Disaggregated Data for Transition:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
			%	#	%	#
Hispanic or Latino	2.1%	2,181	0.5%	12	2.5%	55
Other or Unknown Race	0.7%	136	0.4%	1	2.4%	3

Additional Goals: N/A

Strategies to meet goals for transition:

- Create opportunities for conversations about transition at multiple points of a students' educational journey and in each instructional program, including workshops, tours, and classes. Offer transition activities during both fall and spring semesters.

- Have clear pathways between NOCE programs to credit programs, both instructional (example NOCE ESL to credit ESL, NOCE ECE to credit ECE) and student services (transition support for undocumented students, connection to EOPS, Puente, Legacy/Umoja, etc.).
- Create visual pathways for students to see how NOCE programs connect to FC/CC degrees or certificates.

Progress from previous Student Equity Plan

- Transition rate for overall population decreased slightly from 3.4% to 3.1%.
- Hispanic/Latinx students remain disproportionately impacted. In addition, students of other or unknown race/ethnicity are disproportionately impacted in 2025-2028 plan.
- Goals not set in 20220-2025 plan.

Student Education Plan (SEP) Completion:

Definition: Among new, first-time, non-special admit NOCE students (cohort) enrolled in CDCP courses during the cohort year, who received noncredit education plan by the end of their second primary term of enrollment.

Spring 2024 Overall data for Student Education Plans (SEP) within one academic year:

Overall SEP Data	Spring 2023 SEP Completion (metric was not required in previous SE plan)	Spring 2024 SEP Completion (2025-2028 SE Plan)
# of students enrolled in the Spring cohort	1,517	1,904
# of students received an SEP within year	333	403
Overall SEP completion rate for one year	22%	21.2%

Spring 2024 Overall data for Student Education Plans (SEP) within first primary semester:

Overall SEP Data	Spring 2023 SEP Completion (metric was not required in previous SE plan)	Spring 2024 SEP Completion (2025-2028 SE Plan)
# of students enrolled in the Spring cohort	1,517	1,904
# of students received an SEP within first primary semester	275	332
Overall SEP completion rate for one year	18.1%	17.4%

Spring 2024 Disaggregated Data for SEP Completion within one year:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
			%	#	%	#
Hispanic or Latino	19.4%	1,228	2.8%	35	5.0%	62
Other or Unknown Race	13.2%	91	1.4%	2	8.4%	8
Male students	16.6%	755	11.1%	84	13.7%	103

Spring 2024 Disaggregated Data for SEP Completion within first primary semester:

Student Population	% of students	# of students	Goal 1: Eliminate Disproportionate impact		Goal 2: Fully Close Equity Gap	
Hispanic or Latino	16.2%	1,228	1.4%	18	3.5%	43
Other or Unknown Race	11%	91	0.3%	1	6.8%	6
Male students	14.3%	755	2.7%	21	5.2%	39

Additional Goals: N/A

Strategies to meet goals for SEP Completion:

- Have counselors facilitate group SEP completion in lower-level ESL classes as well as during in-person ESL orientations that are given as part of ESL student onboarding along with placement testing.
- For students in CTE classes, counselors complete SEPs in classes the follow a structured sequence or students may be required to complete an SEP as part of class assignment.
- Incorporate completion of SEP within the last year for basic needs applications including the Book Award program and Laptop Loan Program.
- Utilize Student Success Navigators to help identify students who have not completed an SEP and support students with scheduling a counseling appointment.

RESOURCES THAT HAVE BEEN BUDGETED TO MEET EQUITY GOALS

NOCE receives a portion of the district SEA funds, with a base of \$2 million and a percentage of the remaining allocation allocated proportionately based on 3-year FTES data by institution. The allocation for 2025-2026 is \$2,347,308. Below is an accounting of the anticipated spending for the 2025-2026 allocation. The California Community College State Chancellor’s Office (CCCCO) also requires a detailed expenditure report each fall after the two-year spending cycle is complete.

SEA funds are used to fund the salary and benefits for the majority of NOCE’s Counseling and Student Services department including the director, manager, four full-time counselors, and seven classified positions, and a portion of an A&R classified position. Several positions braid funds with other funding sources including Basic Needs, CAEP, and general funds. Additional activities include hourly and professional expert staff members to support the Learning Center (tutors) and Counseling and Student Services department, funding the foreign degree transcript evaluation, supporting the Book Award program and Basic Needs programming, and cultural programming for heritage months. Funds are also used for the High School Diploma postcard campaign to encourage students to return to the High School Diploma program.

Categories are identified by the CCCCCO.

Category	2025-2026	2026-2027	Category Percentage
Counseling	\$ 761,464	\$ 236,798	34%
Professional Development	\$ 10,000	\$ -	.41%
Tutoring	\$ -	\$ 63,878	2.61%
Orientation/Welcome Activities	\$ 5,100	\$ 5,100	.42%

Emergency Aid for students (AB943)	\$ -	\$ -	
Embedded Tutoring	\$ -	\$ -	
First Year Experience	\$ -	\$ -	
Basic Needs	\$ 50,000	\$ 30,000	3.3%
Other*	\$ 994,854	\$ 290,114	53%
Program Totals	\$ 1,821,418	\$ 625,890	100%

*Other: Classified staff, Academic and Classified Administrators, hourly and professional expert support for Counseling and Student Services including counseling office, STSS, Food Pantry and CARE Team Resource Coordinators, benefits, software, hospitality, contracted services (transcript evaluation), postage, and mileage.

ACCOUNTING OF EQUITY FUNDING EXPENDITURES

Below is an accounting of the funds expended by for stated Student Equity Plan activities classification since 2022. The California Community College State Chancellor's Office also requires a detailed expenditure report each fall after the two-year spending cycle is complete.

SEA funds have been used to fund the salary and benefits for the majority of NOCE's Counseling and Student Services department including the director, manager, four full-time counselors, six classified positions, and a portion of an A&R classified position. Several positions braid funds with other funding sources including Basic Needs, CAEP, and general funds. Additional activities include hourly and professional expert staff members to support the Learning Center and Counseling and Student Services department, funding the foreign degree transcript evaluation, and cultural programming for heritage months. Funds are also used for the High School Diploma postcard campaign to encourage students to return to the High School Diploma program.

Category	2022-2023 (FY23)	2023-2024 (FY24)	2024-2025
Academic Salaries	\$ 788,325.97	\$ 736,163.35	\$ 805,256.81
Classified and Other Nonacademic Salaries	\$ 635,025.42	\$ 579,960.93	\$ 603,748.60
Employee Benefits	\$ 499,937.72	\$ 524,148.07	\$ 524,216.15
Supplies and Materials	\$ 2,266.26	\$ 690.03	\$ 1,087.31
Other Operating Expenses and Services	\$ 20,763.89	\$ 27,439.17	\$ 25,667.96
Capital Outlay	\$ -	\$ 1,428.39	\$ -1092.13
Other Outgo (Book Grants)	\$ 2,635.05	\$ 10,704.79	\$ 12,304.05
Program Totals	\$ 1,948,954.31	\$ 1,880,534.73	\$ 1,971,188.57

CONTACTS:

Project Lead	Deb Perkins	dperkins@noce.edu
President	Valentina Purtell	vpurtell@noce.edu
Chief Business Officer	Terry Cox	tcox@noce.edu
Chief Instructional Officer	Karen Bautista	kbautista@noce.edu
Chief Student Services Officer	Martha Gutierrez	mgutierrez@noce.edu
Academic Senate President	Michelle Patrick-Norng	mpatrick@noce.edu
Guided Pathways Lead	Deb Perkins	dperkins@noce.edu

STUDENT EQUITY PLAN CONTRIBUTORS:

Academic Senate	Maria Hernandez*
Cecelia Lopez	Maria Vela
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Deb Perkins*	Megan Ly*
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Dulce Delgadillo*	Monica Revelo-Torres
Erik Diaz	President's Cabinet
Fabian Livingston	Raquel Murillo*
Gabby Diaz Vallejo	Robert Johnson
Jason Makabali	SEA Program Committee
Khanh Ninh	Stacy Webb
Linda Langgle	Stephanie Rodriguez-Yokana
Lourdes Valiente	Yellckin Brenes*
Manpreet Kaur	Yvette Krebs

*SEA Program Committee voting and resource members



2025-2028

STUDENT EQUITY PLAN



Accredited by the
Accrediting Commission for Schools,
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200,
Burlingame, CA 94010
Website: www.acswasc.org

The North Orange County Community College District's (NOCCCD) North Orange Continuing Education (NOCE) Administrative Offices are located at 1830 W. Romney Drive in Anaheim, California 92801. For more information, call 714.808.4645 or visit www.noce.edu. It is the policy of NOCCCD to provide an educational, employment, and business environment in which no person shall be unlawfully subjected to discrimination or sexual harassment, nor unlawfully denied full and equal access to the benefits of District programs or activities on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, marital status or physical or mental disability as defined and prohibited by state and federal statutes. The District is also committed to maintaining campuses that are free of harassment, drugs, and alcohol. To read the entire NOCCCD nondiscrimination statement, see the policy in the General Information section in the back of the NOCE class schedule.

GUIDANCE

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program (Education Code 78222). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

X I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

X I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

X I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

CAMPUS INVOLVEMENT & LEVERAGING STUDENT VOICE

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

The Student Equity Plan is developed in the SEA Program Committee which includes management, faculty, classified, and student representatives. The Committee invites and has active participation from resource members who represent Admissions and Records, Counseling and Student Services, instructional programs, Campus Communications, and Institutional Research. The plan template was shared during Academic Senate and President's Cabinet during spring 2025 with an invitation to the campus community to participate in two feedback gathering sessions held in May 2025. During the Student Leader Retreat in July 2025, the Student Leaders were provided an opportunity to receive the student equity data and begin to provide input for areas of challenge and strategies to address disproportionate impact. Feedback will continue to be gathered as the draft plan is presented during the fall semester. The plan will continue to be reviewed and discussed in the SEA Program Committee to ensure continual improvement and input into the plan.

X I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."

X I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

RACE-CONSCIOUSNESS

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [*Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans*](#) provides information on race-consciousness strategies and student equity planning.

NOCE is committed to utilizing a race-conscious lens in the development of the Student Equity Plan. One of NOCE's seven core values is equity. This is seen through the focus on equity through institution focused plans and initiatives including the NOCE Strategic Plan and DEIAA Action Plan. The DEIA Committee, formed in (2023) has taken the lead in developing NOCE's statement on Diversity, Equity, Inclusion, Antiracism, and Accessibility and will be developing the institution's first DEIAA Action Plan. The statement and plan set a framework for the institution's focus on creating an equity-focused and inclusive campus.

Within the Student Equity Plan development, a key component of being race-conscious includes starting with understanding the data. Due to NOCE's nature of being one of two stand-alone noncredit institutions, the student equity data that is typically provided to institutions by the Chancellor's Office and WestEd is not accurate. For each Student Equity Plan, NOCE's Office of Institutional Research develops a comprehensive [Data Brief](#). This data brief was presented to the SEA Program Committee and at Student Equity Plan development sessions to ensure the plan is focused on addressing disproportionate impact in NOCE students' outcomes. The Office of Institutional Research has modified the student equity metrics to align them with noncredit offerings and student trajectory to employment and/or transition to credit institutions.

X I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

LOCAL REVIEW PROCESS & SCHEDULE

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

The Office of Institutional Planning and Research has developed Tableau dashboards that align with several of the Student Equity metrics:

- Term to Term retention aligns with student equity metric of retention
- Program completers aligns with student equity metric of completion
- Noncredit to credit transition aligns with student equity metric of transition/transfer

These dashboards are disaggregated by race and ethnicity and can be filtered by instructional program and gender. While we need to continue to work towards establishing regular review and evaluation of activities specifically funded by SEA funds, these dashboards allow us to annually review areas of improvement or where we see a need to increase focus or resources. In preparation of the student equity plan, the Office of Institutional Research and Planning develop the three-year data brief that provides the data for each metric for each year as well as a summary of the three-year trend.

SECTION 2: CONTACTS

The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

- a) Project Lead (College Equity Lead is recommended): Deb Perkins
- b) Approver: Chancellor/President: Valentina Purtell
- c) Approver: Chief Business Officer: Terry Cox
- d) Approver: Chief Instructional Officer: Karen Bautista
- e) Approver: Chief Student Services Officer: Martha Gutierrez
- f) Approver: Academic Senate President: Michelle Patrick-Norng
- g) Approver: Guided Pathways Coordinator/Lead: Deb Perkins

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

For Reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

A focus in our 2022-2025 Student Equity plan was recovering from the pandemic. As we emerged from being fully online during the start of the pandemic to finding a balance of in-person, hybrid, and online classes and services, we have worked to ensure that the modality of offerings aligned with what students are requesting and that they have the access to technology and are provided support in developing the digital literacy skills needed to be successful. Strategies included gathering feedback from students through the Distance Education survey administered initially in 2020 and again in fall 2024, institutionalization of the Student Technology Support Program within the Basic Needs Program under the Counseling and Student Services department, establishment of the Distance Education office

with permanent positions including a Director and Instructional Designer and beginning to explore new instructional methods including hyflex.

Another area of focus has been identifying institutional practices that are causing barriers and leading to inequities and working to remove those. Examples include mapping out the process from application to enrollment and working to streamline the onboarding process. Institutionalizing practices such as weekly Fastrack-style onboarding for ESL students that allow them to complete their application, counselor-led orientation, placement test, registration, and SEP or follow-up counseling appointment during one visit as well as Fastrack events as part of our UDW partnership project ensure students don't get stuck in the onboarding process. In mapping the process from application to enrollment, we are beginning to identify promising practices from each instructional program that potentially can be scaled up as we implement our new CRM. We have also scaled the use of auto-awarding for certificate completion for ESL and CTE certificates. The first pilot of this process, conducted using data from the Summer and Fall 2020 semesters, identified 138 students who completed the ESL Multi-skills Certificate. Since then, the process has expanded to include all available CDCP certificates. In the 2023-2024 academic year, a total of 1,812 certificates were awarded to NOCE with 1,102 (61%) certificates "auto awarded".

Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

NOCE serves adult students in noncredit programs. Many students have a primary language other than English as their first language, may struggle with access to technology and/or digital literacy, and may be unfamiliar with how their education can align with career and future educational pathways. Throughout Student Equity and institutional strategies, we will continue the work we have begun to ensure information is accessible in the languages that are most common with the students we serve (currently Spanish, Korean, Chinese, Arabic, and Vietnamese), exploring how digital literacy can be supported throughout the institution in both instructional and student services departments, and continue to have faculty to have provide leadership in developing new curriculum focused on responsiveness to student and/or labor market demand, alignment with CAEP outcomes and Vision 2030 goals, opportunity for growth potential, and unique value to meet student needs.

Another key area of focus has been and will continue to be an institutional focus on increasing awareness and visibility in our commitment to diversity, equity, and inclusion. In 2020, our President issued a Call to Action with the goal of addressing adverse effects of racism, to be deliberate and intentional in identifying and eliminating systemic barriers to racial injustice, inclusion, and equity. Subsequently, a new DEIAA shared governance committee was formed and charged with championing continued progress of NOCE DEIA initiatives with the goal of transforming NOCE into an equity-minded institution. This includes making recommendations on ten key areas including campus climate, courageous conversations, accountability for DEIA, ensuring access to disaggregated data, advancing NOCE's anti-racist strategies, making recommendations for DEIA in NOCE's mission, vision, and values as well as integrated planning, promoting diversity in hiring, recommending professional development, and examining and interrogating systems and structures. During 2024-2025, the DEIAA Committee developed NOCE's statement on Diversity, Equity, Inclusion, Antiracism, and Accessibility and in 2025-2026, will be developing the DEIAA Action Plan.

SECTION 4: EXECUTIVE SUMMARY

Executive Summary

Please enter the URL to your college's 2025-28 Executive Summary in the box below:

Insert 2025-28 Executive Summary URL Link:

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

PDF Upload: *see attached document

SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

GUIDANCE:

The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)

For further information on the Metric and DI Population Summary table, see this resource: [Student Equity Plan 2025-28 Metrics](#)

SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE:

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. <https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2023-24 (Baseline Year)	Successful Enrollment # of students for 2023-24 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	54.2%	9,261	N/A	N/A	N/A	N/A
DI: Asian	51.4%	1,484	0.8%	12	3.3%	49
DI: Black or African American	24.4%	332	26.3%	88	30.9%	103
DI: Hispanic or Latino	50.5%	4,320	5.0%	214	7.0%	300
DI: Filipino	37.3%	126	8.7%	11	17.1%	22
DI: More than one race	43.9%	221	4.0%	9	10.6%	23
DI: White	47.2%	935	4.6%	44	7.8%	73

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2023-24; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

SUCCESSFUL ENROLLMENT EQUITY GOALS. There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment, as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (*Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation*)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

- Yes, our college has additional goals.**
- No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

The overall successful enrollment rate is 54.2 or 5,019 students out of 9,261 in 2023-2024. In our 2025-2026 institutional goals, we have a goal of increasing FTES to reach 2017-2018 benchmark. This includes achieving or exceeding the 2017-2018 benchmark of 5,065.67 by supporting FTES growth and maximizing CDCP FTES.

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS – Disproportionately Impacted Student Population(s)

GUIDANCE:

Review your data and goals above. Then, consider the experiences of your disproportionately impacted prospective student populations and identify what key strategies, especially across academic and student affairs, are needed to address equity in enrollment. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates and meet the above goal(s) for your identified DI student population(s).

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT– Disproportionately Impacted Student Population(s)

- 1) Examine each point of the onboarding process and where possible, break down data further to identify what onboarding steps were completed (e.g. orientation, placement test, counseling appointment, SEP completion) and at what point the student stopped. Once identified, identify steps for more targeted follow-up and support, with an initial primary focus on Black or African American students.
- 2) Purchase and implement a new CRM system to support prospective students and increase communication and efficiency throughout the onboarding process, including exploring Element 451 to support the application process for NOCE students. Utilize translation features within Element 451, the continued contract with Languages Services Associates (LSA) to provide information in students' preferred language, and case management-style support to ensure students move from application to enrollment.
- 3) Develop a flexible, student-centered orientation framework that includes a variety of modalities, scaffolding information throughout onboarding and the first semester to provide timely and relevant information, and explore the development of a student handbook to increase awareness of and access to information and resources to support student success.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- *Yes, our college has additional key strategies for the overall student population.*
- **No, our college does not have additional key strategies for the overall student population**

SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

Does Not Apply to Noncredit

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE:

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.
<https://datavista.cccco.edu/resources/40> (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2023-24 (Baseline Year)	Persistence # of students for 2023-24 (Baseline Year)	GOAL 1		GOAL 2	
			Eliminate Disproportionate Impact		Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	59.4%	9,745	N/A	N/A	N/A	N/A
DI: Hispanic or Latino	54.3%	3,877	6.5%	254	8.5%	331
DI: Other/Unknown	57.5%	2,199	.04%	9	2.5%	54
DI: Male students	53.1%	2,580	6.7%	173	8.7%	224

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2023-24; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

PERSISTENCE EQUITY GOALS. There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

- **Yes, our college has additional goals.**
- **No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

The overall persistence rate is 59.4% with 5,792 out of 9,745 students persisting from fall 2023 to spring 2024. One of the 2025-2026 institutional goals includes strengthening institutional effectiveness through student-centered practices including increasing persistence, completion, and satisfaction through engagement and wrap-around services.

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE:

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Persistence. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates and meet the above goal(s) for your identified DI student population(s).

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)

- 1) Scale student engagement and retention efforts at NOCE through student affinity spaces, participation in the Student Leadership Program, and the continuation of the Student Navigator program. Student Leaders and Student Success Navigators are selected to be representatives of NOCE students and receive training on DEIAA and trauma-informed practices. Develop and strengthen opportunities for students to share feedback with the Student Leaders and the Student Trustee.
- 2) Expand access to counseling, basic needs support, tutoring, and career development services by reducing barriers. In-class counseling presentations and SEP development and Grad Check applications (where applicable) to ensure students have access to information about services. Work is being done to increase availability of basic needs services at NOCE Centers as well as bringing community and health services to campus. Career development services and tutoring are offered in multiple modalities.
- 3) Continue to seek out and support opportunities for professional development focused on equity and development and begin implementing the NOCE DEIAA Action Plan. A variety of professional development opportunities offered within NOCE and throughout the district provide the chance for all employees to participate, reducing barriers of cost, travel, and expand participation.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

- **Yes, our college has additional key strategies for the overall student population.**
- **No, our college does not have additional key strategies for the overall student population.**

SECTION 9: METRIC - COMPLETION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE:

The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. <https://datavista.cccco.edu/resources/41> (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETION DATA						
Student Population	%of Students Completed selected journey for 2023-24 (Baseline Year)	#of Students Completed selected journey for 2023-24 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			%of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	%of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.8%	1,1410	N/A	N/A	N/A	N/A
DI: American Indian/Alaskan Native	0.0%	12	15.8%	2	17.8%	2
DI: Hispanic or Latino	16.7%	4,792	0.8%	40	2.8%	136
DI: Other/Unknown	9.4%	340	5.7%	20	8.8%	30
DI: Male students	13.3%	2,151	4.1%	89	6.1%	131
DI: Unknown Gender	13.0%	392	1.7%	7	5.0%	20

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVista, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2023-24; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

COMPLETION EQUITY GOALS. There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b— Baccalaureate Attainment*)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

- **Yes, our college has additional goals.** (bottom text box opens in NOVA)
- **No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population

The overall completion rate was 17.8% with 1,410 out of 7,925 students receiving a certificate or High School Diploma in 2022-2023 or subsequent year.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE:

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s).

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)

- 1) Invite guest speakers to present during classes and as workshops on topics including completion and career options. Presentations will help students understand next steps and build momentum for students to complete their programs. Ensure diversity of presenters to be representative of NOCE students, including speakers who are American Indian, Alaskan Native, Hispanic, or Latinx.
- 2) Continue to develop and promote courses that focus on college preparation and readiness including college preparation, college pathways, transition, and mirrored courses.
- 3) Utilize technology and automated processes to help ensure students can see the number of credits they have remaining in order to complete a program and receive their certificate. Strategies include utilizing DegreeWorks audit and auto-awarding certificates for students who qualify.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

- **Yes, our college has additional key strategies for the overall student population.**
- **No, our college does not have additional key strategies for the overall student population.**

SECTION 10: METRIC – TRANSFERRED TO A FOUR-YEAR

DOES NOT APPLY TO NONCREDIT

TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the ‘Transfer’ metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, “only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State”. (*California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degree, September 2024, California State Audit, pg1*)

The Chancellor’s Office encourages all colleges to examine and address the root causes as to why the majority of transfer- intending students, including many from disproportionately impacted populations, do not transfer. **Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.***

At NOCE, the emphasis for students who want to transfer is to first transition to a credit college, often Fullerton College and Cypress College. Many of our transition strategies are aligned with our strategies for completion in helping students build the foundational skills they need to transition, understand and streamline the pathways to transition, and help students feel comfortable and confident with making the transition to credit. We are also continuing conversations with our sister credit institutions to explore articulation from noncredit to credit and mirrored classes. Another area of focus for the next several years will be exploring options to expand Credit for Prior Learning.

**Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment* includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

GUIDANCE:

After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

Hispanic or Latino

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Many students face challenges as they begin the application process, with many students struggling to complete the CCC Apply application. The application is lengthy, asks for sensitive information, and requires completion of both the systemwide application and the separate NOCE application. Many students do not realize they need to complete both parts of the application.

After receiving their application, students might struggle accessing the online orientation through Comevo, which requires them to log-in to our district portal using a multi-factor authentication process. Many students struggle with digital literacy and/or do not have access to reliable technology.

Once enrolled in courses, students might stop attending due to obligations related to family or family or challenges related to transportation, childcare, or in the current sociopolitical, fears of immigration related raids. Students who have challenges coming to campus might prefer to take classes remotely but again, might struggle with the digital literacy or access to technology to participate in distance education courses.

Upon completing courses, students may not know how the courses or certificate they completed will help them move into the workforce or their next level of education.

Many students do not have past experience with education or conversely, might have advanced degrees from their countries but might not be clear on how to apply their education and skills to higher levels of education or employment in the United States.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

A workgroup has been formed to map the process from inquiry to application to enrollment. A new CRM, Element 451, has been purchased with anticipated roll-out this year. This tool, which will automate communication, allow for more timely tracking of where students are in the process, and allows for multi-lingual support will be paired with high-touch strategies including increasing the number of in-person orientations, providing Welcome Tables at NOCE's three main centers during the first week and a half of each semester/term, Student Success Navigators and ESL Community Engagement Team reaching out to students before the semester to ensure they have information about their upcoming classes, and exploring the use of other application processes that address the challenges experienced with the current CCCApply application.

An increased focus on scaling student engagement and retention efforts across NOCE, expanding access to counseling, basic needs support, and career development services, and expanding and strengthening Distance Education offerings. This includes helping students get connected to Basic Needs resources through referrals using Starfish Student Success Check- Ins (Early Alert), through CARE Team referrals, and by proactively reaching out to students who have stopped attending to identify needed resources and support through the Student Success Navigator Program. Student engagement opportunities have increased through opportunities to provide feedback to NOCE's Student Trustee and the Student Leaders, and programming through Rising Scholars Program, Pride Space, and Grads to Be program, which focuses on supporting undocumented students.

Work has been started to explore how to increase support for students with digital literacy from every instructional and student service on campus. This includes increasing staffing in the Student Technology Support Program in order to respond to both in-person and remote technology related needs, utilizing the ESL Student Success Center, Learning Center, and Career Resources and Skills Lab for hands-on support and workshops, and incorporating digital literacy into the orientation and curriculum. The office of Distance Education has been established to include an instructional designer and Distance Education director, as well as creating a process for faculty to request equivalency for required distance education training, which creates the opportunity for more faculty to be able to teach remote or hybrid classes. A new delivery modality, hyflex, will be piloted in spring 2026. This will give students the option to attend a class in-person or remote and was specifically identified as a strategy in response to recent immigration enforcement-related concerns.

A successful strategy that has increased the number of students receiving a certificate and streamlined the completion process is auto-awarding certificates. The auto-awarding pilot that was started using data from summer and fall 2020 terms identified 138 students who completed the ESL Multi-Skills certificate. In the 2023-2024 academic year, a total of 1,812 certificates were awarded to NOCE with 1,102 (61%) certificates auto awarded.

The SEA Program Committee will continue to discuss, utilize data, and make recommendations for strategies or programs to increase outcomes for our Hispanic/Latinx students as well as all disproportionately impacted students.

SECTION 12: STUDENT EDUCATION PLANS

GUIDANCE:

Per Education Code 78222 (b)(4), *as a condition of the receipt of SEA funds*, districts shall “provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.” Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, **especially in concert with strategic enrollment management**, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: “decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).” - *Vision 2030: A Roadmap for California Community Colleges (page 10)*

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student’s declared course of study. **(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).**

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student’s declared course of study along with all required courses and other requirements needed to complete each term to achieve the student’s declared course of study (i.e., degree, certificate, transfer, apprenticeship).*

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)

Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,178	224	19%	253	22%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	1,517	275	18%	333	22%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,552	253	16%	298	19%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	1,904	332	17%	403	21%

Using local college data and the CCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

- Fall 2022 start
 - 1 year completion: DI group = Latinx and Male
 - 1 semester completion: DI group= Latinx and Male
- Spring 2023 start
 - 1 year completion: DI group= Filipino, Male, gender unknown
 - 1 semester completion: DI group= Male
- Fall 2023 start
 - 1 year completion: DI group = White and Male
 - 1 semester completion: DI group= White
- Spring 2024 start
 - 1 year completion: DI group = Latinx, Race/Ethnicity Unknown, and Male
 - 1 semester completion: DI group= Latinx, Race/Ethnicity Unknown, and Male

The data shows trends of males being disproportionately impacted almost every semester over this four-semester span. Latinx students, which is our largest student population and the student population that we have focused on for our intensive focus, is another group that we see disproportionate impact in more than one semester.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

We have begun to implement some new strategies to increase the number of students who complete a Student Education Plan, especially within their first semester of beginning their program. In breaking

SEP completion down by instructional program, we see the lowest level of completion in the ESL program. One strategy initiated by our general counselors during spring 2025 is to develop group SEPs in low-level ESL classes. Counselors completed group SEPs for twenty-six ESL classes during this pilot semester of implementation. Another strategy to increase SEP completion for ESL students has been to ensure counselors provide in-person orientations and completion of abbreviated SEPs during the ESL placement test. The placement test is required for all new and returning ESL students so by combining the orientation and SEP completion, students are able to complete all of these onboarding steps at one time rather than having to make multiple trips. In addition, counselors are also completing group SEPs in CTE classes where students typically follow a set sequence of classes or instructors are including completion of an SEP as a course requirement.

We have also begun requiring completion of an SEP within the last year for students to access basic needs services including the Book Award program and Laptop Loan program. The intention is not to make it more challenging for students to access these resources so because these programs are housed under the Counseling and Student Services department, counseling support staff can assist students with making a counseling appointment when they come in for assistance with completing the Book Award application. Our Counseling and Student Services department has also implemented peak counseling appointments during registration periods and start of the semester to focus on supporting more students during these high traffic times.

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

We currently use Starfish primarily as a tool for Early Alert, but with the implementation of the Student Success Navigator program, we are expanding the use of Starfish as a case management tool. Student Success Navigators will be able to see if a student has not completed an SEP and support students with scheduling a counseling appointment to complete an SEP. We will be working toward automating flags to more easily identify students who have not completed an SEP.

Through our Office of Institutional Research and Planning, we have begun disaggregating completion of SEPs by instructional program and will explore breaking down the data even further to see specific levels of SEP or CTE certificate programs that have lower levels of SEP completion so we can continue to be intentional in developing strategies to reach these students.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE:

[Education Code 78220\(a\)\(4\)](#) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed** for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code [88920](#) and [88921](#).

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

The Student Equity and Achievement (SEA) Program Committee supports the completion of the Guided Pathways Plan as well as the Student Equity Plan. Strategies identified in the Guided Pathways plan are incorporated into the Student Equity Plan. 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.

STUDENT FINANCIAL AID ADMINISTRATION

N/A

STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Representatives from DSS serve as voting and resource members on the SEA Program Committee. At NOCE, the DSS department offers instructional as well as student service offerings. DSS students historically have high rates of enrollment, persistence, completion, and transition due to the case management approach that focuses on high-touch support and innovative services, including education coaches, workforce preparation, career and college readiness, and integrated support from community agencies.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

N/A

NEXTUP/FOSTER YOUTH

N/A

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

N/A

JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

NOCE has an active Rising Scholars Program due to the receipt of the Rising Scholars 2.0 grant and recent renewal of grant funding through the 2025-2028 grant application cycle. While data has not been disaggregated for the outcomes of Rising Scholars Program, the program provides holistic case management support through coordinated programming, dedicated space for students, counselors

and peer mentors with lived experience who provide regular follow up and connection to resources, and program coordinator who ensures grant compliance.

LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

NOCE does not collect data or disaggregate outcomes for students based on income level. Our programs are offered at no-cost and we do not have Financial Aid. However, we know that many of our students would qualify for the Pell Grant and/or Cal Grant at a credit institution and may receive public benefits. NOCE's Basic Needs Program, operating under the Counseling and Student Services department continues to develop and expand to address the needs of students. Programs that are currently offered include the Food Pantry, Housing Navigation (offered in partnership with Pathways of Hope), Book Award Program, Emergency Aid (based on available funding), Laptop and Hotspot Loan Program, CARE Team Resource Coordinators, and Scholarships. Through the CTE department, students also have the opportunity to apply for a book loan.

During spring 2025, the Basic Needs Program, in partnership with the Office of Institutional Research and Planning, participated in the Real College CA Basic Needs Survey to learn more about the experiences of students. We will be analyzing that data this fall to incorporate into our planning. In addition, we will be implementing a Fresh Success Program to provide additional case management and support to students who qualify for the CalFresh Employment and Training (E&T) Program. We are also beginning to pilot mobile health services including low-cost or free dental, vision, and medical services through a partnership from a community agency, Serve the People.

CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Credit for Prior learning is happening within CTE and the High School program but work is continuing to be done on expanding the structure and implementation for credit for prior learning. This is an area of focus our district has identified for conversations at the district-level as well as within each institution.

DUAL ENROLLMENT

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - *Vision 2030: A Roadmap for California Community Colleges (page 2)*

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

NOCE students enrolled in the High School Diploma Program (HSDP) or GED-preparation classes are eligible to participate in the adult dual enrollment program. This relatively new program was legislated in 2019 under SB554 and allows students in adult education to co-enroll in credit classes, at no cost to the student. At NOCE, our counselor for Transition has taken the lead in supporting students with the dual enrollment application process which includes completing an application for Fullerton or Cypress College, meeting with the Transition Counselor to verify their enrollment in NOCE's HSDP or GED-Prep, discuss their enrollment goals and review courses, and submit a Special Admit Application to Cypress or Fullerton College. It is recommended students also meet with a counselor on the credit side to discuss their educational plans and goals. Currently, 16 students are participating the adult dual enrollment program.

STRONG WORKFORCE PROGRAM

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

As we have continued to refine the membership of the SEA Program Committee, we have been intentional with the voting and resource members to have representatives from each instructional department. CTE representatives attend the SEA Program Committee and give input on the development of the Student Equity and Guided Pathways Plans. We will continue to have conversations about aligning the work that is being done in the SEA Program Committee with the Student Equity Plan and Guided Pathways Plan and the Strong Work Force Program so we don't duplicate efforts or pull resources from the other.

During fall 2024, NOCE's President issued a Call to Action for Departmental Curriculum Review and Develop Plans which included identifying opportunities to respond to student and labor market demand, alignment with CAEP outcomes and Vision 2030 goals, provide opportunity for growing our enrollment, and hold a unique value in meeting student needs. During fall 2025, several new and continuing workforce preparation classes are offered including Career Exploration classes focused on Animal Care Skills, Childcare Skills, Paths in the Food Service Industry, and Retail Services and Career Pathways for English Language Learners. These classes include Job Searches and Resume Writing, Interview Preparation, U.S. Workplace Culture and Etiquette, and U.S. Workplace Operations and Financial Literacy. Additionally, the Office Assistant, Introduction Certificate is being offered using the I-BEST model of co-instruction between CTE and ESL.

ADDITIONAL PROGRAMS (OPTIONAL)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

NOCE was one of the first institutions to join the UDW Demonstration Project. Through the partnership, we have had 105 UDW members complete applications and during fall 2025, we have 32 course enrollments. As part of the partnership, we host Fastrack onboarding events to help students complete their application, orientation, and registration. Our UDW Student Success Navigator provides case management-style support to ensure students are enrolled, attending classes, and have access to resources. This is done in partnership with the UDW Resource Center, which also provides case management support, supplements NOCE programs by providing additional student supports including parking permits, bus passes, laptops, and gas cards.