



**NOCE Student Equity Plan  
Executive Summary  
2019-2022**

# **NOCE Student Equity Plan Executive Summary**

North Orange Continuing Education (NOCE) provides educational opportunities to individuals across North Orange County and beyond as one of the largest community college-based providers of noncredit education in the state. NOCE's mission statement, to serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan, is just one example of NOCE's commitment to success for all students. Efforts to identify and address areas of disproportionate impact have been an area of focus for individuals across the school and District as closing equity gaps is a goal in both the District and NOCE's Strategic Plans.

## **Student Equity Planning**

The Student Equity Advisory (SEA) Committee met on a regular basis to discuss progress on Student Equity previous plan goals, review updated disaggregated data provided by the NOCE Office of Institutional Research and Planning (OIRP), and identify goals and activities to address the disproportionately impacted (DI) groups for the current equity metrics. In March 2019, a team of eight individuals attended the Student Equity Planning Institute facilitated by USC's Center for Urban Education which provided guidance and resources to assist in creating a stronger institutional focus on equity. The OIRP developed a report, NOCE Data for Student Equity Metrics, which provided an explanation of the equity metrics and data sets used to identify DI, as well as some of the advantages and disadvantages of the current methods of calculating DI. The Student Equity Planning Institute writing team joined with individuals from across NOCE to identify activities, either new or already established, to support increased outcomes for the overall student population as well as students identified as being disproportionately impacted for each of the student equity metrics. The goals established for each of the DI populations would allow NOCE to close the equity gaps that currently exist.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Access - New students who applied and enrolled	Black or African American Females	35.5% enrolled (75 students)	Increase application to enrollment by <b>20.4%</b> (43 students in 2017-2018)	<ul style="list-style-type: none"> <li>• Email to follow up with students who applied and never enrolled, inviting them to take the “Next Steps” to register. Explore the idea of including a survey within the email to identify barriers.</li> <li>• Develop and schedule periodic “One Stop FasTrack Center” at the 7<sup>th</sup> floor Assessment Center with staff members available for assistance with services pertaining to registration including, but not limited to, MyGateway username/password retrieval, online orientation, and registration (official name to be determined).</li> <li>• Develop institution-wide consistent welcome and follow-up procedures. Develop and coordinate customer service training for staff and administrators in addition to identifying resources amongst departments. Departments: Admissions &amp; Records, CTE, ESL, LEAP, CRC, SSSP.</li> <li>• Develop and maintain resources assisting students with steps on how to register, waitlist, drop, complete orientation, and confirm schedule. Create video tutorials with voice over and closed captioning as well as downloadable PDF instructions. Make videos and PDF tutorials available on the NOCE website with short link (i.e. <a href="http://www.noce.edu/register">www.noce.edu/register</a>).</li> <li>• Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.</li> </ul>
	Black or African American Males	41.3% enrolled (57 students)	Increase application to enrollment by <b>14.5%</b> (20 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Access - New students who applied and enrolled	Latinx Females	49.6% enrolled (1,574 students)	Increase application to enrollment by <b>7.8%</b> (203 students in 2017-2018)	<ul style="list-style-type: none"> <li>• Improve Onboarding for ESL program students by reviewing current systems (procedural and technical) and research/collaborate with key stakeholders including, but not limited to ESL on-site, ESL off-site, Admissions &amp; Records, and District IS.</li> <li>• Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.</li> </ul>
	Latinx Males	48.8% enrolled (1,023 students)	Increase application to enrollment by <b>8.1%</b> (151 students in 2017-2018)	
	Two or More Race/Ethnicity Females	38% enrolled (103 students)	Increase application to enrollment by <b>18%</b> (49 students in 2017-2018)	<ul style="list-style-type: none"> <li>• Provide Application for Admissions and marketing materials in different languages in addition to English and Spanish. <ul style="list-style-type: none"> <li>○ Inquire about who these students are in order to explore the possibility of increasing marketing materials to different languages.</li> <li>○ Develop a survey to determine the need for additional languages.</li> <li>○ Hire a professional expert to translate as needed.</li> </ul> </li> <li>• Videos and PDF instructions translated and offered in Spanish.</li> <li>• Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure students enroll.</li> </ul>
	Students with Disabilities Males	44.5% enrolled (97 students)	Increase application to enrollment by <b>11.3%</b> (25 students in 2017-2018)	<ul style="list-style-type: none"> <li>• Research/survey about why students are not enrolling after being assessed and certified with DSS. Follow-up activities will be determined and developed based on survey results in collaboration with DSS.</li> </ul>
	Students with Disabilities Gender Unknown	25% enrolled (4 students)	Increase application to enrollment by <b>30.7%</b> (5 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<b>Retention</b> (term to term) Fall to Winter	Black or African American Females	57.2% retained (119 students)	Increase retention by <b>8.9%</b> (21 students in 2017-2018)	<ul style="list-style-type: none"> <li>• Develop and host a Women of Color (WOC) Conference, Seminar, or a similar event to inspire, empower, and encourage women to continue in their educational journey.               <ul style="list-style-type: none"> <li>○ Collaborate with Latina Leadership Conference or similar professional organizations and sister colleges.</li> <li>○ Organize and coordinate speakers.</li> <li>○ Coordinate, organize, and promote event with specific outreach for NOCE female students of color.</li> </ul> </li> <li>• Mid-fall term activities               <ul style="list-style-type: none"> <li>○ Conduct a survey of current best practices from each program department on retention strategies.</li> <li>○ Pending outcome of inquiry, SE committee can explore activities to supplement current best practices where applicable to increase retention from fall to winter terms.</li> <li>○ Participate and assist with an NOCE Welcome Event to assist with winter term registration. Welcome Event would include a program resource fair, community resources program fair, student showcases, workshops, a mini-FasTrack, student leadership involvement, and food for sale.</li> <li>○ Collaborate with OIRP to obtain contact information for DI students who have enrolled in the fall term. Send postcard reminders to students to come in to register for the winter term, if this activity has not been implemented already by other departments. For retention of HS students, continue with the “purple” postcards to continue with HS studies in the winter term.</li> </ul> </li> </ul>
	Latinx Females	58.1% retained (2,330 students)	Increase retention by <b>10.3%</b> (376 students in 2017-2018)	
	Ethnicity: Two or More Females	51.7% retained (167 students)	Increase retention by <b>14.6%</b> (51 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Retention (term to term) Fall to Winter				<ul style="list-style-type: none"> <li>• For highly impacted programs, such as CTE Programs, conduct research to determine if there are enough sections available and look at appropriate scheduling of courses.</li> <li>• Increase student engagement through continuation and possible expansion of the NOCE student leadership program and through workshops and trainings that teach students about self-advocacy.</li> </ul>
	Asian Males	60.1% retained (482 students)	Increase retention by <b>6.2%</b> (59 students in 2017-2018)	<ul style="list-style-type: none"> <li>• Collaborate with the Professional Development Coordinator to provide faculty training on topics including cultural sensitivity and student empathy.               <ul style="list-style-type: none"> <li>○ Collaborate with District Office of Diversity and Compliance, with sister colleges, and with Professional Development committee to prioritize these trainings.</li> <li>○ Participate in searching for presenters, topic related themes, and support bringing in presenters who are Males, Asian, Black, Latinx, and/or two or more ethnicities.</li> <li>○ Participate in organizing, coordinating, and executing trainings.</li> </ul> </li> <li>• Mid-fall term activities               <ul style="list-style-type: none"> <li>○ Conduct survey of current best practices from each program department on retention strategies.</li> <li>○ Pending outcome of inquiry, SE committee can explore activities to supplement current best practices where applicable to increase retention from fall to winter terms.</li> <li>○ Participate and assist with an NOCE Welcome Event to assist with winter term registration. Welcome Event would include a program</li> </ul> </li> </ul>
	Black or African American Males	56.9% retained (66 students)	Increase retention by <b>9.2%</b> (12 students in 2017-2018)	
	Latinx Males	57.3% retained (1,142 students)	Increase retention by <b>9.8%</b> (202 students in 2017-2018)	
	Ethnicity: Two or More Males	56.6% retained (94 students)	Increase retention by <b>9.5%</b> (18 students in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<b>Retention</b> (term to term) Fall to Winter				<p>resource fair, community resources program fair, student showcases, workshops, a mini-FasTrack, student leadership involvement, and food for sale.</p> <ul style="list-style-type: none"> <li>○ Collaborate with OIRP to obtain contact information for DI students who have enrolled in the fall term. Send postcard reminders to students to come in to register for the winter term, if this activity has not been implemented already by other departments. For retention of HS students, continue with the “purple” postcards to continue with HS studies in the winter term.</li> <li>● For highly impacted programs, such as CTE Programs, conduct research to determine if there are enough sections available and look at appropriate scheduling of courses.</li> <li>● Increase student engagement through continuation and possible expansion of the NOCE student leadership program and through workshops and trainings that teach students about self-advocacy.</li> </ul>
<b>Transition to credit (CC/FC)</b> within the past 2 years	<b>Asian</b> Gender Unknown	1.3% transitioned (3 students)	Increase transition by <b>3.2%</b> (8 students in 2016-2017)	<ul style="list-style-type: none"> <li>● Continue with current Student Equity funded programs with a focus on marketing to students who are Asian, American Indian/Alaskan Native, or are of other or unknown race and ethnicities.               <ul style="list-style-type: none"> <li>○ Continue the Adult College and Career Transitions (ACCT) Program which conducts special events for students to visit colleges and learn about college’s academic and career pathways within the district.</li> <li>○ Continue the S.E.A.T program which provides transportation to selected college transition</li> </ul> </li> </ul>
<b>American Indian/ Alaska Native (AIAN)</b> Males	0% transitioned (0 students)	Increase transition by <b>4.5%</b> (1 student in 2016-2017)		

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Transition to credit (CC/FC) within the past 2 years	Race/Ethnicity <b>Other/Unknown</b> Gender Unknown	0% transitioned (0 students)	Increase transition by <b>4.5%</b> (27 students in 2016-2017)	<p>events as well as CTE and ESL Department special events featuring college transition topics.</p> <ul style="list-style-type: none"> <li>• Leverage expertise and resources of Asian American and Native American, Pacific Islander Serving Institutions (AANAPISIs) with equity practitioners who address the Asian or Pacific Islander Americans (APIA) group in their equity transition activities. <ul style="list-style-type: none"> <li>○ Explore other nearby AANAPISI institutions to inventory their programs for AIAN males and APIA students, including Irvine Valley College, Orange Coast College, and UC Irvine. Discuss partnering with Cypress College and Fullerton College, if they are interested, because they may be eligible to become AANAPISI designees and might want to collaborate.</li> <li>○ Partner with nearby universities who serve large populations of Asian American and Native American students and offer specialized programs or services to these student groups.</li> </ul> </li> <li>• Offer NOCE students, faculty, and staff the opportunity to visit college campuses that are AANAPISI designees or other organizations/events that have special programs related to ethnic group heritage, culture, or current events to engage students with NOCE outside of the classroom. Build NOCE capacity to serve students from these groups by increasing NOCE faculty and staff knowledge of and experience with diverse cultures and DI group current events.</li> <li>• Research, identify, and work with the federally designated AANAPISIs' faculty and</li> </ul>
	Race/Ethnicity <b>Other/Unknown</b> Males	0.3%ransitioned (4 students)	Increase transition by <b>4.1%</b> (48 students in 2016-2017)	
	Race/Ethnicity <b>Other/Unknown</b> Females	0% transitioned (1 student)	Increase transition by <b>4.4%</b> (123 students in 2016-2017)	



Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
Transition to credit (CC/FC) within the past 2 years				<p>administrators within 50 miles of NOCCCD to do the following:</p> <ul style="list-style-type: none"> <li>○ Identify available curriculum, best practices in student services, and/or guest lecturers to conduct NOCE faculty development seminars.</li> <li>○ Foster the opportunity to enhance or expand NOCE curricular offerings to be enriched and broadened in scope via inclusion of minority groups' current culture and history, current events, authors and current leaders, and current cultural experiences in order to provide contextualized, relevant learning opportunities for APIA and AIAN students.</li> <li>○ Explore offering NOCE faculty field trips, externships, or other opportunities to expand NOCE faculty depth of expertise on topics/history/cultural experience of APIA and AIAN minority groups.</li> <li>○ Foster opportunities for co-teaching in NOCE classrooms by offering guest lecturers/faculty who are APIA and AIAN themselves or have subject matter expertise on APIA and AIAN topics or other opportunities deemed appropriate by NOCE Academic Senate and/or NOCE faculty equity practitioners.</li> </ul>
NOCE CDCP Certificate completers (CTE, ESL Acad Success, HSDP)	Race/Ethnicity Other or Unknown Females	1.8% completion (5 students)	Increase completion rate by <b>2.9%</b> (6 students in 2017-2018)	<ul style="list-style-type: none"> <li>● Due to the high number of Other/Unknown Ethnicity and/or Gender, activities were recommended based on the goal of attempting to capture as many DI groups as possible.               <ul style="list-style-type: none"> <li>○ Build relationships with community partners targeted to the DI ethnic groups to develop ways to better support current students.</li> <li>○ Revise the Tenure-Track and Adjunct Faculty Handbook, specifically the support services</li> </ul> </li> </ul>
	Native Hawaiian/Pacific Islander Males	0% completion (0 students)	Increase completion rate by <b>4.7%</b> (1 student in 2017-2018)	
	Two or More Ethnicities Unknown Gender	0% completion (0 students)	Increase completion rate by <b>4.7%</b> (1 student in 2017-2018)	

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Baseline percentage and number of students	Goals for Disproportionately Impacted Student Population	Activities
<b>NOCE CDCP Certificate completers</b> (CTE, ESL Acad Success, HSDP)				<p>section to include more support services, as well as the website. Review Handbook at one of the Academic Senate meetings.</p> <ul style="list-style-type: none"> <li>○ Provide more workshops/trainings on topics such as diversity, equity, and inclusivity for faculty, classified staff, and NOCE Student Leaders. When possible, trainings will be recorded so that those who aren't able to attend are able to watch the presentation later.</li> <li>○ Offer an Opening Day or a Flex Day workshop on Equity Mindedness Pedagogy. Encourage adjunct faculty to attend and explore the possibility of providing compensation for their attendance.</li> <li>○ Send notice to students that s/he is close to completion and reminding them to schedule an appointment to see a counselor for a graduation check.</li> <li>○ Continue with current Student Equity activity of providing transcript evaluation service for transferring foreign high school credits.</li> <li>○ Continue with the current Student Equity activity of sending postcards to High School students who only need 20-30 credits in order to complete their program to encourage them to come back.</li> </ul>

## Progress on previous plan goals

The following provides an update on progress made on impacting the previous Student Equity Plan goals from 2015-2017.

### ACCESS

#### Activity 1: Improve access to all CTE programs with expanded counseling support provided to students with disabilities.

The DSS Program provided a list of 76 students with disabilities (SWDs) who met with a counselor between July 2017 and June 2018 and discussed the Career Technical Education (CTE) Program during their counseling session. Counselors captured this information in ClockWork and selected the CTE reason code for any of the following reasons:

- 1) The student is already enrolled in the CTE Program.
- 2) The student is in the process of enrolling in the CTE Program.
- 3) The student wants information about the CTE Program.
- 4) During general DSS Program student intakes, when students are provided information about all NOCE Programs, including CTE Program.

Not all DSS Program counselors consistently checked off the CTE Program option during their session, so the data provided below might not capture information regarding all students who might have discussed CTE Program. One of the things to note is that the CTE Program option was also selected for SWDs already in the CTE Program, so students' academic histories were explored to determine how many of the 76 students who discussed CTE options with a counselor enrolled in CTE Program courses were new to the CTE Program. Table 1 breaks down the data further.

**Table 1. Students with Disabilities Who Received Counseling for CTE Program**

Students who met with a counselor for CTE	N=76
Students enrolled in CTE Program courses in 2017/18	57 (75.0%)
Students already in CTE Program prior to meeting with a counselor	35 (61.4%)
Students new to CTE Program	22 (28.9%)

Additionally, CTE Program enrollment trends between 2015/16 and 2017/18 were explored, as were the total enrollments of SWDs in CTE Program courses (Table 2). Total CTE Program enrollments and enrollments of SWDs in CTE Program dropped, but the proportion of enrollments of SWDs increased slightly by 0.18%. It is possible that the increase in the proportion of SWDs taking CTE Program courses is due to the efforts of counselors who promoted CTE Program options to SWDs. While the number of enrollments of SWDs in CTE Program decreased in 2017/18, counseling efforts potentially increased the number of SWDs in CTE Program by 22 students.

**Table 2. Enrollments of Students with Disabilities in CTE Programs**

	2015/16	2016/17	2017/18	% GAIN from 16/17 to 17/18
Total CTE enrollments	9,922	9,508	8,172	
Enrollments of students with disabilities in CTE	589	617	545	
Proportion of enrollments of students with disabilities in CTE	5.94%	6.49%	6.67%	<b>+0.18%</b>

Source: Student Registration Table, Student Disability Services Table; Excludes CCTR 100 Computer Lab Enrollments

**Activity 2: Increase CTE Program course enrollment for male, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, Foster Youth, Veterans, more than one race students and Students with Disabilities; promote CTE Program options for students enrolled in California Adult Education Program (CAEP) offsite HSDP labs through increased academic counseling efforts and partnership with ACCT.**

For this activity, counselors delivered brief information sessions about NOCE's CTE Programs to students enrolled at the CAEP-sponsored Gilbert South and El Camino off-site High School Diploma Program labs. Information sessions were delivered multiple times within a term; therefore, some students might have been present during multiple information sessions. A total of 68 students (unduplicated count) from both sites received the CTE Program information from a counselor during these visits in 2017/18. Table 3 shows demographic information for students who attended information sessions within the three years. It is possible that students in 2015/16 and 2016/17 academic years might have been taking High School Diploma Program courses in the following years and might be included in cohorts from more than one year.

**Table 3. Demographic Breakdown of Offsite High School Students from Information Sessions**

	2015/16 (N=65)	2016/17 (N=82)	2017/18 (N=68)
<b>Gender</b>			
Male	37 (56.9%)	50 (61.0%)	50 (73.5%)
Female	28 (43.1%)	32 (39.0%)	18 (26.5%)
<b>Age Group</b>			
18-24 Years	63 (96.9%)	80 (97.6%)	66 (97.1%)
<b>Ethnicity</b>			
Hispanic/Latino	50 (76.9%)	55 (67.1%)	50 (73.5%)
White	10 (5.4%)	14 (17.1%)	8 (11.8%)
Other*	5 (7.7%)	13 (15.8%)	10 (14.7%)

Note. \*Other includes American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Two or More, Unknowns, and White.

Students who attended the information sessions were also tracked across a three-year period to determine if they enrolled in CTE Program courses. For example, students in the 2015/16 cohort were tracked from 2015/16 to 2017/18 to determine if they had any CTE Program enrollments and/or any credit college enrollments. Table 4 shows outcomes for students who graduated from High School Diploma

Program and those who did not complete. It is important to note that student outcomes were explored from the year the student attended the information session to the present; therefore, a student from the 2015/16 cohort had three years to complete an outcome compared to one year for the 2017/18 cohort.

**Table 4. Tracking Students Present During Information Sessions from 2015/16 to 2017/18**

	<b>2015/16 (N=65)</b>	<b>2016/17 (N=82)</b>	<b>2017/18 (N=68)</b>
<b>HS Diploma Completers</b>	<b>26 (40%)</b>	<b>33 (40.2%)</b>	<b>9 (13.2%)</b>
Enrolled in CTE Program courses	2 (7.7%)	2 (6.1%)	1 (11.1%)
Applied for admission at FC or CC	13 (50.0%)	13 (39.4%)	3 (33.3%)
Registered for courses at FC or CC	8 (30.8%)	8 (24.2%)	3 (33.3%)
<b>Non-Completers</b>	<b>39 (60%)</b>	<b>49 (59.8%)</b>	<b>59 (86.8%)</b>
Still in HSDP	18 (46.2%)	32 (65.3%)	59 (100%)
Did not return to HSDP in a year or longer	21 (53.8%)	17 (34.7%)	-
Enrolled in CTE Program courses	0	0	0

Note. \*Students in 2016/17 might include students who were also present in the 2015-16 cohort.

There are few students who enrolled in CTE Program courses after completing the HSDP in the three cohorts. It is possible that the goal of the students in HSDP is not to take CTE Program courses but to either pursue higher education or get a job. The findings in Table 4 suggest that a quarter or more of the students who completed the HSDP transitioned to a credit college. It is important to ask students about their goals after earning a diploma to identify how many are interested in the NOCE CTE Programs.

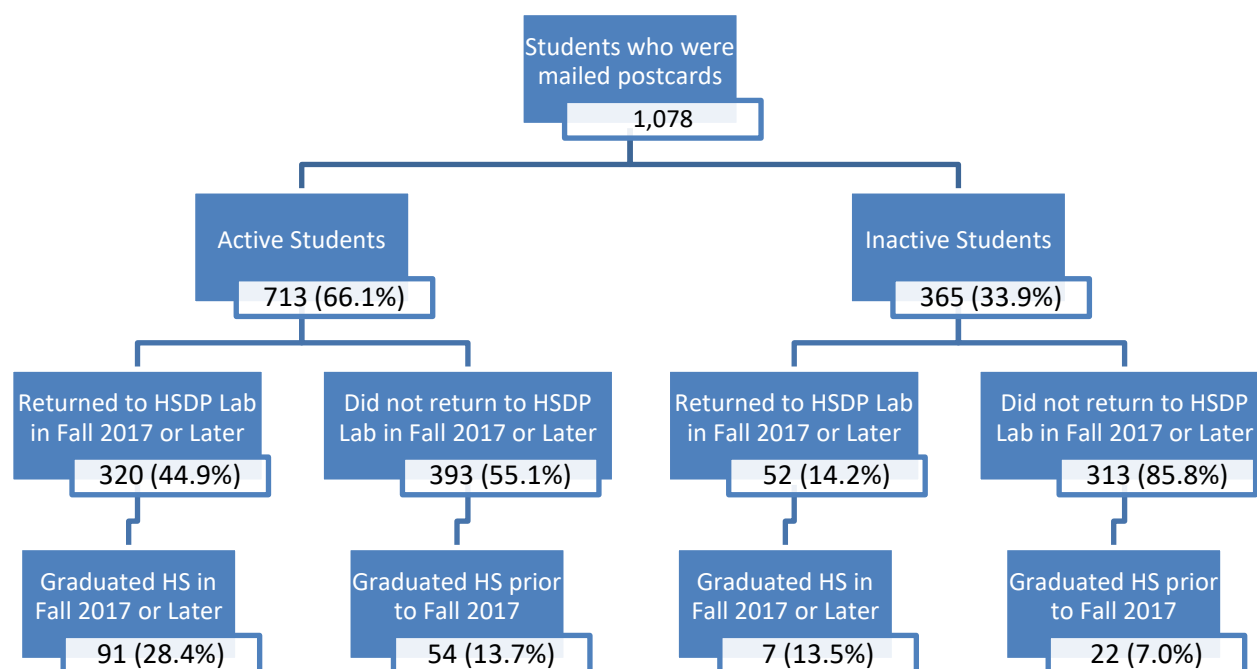
### **Activity 3: Outreach/Marketing Strategy: Provide marketing support for Student Equity activities.**

The Marketing team conducted the following outreach activities for Student Equity in 2017/18:

1. Mailed postcards to stopped out High School Diploma Program students
2. Mobile ad campaigns: (1) conducted between August 1 and September 25, 2017; (2) conducted between March 6 and April 25, 2018

**Postcards:** High School Diploma Program students who stopped out and only had 20-30 credits remaining to complete their diploma were mailed postcards to remind and encourage them to return to complete their diploma. NOCE Campus Communications mailed postcards to 1,078 students one-to-two weeks before the start of the term for Fall 2017, Winter 2018, and Spring 2019. The students from the list were identified as active and inactive based on their high school clock-in information. If a student clocked into the lab any time between July 1, 2016 and July 31, 2017, the student was considered active, and if a student did not clock into the lab between that time, he or she was considered inactive. Of the 1,078 students, 713 (66%) were considered active and 365 (24%) were considered inactive based on their clock-ins. Students' lab clock-ins from Fall 2017 to Summer 2018 (September 11, 2017 – August 20, 2018) were also analyzed to see if any of the students returned to the NOCE High School Diploma Program labs. Figure 1 breaks down the data further.

**Figure 1. Clock-Ins and Completion Information of Students who were Mailed Postcards**



Note: Active students are those who clocked into the lab between July 1, 2016 to July 31, 2017.

One of the limitations of this activity was that the postcard list included students who graduated prior to the postcards being mailed. It is possible that their information was not updated in iTendance at the time the list was extracted. Of the 1,078 students who were mailed postcards, 76 (7%) had already graduated from the High School Diploma Program.

**Mobile Ad Campaigns:** In 2017/18, Campus Communications contracted with CLARUS Corporation to implement the mobile ads campaigns. The first campaign ran from August 1, 2017 to January 10, 2018, and the second campaign ran from February 26, 2018 to May 3, 2018. The campaigns promoted the following NOCE Programs: English as a Second Language (ESL) Program, High School Diploma Program (HSDP), and four specific Career Technical Education (CTE) Programs. In the first campaign, the four CTE Programs included were Management, Electrical Trainee, Pharmacy Technician, and Funeral Services Assistant. The second campaign replaced the Funeral Services Assistant Program with the Medical Assistant Program. The mobile ads were targeted to disproportionate groups within NOCE: Native American/American Indian, Asian, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander males, ages 18-24 years old. The second campaign also targeted young adult females in the same ethnic groups as the first campaign.

To assess the effectiveness of the mobile ad campaign, the number and proportion of new students enrolled within the targeted programs were compared. Fall 2016 was compared against Fall 2017, and Spring 2017 was compared to Spring 2018 (Table 5). The data was further broken down by targeted groups.

**Table 5. Fall 2016, 2017 and Spring 2016, 2017 Headcounts and New Students by Program**

	Fall 2016	Fall 2017		Spring 2017	Spring 2018
<b>ESL</b>					
Headcount	5,337	5,018		4,610	4,219
Proportion of New Students	1,414 (26.49%)	1,215 (24.21%)		642 (13.9%)	611 (14.5%)
<b>HSDP</b>					
Headcount	1,370	1,305		2,129	2,123
Proportion of New Students	212 (15.47%)	227 (17.39%)		321 (15.1%)	340 (16.0%)
<b>CTE (4 targeted Programs)</b>					
Headcount	503	503		581	559
Proportion of New Students	114 (22.66%)	90 (17.89%)		71 (10.9%)	81 (12.7%)

There was an increase in the number or proportion of new students from Fall 2016 to Fall 2017 in the following programs and targeted groups:

- American Indian Male (HSDP)
- Asian Male (ESL, HSDP, CTE)
- Black or African American Male (CTE)
- Native Hawaiian or Pacific Islander Male (ESL)
- Hispanic/Latino Male (HSDP)

There was an increase in the number or proportion of new students from Spring 2016 to Spring 2017 for the following groups:

- Males (CTE)
- 18 to 24 years of age (ESL, HSDP)
- Hispanic/Latino (CTE)
- Black or African American Male (HSDP)
- Asian (HSDP)

## COURSE COMPLETION

### Activity 4: Tutoring/education coaches for students with disabilities who are enrolled in CTE Program courses.

Students with disabilities who enrolled in CTE Program courses received tutoring and additional support from educational coaches. Educational coaching varied based on each student and his or her individual needs. Some students received direct in-class support where the coach attended the CTE Program course with the student and provided additional support to the student. Others attended the College to Career (C2C) lab or met individually with an educational coach outside of class or lab. In the C2C lab, students worked on homework or studied and had educational coaches and an instructor available to them to assist, as needed.

Table 6 shows the number of students that utilized the support from tutors and coaches across the three years and their course completion rates. There was an increase in the course completion rates from 2015/16 to 2016/17 and from 2016/17 to 2017/18.

**Table 6. Course Completion of Students with Disabilities in CTE Program Courses that Received Tutoring**

Academic Year	2015/16	2016/17	% GAIN 2015/16 to 2016/17	2017/18	% GAIN 2016/17 to 2017/18
Students with Disabilities (SWDs) in CTE Program courses (unduplicated count)	212	189		185	
Enrollments (Duplicated) of SWDs in CTE Program Courses	589	617		545	
SWDs that received tutoring	31	30		25	
Enrollments in which SWDs received tutoring (%)	74	77		64	
Proportion of SWD enrollments that received tutoring compared to all SWDs in CTE Program courses	12.6%	12.5%	<b>-0.1%</b>	11.7%	<b>-0.8%</b>
Number of courses SWDs successfully completed	46	61		59	
Course Completion %	62.2%	79.2%	<b>+17.0%</b>	92.2%	<b>+13.0%</b>

Source: Banner Student Registration and Academic History Tables, 2015-2018. Course completion is calculated out of enrollments and defined as a student receiving a grade of P.

### Activity 5: Expand NOCE's capacity to support student success by increasing access to resources through community partnership.

A CalFresh representative visited the three NOCE centers in February 2018. A total of nineteen students attended the events: nine at the Anaheim Campus, six at the Cypress Center, and four at the Wilshire Center. Each student completed an evaluation at the end of the event. Eighteen out of the nineteen students felt the information received during the visit was useful, and thirteen students (68%) expect to participate in the CalFresh program after meeting with the representative.

The survey also asked questions about food and housing insecurity; seventeen students (90%) indicated that in the past three months, they have worried about food running out and not being able to pay for their current housing/shelter. Five students (26%) indicated in the past three months, they did not know where they were going to sleep at night. The survey results indicate a clear need to investigate housing and food resources and programs for NOCE students.

### Activity 6: Supply FasTrack and Other Students with Student Handbooks and Planners

Student handbooks were distributed to students by counselors during counseling appointments between January 1, 2018 and June 30, 2018 as well as to students who attended FasTrack events in October 2017 and February 2018. Over 1,200 handbooks were distributed in 2017-18:

Distributed during counseling visits = 1,130

Distributed during FasTrack = 157



During the FasTrack events, only the students who completed an evaluation received a handbook. A total of 157 students completed evaluations during the two events. It is important to note that there were a few students who did not take a handbook even though they completed an evaluation. Also, since the evaluations were anonymous, FasTrack attendees who completed an evaluation could not be identified; therefore, these students' course outcomes cannot be tracked.

## DIPLOMA AND CERTIFICATE COMPLETION

### Activity 7: Transcript Evaluation Service for Transferring Foreign High School Diploma Program Credits.

American Education Research Corporation (AERC) was used for foreign transcript evaluation services. In 2017/18, 45 student transcripts were evaluated. Out of the 45 students, seven did not receive any credits toward their High School Diploma Program requirements. The remaining 38 students received credits ranging from 24 credits to 110 credits toward the High School Diploma Program graduation requirement of 160 credits. If a student attends the high school lab regularly, he or she can complete ten credits within a month. Students whose foreign transcripts were evaluated saved anywhere from two months to eleven months of coursework. On average, among the 38 evaluations, students received 91 credits toward their high school graduation requirement, saving nine months of high school coursework time.

## TRANSFER

### Activity 8: Offer additional IHSS 300 Transitioning to College course in support of improving the success rate of Hispanic or Latino, White Non-Hispanic, and Female HSDP and ESL Academic Success students transferring from noncredit to credit.

The IHSS 300, *Transition to College*, course offered at Fullerton College (FC) is funded by NOCE Student Equity. IHSS 300 was offered in the Winter 2017, Fall 2017, and Winter 2018. There were 37 students registered in IHSS 300 in 2017/18. Out of the 37 students, 27 (73%) were from the targeted DI groups, Hispanic/Latino or White. Additionally, nineteen of the 37 students (51%) were female. Table 7 presents the transition rate to FC or Cypress College (CC) of students who attended IHSS 300 in 2016/17 and 2017/18.

**Table 7. Transition Rate of Student who Attended IHSS 300**

	2016/17	2017/18
<b>IHSS 300 Students Total Registrations</b>	<b>9</b>	<b>37</b>
Registered But Did Not Attend	5 (55.5%)	13 (35.1%)
Total Students who Attended	4 (44.4%)	24 (64.9%)
Applied to FC/CC	3 (75.0%)	18 (75.0%)
Registered for Classes at FC/CC	2 (66.7%)	11(45.8%)
<b>Transition Data Further Broken Down</b>		
<b>Students Who Did Not Pass</b>	<b>-</b>	<b>9</b>
Applied to FC	-	5 (55.6%)
Registered for Classes at FC	-	1 (11.1%)
<b>Students Who Passed</b>	<b>-</b>	<b>15</b>
Applied to FC	-	13 (86.7%)
Registered for Classes at FC	-	10 (66.7%)

Note: \*All 15 students who had passed applied for admission at FC. However, two students had last applied to FC prior to taking IHSS 300.

**Activity 9: Improve success rates of Hispanic or Latino, Asian, White Non-Hispanic, and Female CTE Program students transferring from noncredit to credit by connecting the students to Adult College and Career Transitions (ACCT) Program activities (credit campus tours, college enrollment process, financial aid workshops, etc.)**

The following data is based on students who attended ACCT Program events in 2017/18. The ACCT Program hosted various events and activities for NOCE students to explore college and career pathways from November 2017 to June 2018. The activities included transitioning to college presentations, conferences, campus tours, careers pathways presentations by Cypress College and Fullerton College faculty, and financial aid workshops. The ACCT Program coordinator provided OIRP with sign-in sheets for eight activities, in which 181 students participated. Of the 181 students, banner IDs of four students could not be identified either due to missing or inaccurate IDs; therefore, no demographic data could be captured for those students and these students could not be tracked. Of the remaining 177 students, 28 IDs were duplicates, meaning 28 students attended more than one transition event. Therefore, only **149** students' demographic and transition data were evaluated.

Table 8 provides demographic data on the 149 students that listed their ID on the sign-in sheets. Most of the students that participated in ACCT Program events in 2017/18 were Hispanic (62%), followed by Asian (18%), and White (14%) students. Over half of the participants were female.

**Table 8. Demographic of Students Participating in ACCT Program events**

	2015/16 (N=226)	2016/17 (N=237)	2017/18 (N=149)
<b>Ethnicity</b>			
Asian	61 (27.0%)	45 (19.0%)	27 (18.1%)
Hispanic/Latino	110 (48.7%)	137 (57.8%)	92 (61.8%)
White/ Non-Hispanic	32 (14.2%)	31 (13.1%)	21 (14.1%)
Other/Unknown	2 (0.9%)	1 (0.4%)	9 (6.0%)
<b>Gender</b>			
Males	60 (26.5%)	107 (45.1%)	68 (45.6%)
Females	161 (71.2%)	122 (51.5%)	78 (52.3%)

Students who attended the transition events were also tracked to determine if they applied and/or registered for courses at either Fullerton College (FC) or Cypress College (CC). Of the 149 students, 36 applied for admission at FC or CC after the Fall 2017 term when the transition events started to occur (Table 9). It is possible that some students might have applied or registered for courses prior to the 2017/18 ACCT events; however, they were excluded from the outcome count.

**Table 9. Transition Rate for ACCT Program Attendees**

	2015/16 (N=226)	2016/17 (N=237)	2017/18 (N=149)
Applied Fall or Later Terms	49 (21.7%)	48 (20.3%)	36 (24.2%)
Registered for Credit Courses in Fall or Later Terms	41 (18.1%)	37 (15.6%)	23 (15.4%)

Note: It is possible that students who attended ACCT Program events in 2015/16 or 2016/17 might have also attended the events in the following years.

### Activity 10: Dream Your Future Transition Event

Sixty-four students attended the Dream Your Future event on April 30, 2018. The event was geared toward college transition. Students who attended the event were tracked to determine if any of them applied to Cypress College or Fullerton College and/or registered for classes at one of the colleges after the event. Table 10 shows that over one-third of the students who attended the event applied to a credit college in the District; however, of the 22 students who applied to FC/CC, fourteen had already applied prior to attending the Dream Your Future event. Students' enrollments at FC/CC were also explored. Out of the 22 students who applied for admission at FC/CC, eight enrolled in courses after attending the event.

**Table 10. Transition Rate for Dream Your Future 2017/18 Attendees**

<b>Total Dream Your Future Attendees</b>	<b>64</b>
<b>Total Applied to Credit College(s)</b>	<b>22 (34.4%)</b>
Applied Before the Event	14
Applied After the Event	8
<b>Total Enrolled in Classes at Credit Colleges After the Event</b>	<b>8 (12.5%)</b>

### Activity 11: Student Equitable Access to Transportation to Transition Events

Transportation under the Student Equitable Access to Transportation (SEAT) program was offered to students at all three NOCE centers as well as Gilbert and El Camino off-site high schools. Transportation under the SEAT Program was available for seven college transition events (Table 11). A total of 98 students used SEAT Program transportation to attend these events. However, banner IDs of three students could not be identified; therefore, data was captured only for 95 students. Table 12 shows the transition outcomes for the 95 students.

**Table 11. Number of Students who used SEAT Program for Each of the Transition Events**

<b>Event</b>	<b>Number of students who used SEAT</b>
Cypress College Fall Tour	26
Fullerton College EOPS College Prep Conference	15
Creating Better Tomorrows Conference	0
Financial Aid Lunch 'n Learn and Cypress College Culinary Arts	2
Fullerton College CTE Division Tour	40
Dream Your Future Transition Event	9
Cypress College Charger Thursday Event	6
<b>TOTAL</b>	<b>98</b>

Of the 95 students who used transportation provided by SEAT Program, eighteen students applied for admission at FC or CC after Fall 2017. Of those, seventeen students registered for courses at FC or CC after Fall 2017.

**Table 12. Transition Data for SEAT Program Attendees in 2017/18**

<b>Total SEAT Attendees with IDs</b>	<b>N=95</b>
Applied Fall 2017 or Later	18 (18.9%)
Registered for Credit Courses in Fall 2017 or Later	17 (17.9%)

## Accounting of equity funding expenditures

Below is an accounting of the funds expended by for stated Student Equity Plan activities classification since 2015. The California Community College State Chancellor's Office also requires a detailed expenditure report each fall after the two-year spending cycle is complete.

Category	2015/2016	2016/2017	2017/2018
Academic Salaries	\$ 138,691.84	\$ 52,045.00	\$ 45,500.00
Classified and Other Nonacademic Salaries	\$ 177,335.50	\$ 275,663.81	\$ 331,672.00
Employee Benefits	\$ 64,581.21	\$ 91,756.59	\$ 105,937.00
Supplies and Materials	\$ 46,743.51	\$ 31,474.49	\$ 3,138.00
Other Operating Expenses and Services	\$ 131,017.50	\$ 69,160.07	\$ 1,346.00
Capital Outlay	\$ 36,659.64	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
<b>Program Totals</b>	\$ 595,029.20	\$ 520,099.96	\$ 487,593.00

## Contacts:

Identify one individual to serve as the point of contact for your college (with an alternate) provide the following information for that person:

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