2016/17

Institutional Effectiveness Report

NOCE
NORTH ORANGE
CONTINUING EDUCATION

2016/17 NOCE Institutional Effectiveness Report

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Message from the Provost

This is the second Institutional Effectiveness Report produced by the newly formed North Orange Continuing Education (NOCE) Office of Institutional Research and Planning (OIRP). Not only does it reflect key data and information in the areas of accountability and assessment, but it also continues the efforts of standardization of the noncredit student access and performance metrics. By doing so, the NOCE Institutional Effectiveness Report plays a significant role in informing the effectiveness framework of the noncredit field as a whole.

Following the completion of the self-study activities leading to the reaffirmation of the six-year ACS WASC accreditation status for NOCE, OIRP turned its attention to undertaking more activities designed to include a broader constituent base in defining and applying the institutional effectiveness measures. To this end, the Institutional Effectiveness Committee (IEC) was formed in the 2016 Fall Term. With the strong emphasis on "students first," the committee's purpose is to establish policies and practices that will support an integrated planning model, institute a program review planning cycle, and identify measurable outcomes across all institutional entities. The IEC helps to inform institutional planning, and develop priorities related to school-wide institutional effectiveness.

The first outcomes of the IEC, the Integrated Planning Model and the NOCE student performance indicators, were the result of an extensive research and vetting process. The Integrated Planning Model connects NOCE's many planning initiatives under the institution's Strategic Plan, aligns the plan with the NOCCCD Strategic Directions, and embeds the cycle of continuous improvement activities. Compared with the baseline data in the 2015/16 report, the findings of the 2016/17 NOCE IER will inform institutional planning and resource allocation decisions.

I would like to thank Dr. Tina M. King, NOCE Director of Institutional Research and Planning, and the OIRP Team Dulce Delgadillo, Dr. Harpreet Uppal, Jason Makabali and Ralph Fimbres for their hard work in compiling and analyzing the data for this report.

Valentina Purtell

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Executive Summary

The executive summary highlights the major findings from North Orange Continuing Education's Institutional Effectiveness Report.

North Orange Continuing Education (NOCE) is one of the largest community college based providers of adult education in the State. Since its founding in 1930, NOCE has expanded its student body and the services offered. NOCE is responsive to evolving community needs by offering a wide range of programs and services in basic skills, career technical education and English as a second language. NOCE provides programs for individuals with disabilities, older adults, and parents. NOCE is dedicated to its mission of serving the whole community by preparing students for productive civic engagement and supporting learning goals across lifespan, at no cost or an affordable cost, creating access for all.

NOCE's WASC Action plan aligns with its mission, vision, and goals as with the North Orange County Community College District's (NOCCCD) Strategic Directions. The WASC Action Plan identifies three areas of focus: **Institutional Effectiveness**, **Educational Pathways** and **Student Services**. The three WASC Action Plan goals are used to assess NOCE's progress towards achieving the identified areas for enhancement.

The three WASC Action Plan goals are as follows:

WASC Action Plan Goal 1 – Institutional Effectiveness: Develop processes and mechanisms to integrate all NOCE planning initiatives, evaluate their effectiveness, and design continuous improvement cycle.

WASC Action Plan Goal 2 – Educational Pathways: Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.

WASC Action Plan Goal 3 – Student Services: Align student services from various funding streams to improve student performance as measured by common indicators.

To assess where NOCE stands in meeting these goals, data related to the programs and students served at NOCE was analyzed across the last three academic years. Below are the key findings from the data:

- There has been a decrease in student headcount and enrollments for NOCE overall and all instructional programs except the Lifeskills Education Advancement Program (LEAP), which is the largest program at NOCE.
- Forty percent of NOCE students identify as Hispanic or Latino. This differs for the LEAP program, which serves predominately White student population.
- Two-third of NOCE student body is female. However, the Disability Support Services (DSS) program serves more males (58%) than females.
- NOCE mostly serves older adults; 40% of NOCE students are 55 or older. This differs for the High School Diploma and GED/HiSET Preparation Program (HSDP) which serves more students in the 18 to 24 years of age category (37%). About 80% of the LEAP students consist of either minors (under 18 years of age) or older adults.
- The top two goals identified by NOCE students are basic skills improvement and educational enrichment. This is reflected in the NOCE course enrollments since the two largest programs at NOCE are LEAP and English as a Second Language (ESL).

- Out of the five instructional programs, on average, DSS students completed the greatest number of attendance hours, each student averaging over 200 hours per academic year. Since 2014, the average number of hours completed by DSS students increased by 20%. HSDP students had the lowest average number of hours completed. This is expected, given the self-paced nature of HSDP.
- About 85% of NOCE students have consistently been retained in courses in the last three years. Females consistently had higher course retention rates than males, as did the White students. Hispanic or Latino students were retained at a lower rate in courses. LEAP students had the highest course retention rates, about 95%; whereas, HSDP students had the lowest course retention rates, approximately 65%.
- About 76% of NOCE students were successful in the courses. White students had the highest course success; whereas, Hispanic or Latino students had the lowest success rates. Both LEAP and DSS programs has higher success rates compared to NOCE overall. Due to the structure of the program, HSDP had the lowest success rates compared to all other NOCE programs. This is because HSDP students do not receive evaluative grades until the completion of a course, and some students may take longer than one term to complete a course.
- Overall NOCE retains about 25% of its students from fall to fall. This varies greatly by program. DSS had the highest term to term retention rates, retaining over 50% of its students in the following fall. HSDP has the lowest term to term retention rates, about 16%.
- About 30% of NOCE students persist in their education, LEAP notwithstanding. Males had higher persistence rates than females. Black or African American students had the highest persistence rates. DSS had the highest persistence rates, over 50%, followed by HSDP. About 38% of HSDP students persisted each year.
- Since 2014-15, there has been an increase in the number of Career Technical Education (CTE) certificates awarded. However, the Pharmacy Technician program has seen a consistent decline (27%) in certificates awarded.
- About 70% of the high school diplomas awarded each year are to Hispanic or Latino students. Equal proportions of males and females received high school diplomas.
- About 13% of NOCE students transition to Fullerton College or Cypress College within six years of their initial enrollment at NOCE.
- Approximately 80% of the students who completed an orientation in 2016-17 also enrolled in courses in the same year. The enrollment rates of students who completed an orientation increased by 10% from 2014-15.
- Over 80% of the students who completed an assessment and 90% of the students who completed an education plan enrolled in courses in the same year.

These findings suggest that NOCE is making progress toward meeting the WASC Action Plan Goals. NOCE has continually served a diverse population, which is reflected in the demographic breakdown of the effectiveness indicators. The demographic breakdown of the data provides relevant information to meet the equity needs of students who are disproportionately impacted. One of the supplementary, but nonetheless important, aims of this report was to establish a benchmark for future research on

institutional effectiveness. The results of the data analyzed at NOCE have been invaluable in determining the overall effectiveness of the institution. Overall, NOCE saw high course retention and course success rates. Over the years, term to term retention rates, persistence rates, and noncredit to credit transition rates have remained consistent. However, there are opportunities for growth. It is our belief that the data demonstrates that NOCE is on its way to improving its educational goals.

Chapter 1: Introduction

This chapter provides background information on North Orange Continuing Education. An overview of the institution's vision, mission and core values are presented.

The *North Orange Continuing Education Institutional Effectiveness Report* was developed to continuously assess the extent to which North Orange Continuing Education (NOCE) is achieving its mission and vision through NOCE's goals, action plan, and strategic plan that align with North Orange County Community College District (NOCCCD) Strategic Directions and NOCE's WASC Action Plan.

Purpose of Institutional Effectiveness Report

The Institutional Effectiveness Report is intended to serve as a tool to measure progress made towards NOCE's goals. We are currently in the process of developing and implementing a new strategic plan. The process involves an analysis of the students, programs, and communities NOCE serves. Noncredit metrics and indicators are developed to ensure NOCE is properly measuring our programs and students' success. The effectiveness indicators are utilized and highlighted in the report to illustrate how these indicators align with NOCE's WASC Action Plan, which in turn aligns with NOCCCD's Strategic Directions, further providing future direction for NOCE. The institutional effectiveness process requires collaboration with all NOCE constituents to fully understand our students' needs and goals. This report is not intended to examine the details of NOCE's individual programs and services, but rather to examine the overall effectiveness of NOCE's major programs and provide information to assess the degree to which the programs offered by NOCE aid in achieving the institution's mission and goals.

The primary purpose of the institutional effectiveness process is to ensure NOCE's accountability and commitment to educational quality and the institution's continuous strive for improvement.

North Orange County Community College District

Vision Statement

The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, academically excellent, and committed to student success and lifelong learning.

Cypress College and Fullerton College will offer associate degrees, vocational certificates and transfer education, as well as developmental instruction and a broad array of specialized training. The School of Continuing Education[1] will offer non-college-credit programs including high school diploma completion, basic skills, vocational certificates and self-development courses. Specific activities in both the colleges and School of Continuing will be directed toward economic development within the community.

District Strategic Directions 2011-2020

District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Strategic Direction 3: The District will annually improve the success rate for students moving into:

- ❖ The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and
- ❖ College-level courses in mathematics, English and English-as-a-Second-Language from credit basic skills courses in these disciplines and
- ❖ The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.

District Strategic Direction 4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

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[1] At the time of writing this report, NOCCCD's vision statement was not updated to include The School of Continuing Education's recent name change to North Orange Continuing Education.

North Orange Continuing Education

Vision Statement

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

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.

Core Values

Service

- ❖ To the individual
- ❖ To the institution
- ❖ To the community

Integrity

- ❖ Through a commitment to our mission and vision statement
- ❖ By encouraging a climate of honest and trust
- ❖ Through teamwork that depends on accountability and responsibility

Excellence

- ❖ By delivering comprehensive quality programs and services
- ❖ By creatively responding to the educational needs of our community

Learning

- ❖ As a way to meet life's challenges successfully
- ❖ As a path to personal and professional growth
- ❖ As a lifelong quest

Diversity

- ❖ By recognizing and respecting the significance of each unique individual
- ❖ By offering all learners access to relevant learning opportunities

Institutional Student Learning Outcomes

As a result of enrolling in and completing a North Orange Continuing Education course, group of courses or entire certificate program, students can be expected to demonstrate the following:

- ❖ Empowerment to be lifelong learners. Student can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry and goal-setting skills.
- ❖ The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal community, critical thinking and problem solving skills as well as an understanding of the value of diversity.

NOCE Strategic Planning Process

NOCE's Integrated Planning Model is the institutional effectiveness process. The NOCE's Integrated Planning Model is the barometer that gages our alignment with NOCCCD Strategic Directions and NOCE's WASC Action Plan. The formal program review process is set to begin fall 2018. Planning and evaluation timeline cycles were vetted through NOCE's Institutional Effectiveness Committee (IEC).

The Five-Year Institutional Effectiveness Cycle

The institutional effectiveness process at NOCE follows a five-year cycle to ensure NOCE complies with the WASC Action Plan. The program areas covered in the cycle: **Student Services Programs, Academic Support/ Instructional Programs, and Finance and Business** and **Categorical Programs** are engaging in ongoing self-evaluation and assessment to maintain and enhance their vitality and responsiveness.

Yearly goals and targets to determine effectiveness of NOCE programs

NOCE institutional effectiveness indicators

Institution-set standards

A cycle of institutional effectiveness assessment

Planning and program review

NOCE is committed to the institutional effectiveness process and using data to inform institutional strategies. This involves an ongoing evolving process based on the changing needs of the school, students, and community.

NOCE Strategic Planning Process

Data to Inform Decision-Making

- Program Review Data Needs
- Outcomes and Assessment Data
- Budget Resources Review
- Qualitative Data
- Environmental Scan (Community profile and Campus Climate)
- District Data
- State-wide Data

Data: Admissions & Records and CCCCO's MIS

North Orange County Community College District Strategic Plan Mission, Vision, Values

Board Goals

North Orange Continuing Education Mission, Vision, Values

WASC Action Plan

Area Plans: Program Review Cycle

Evaluation

OIRP provides data for program review

Student Services Programs
- SSSP & Counseling Programs & Services
- Admission & Records
- DSS (as a support services)
- Learning Centers

Academic Support/ Instructional Programs
- DSS
- ESL
- CTE
- Basic Skills/High School
- Leap

Finance & Business
- Technology
- Administrative Services
- Institutional Research

Implementation of plans

Resource Allocation

Programs and areas revise and finalize plans based on committee feedback

Forms are reviewed and provided feedback by program review committee

Programs, areas, and clusters complete program review forms

Categorical Program Plans

Submission

State Reporting template and requirements released

- Adult Education Block Work Grant (AEBG)
- Integrated Plan: SSSP, Student Equity, Basic Skills
- Strong Workforce Program
- Guided Pathways (Anaheim Pledge)

Categorical program staff completes reporting

OIRP provides data for reporting

- Pillars identified by the WASC Accreditation Team for NOCE
- The WASC Action Plan is an Integrated Plan

NOCE, OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

Six Pillars of NOCE*

Passionate | Embraces Diversity | Innovative | Dynamic Synergy | Safe to Take Risks | Courageous

WASC Action Plan

WASC Action Plan

The purpose of the WASC Action Plan is to serve as a guiding document for the continuous improvement and assessment of NOCE and its programs. Generated through the WASC Accreditation Self-Study, the action plan identifies key issues that help NOCE align with the overall NOCCCD's Strategic Direction. The WASC Leadership team identified three areas of focus, Institutional Effectiveness, Educational Pathways and Student Services.

Institutional Effectiveness: NOCE will provide leadership for noncredit accountability in areas such as: SLO Development, SLO assessment, development and report of noncredit student success indicators, and modification to curriculum instruction based on data related to student outcomes.

Educational Pathways: A major action institutions can take to increase the likely hood of student success is to develop strong **educational pathways.** NOCE has a long-standing relationship with the district's credit colleges and the local K-12 districts. Many pathways exist directing students from K-12 schools to both the credit and noncredit institutions within NOCCCD, and NOCE is helping to strengthen the existing pathways and create new pathways through the North Orange County Regional Consortium for Adult Education (NOCRC) and district-wide planning.

Student Services: NOCE recognizes that Student Services is another critical area for a school to invest that will lead to greater student success. The school has been focusing on major strategies developed through new funding streams such as SSSP, Student Equity, and AEBG. The WASC Self-Study highlights many of these areas, and provided new insight to further build student services.

About This Report

This report represents a comprehensive in-depth analysis that helps to tell the story of NOCE. The Office of Institutional Research and Planning has been examining NOCE's own internal data and researching noncredit adult education to identify effectiveness indicators associated with NOCE's WASC Action Plan. This exploration culminated in the identification of multiple effectiveness indicators to illustrate the institution's progress towards achieving its goals in the action plan. These effectiveness indicators will be discussed at greater length in a following section.

Effectiveness indicators have been tagged with icons to illustrate their alignment with NOCE's WASC Action Plan. The WASC Action Plan covers three broad areas – Institutional Effectiveness, Educational Pathways, and Student Services. The following are the goals based on these three areas as described in the WASC Action Plan and the icons used to tag the effectiveness indicators that align to that goal:

WASC Action Plan Goal 1 – Institutional Effectiveness: Develop processes and mechanisms to integrate all NOCE planning initiatives, evaluate their effectiveness, and design continuous improvement cycle.

WASC Action Plan Goal 2 – Educational Pathways: Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.

WASC Action Plan Goal 3 – Student Services: Align student services from various funding streams to improve student performance as measured by common indicators.

Organization of the Report

This report will be structured to place the emphasis on the institutional effectiveness indicators and NOCE's overall progress toward improving institutional effectiveness as captured by these indicators. With NOCE striving to enrich our diverse community, equity-mindedness will be woven into each section. Data will be broken down by individual programs and services based on indicator, where applicable, to showcase their progress and contribution toward NOCE's overall mission and vision and provide insight into their successes and possible improvements. Chapter two of this report will focus on the noncredit student, the students served by NOCE. It will examine community trends and enrollment patterns of NOCE students. Furthermore, it will provide insight into the types of students served, providing overall demographic information. Chapter three will examine the academic profiles of NOCE students. It will include all indicators that evaluate the achievements of NOCE's students and their progress toward their own personal academic goals. Chapter four will explore NOCE's student services. It will give an overview of the services that students are receiving and the ways in which they lead to student achievement. The final section of this report will illustrate the conclusions drawn from the study of NOCE's data and provide next steps and direction for the future of NOCE.

Development of Noncredit Metrics

Noncredit adult education is still not completely understood, and there are currently no clearly defined statewide metrics or indicators for the evaluation of noncredit institutional effectiveness. Thus, NOCE's Office of Institutional Research and Planning (OIRP) explored NOCE's data and created definitions for the following metrics, identified as being institutional effectiveness indicators:

- Headcount
- Enrollment
- Student Enrollment Status
- Hours Completed
- Course Retention
- Course Success
- Term to Term Retention
- Persistence
- Certificate and Diploma Completion
- Noncredit to Credit Transition

These metrics were defined through careful examination of internal data and will be discussed in detail within their respective sections. OIRP worked closely with staff from other NOCE constituencies to shape these definitions. The decisions made in the determination of these metrics arose from the understanding of NOCE data with the assistance of historical knowledge from Admissions and Records staff and technical knowledge of the student accounting system with aid from District Information Services. Discussion surrounding these metrics and indicators occurred internally with various revisions of the definitions shared with NOCE members including classified personnel and program directors.

OIRP also defined NOCE's metrics and indicators with alignment with other federal and state definitions in mind. Considerations were also made to repurpose credit definitions as defined through sources such as the California Community Colleges Chancellor's Office Management Information Systems (MIS) and the California community colleges CTE LaunchBoard to work within the noncredit framework. Other sources that inspired NOCE's noncredit metrics include the Adult Education Block Grant (AEBG) and the Workforce Innovation Opportunity Act (WIOA).

The NOCE OIRP has sparked discussion regarding the development of evaluative noncredit metrics throughout the state through presentations of preliminary definitions amongst the California community college system and the institutional research community. It will continue to research these metrics and attempt to inform statewide discussions regarding noncredit evaluative practices to solidify NOCE's role as a leader in noncredit instruction within the California community colleges system.

Datasets and Methodology

The data used to compile this report was primarily obtained directly from the districtwide Banner database through queries created using Oracle PL/SQL Developer. Various Banner tables were queried containing data regarding student enrollment and academic history, student demographic information, student service data, student completion data, course level data, and credit student history. Additional data and information was provided by various sources. Admissions and Records provided CDCP certificate and completion data. Disability Support Services (DSS) provided data on those who completed internal DSS certificates. Since not all grade data was transferred into the Banner student accounting system prior to the 2016-17 academic year, grade data collected on iTendance, the NOCE timecard and roster system, was obtained from NOCE Instructional Technology Services. All data was merged together using statistical analytical software to create the overall dataset used for the examination of the data. Since data is extracted from the live student accounting database, the final dataset was manually checked for validity.

Data used to compile the community profile section of this report was obtained from the United States Census Bureau through the American Fact Finder[2]. The methodology used to compile Fact Finder data for analysis will be discussed in depth in the community profile section of the report.

Methodologies for each individual effectiveness indicator will also be discussed in detail within its respective section.

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[2] https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

Chapter 2: Students Served
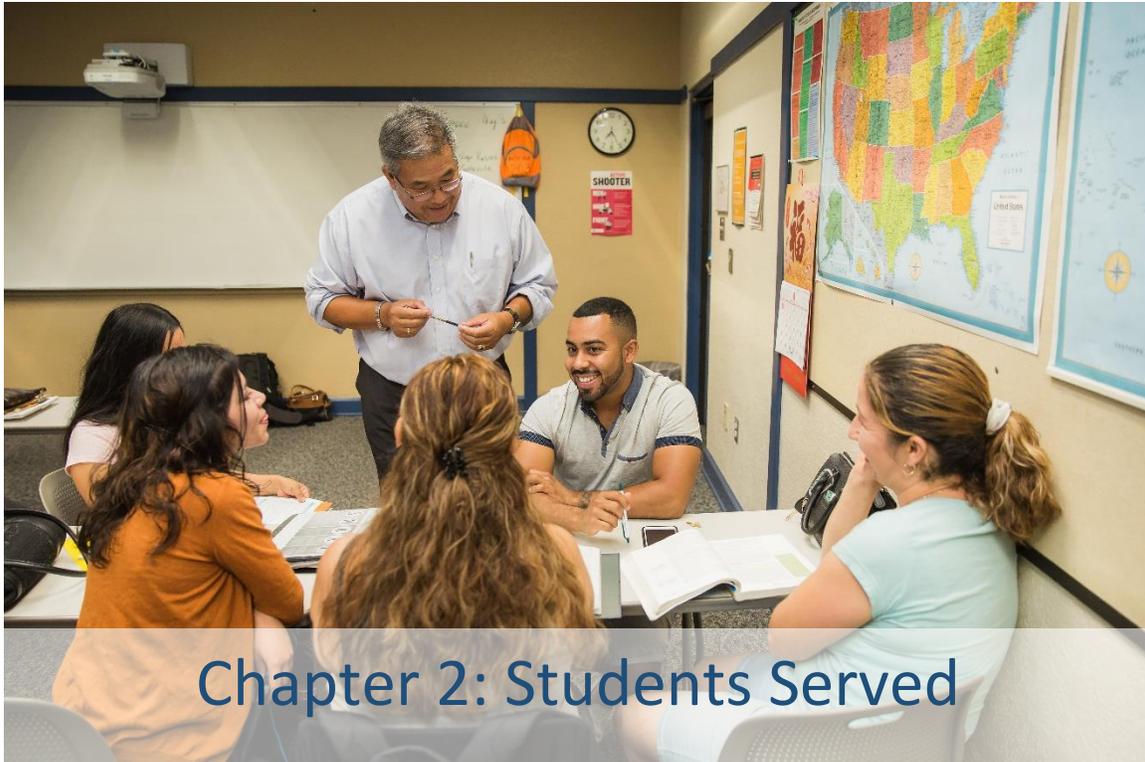
This chapter will focus on the noncredit student, the students served by NOCE. It will examine community trends and enrollment patterns of NOCE students.

Community Profile

NOCE is a part of NOCCCD, a multi-college district which includes NOCE, Fullerton College, and Cypress College. NOCCCD is a 155-square mile district that includes 18 communities and 16 school districts within its boundaries.

NOCE's mission is to serve the needs of individuals, business, and the community, and to evaluate whether NOCE is truly serving its community, a community profile was created based on six census tracts, which includes nine cities within the North Orange County service area. The nine cities included in the profile are Anaheim, Fullerton, Buena Park, La Habra, Placentia, Yorba Linda, Cypress, Brea, and Seal Beach. About 74% of NOCE students are residents of these nine cities. The remaining 16% of students either reside in the other cities served by NOCCCD or live outside of North Orange County area.
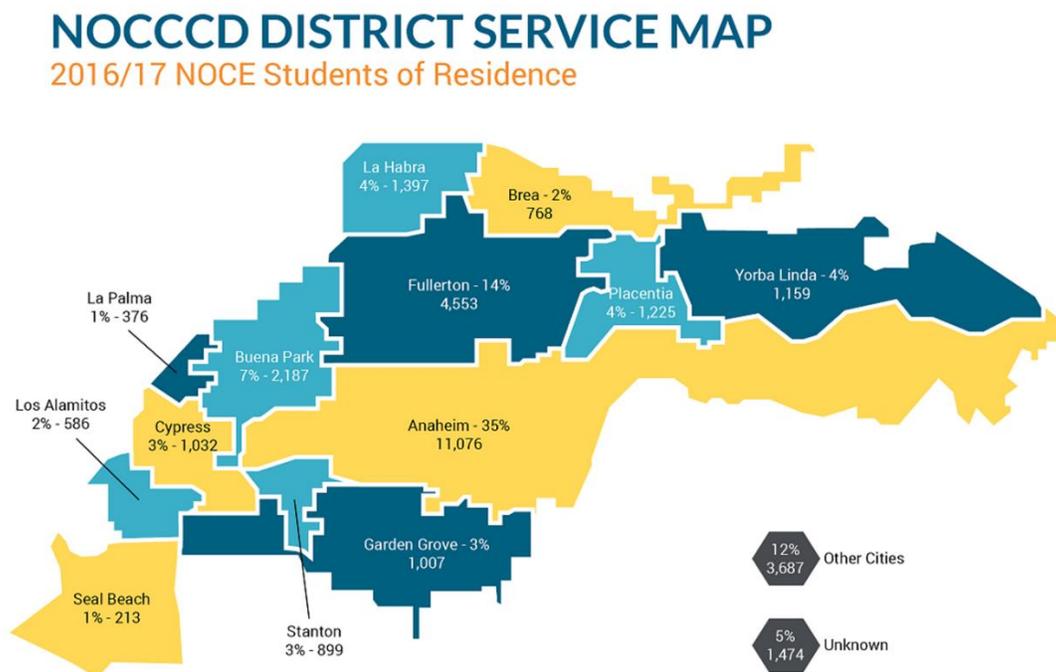
The community profile is based on both the U.S. Census Bureau's 2011-2015 American Community Survey (ACS) 5-Year estimates and the raw data from the ACS 1-Year estimates for 2015. The 2015 estimates are used instead of the 2010 census data because 2015 is closer to the academic years covered in this report. The raw dataset is based on the Public Use Microdata Sample (PUMS), which is a sample of actual responses to the ACS. The records were chosen based on individual-level characteristics. The total number of observations in the 1-Year dataset is approximately 1% of the United States population. PUMS is a versatile data file that allows users to disaggregate data into smaller chunks which is not available under general information found on the Census website. The Public Use Microdata Area (PUMA) codes were used to select nine cities where NOCE students reside. The ACS

PUMS is a weighted sample, and weighed variables were used to generate an accurate community profile.

The community profile is based on only the adult sample (i.e. 18 years or older) within the community because the primary target student population of noncredit adult education are individuals age 18 or older. NOCE does serve younger students through its community services programs such as the Kids' College and Teen Program; however, that is only a small fraction (5.5% in 2016-17) of the total student population.

The following sections compare the NOCE student population with the adult community profile to determine how well NOCE served its community over the last three years.

North Orange Continuing Education as a Whole

This section of the report provides headcount and enrollments for NOCE as a whole. Enrollments are further broken down by campus locations and funding sources such as apportionment, tuition, or grants. The student data (unduplicated headcount) is disaggregated by student enrollment status, student demographics, education level, and educational goals.

Headcount and Enrollments

To better understand the magnitude of NOCE in terms of the number of students served, both student headcount and their enrollments were examined. NOCE does not have a standardized definition of enrollment nor uses a census date as a cut-off to determine which students are considered enrolled in a course. Thus, enrollment is defined locally for NOCE. A student is considered enrolled if he or she registered for and attended any class session in a given term. A determination on whether a student enrolled in a course is based on the NOCE registration status codes, course attendance hours, and course grade[3]. Headcount is defined as an unduplicated count of students enrolled at NOCE.

Over the last three academic years, NOCE has seen a decline in both the number of students served and total enrollments (Table 1). The student headcount dropped by 6% from 2014-15 to 2015-16 and another 3% from 2015-16 to 2016-17. However, the drop from 2015-16 to 2016-17 was not as sharp as the one from 2014-15 to 2015-16. A similar pattern emerged in the decline of total enrollments, 5% from 2014-15 to 2015-16 and 2% from 2015-16 to 2016-17. Based on the 2015 estimates, about 700,000 adults reside in the NOCE service area, and over the years, NOCE has served roughly 5% of the total community population.

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[3] The following registration status codes were considered for enrollment: CA, DC, DN, DO, DT, RE, RW, WA, WW. However, students with any of those registration codes and neither attendance hours nor grades were not considered enrolled. Students with other registration status codes were not considered enrolled.

Table 1

NOCE Headcount and Enrollments

	2014-15	2015-16	2016-17	2015 Community Estimates
Unduplicated Headcount	34,642	32,563	31,641	699,615
Total Enrollments	151,483	144,815	141,782	-

Enrollments by Campus Location

NOCE offers courses at 151 offsite facilities, and over half of NOCE students took courses at these offsite locations (Table 2). Examining the three-year trend, there have been about twice as many course enrollments at the Anaheim Center compared to the Cypress Center. Less than 10% of the enrollments were at the Wilshire Center. While proportions of course enrollments at the three main locations have decreased by 3% over the years, they increased by 5% at the offsite locations.

Table 2

Enrollments by Campus Location

	2014-15 (N=151,483)	2015-16 (N=144,815)	2016-17 (N=141,782)
Anaheim	25.34%	23.84%	22.82%
Cypress	12.36%	12.30%	11.12%
Wilshire	9.78%	9.25%	8.67%
Offsite	**52.53%**	**54.61%**	**57.39%**
Total	100.00%	100.00%	100.00%

Enrollments: Apportionment vs. Community Service vs. Grants

The majority of NOCE courses receive state apportionment, and over the past years, close to 95% of course enrollments were apportionment (Table 3). Most of the remaining course enrollments were community service courses, which are tuition based courses. Grant funded course enrollments decreased over the three years, and less than 1% of the enrollments in 2016-17 were enrollments funded by grants such as the Adult Education Block Grant (AEBG) or Perkins. In 2014-15 and 2015-16, High School offsite labs were funded exclusively by AEBG. In 2016-17, the offsite lab attendance was also collected for apportionment, explaining the drop from 2015-16 to 2016-17 in exclusively grant funded classes.

Table 3

Course Enrollment Funding Sources

	2014-15 (N=151,483)	2015-16 (N=144,815)	2016-17 (N=141,782)
Apportionment	**94.06%**	**94.14%**	**95.90%**
Community Service	4.34%	3.87%	3.45%
Grants	1.60%	1.98%	0.65%
Total	100.00%	100.00%	100.00%

Student Enrollment Status

Student enrollment status identifies whether a student is new to NOCE, continually enrolling, or returning to NOCE after an extended period of absence. The definition for this indicator was adapted from the Management Information System (MIS) Data Element Dictionary provided by the California Community Colleges Chancellor's Office (CCCCO)[4]. Student enrollment status is based on a student's first term of enrollment in a given year. *First time students* are those who enrolled at NOCE for the first time. Over the past three years, about one-third of the students were first time students at NOCE (Table 4). The proportion of students who enrolled at NOCE for the first time has decreased by 3% from 2014-15 to 2016-17. *Continuing students* are those who enrolled at NOCE in the given year and were enrolled in any one of the previous three primary terms (fall, winter, and spring). For example, if a student was enrolled in the 2016 Fall Term, he or she would be considered a continuing student if he or she enrolled in one or more of the following terms: 2015 Fall, 2016 Winter or 2016 Spring. However, if a student did not attend any of these three terms and was enrolled in terms prior to that, he or she would be considered a returning student. *Returning students* are those who are enrolled at NOCE after an absence of three or more consecutive primary terms. Across the three years, close of half of the students were continuing students, and about one-fifth of the students who left NOCE returned. The proportion of students identified as continuing students increased over the years, but those identified as returning decreased.

Table 4

Student Enrollment Status

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
First Time Student	35.11%	33.28%	32.67%
Continuing Student	**45.63%**	**48.20%**	**49.20%**
Returning Student	19.26%	18.52%	18.13%
Total	100.00%	100.00%	100.00%

[4] California Community Colleges Management Information System Data Element Dictionary. Retrieved from http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB15.pdf

Student Ethnicity

Table 5 presents the ethnic distribution of NOCE students for the past three years and of the community. A large proportion of NOCE students identified themselves as Hispanic or Latino. The second largest group was White, about one-quarter of the NOCE student population. Asian students were the third largest group, one-sixth of NOCE students. There is a slight fluctuation in the proportions across the past three years for all ethnic groups, with a 2% decrease in the Hispanic or Latino group. There is an increase in the proportion of students whose ethnicity is Other or Unknown, and in 2016-17, approximately one out of seven students' ethnicity information was missing.

When comparing the ethnic distribution of NOCE students across the three years to the community data, NOCE served all the ethnic groups within the community proportionately except White. NOCE underserved the White population in the community since there were approximately 37% White adults in the community compared to the 25% at NOCE. NOCE had close to 15% students whose ethnicity was either Other or Unknown, but a small percentage in the community indicated other race. When demographic information is not fully captured or self-reported, it is difficult to present an accurate representation of student ethnic groups served at NOCE.

Table 5

Ethnicity of Students Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)	2015 Community Estimates (N=699,615)
American Indian or Alaska Native	0.16%	0.17%	0.16%	0.13%
Asian	17.53%	18.25%	18.00%	20.16%
Black or African American	2.09%	2.09%	2.06%	1.98%
Hispanic or Latino	**39.98%**	**39.48%**	**37.53%**	**37.22%**
Native Hawaiian or Pacific Islander	0.29%	0.32%	0.33%	0.38%
Other or Unknown	11.38%	12.05%	14.43%	0.16%
Two or More	2.93%	2.98%	2.74%	2.85%
White	25.62%	24.67%	24.75%	37.12%
Total	100.00%	100.00%	100.00%	100.00%

Student Gender

Females make up two-thirds of the NOCE student population as presented in Table 6. The proportion of females at NOCE has increased slightly over the past three years, while the proportion of males decreased by 2%. The proportions of males and females were relatively similar within the community; however, NOCE overserved the female population by 15%.

Table 6

Gender of Students Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)	2015 Community Estimates (N=699,615)
Female	**64.26%**	**64.80%**	**65.05%**	49.18%
Male	31.93%	30.86%	30.09%	**50.82%**
Unknown	3.82%	4.34%	4.85%	N/A
Total	100.00%	100.00%	100.00%	100.00%

Student Age

NOCE is known for mostly serving the older adult student population in the community, which could be due to the variety of personal enrichment courses offered at convenient locations such as senior centers and community centers. The largest age group NOCE serves is adults 55 years of age and older (44% in 2016-17), which is also the largest age group in the adult community (32%) data. There is also a decline in the proportion for all age groups at NOCE except for the 55 years of age and older, which is increasing in the past three years (Table 7). Because the 2015 estimates are based on the adult population, there is no percentage reported for minors in the community data.

Table 7

Age of Students Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)	2015 Community Estimates (N=699,615)
0-17 Years	7.10%	6.25%	5.48%	N/A
18-24 Years	13.18%	12.40%	11.43%	13.30%
25-34 Years	16.66%	16.49%	15.31%	18.85%
35-44 Years	13.50%	13.47%	13.03%	17.95%
45-54 Years	10.76%	11.25%	10.81%	18.00%
55+ Years	**38.73%**	**40.04%**	**43.91%**	**31.90%**
Unknown	0.07%	0.09%	0.04%	N/A
Total	100.00%	100.00%	100.00%	100.00%

Student Special Populations

Students' military and foster care statuses were not captured on the application for admission prior to 2014. Therefore, information from students who were admitted to NOCE in years prior to 2014 but enrolled in courses in the past three years is not captured. The information in Table 8 is reflective of only the students who either updated their statuses after 2014 academic year or completed their application

for admission in 2014 or later year, and answered the questions about their military or foster care statuses. Based on the data available, a tiny fraction of NOCE students identified themselves as a current or former foster youth or a veteran. Students' disability information is captured by the Disability Support Services. NOCE serves close to 5% students with disabilities, which has slightly decreased in the past year.

Table 8

Special Student Populations Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Current or Former Foster Youth	0.11%	0.16%	0.15%
Veterans	0.23%	0.37%	0.23%
Students with Disabilities	4.79%	4.86%	4.46%

Student Citizenship Status

NOCE serves a diverse student population. Over half of the students (57%) identified themselves as US citizens and another 14% as permanent residents (Table 9). A small proportion self-reported as temporary residents, refugees or on student visa. The proportions of students who indicated permanent residence or temporary residence has increased in the last three years. About a quarter of the students indicated other status or did not report their citizenship status. The self-reported data is not verified; thus, it is difficult to determine the accurate status of NOCE students.

Table 9

Citizenship Status of NOCE Students

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
US Citizen	57.95%	57.42%	56.76%
Permanent Resident	12.99%	13.75%	13.99%
Temporary Resident	2.58%	2.84%	2.87%
Refugees/ Asylee	0.92%	0.92%	1.16%
Student Visa (F-1 or M-1 visa)	0.23%	0.19%	0.18%
Other Status	15.93%	15.04%	13.50%
Status Unknown/ Uncollected	9.40%	9.83%	11.55%
Total	100.00%	100.00%	100.00%

Student Highest Level of Education

A large majority of students (40%) did not report their highest level of education on their application of admission (Table 10). The second largest group at NOCE is students who earned either a U.S. High School Diploma, passed their GED, or received a High School Equivalency or Proficiency. The proportion

of students with either a foreign secondary school diploma/ certificate and have a higher degree (Associate, Bachelor or Higher) has increased over the past three years. The students who did not graduate high school and currently enrolled in adult education has decreased by 1% since 2015-16.

Table 10

NOCE Students' Highest Level of Education

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Not a high school graduate and not currently enrolled in high school	13.94%	13.66%	13.55%
Currently enrolled in grades K-12	1.37%	1.13%	0.71%
Not a high school graduate and currently enrolled in adult education	6.86%	6.03%	5.09%
Earned a U.S. High School Diploma or high school equivalence (GED)	18.45%	18.12%	18.02%
Foreign Secondary School Diploma or Certificate of Graduation (HS or University)	8.06%	9.13%	10.21%
Received an Associate Degree	2.93%	3.00%	3.16%
Bachelor Degree or Higher (4 year U.S. college degree)	8.76%	9.27%	9.36%
Unknown/Unreported	39.62%	39.65%	39.91%
Total	100.00%	100.00%	100.00%

Student Educational Goals

Over one-third of the students did not declare their education goal on their application for admission. However, the top two goals identified by NOCE students are gaining basic skills such as improving their skills in English, reading, or math and educational enrichment (Table 11). This is reflected in the NOCE course enrollments since the two largest programs at NOCE are Lifeskills Education Advancement Program (LEAP) and English as a Second Language (ESL). The third largest group is of those who are undecided as to why they are attending NOCE.

Table 11

Educational Goals of NOCE Students

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Transfer Seeking	6.82%	6.67%	6.09%
Degree Seeking	1.72%	1.73%	1.60%
Certificate Seeking	1.40%	1.52%	1.61%
Diploma Seeking	6.00%	5.84%	5.49%
Basic Skills	**16.20%**	**16.90%**	**17.09%**
Skills Builder	4.17%	4.30%	4.28%
Educational Enrichment	**12.56%**	**13.05%**	**13.35%**
Career Exploration	5.64%	6.20%	6.14%
Undecided	8.05%	7.88%	8.34%
Unknown	37.44%	35.91%	36.01%
Total	100.00%	100.00%	100.00%

Note. The educational goal of '4 year taking courses for 4yr requirement' was included as the Transfer Seeking goal since only half of a percentage point declared that goal.

NOCE Programs

Headcount and Enrollments by Program

NOCE offers five academic programs: Career Technical Education (CTE), Disability Support Services (DSS), English as a Second Language (ESL), High School Diploma and GED/HiSET Preparation Program (HSDP), and Lifeskills Education Advancement Program (LEAP). Table 12 presents the number of students enrolled in the five programs over the three years and their course enrollments in each of the program.

The largest program at NOCE is LEAP, followed by the ESL program. The third largest program, HSDP, is slightly larger than the CTE program, and the smallest program is the DSS program. From 2014-15 to 2016-17, CTE program had the biggest drop (22%) in the number of students enrolled in the program, followed by DSS program at a decrease of 20%. The drop in DSS student headcount was much bigger from 2015-16 to 2016-17 than the previous year. The ESL program had the highest decline in enrollments, a 23% decline over a three-year period. LEAP is the only program with an increase in the student headcount and enrollments.

Table 12

Program Headcount and Enrollments

	2014-15	2015-16	2016-17
Career Technical Education			
Headcount	4,504	3,861	3,502
Enrollments	14,242	12,713	12,049
Disability Support Services			
Headcount	949	882	763
Enrollments	4,154	4,271	4,014
English as a Second Language			
Headcount	10,460	9,939	9,072
Enrollments	39,103	34,407	30,209
High School Diploma/GED Program			
Headcount	4,877	4,641	4,420
Enrollments	14,628	13,273	12,306
Lifeskills Education Advancement Program			
Headcount	16,069	15,473	16,087
Enrollments	79,356	80,151	83,204
Overall			
Overall NOCE Headcount	34,642	32,563	31,641
Overall NOCE Enrollments	151,483	144,815	141,782

Career Technical Education (CTE)

CTE Enrollments by Campus Location

Most of the CTE courses are offered at the Anaheim Campus, as shown in Table 13. The Business Management Certificate courses are offered exclusively at the Wilshire Center. Prior to 2016-17, computer courses were offered at Wilshire, which were no longer offered in 2016-17, hence the drop in Wilshire enrollments for that year. The only CTE courses offered at Cypress Center are Physical Therapy Aid and a few computer courses. There was an increase in the CTE offsite enrollments, which could be due to AEBG strategies implemented at offsite locations starting 2015-16 and expanding in 2016-17.

Table 13

CTE Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	92.91%	92.68%	93.19%
Cypress	0.74%	1.05%	0.81%
Wilshire	6.35%	6.05%	4.24%
Offsite	0.00%	0.22%	1.76%
Total	100.00%	100.00%	100.00%

CTE Student Ethnicity

Table 14 presents the ethnic distribution of students enrolled in the CTE program. Due to small sample sizes, American Indian or Alaska Native and Native Hawaiian or Pacific Islander were included in the Other or Unknown category. Nearly half of the students in the CTE program are Hispanic or Latino. The second largest group is Asian students, followed by White students. This is different from the overall NOCE data where the White student group is the second largest. In the past three years, the number of students in each of the ethnic groups decreased, except for Hispanic or Latino, Other or Unknown, and Two or More.

Table 14

Ethnicity of Students Enrolled Students in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Asian	23.31%	23.31%	22.64%
Black or African American	3.46%	3.26%	3.23%
Hispanic or Latino	44.72%	46.44%	47.32%
Other or Unknown	3.35%	2.75%	2.80%
Two or More	6.17%	5.57%	5.88%
White	18.98%	18.67%	18.13%
Total	100.00%	100.00%	100.00%

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

CTE Student Gender

Females make up more than two-thirds of the CTE student population (Table 15). Compared to the NOCE overall student population, more females are enrolled in the CTE program. This could be due to the female-oriented programs offered within CTE, such as Medical Assisting or Early Childhood Education. There has been an increase in the proportion of females in the CTE program over the years, while the proportion of male students has decreased, similar to the overall NOCE student population.

Table 15

Gender of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Female	67.76%	67.99%	70.02%
Male	29.51%	28.93%	26.76%
Unknown	2.73%	3.08%	3.23%
Total	100.00%	100.00%	100.00%

CTE Student Age

The CTE students are almost evenly distributed across the different age groups; however, the largest age group in the CTE program is of students between ages 25 and 34 years (Table 16). This is different from NOCE overall since over 40% students were 55 years of age or older. There is an increase in the proportion of students in age groups 35 and older, but a decline in the proportions of students in age categories younger than 35 years.

Table 16

Age of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
18-24 Years	22.78%	21.55%	19.36%
25-34 Years	24.13%	25.64%	25.04%
35-44 Years	17.18%	16.71%	17.79%
45-54 Years	17.45%	17.79%	18.33%
55+ Years	18.05%	18.13%	19.33%
Unknown	0.40%	0.19%	0.14%
Total	100.00%	100.00%	100.00%

Note. Students in 0-17 age groups were combined with Unknown category due to small sample size.

CTE Student Educational Goals

The CTE program offers students courses to advance in their profession or prepare for new career opportunities. As expected, the top goal identified by students in CTE program was career exploration (Table 17). The CTE program allows students to explore career options by taking courses in various CTE programs offered at NOCE such as Medical Assisting, Pharmacy Technician, Electrical Training, etc. The second and third goals that students identified were transfer seeking and skills building. NOCE CTE courses might serve as an entry point for students who identified their goal to transfer and further their education.

Table 17

Educational Goals of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Transfer Seeking	18.18%	17.66%	**15.79%**
Degree Seeking	5.55%	5.52%	5.17%
Certificate Seeking	6.15%	7.49%	7.54%
Diploma Seeking	3.73%	3.81%	3.77%
Basic Skills	6.15%	6.55%	6.88%
Skills Builder	13.23%	12.59%	**14.11%**
Educational Enrichment	6.48%	6.06%	5.54%
Career Exploration	17.65%	20.46%	**20.93%**
Undecided	8.77%	7.87%	8.20%
Unknown	14.10%	11.99%	12.08%
Total	100.00%	100.00%	100.00%

Disability Support Services (DSS)

DSS Enrollments by Campus Location

Unlike the CTE courses which are offered mainly at the Anaheim Campus, DSS courses are spread out across all three main sites and offsite locations (Table 18). Over the past three years, the proportion of DSS course enrollments decreased at offsite locations, and increased at the Wilshire Center.

Table 18

DSS Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	25.73%	31.44%	33.23%
Cypress	35.10%	32.97%	32.49%
Wilshire	18.32%	19.83%	24.44%
Offsite	20.85%	15.76%	9.84%
Total	100.00%	100.00%	100.00%

DSS Student Ethnicity

A little less than one-third of the DSS students identified themselves as Hispanic or Latino, and another one-third as White (Table 19). Compared to NOCE, more DSS students identified themselves as Black or African American. There was a large drop in the Other or Unknown student group across the three years, and a 4% increase for Hispanic or Latino.

Table 19

Ethnicity of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Asian	11.80%	13.61%	13.76%
Black or African American	5.37%	5.56%	6.03%
Hispanic or Latino	27.50%	29.82%	31.85%
Other or Unknown	18.55%	16.21%	12.19%
Two or More	4.74%	4.88%	6.16%
White	32.03%	29.93%	30.01%
Total	100.00%	100.00%	100.00%

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

DSS Student Gender

Compared to NOCE, more males were enrolled in the DSS program than females (Table 20). Most students served by NOCE were females (65%); however, more males were served by the DSS program than females. There has been an increase in the proportion of males in the DSS program over the years, while the proportion of female students has decreased.

Table 20

Gender of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Female	39.83%	41.61%	39.58%
Male	57.01%	56.12%	58.45%
Unknown	3.16%	2.27%	1.97%
Total	100.00%	100.00%	100.00%

DSS Student Age

About three-fourths of the students in the DSS program were between 18 years of age to 34 years (Table 21). This contrasts with NOCE overall where most students are 55 years of age or older.

Table 21

Age of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
18-24 Years	39.62%	41.27%	43.51%
25-34 Years	27.19%	30.27%	30.14%
35-44 Years	8.75%	8.39%	7.60%
45-54 Years	8.22%	6.58%	5.64%
55+ Years	16.12%	13.38%	13.11%
Unknown	0.11%	0.11%	0.00%
Total	100.00%	100.00%	100.00%

DSS Student Educational Goals

The DSS program provides learning opportunities to help students with disabilities achieve their independent living, employment, and higher education goals. For the 2016-17 academic year, about 14% of the students identified education enrichment as their educational goal, and another 9% indicated career exploration (Table 22). However, 16% of the DSS students in 2016-17 were undecided on their goal. Approximately 37% of the DSS students did not report their educational goals, and the proportion of students who did not report the educational goals has decreased over 37%.

Table 22

Educational Goals of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Transfer Seeking	5.16%	6.24%	6.82%
Degree Seeking	3.37%	3.51%	4.06%
Certificate Seeking	1.69%	2.95%	4.06%
Diploma Seeking	0.74%	1.25%	1.05%
Basic Skills	5.48%	5.10%	4.46%
Skills Builder	3.48%	3.63%	3.41%
Educational Enrichment	8.01%	9.98%	**14.15%**
Career Exploration	3.69%	6.46%	**9.44%**
Undecided	9.80%	13.38%	**15.86%**
Unknown	58.59%	47.51%	36.70%
Total	100.00%	100.00%	100.00%

English as a Second Language (ESL)

ESL Enrollments by Campus Location

ESL courses are offered at all main campuses and offsite locations as noted in Table 23. From 2015-16 to 2016-17, there has been a decline in course enrollments at Cypress and offsite locations, but the Anaheim Campus and Wilshire Center saw an increase in their enrollment proportions.

Table 23

ESL Enrollments by Campus Location

	2014-15	**2015-16**	**2016-17**
Anaheim	38.80%	37.58%	40.46%
Cypress	24.83%	27.73%	25.01%
Wilshire	17.56%	16.99%	17.04%
Offsite	18.81%	17.69%	17.50%
Total	100.00%	100.00%	100.00%

ESL Student Ethnicity

Like NOCE overall, the ESL program served a large proportion of Hispanic or Latino students, followed by Asian students (Table 24). The proportion of White students was more than three times smaller than the NOCE overall student population (8% versus 25%), which is expected as White students are less likely to enroll in an ESL program.

Table 24

Ethnicity of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	**2015-16 (N=9,939)**	**2016-17 (N=9,072)**
Asian	19.84%	21.50%	22.55%
Black or African American	1.10%	0.98%	1.28%
Hispanic or Latino	65.27%	64.08%	62.76%
Native Hawaiian or Pacific Islander	0.26%	0.16%	0.23%
Other or Unknown	5.34%	4.91%	4.30%
Two or More	1.41%	1.47%	1.42%
White	6.79%	6.90%	7.45%
Total	100.00%	100.00%	100.00%

Note. Other or Unknown includes American Indian or Alaska Native.

ESL Student Gender

The gender makeup of the ESL program is similar to overall NOCE (Table 25). A close to two-thirds of ESL students were female, and one-third male. There has been a slight decrease in the proportion of females in the ESL program from 2015-16 to 2016-17, and an increase of male students.

Table 25

Gender of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
Female	63.30%	63.93%	63.45%
Male	33.82%	32.36%	32.87%
Unknown	2.88%	3.71%	3.68%
Total	100.00%	100.00%	100.00%

ESL Student Age

Most ESL students were between ages 25 and 54 years (Table 26). About 18% of ESL students were 55 and older, which is much smaller than the overall NOCE proportion of 44% for that age group.

Table 26

Age of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
0-17 Years	0.24%	0.24%	0.28%
18-24 Years	10.82%	10.04%	10.71%
25-34 Years	26.46%	23.85%	22.49%
35-44 Years	27.28%	27.42%	26.47%
45-54 Years	20.33%	21.91%	22.53%
55+ Years	14.79%	16.43%	17.52%
Unknown	0.08%	0.11%	0.01%
Total	100.00%	100.00%	100.00%

ESL Student Educational Goals

In 2016-17, over 50% of the students identified improving basic skills in English, reading or math as their education goal for attending NOCE (Table 27). This is expected because most students attend ESL courses to improve their English proficiency. About one quarter of ESL students did not identify their educational goal, and the remaining 25% identified their goals as educational enrichment, skills building, career exploration, and transfer seeking. Over the past three years, there was an increase in the proportion of students who identified their goal to gain basic skills, and a decrease in those who did not identify any goal.

Table 27

Educational Goals of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
Transfer Seeking	4.50%	4.30%	4.00%
Degree Seeking	0.84%	0.69%	0.87%
Certificate Seeking	0.77%	0.71%	1.00%
Diploma Seeking	2.28%	1.95%	1.75%
Basic Skills	**45.88%**	**47.92%**	**51.72%**
Skills Builder	3.80%	4.59%	4.49%
Educational Enrichment	5.91%	5.84%	5.13%
Career Exploration	4.61%	5.27%	5.30%
Undecided	2.75%	2.91%	3.15%
Unknown	28.64%	25.84%	22.57%
Total	99.99%	100.02%	99.99%

High School Diploma and GED/HiSET Preparation Program (HSDP)

HSDP Enrollments by Campus Location

HSDP open labs are located at all three main sites and at the two offsite locations. The Anaheim Campus has more HSDP course enrollments compared to the Cypress and Wilshire Centers (Table 28). HSDP course enrollments decreased at the Anaheim Campus from 2015-16 to 2016-17; however, enrollments increased at the offsite locations over the three years, through the efforts of AEBG.

Table 28

HSDP Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	39.89%	40.59%	37.88%
Cypress	26.03%	25.57%	26.40%
Wilshire	31.86%	30.13%	29.67%
Offsite	2.22%	3.71%	6.05%
Total	100.00%	100.00%	100.00%

HSDP Student Ethnicity

Most of the students (64%) in HSDP are Hispanic or Latino (Table 29). The proportion of White students in HSDP are much closer to the proportion of Asian students. This differs from overall NOCE demographics where proportion of White students is larger than proportion of Asian students.

Table 29

Ethnicity of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
American Indian or Alaska Native	0.27%	0.24%	0.38%
Asian	11.17%	11.01%	11.36%
Black or African American	4.02%	3.84%	3.78%
Hispanic or Latino	63.36%	64.23%	63.53%
Native Hawaiian or Pacific Islander	0.37%	0.56%	0.54%
Other or Unknown	2.54%	2.11%	2.42%
Two or More	6.05%	6.18%	6.00%
White	12.22%	11.83%	11.99%
Total	100.00%	100.00%	100.00%

HSDP Student Gender

Similar to NOCE's overall student population, more females (59%) are enrolled in HSDP compared to males (Table 30). Over the three years, the proportion of females has increased, and the proportion of males has decreased by more than 3%.

Table 30

Gender of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
Female	55.83%	58.56%	59.34%
Male	42.57%	39.67%	38.78%
Unknown	1.60%	1.77%	1.88%
Total	100.00%	100.00%	100.00%

HSDP Student Age

Table 31 presents the age of students enrolled in HSDP. More than one third of students served by HSDP are in the 18 to 24 years of age (37%) group, which is three times more than NOCE overall proportion (11% in 2016-17). The DSS program and HSDP are the only two instructional programs at NOCE that serve a higher proportion of students in the 18 to 24 year age bracket as compared to other age categories. As expected, the proportion of students 55 years of age or older was much smaller in HSDP compared to the NOCE overall student population.

Table 31

Age of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
0-17 Years	0.66%	0.54%	0.59%
18-24 Years	43.43%	40.06%	36.79%
25-34 Years	30.06%	30.70%	30.20%
35-44 Years	12.57%	13.60%	15.27%
45-54 Years	8.76%	9.67%	10.84%
55+ Years	4.47%	5.39%	6.31%
Unknown	0.06%	0.04%	0.00%
Total	100.00%	100.00%	100.00%

HSDP Student Educational Goals

One third of the HSDP students identified their education goal to earn their high school diploma (Table 32). However, for close to a quarter of the students, the goal is to transfer to a college or university or complete a degree. Some of the HSDP students identified exploring career options as their goal, and the proportion of those identified this goal has increased over the years.

Table 32

Educational Goals of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
Transfer Seeking	**19.19%**	**19.37%**	**18.53%**
Degree Seeking	4.53%	4.59%	4.30%
Certificate Seeking	2.52%	2.84%	2.31%
Diploma Seeking	**32.29%**	**31.57%**	**30.41%**
Basic Skills	7.36%	6.83%	8.71%
Skills Builder	3.14%	3.77%	3.98%
Educational Enrichment	2.81%	2.46%	3.19%
Career Exploration	**8.53%**	**9.80%**	**11.00%**
Undecided	5.66%	5.54%	5.66%
Unknown	13.96%	13.23%	11.92%
Total	100.00%	100.00%	100.00%

Lifeskills Education Advancement Program (LEAP)

LEAP Enrollments by Campus Location

For the suitability of the community, most of LEAP courses are offered at offsite locations. About 10% of the LEAP course enrollments were at the three main sites, and the proportion of enrollments over the campus locations has been consistent over the three years (Table 33).

Table 33

LEAP Enrollments by Campus Location

	2014-15 (N=79,356)	2015-16 (N=80,151)	2016-17 (N=83,204)
Anaheim	3.87%	3.84%	3.49%
Cypress	4.59%	4.16%	4.28%
Wilshire	2.04%	2.42%	2.41%
Offsite	**89.50%**	**89.58%**	**89.82%**
Total	100.00%	100.00%	100.00%

LEAP Student Ethnicity

Over one-third of the students in LEAP are White, which is a higher proportion compared to NOCE overall, which serves about 25% White students (Table 34). For 2016-17, about a quarter of LEAP students did not identify their ethnicity, which has increased by over 5% from 2014-15 to 2016-17. The proportion of Asian and Hispanic or Latino students in the LEAP program are relatively similar, which has been decreasing over the years.

Table 34

Ethnicity of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
American Indian or Alaska Native	0.20%	0.23%	0.18%
Asian	17.89%	18.48%	17.41%
Black or African American	1.70%	1.84%	1.73%
Hispanic or Latino	17.02%	16.53%	16.08%
Native Hawaiian or Pacific Islander	0.27%	0.36%	0.33%
Other or Unknown	18.84%	20.52%	24.50%
Two or More	2.35%	2.48%	2.04%
White	41.73%	39.57%	37.73%
Total	100.00%	100.00%	100.00%

LEAP Student Gender

Over two-thirds of the LEAP student are female, and the ratio of female to male has remained consistent across the three years (Table 35). The proportion of unknowns has increased over the three years, while the proportions of female and male has decreased slightly.

Table 35

Gender of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
Female	68.33%	68.43%	68.28%
Male	26.53%	25.94%	25.29%
Unknown	5.14%	5.63%	6.43%
Total	100.00%	100.00%	100.00%

LEAP Student Age

LEAP courses range from Kids' College courses to the Older Adult Program, and serve people of all age groups. Most of the students in LEAP are 55 and older, the proportion has increased from 2014-15 to 2016-17 (Table 36). The second largest group is students younger than 18 years of age, which has decreased over the years. About 11% of the students in 2016-17 were between 25 years of age to 44.

Table 36

Age of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
0-17 Years	14.94%	12.80%	10.43%
18-24 Years	1.90%	2.15%	1.85%
25-34 Years	4.91%	5.50%	5.58%
35-44 Years	4.76%	5.09%	5.35%
45-54 Years	4.20%	4.45%	3.93%
55+ Years	**69.16%**	**69.90%**	**72.78%**
Unknown	.12%	.12%	.07%
Total	100.00%	100.00%	100.00%

LEAP Student Educational Goals

Given that majority of the LEAP students are older adults or minors, over half of the students did not identify their educational goal (Table 37). LEAP provides a variety of educational and lifestyle enrichment courses, and as expected, most students who identified their education goal indicated educational enrichment as the reason for attending NOCE.

Table 37

Educational Goals of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
Transfer Seeking	2.48%	2.73%	2.65%
Degree Seeking	0.60%	0.66%	0.69%
Certificate Seeking	0.49%	0.52%	0.64%
Diploma Seeking	1.56%	1.49%	1.31%
Basic Skills	3.31%	3.36%	3.26%
Skills Builder	2.36%	2.66%	2.65%
Educational Enrichment	**20.97%**	**21.71%**	**21.41%**
Career Exploration	3.03%	3.39%	3.20%
Undecided	11.72%	11.32%	11.49%
Unknown	**53.48%**	**52.17%**	**52.70%**
Total	100.00%	100.00%	100.00%

Chapter 3: Academic Profile

This chapter will examine the academic profiles of NOCE students. It will include all indicators that evaluate the achievements of NOCE's students and their progress toward their own personal academic goals.

Hours Completed

Hours completed is the sum of attendance hours aggregated by student for a given year. For this report, average hours completed by students were calculated for the last three years. The total number of hours completed by each student within an academic year was summed, and an average was taken for NOCE as a whole and within each program. Hours were combined for a student for both course instruction and any time spent in learning centers or business/computer lab. Hours completed is a useful measure to examine student attendance patterns to evaluate institutional effectiveness, which is the first goal listed in the WASC Action Plan. Since the hours completed indicator is based on the average hours completed by students, it might be impacted by students who put in more hours, thus, for future analysis, the median hours completed by students will be explored.

Hours Completed by NOCE Overall

On average, NOCE students completed about 80 hours of instruction and lab work within an academic year (Table 38). The number of hours completed by students increased slightly from 2014-15 to 2015-16, but decreased in the following year.

Table 38

Average Number of Hours Completed by NOCE Students

	2014-15	2015-16	2016-17
NOCE Overall Headcount	34,642	32,563	31,641
Hours Completed	85.24	85.92	82.69

Ethnicity

Table 39 presents average hours completed by different ethnic groups at NOCE. Hispanic or Latino students had the highest average hours completed for 2014-15 and 2015-16; however, Asian students completed more hours than Hispanic or Latino students in 2016-17. The average hours completed by Asian students has increased over the three years; whereas, it has decreased for Hispanic or Latino students.

Table 39

Average Number of Hours Completed by NOCE Students by Ethnicity

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
American Indian or Alaska Native	70.19	59.03	63.71
Asian	87.50	89.68	**92.83**
Black or African American	77.85	82.30	82.85
Hispanic or Latino	**95.65**	**92.84**	89.30
Native Hawaiian or Pacific Islander	72.47	65.78	86.28
Other or Unknown	74.91	75.06	65.99
Two or More	77.01	77.81	86.93
White	73.99	79.18	86.93
NOCE Overall	85.24	85.92	82.69

Gender

Females consistency had the higher average hours completed than males for the three years (Table 40). While the average hours completed increased for both males and females from 2014-15 to 2015-16, it decreased in the following year for both. Compared to the average of all NOCE students, females completed more hours.

Table 40

Average Number of Hours Completed by NOCE Students by Gender

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Female	**88.15**	**88.52**	**84.58**
Male	81.01	82.03	80.28
Unknown	71.60	74.68	72.06
NOCE Overall	85.24	85.92	82.69

Hours Completed by Career Technical Education (CTE)

Over the three years, the number of students enrolled in the CTE program has decreased by 22%; however, the average hours of attendance completed by CTE students has increased by 10 hours over the three-year period (Table 41).

Table 41

Average Number of Hours Completed by CTE Students

	2014-15	**2015-16**	**2016-17**
CTE Headcount	4,504	3,861	3,502
Hours Completed	73.63	77.95	84.33

Ethnicity

Even though American Indian or Alaska Native and Native Hawaiian or Pacific Islander student groups had the highest average attendance hours completed, these two groups consist of less than 15 students each. Comparing the attendance hours of a small sample to a group as large as 1,500 Hispanic or Latino students would not be accurate. Out of the five largest ethnic groups in the CTE program (Asian, Black or African American, Hispanic or Latino, Two or More, and White), Asian students had the highest hours completed across the last three years (Table 42).

Table 42

Average Number of Hours Completed by CTE Students by Ethnicity

	2014-15 (N=4,504)	**2015-16 (N=3,861)**	**2016-17 (N=3,502)**
American Indian or Alaska Native	88.75	89.10	68.38
Asian	**84.81**	**85.27**	**98.57**
Black or African American	59.07	81.96	88.09
Hispanic or Latino	73.64	75.66	81.24
Native Hawaiian or Pacific Islander	57.25	48.82	122.53
Other or Unknown	48.21	71.98	57.96
Two or More	77.35	78.82	75.87
White	64.93	74.79	79.79
CTE Overall	73.63	77.95	84.33

Gender

Females completed more attendance hours in the CTE program compared to males (Table 43). The average hours completed has increased for females and the unknowns. Males have consistently completed around 60 to 65 hours in the CTE program across the three years.

Table 43

Average Number of Hours Completed by CTE Students by Gender

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Female	**78.87**	83.37	91.04
Male	61.43	64.48	64.30
Unknown	75.62	**84.76**	**104.16**
CTE Overall	73.63	77.95	84.33

Hours Completed by Disability Support Services (DSS)

The students in the DSS program completed over 200 attendance hours in each of the academic years (Table 44). While the number of students in the program decreased, the hours completed increased, which is the same trend seen in the CTE program.

Table 44

Average Number of Hours Completed by DSS Students

	2014-15	2015-16	2016-17
DSS Headcount	949	882	763
Hours Completed	226.67	247.83	269.32

Ethnicity

Like the CTE program, hours completed were compared across the five largest ethnic groups in the DSS program (Asian, Black or African American, Hispanic or Latino, Two or More, and White). In 2014-15, Hispanic or Latino students completed more hours in the DSS program; whereas, in the following years, students who identified with Two or More ethnic groups completed more hours (Table 45).

Table 45

Average Number of Hours Completed by DSS Students by Ethnicity

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
American Indian or Alaska Native	N/A	162.92	185.50
Asian	281.76	278.69	326.46
Black or African American	200.11	214.69	197.02
Hispanic or Latino	**298.23**	286.77	296.46
Native Hawaiian or Pacific Islander	135.43	390.31	438.65
Other or Unknown	112.70	123.71	157.27
Two or More	272.93	**365.69**	**429.29**
White	207.99	244.71	234.73
DSS Overall	226.67	247.83	269.32

Gender

DSS program serves more male students than females hence average hours completed by males were greater than females across the three years (Table 46).

Table 46

Average Number of Hours Completed by DSS Students by Gender

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Female	199.36	220.76	229.71
Male	251.84	272.53	297.66
Unknown	116.73	133.30	215.60
DSS Overall	226.67	247.83	269.32

Hours Completed by English as a Second Language (ESL)

Table 47 shows the average number of hours completed by the students in the ESL program. Both the number of students and attendance hours completed by ESL students has decreased over the years for the ESL program.

Table 47

Average Number of Hours Completed by ESL Students

	2014-15	2015-16	2016-17
ESL Headcount	10,460	9,939	9,072
Hours Completed	120.61	115.26	112.60

Ethnicity

Students who identified with Two or More ethnic groups completed higher attendance hours than other groups for 2014-15 and 2016-17 (*Table* 48). However, Black or African American students completed more hours in 2015-16. Native Hawaiian or Pacific Islander and American Indian or Alaska Native groups consistently had low attendance hours compared to others, and it could due to their small sample size in the ESL program.

Table 48

Average Number of Hours Completed by ESL Students by Ethnicity

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
American Indian or Alaska Native	89.17	72.17	33.00
Asian	124.12	121.93	120.07
Black or African American	120.57	**131.21**	109.26
Hispanic or Latino	120.38	112.87	109.21
Native Hawaiian or Pacific Islander	88.33	87.75	105.55
Other or Unknown	108.84	107.04	108.13
Two or More	**131.86**	118.93	**120.67**
White	120.75	120.43	120.60
ESL Overall	120.61	115.26	112.60

Gender

There are more females in the ESL program than males, and consistently, females completed more attendance hours compared to males (Table 49). The average number of hours completed by both males and females has decreased over the three years.

Table 49

Average Number of Hours Completed by ESL Students by Gender

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
Female	**127.75**	**121.10**	**118.24**
Male	108.35	105.22	102.69
Unknown	106.95	102.18	102.91
ESL Overall	120.61	115.26	112.60

Hours Completed by High School Diploma and GED/HiSET Preparation Program (HSDP)

Like other programs, HSDP also had a decrease in the student headcount. The program also saw a decrease in the hours completed (Table 50). HSDP is the only program with lower than 50 average hours completed by students in an academic year. This might be due to the structure of the HSDP courses, which are open lab setting and self-paced.

Table 50

Average Number of Hours Completed by HSDP Students

	2014-15	**2015-16**	**2016-17**
HSDP Headcount	4,877	4,641	4,420
Hours Completed	42.24	40.21	38.27

Ethnicity

The total attendance hours completed by HSDP students ranged anywhere from 15 to 52 hours. Black or African American students completed the most hours in 2015-16 and 2016-17 (Table 51).

Table 51

Average Number of Hours Completed by HSDP Students by Ethnicity

	2014-15 (N=4,877)	**2015-16 (N=4,641)**	**2016-17 (N=4,420)**
American Indian or Alaska Native	30.31	24.55	37.29
Asian	31.36	30.70	38.50
Black or African American	44.52	**51.10**	**52.39**
Hispanic or Latino	46.79	43.19	37.66
Native Hawaiian or Pacific Islander	**48.47**	24.88	33.17
Other or Unknown	22.12	15.84	22.10
Two or More	43.17	41.80	47.60
White	32.06	34.12	35.85
HSDP Overall	42.24	40.21	38.27

Gender

Males completed more hours than females in the two years prior to 2016-17 (Table 52). However, in 2016-17, females had slightly more hours completed than males.

Table 52

Average Number of Hours Completed by HSDP Students by Gender

	2014-15 (N=4,877)	**2015-16 (N=4,641)**	**2016-17 (N=4,420)**
Female	40.67	39.98	**38.63**
Male	**44.52**	**40.76**	38.02
Unknown	36.51	35.39	31.80
HSDP Overall	42.24	40.21	38.27

Hours Completed by Lifeskills Education Advancement Program (LEAP)

LEAP is the largest program at NOCE, both in terms of number of students served and their course enrollments. However, the average attendance hours completed is much lower compared to the CTE, DSS, and ESL programs (Table 53). This could be due to the length of the LEAP courses compared to other programs. Some LEAP courses are as short as 10 hours of instructional time per term. The shorter courses might have brought the average down for LEAP.

Table 53

Average Number of Hours Completed by LEAP Students

	2014-15	2015-16	2016-17
LEAP Headcount	16,069	15,473	16,087
Hours Completed	58.43	61.04	57.60

Ethnicity

The two largest groups served by LEAP are White and Other or Unknown. The group that completed the highest average hours across the three years fluctuated. American Indian or Alaska Native students completed the highest hours in 2014-15, however, students who indicated other race or did not provide their ethnicity completed highest hours in 2015-16. The White student group completed more hours than other groups in 2016-17 (Table 54).

Table 54

Average Number of Hours Completed by LEAP Students by Ethnicity

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
American Indian or Alaska Native	**74.42**	50.72	60.41
Asian	47.70	51.54	54.41
Black or African American	51.48	46.77	47.64
Hispanic or Latino	47.61	51.67	49.55
Native Hawaiian or Pacific Islander	58.90	48.50	50.28
Other or Unknown	68.40	**68.63**	60.48
Two or More	32.28	34.77	33.87
White	64.60	67.92	**62.47**
LEAP Overall	58.43	61.04	57.60

Gender

On average, females completed more hours than males across the three years. In 2016-17, females completed close to 20% more hours than males (Table 55).

Table 55

Average Number of Hours Completed by LEAP Students by Gender

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
Female	62.78	65.14	60.86
Male	47.41	50.52	48.98
Unknown	57.36	59.80	56.66
LEAP Overall	58.43	61.04	57.60

Course Retention

Course retention is defined as a student being enrolled in a course and retained until the end of the term, regardless of passing or not passing the course. Course retention measures the effectiveness of the institution in ensuring students remain in class, thereby increasing the chances of student completion of coursework in any given course, furthering the student's progress toward their educational pathway; thus, this indicator aligns with the institutional effectiveness and educational pathways WASC Action Plan Goals.

Inspired by the CCCCO definition of retention[5], a student is considered as retained in a course at the end of term if the student receives a valid evaluative grade at the end of a term. Due to the open-ended and rolling nature of ESL, HSDP, and Older Adults courses, a student was also considered retained if the student received a grade indicator of "NG" but continued to enroll in the same course in the subsequent term. Furthermore, the registration status code for a course enrollment in the student accounting system must indicate that the student is still registered in a course.

$$\text{Course Retention} = \frac{Registration\ Status\ Code\ of\ RE\ or\ RW\ with\ Grade\ of\ A,B,C,D,F,NP,P,SP,NG}{Enrollment}$$

Note: Grades of "NG" are only included for the ESL, HSDP, and Older Adults programs and only if the student registers for the same course in the subsequent term

It must be noted that enrollments from Kids' College courses, Orientation, Assessment, Learning Centers, Business/Computer Lab, and any courses wherein no grades were awarded during that year were excluded from the denominator. This is due to the inability to determine whether a student is retained in these courses since there are no evaluative symbols for these courses. Furthermore, enrollments in courses that were cancelled after starting were also removed from the denominator since they are not reflective of a student's intent or behavior. As presented in Table 56, about 16% of the course enrollments in 2014-15, 2015-16, and 13% in 2016-17 met the exclusion criteria. The remaining course enrollments were included in the denominator for the course retention rate calculation. The proportion of course enrollments with grades has increased over the past three years. This helps with providing an accurate picture of the NOCE student retention.

Table 56

Number of Course Enrollments with a Grade

	2014-15	**2015-16**	**2016-17**
Total Enrollments	151,483	144,815	141,782
Course Enrollments with a Grade	126,635	122,268	123,934
Proportion of Course Enrollments with a Grade	83.60%	84.43%	87.41%

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[5] California Community Colleges Chancellor's Office Management Information System Data Mart. (2013). Retrieved from http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

NOCE Overall Course Retention

About 85% of students have consistently been retained in courses in the last three years. Table 57shows that over the past three years, summer terms have seen the highest retention rates, about five percentage points higher than the retention rates of the primary terms. This may be because students who elect to forgo their summer break and enroll in classes are more dedicated and thus more likely to remain until the end of the class. Interestingly, during the 2015-16 academic year, retention rates displayed a consistent increase between the fall and spring terms. At the time of the writing of this report, the course retention rate is unavailable for the 2017 Spring Term as 2017 Fall Term data is still currently being compiled and processed. The 2017 Fall data is required for the calculation of whether students who did not receive evaluative grades in certain programs in the 2017 Spring Term continued their coursework in the same course in the subsequent term. As such, calculating retention with data currently available would provide an incomplete picture of spring student retention, thus its exclusion from this table.

Table 57

NOCE Students' Course Retention

	Summer	Fall	Winter	Spring
Academic Year 2014-15				
N	23,196	34,657	35,061	33,721
Course Retention	21,295	29,507	29,506	28,380
Course Retention Rate	91.80%	85.14%	84.16%	84.16%
Academic Year 2015-16				
N	22,988	33,725	33,262	32,293
Course Retention	20,778	28,967	28,854	28,266
Course Retention Rate	90.39%	85.89%	86.75%	87.53%
Academic Year 2016-17				
N	24,307	34,012	33,900	N/A
Course Retention	21,657	29,076	28,469	N/A
Course Retention Rate	89.10%	85.49%	83.98%	N/A

Ethnicity

Figure 1 illustrates the course retention rates for the five largest ethnic groups at NOCE. Retention rates for all ethnicities can be found in the appendix (see Appendix Tables 36, 37, and 38). Across the three years, students of Other or Unknown ethnicity usually had the highest course retention rates. Of students whose ethnicity is known, White students had the highest course retention rates compared to other ethnic groups and were consistently retained at rates higher than NOCE overall. Hispanic or Latino students usually had the lowest course retention rates amongst all for the three years. Outside of the drop in retention rates between the 2014 Summer Term and the 2014 Fall Term, Asian students had the most consistent retention patterns, retained at a rate of about 85% between the 2014-15 and 2016-17 academic years. Native Hawaiian or Pacific Islander students saw the most variation in their course

retention patterns, ranging from having the lowest retention rate in the 2014 Fall Term (71%) to the highest retention rate in the 2017 Winter Term (92%).

Figure 1. NOCE Course Retention Rates by Ethnicity
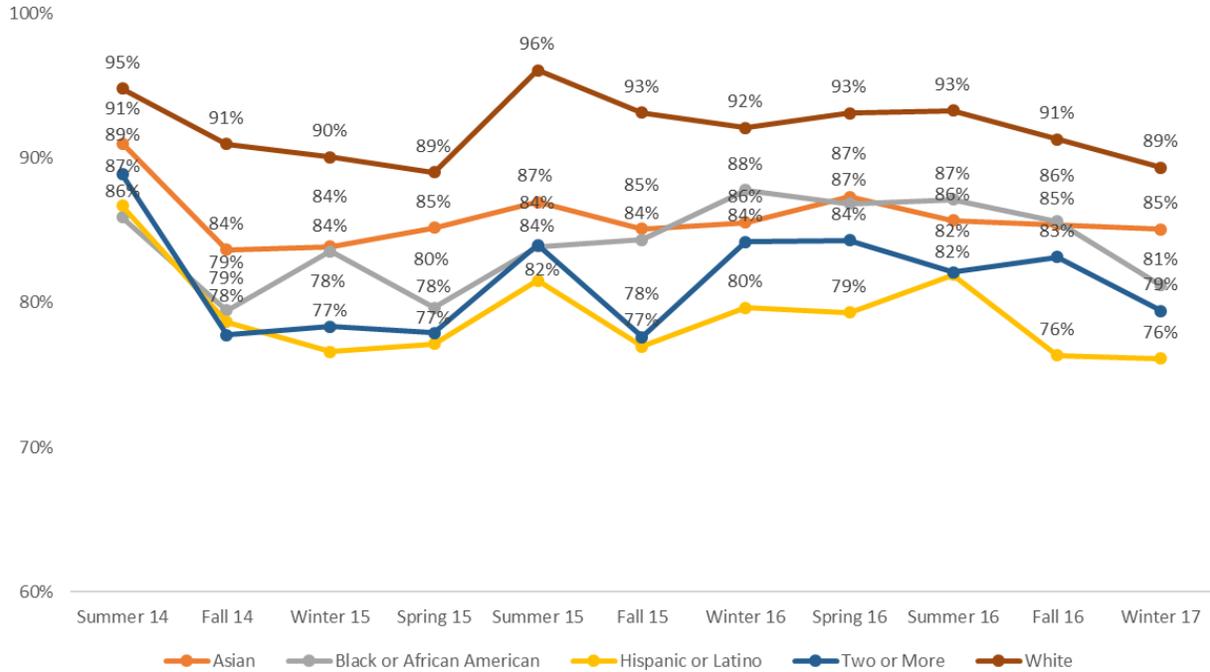
Gender

Compared to males, females consistently had higher course retention rates (Figure 2). However, students with missing gender information had the highest retention rates. The retention patterns for all three gender groups followed the same trends across all three years. That is, all groups either saw an increase or a decrease in their retention rates compared to the prior term. The only exception to this is during the 2015 Spring Term where both females and unknowns saw an increase in their retention rates, whereas the male retention rate experienced a slight decrease compared to the 2015 Winter Term.

Figure 2. NOCE Course Retention Rates by Gender
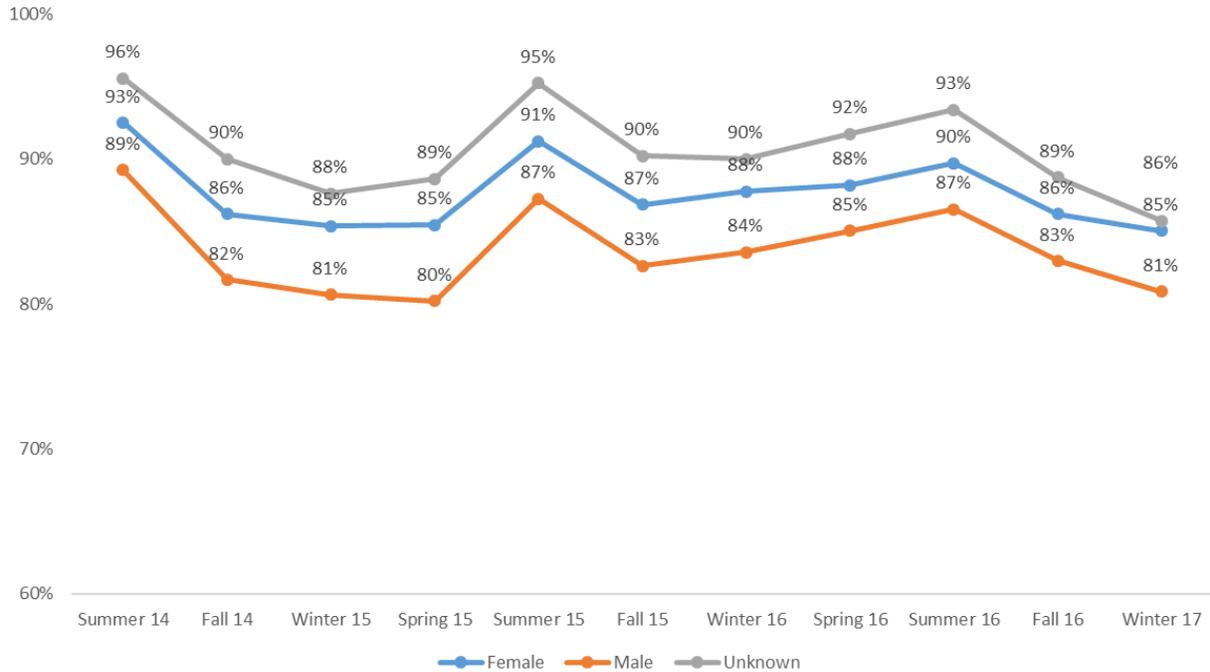
Course Retention by Program

When examining course retention by program, some disparity is seen in the retention rates across the programs. As shown in Figure 3, the LEAP program has the highest course retention rates among NOCE programs, followed by the DSS program. LEAP retention is high and remains mostly consistent, possibly due to the leisurely nature of LEAP courses. However, the DSS program experiences large fluctuations in its course retention rates, ranging from as high as 98% to as low as 64%. The reason for this variance is unknown at this time and will be explored later. NOCE's three major academic programs have lower course retention rates. The course retention rates for CTE have remained steady, showing some increase since the 2014 Summer Term. Except for the 2014 Summer Term, ESL, too, has seen steady course retention rates. The High School Diploma Program has seen the lowest course retention rates, likely due to the open lab nature of HSDP courses.

Figure 3. NOCE Course Retention Rates by Program
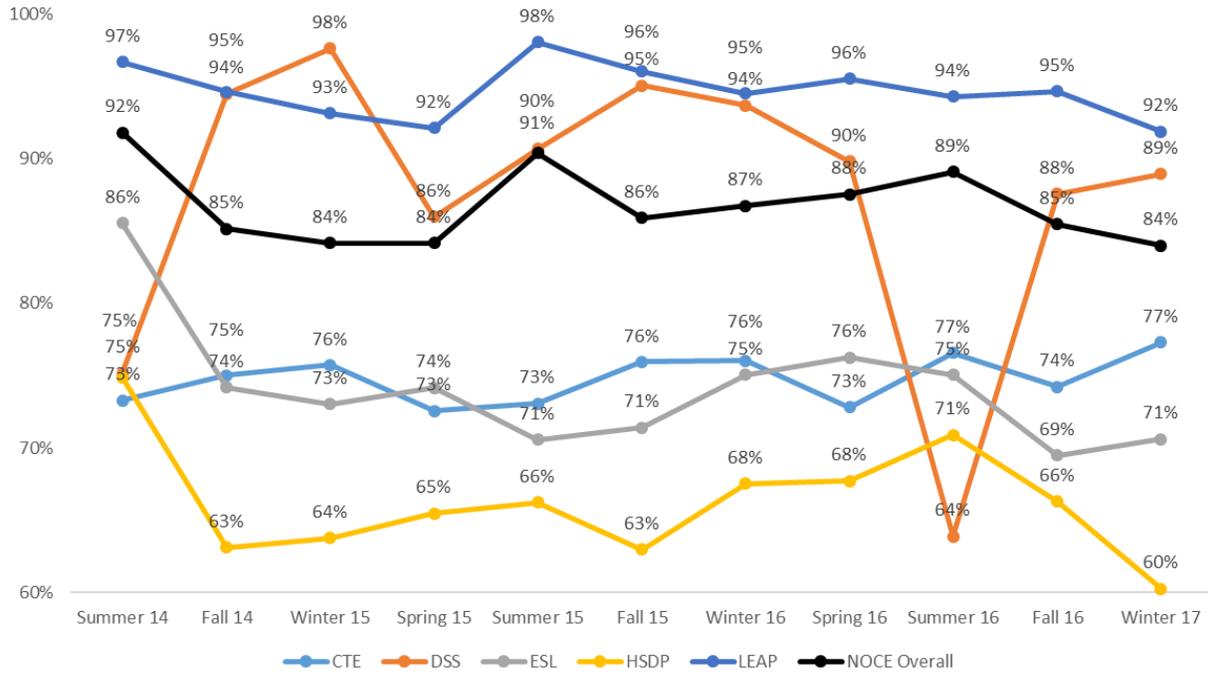
Course Success

The development and reporting of noncredit student success indicators is one of the WASC Action Plan areas of focus for NOCE. Course success examines the success rates of NOCE students across the institution and the different programs. Goal 2 of WASC Action Plan focuses on increasing the likelihood of student success, and this metric, course success rates, provide a measure of how well NOCE students are performing in their courses. However, not all courses offered at NOCE are graded, thus, course success rates were calculated only out of courses in which grades were awarded in each year, as discussed in the course retention section. Course success is defined by a student receiving a final grade of A, B, C, D, Pass (P), or Satisfactory Progress (SP) in courses where grades were awarded. The definition is adapted from the CCCCO definition of course success[6], and modified to include the evaluative grade of SP, which is a progress indicator. HSDP is the only program that assigns A through F grades, and to align with the K-12, a grade of "D" is considered passing.

$$\text{Course Success} = \frac{A,B,C,D,P,SP}{Enrollment}$$

NOCE Overall Course Success

About three-fourths of the students have consistently been successful in the last three years (Table 58). Course success has steadily improved for NOCE students with an increase of 4% from 2014-15 to 2016-17.

Table 58

NOCE Students' Course Success

	2014-15	2015-16	2016-17
Course Enrollments with a Grade	126,635	122,268	123,934
Success	93,862	93,692	96,529
Success Rate	74.12%	76.63%	77.89%

Ethnicity

Figure 4 illustrates the success rates for all ethnic groups at NOCE. Across the three years, White students had the highest success rates compared to other ethnic groups and NOCE overall. Hispanic or Latino students had the lowest success rates amongst all for the three years. Native Hawaiian or Pacific Islander students had the highest increase, 11%, in their success rates from 2014-15 to 2016-17.

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[6] California Community Colleges Chancellor's Office Management Information System Data Mart. (2013). Retrieved from http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Figure 4. NOCE Success Rates by Ethnicity
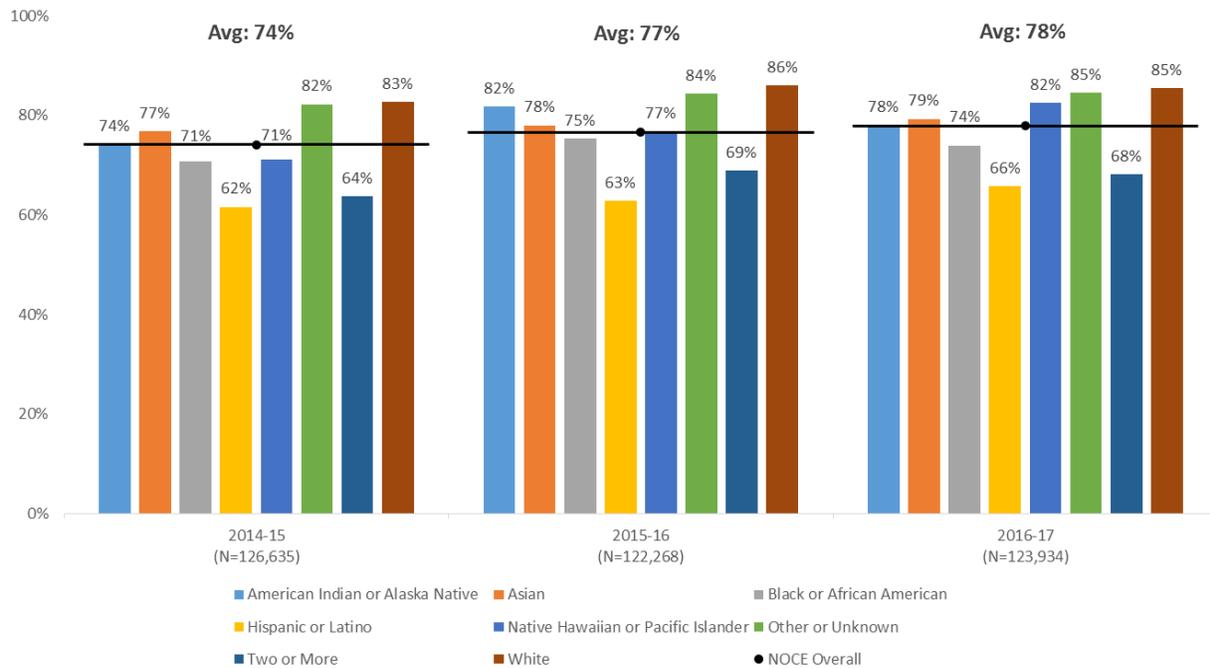
Gender

Compared to males, females consistently had higher success rates (Figure 5). However, students with missing demographic information had the highest success rates. There was an increase in the success rates for all groups across the three years, but males had the largest increase, 6% from 2014-15 to 2016-17.

Figure 5. NOCE Success Rates by Gender
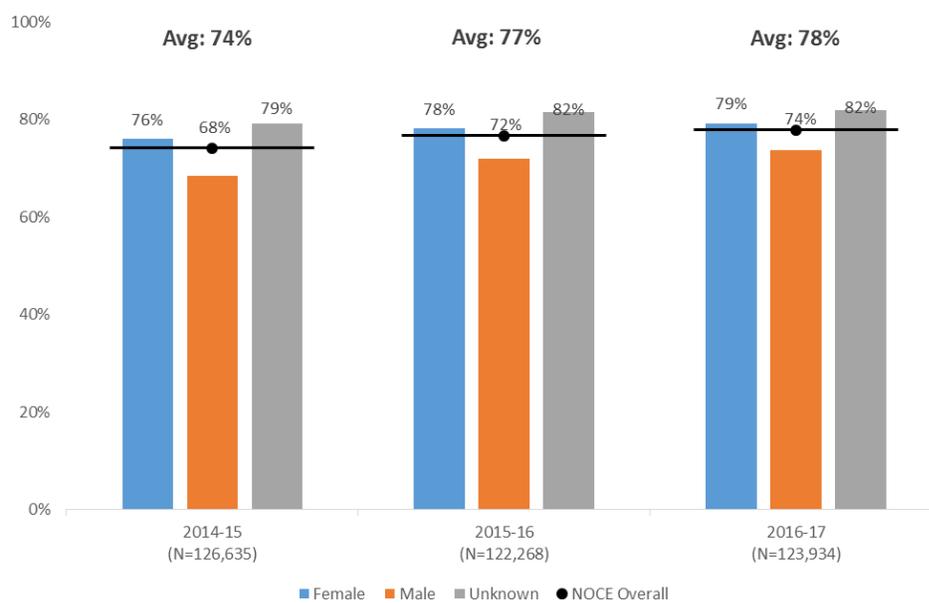
Career Technical Education (CTE) Course Success

While the course enrollments have decreased over the years, the success rate of students in the CTE program has increased. Like NOCE overall, CTE success rates increased by 4%. CTE success rates are 10% lower than the NOCE overall success rates (Table 59).

Table 59

CTE Students' Course Success

	2014-15	2015-16	2016-17
CTE Course Enrollments with a Grade	9,954	8,841	8,476
Success	6,287	5,652	5,694
Success Rate	63.16%	63.93%	67.18%

Ethnicity

Asian students had the highest success rates in CTE courses across the years; whereas, Black or African American students had the highest increase, 14%, in their success rates (Figure 6). Native Hawaiian or Pacific Islander students had a big drop in their success rates in 2015-16, which improved by 34% in the following year.

Figure 6. CTE Success Rates by Ethnicity
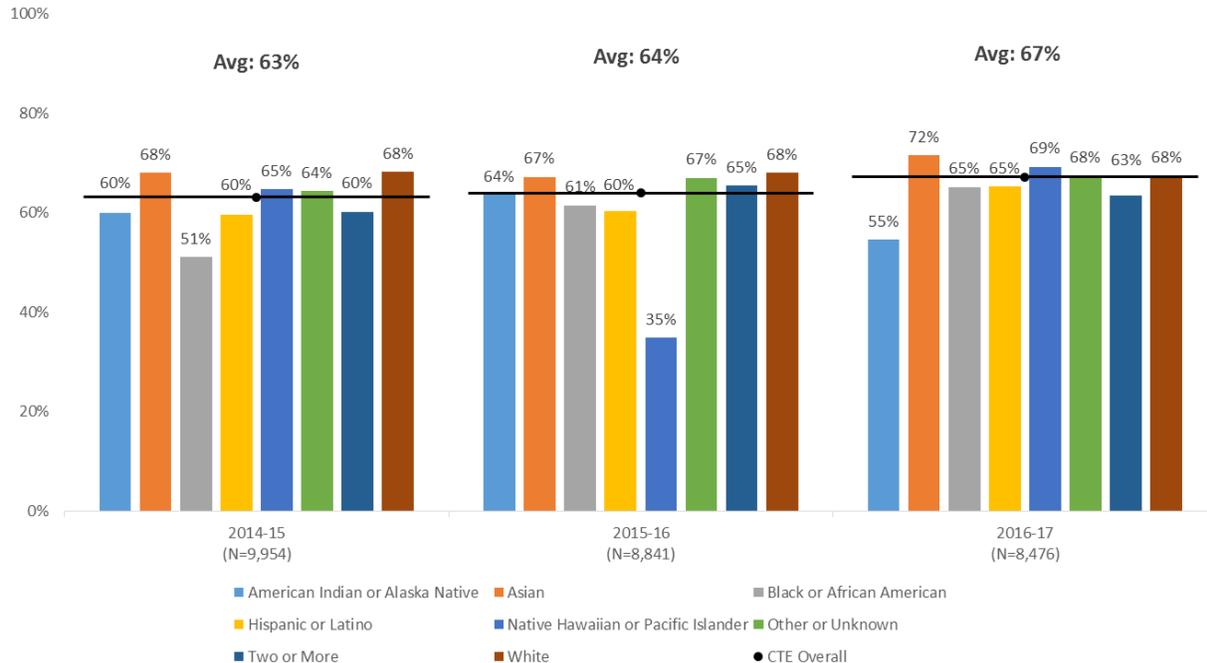
Gender

Females and males had relatively similar success rates across the years, which increased consistently over the years (Figure 7). However, students in unknown category had the largest success rates.

Figure 7. CTE Success Rates by Gender
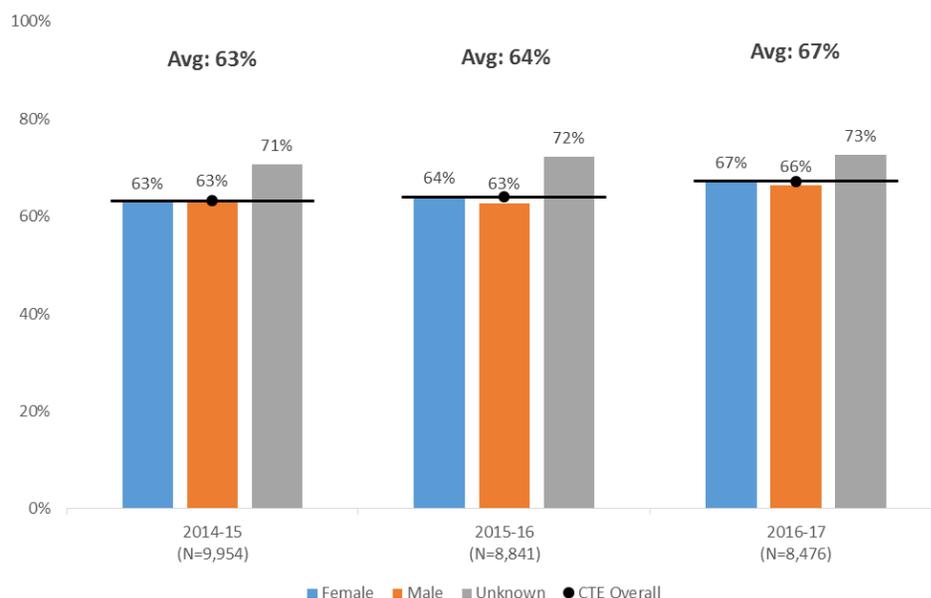
Disability Support Services (DSS) Course Success

Compared to 2014-15, there was an increase in the DSS course enrollments that received a grade in 2015-16, which dipped in 2016-17. The success rates of students in the DSS program are much higher than NOCE overall; however, there is a big decline in the success rates from 2015-16 to 2016-17 (Table 60).

Table 60

DSS Students' Course Success

	2014-15	2015-16	2016-17
DSS Course Enrollments with a Grade	3,582	4,093	3,990
Success	3,133	3,603	3,185
Success Rate	87.47%	88.03%	79.82%

Ethnicity

There were no American Indian or Alaska Native students in the DSS program in 2014-15, and the group size is much smaller for the following years compared to rest of the ethnic groups (Figure 8). It would not be accurate to compare success rates of American Indian or Alaska Native students to rest of the groups, considering their success rates are much smaller. Out of the rest of the groups, Native Hawaiian or Pacific Islander students had the highest success rates in 2014-15 and 2016-17, and are the only group with an increase in their success rates from 2015-16 to 2016-17. Almost all groups had declining success rates from 2015-16 to 2016-17.

Figure 8. DSS Success Rates by Ethnicity
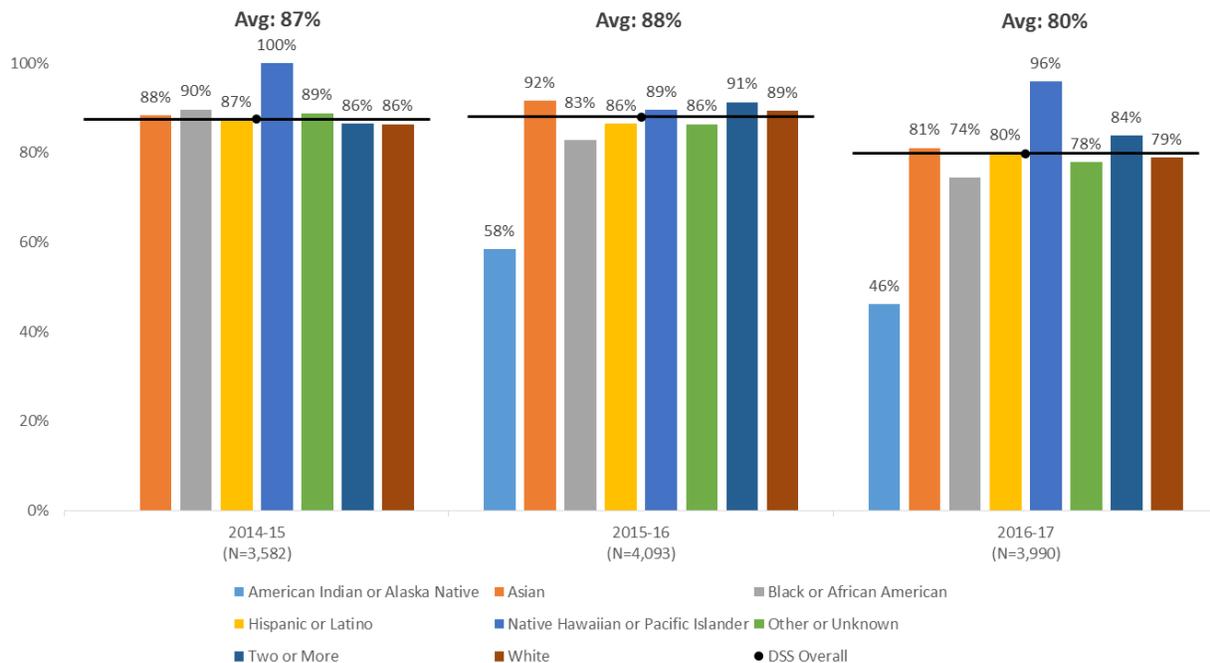
Gender

Unlike the overall and other programs, males had higher success rates than females across the three years (Figure 9). The overall average success for the DSS program was also greater than females' success rates.

Figure 9. DSS Success Rates by Gender
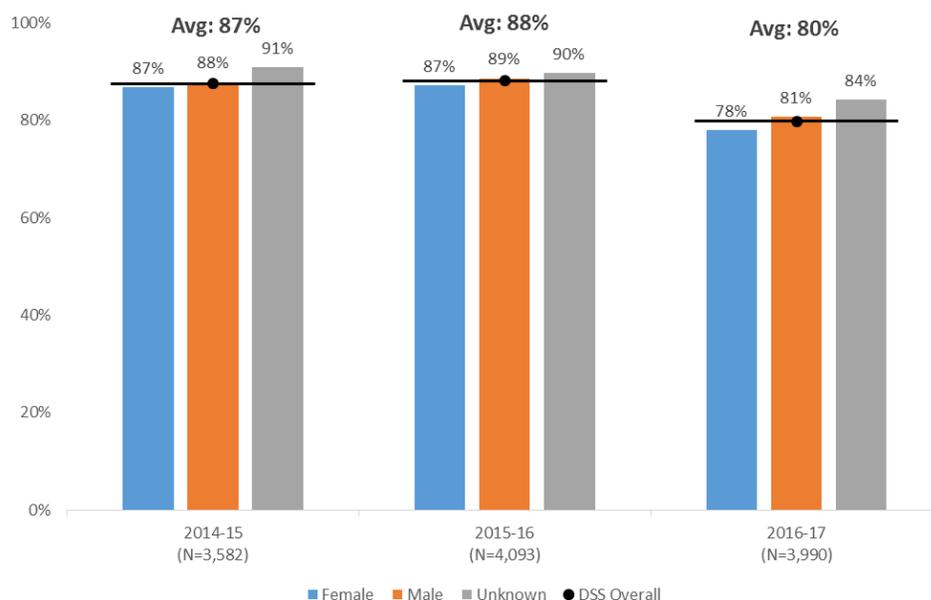
English as a Second Language (ESL) Course Success

Like the CTE program, ESL success rates are in the 60s. While the ESL course enrollments decreased over the years, the success rates for ESL students increased steadily (Table 61).

Table 61

ESL Students' Course Success

	2014-15	**2015-16**	**2016-17**
ESL Course Enrollments with a Grade	30,769	26,866	24,404
Success	19,624	16,911	16,169
Success Rate	63.78%	62.95%	66.26%

Ethnicity

The success rates for American Indian or Alaska Native students decreased tremendously from 2014-15 to 2015-16; however, these rates are based on a small sample size (Figure 10). One should use caution when comparing the success rates of this group amongst others. White and other student groups consistently had increase in their success rates, while other groups' rates fluctuated. Black or African American students had a 10% increase from 2014-15 to 2015-16, but their success rates decreased by 5% in the following year. A similar trend occurred for Native Hawaiian or Pacific Islander group.

Figure 10. ESL Success Rates by Ethnicity
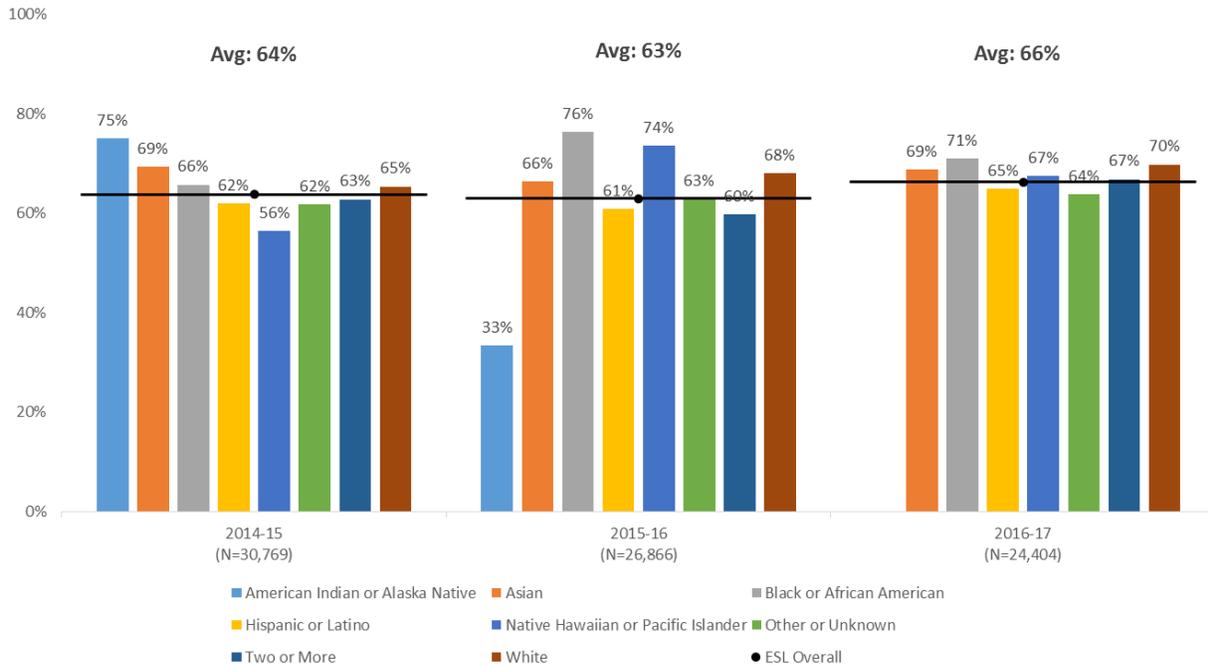
Gender

Females consistently had higher success rates than males and unknowns for the three years (Figure 11). Their success rates were also higher than the overall ESL program. The success rates for females dropped from 2014-15 to 2015-16, but increased by 3% in the following year; whereas, males had an increase of 6% in their success rates from 2014-15 to 2016-17.

Figure 11. ESL Success Rates by Gender
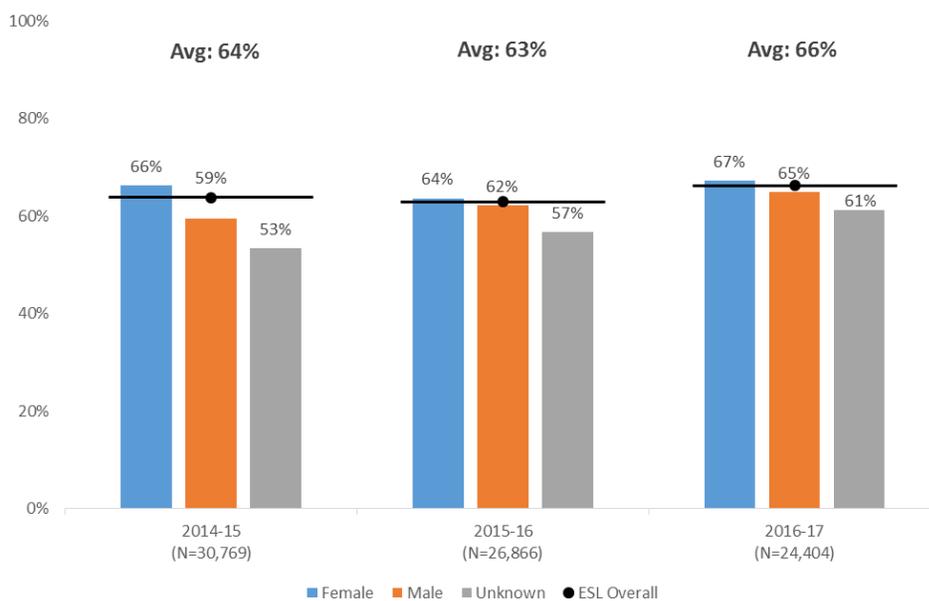
High School Diploma and GED/HiSET Preparation Program (HSDP) Course Success

HSDP courses are self-paced and students receive a final evaluative grade ("A" through "F") only after completing all the required modules for a course. Students who do not complete a course in a term receive an "NG" grade. Some students take more than one term to complete a course; therefore, they do not receive an evaluative grade until course completion and cannot be deemed successful at the end of the term. Students who receive an "NG" grade cannot be considered successful because no measure of success is provided. Thus, HSDP had the lowest success rates compared to NOCE overall and all other programs (Table 62). To measure the progress of HSDP students, it is recommended that some sort of evaluation symbols such as "SP" are awarded to students at the end of each term. This will help identify students who are making progress toward the completion of the course.

Table 62

HSDP Students' Course Success

	2014-15	2015-16	2016-17
HSDP Course Enrollments with a Grade	9,039	8,089	7,528
Success	2,112	2,232	2,369
Success Rate	23.37%	27.59%	31.47%

Ethnicity

Asian students had the highest success rates in 2014-15 and 2015-16; whereas, Black or African Americans students performed better that other groups in 2015-16 (Figure 12). The success rates increased for all groups from 2014-15 to 2016-17. American Indian or Alaska Native students had a 23% increase, followed by Black or African American students with a 15% increase over the three years.

Figure 12. HSDP Success Rates by Ethnicity
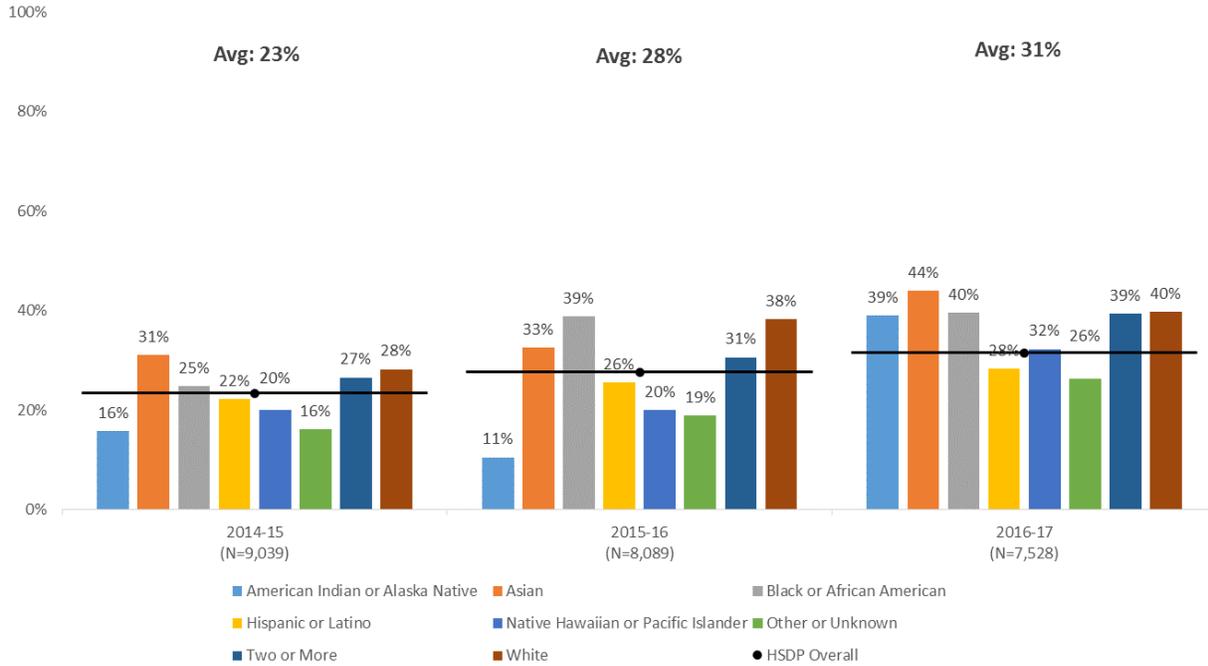
Gender

Males and females had an increase in their success rates over the three years, similar to the overall trend for HSDP (Figure 13). Males did slightly better than females for 2014-15 and 2015-16, but females had higher success rates in 2016-17 compared to males.

Figure 13. HSDP Success Rates by Gender
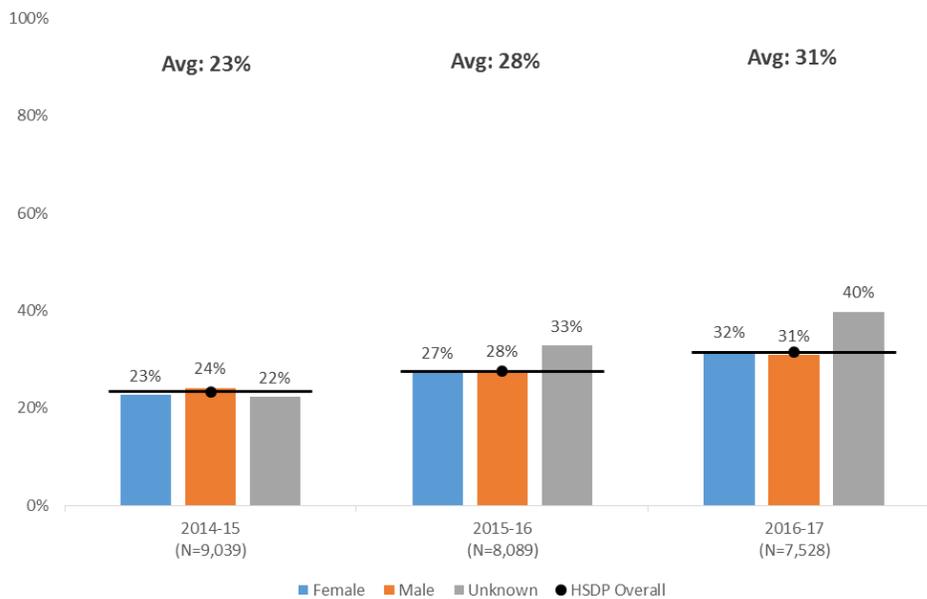
Lifeskills Education Advancement Program (LEAP) Course Success

The success rate of LEAP students increased one year and dipped down in the following year; however, the course enrollments increased over the years. LEAP is the only program whose course enrollments increased over the years (Table 63).

Table 63

LEAP Students' Course Success

	2014-15	**2015-16**	**2016-17**
LEAP Course Enrollments with a Grade	73,291	74,379	79,536
Success	62,706	65,294	69,112
Success Rate	85.56%	87.79%	86.89%

Ethnicity

Aside from the American Indian or Alaska Native group, which had an increase of 12% in the three years, all other groups had consistently similar success rates across the years (Figure 14). Black or African American, Hispanic or Latino and Two or More groups had a decline in their success rates over the years.

Figure 14. LEAP Success Rates by Ethnicity
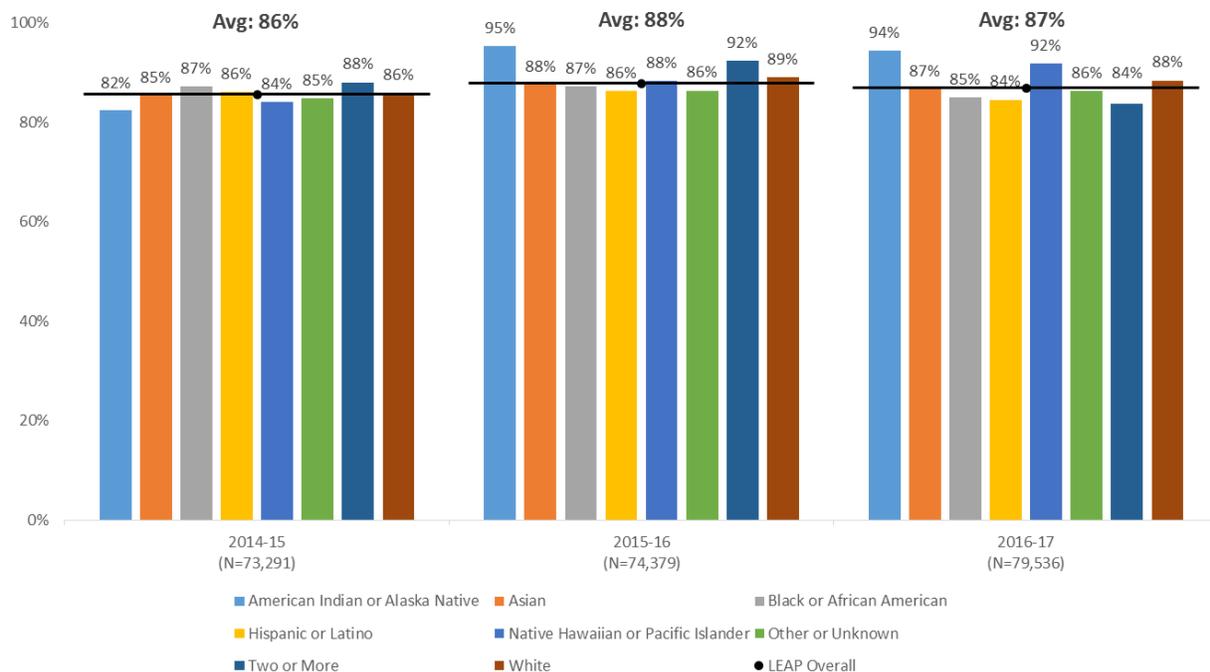
Gender

Similar to the overall, females' success rates increased from 2014-15 to 2015-16 but decreased slightly in the following year (Figure 15). However, females still had higher success rates than males over the three years.

Figure 15. LEAP Success Rates by Gender
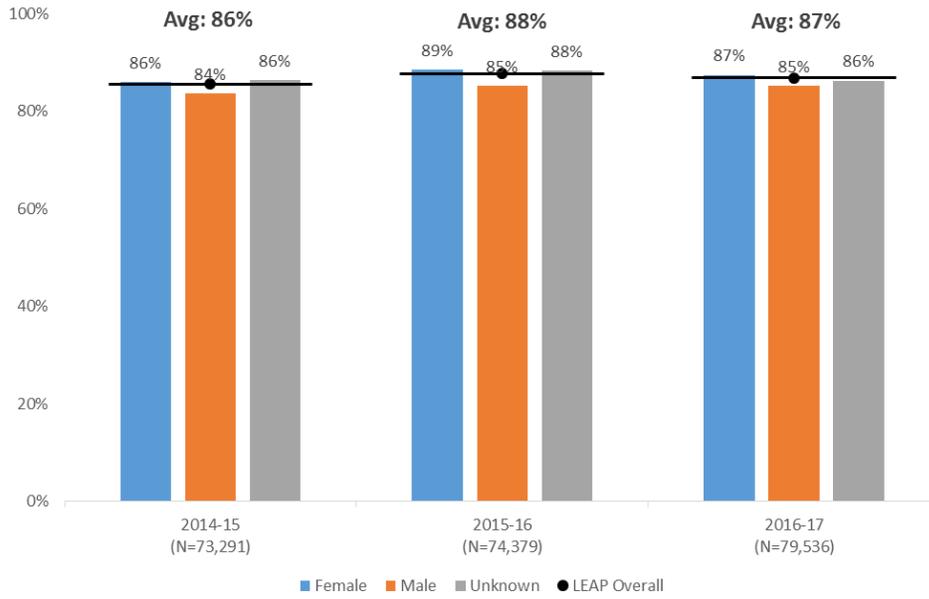
Term to Term Retention

Term to term retention rates provide a measure of how well NOCE is retaining new students within an academic year. This indicator aligns with the first two goals of the WASC Action Plan, which look at expanding and exploring new course offerings and improving student outcomes. The term to term retention cohort consists of new students who enrolled at NOCE for the first time in the selected fall term and who enrolled in any of the primary subsequent terms (Winter, Spring, and Fall) within a year. The term to term retention rate is calculated as the number of students out of the cohort who were retained in any of the following three primary terms. These rates are not reflective of consecutive enrollments. For example, a new student who enrolls in the 2014 Fall Term, does not enroll in the 2015 Winter Term, and re-enrolls in the 2015 Spring Term would be considered retained in the 2015 Spring Term but not for the 2015 Winter Term.

NOCE Overall Term to Term Retention

Table 64 presents the number of students in each of the Fall Cohorts for 2014, 2015, and 2016 and their term to term retention rates. Over the last three years, NOCE retained close to half of the first-time students in the winter term, which means that the other half of the students did not return to NOCE after their first term of enrollment. For each of the cohorts, student retention rates declined with each additional term. The fall to fall retention rate was not calculated for 2016 Fall Cohort because the 2017 Fall Term data was not available at the time of this report. For both 2014 and 2015 Fall Cohorts, only a quarter of first-time students were retained in the following fall term (also known as fall to fall retention). It is important to explore the reasons that could impact a student's decision to return or not return to NOCE. For example, a student may take a class here and there for personal enrichment, and not necessarily enroll in courses for an educational outcome. NOCE offers some short-term certificates such as Administrative Assistant and Medical Assisting Front Office that could be completed in two-terms, therefore, those students who complete the certificates would be considered successful, but not be counted in the fall to fall retention since retention rates are based only on enrollments.

The retention rates were further broken down by ethnicity and gender, and included in the Appendix. White and Other or Unknown students had higher fall to fall retention rates than other groups and NOCE overall, 30% and 34% for the 2014 Fall Cohort, respectively (see Appendix Table 54). However, for the 2015 Fall Cohort, Black or African American and Other or Unknown students had higher retention rates at 31% and 35%, respectively. Females were retained at a higher rate than males for each term and for fall to fall for all cohorts (see Appendix Table 55). The retention rate for females were 27% and 26% for 2014 and 2015 Fall Cohorts, respectively, which were slightly higher than the NOCE overall retention rates.

Table 64

Term to Term Retention Rates for NOCE

	2014 Fall Cohort	2015 Fall Cohort	2016 Fall Cohort
Number of Students in the Cohort	3,968	3,768	3,258
Retained in Winter	49.50%	48.12%	48.96%
Retained in Spring	36.72%	36.23%	34.13%
Retained in Fall	25.13%	25.45%	N/A

Term to Term Retention by Program

The term to term retention rates were also examined for the NOCE instructional programs. Compared to the NOCE overall retention rates, DSS and LEAP had the highest fall to fall retention rates, over 50% for the DSS program and 30% for LEAP (Table 65). One of the reasons for high DSS retention rates could be due to the structure of DSS program in which DSS classes are offered in a sequence from fall to spring terms. Students in the Older Adults Program offered by LEAP continuously take courses from term to term, and their continuous enrollments might explain their slightly higher retention rates than NOCE overall.

Compared to NOCE overall, HSDP and CTE programs had lower fall to fall retention rates. This is expected for HSDP given that it offers self-paced, open lab setting courses. Students attend HSDP courses at their convenience and during the open lab hours. The reason for lower retention rates for CTE might be due to the students completing certain certificates (i.e., Administrative Assistant, Medical Assistant Front Office) in less than a year and not enrolling in further courses. Thus, those students would not be included in fall to fall retention rates. For the ESL program, the retention rates for the winter term were slightly higher than NOCE overall for 2014 and 2015 Fall Cohorts; however, their rates for the spring term were 3% lower than the overall. Due to small program sample sizes in some of the terms, the term to term retention rates by program were not broken down by demographics.

Table 65

Term to Term Retention Rates for Programs

	2014 Fall Cohort	2015 Fall Cohort	2016 Fall Cohort
Career Technical Education (CTE)			
Starting Fall Cohort	460	417	377
Retained in Winter	35.87%	40.05%	44.03%
Retained in Spring	28.04%	32.61%	31.56%
Retained in Fall	19.13%	23.98%	N/A
Disability Support Services (DSS)			
Starting Fall Cohort	94	72	78
Retained in Winter	79.79%	75.00%	79.49%
Retained in Spring	67.02%	72.22%	66.67%
Retained in Fall	52.13%	58.33%	N/A
English as a Second Language (ESL)			
Starting Fall Cohort	1,536	1,593	1,397
Retained in Winter	52.02%	51.10%	48.39%
Retained in Spring	33.33%	33.58%	31.28%
Retained in Fall	21.35%	20.46%	N/A
High School Diploma/GED Program (HSDP)			
Starting Fall Cohort	537	566	393
Retained in Winter	38.73%	44.35%	47.84%
Retained in Spring	27.19%	31.80%	30.53%
Retained in Fall	14.53%	18.20%	N/A
Lifeskills Education Advancement Program (LEAP)			
Starting Fall Cohort	1,455	1,259	1,127
Retained in Winter	49.21%	43.29%	46.58%
Retained in Spring	41.31%	36.93%	34.96%
Retained in Fall	30.38%	29.86%	N/A

Persistence

Persistence is defined as the number of students in a cohort who meet one or more of the following criteria: (1) consecutively enrolled for four primary terms (fall, winter, spring, and fall), summer notwithstanding, (2) graduated from NOCE with a high school diploma, (3) received a CTE or ESL Academic Success certificate, or (4) transitioned to credit coursework within NOCCCD within four terms. To be included in the cohort, a student must be a first-time student at NOCE in the select fall term and have completed at least 12 or more instructional contact hours in the ESL, HSDP, CTE, and/or DSS programs in the selected year. Persistence rates were not calculated for the LEAP program because most of the courses offered in LEAP do not lead to an educational pathway outcome and are geared more toward personal enrichment. The persistence indicator aligns with the WASC Action Plan Goal 2 since it measures the effectiveness of the institution in ensuring students complete or make progress toward their educational pathway by continuously taking courses.

NOCE Overall Persistence

Table 66 presents the persistence rates for the 2014 and 2015 Fall Cohorts. Persistence rate was not calculated for the 2016 Fall Cohort since the 2017 Fall Term data was not available at the time to determine whether students continually enrolled in fall term or completed any of the education outcomes listed in the criteria above. About 30% of the students persisted in both of the cohorts.

Table 66

Persistence Rates for NOCE

	2014 Fall Cohort	2015 Fall Cohort
Starting Fall Cohort	1,932	2,006
Persisted	567	608
Persistence Rate	29.35%	30.31%

Ethnicity

Figure 16 presents the persistence rates for NOCE broken down by ethnicity. For the 2014 Fall Cohort, Black or African American students had the highest persistence rates, which was at least 14% higher for the 2015 Fall Cohort. Native Hawaiian or Pacific Islander students and Other or Unknowns had the lowest persistence rates for 2014 Fall Cohort; whereas, no American Indian or Alaska Native and Native Hawaiian or Pacific Islander students persisted in the 2015 Fall Cohort. Compared to NOCE overall rates, White students for 2015 Fall Cohort had much higher rates. Asian and Hispanic or Latino students had similar rates as the overall.

Figure 16. Persistence Rates by Ethnicity
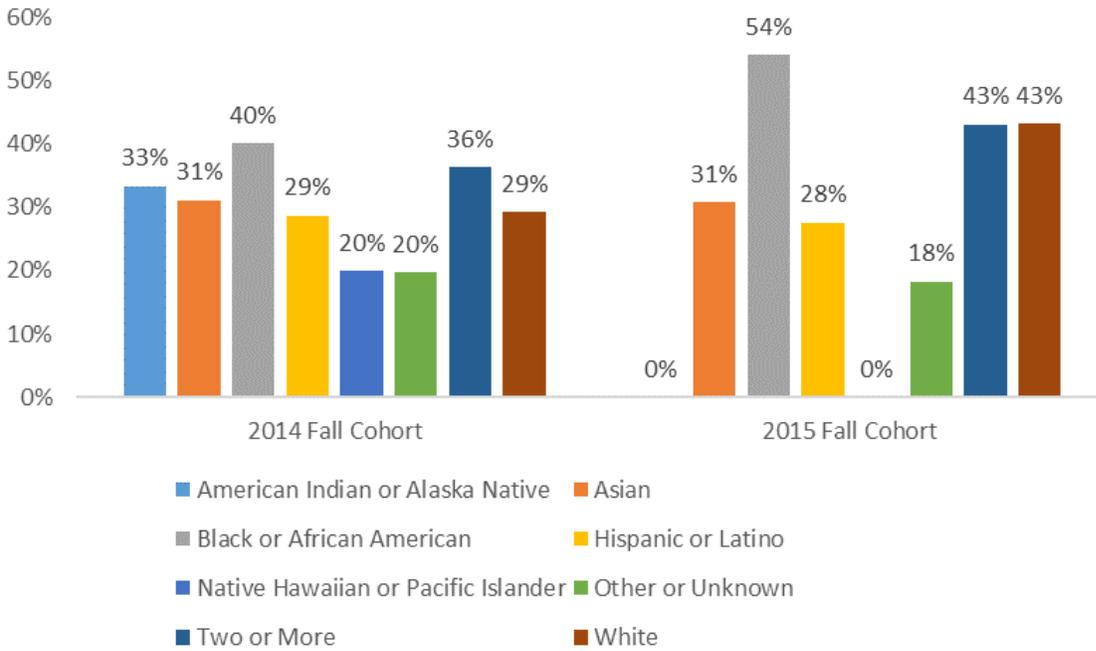
Gender

For the 2014 Fall Cohort, males and females had similar persistence rates; however, males had higher rates than females for the 2015 Fall Cohort (Figure 17). As noted in the earlier sections, females had higher course retention rates, higher success rates, and higher term to term retention rates than males. However, the higher persistence rates for males in 2015 indicate that males are more likely to continue on an educational pathway than females.

Figure 17. Persistence Rates by Gender
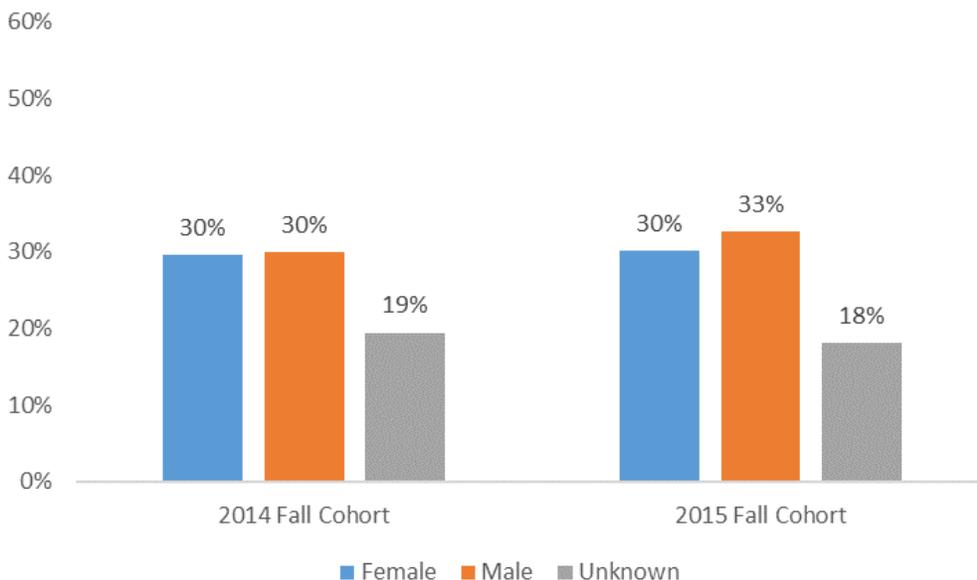
Persistence by Program

Table 67 presents persistence rates by programs. Out of the four programs, the DSS program had the highest persistence rate for both cohorts, followed by HSDP. The DSS program also had higher term to term retention, course retention for fall and winter terms, course success, and highest average attendance hours completed. The culmination of all these indicators explain the high persistence rates for these students. Also, DSS courses are sequenced, which explains why half of the DSS Cohort persisted throughout the year.

The persistence rates for CTE and HSDP were much closer to NOCE overall rates; however, ESL had the lowest persistence rates. There could be several reasons that explain these findings such that the only ESL certificate included in the outcome was the ESL Academic Success Certificate. ESL students receive this certificate only if they complete the required courses in the Academic Success Program designed for Intermediate-High and Advanced level students who want to continue their education, complete their high school diploma, go to college, or complete vocational training programs. Since the persistence cohorts are based on first-time students who completed 12 or more instructional hours in ESL or other programs, the cohort was comprised of students from all levels of ESL, hence, it included ESL students who were not ready to take ESL academic success courses. However, to compensate for this, one of the persistence rate outcomes included students' consecutive enrollments in four terms.

While CTE persistence rates are similar to the overall NOCE rates, they are low given the nature of the program which offers several certificates. The low rates could be explained by students who take CTE courses for career exploration. Some students are likely to take courses to explore different career paths and not necessarily complete all the required courses to receive a certificate. Students also enroll at NOCE for learning a new skill or updating certain job skills. Such students might take a few courses here and there and not be on an educational pathway that leads to an outcome.

Table 67

Persistence Rates by Program

	2014-15	2015-16
Career Technical Education (CTE)		
Starting Fall Cohort	303	315
Persisted	86	100
Persistence Rate	28.38%	31.75%
Disability Support Services (DSS)		
Starting Fall Cohort	87	68
Persisted	47	44
Persistence Rate	54.02%	64.71%
High School Diploma Program (HSDP)		
Starting Fall Cohort	315	351
Persisted	113	145
Persistence Rate	35.87%	41.31%
English as a Second Language (ESL)		
Starting Fall Cohort	1,240	1,305
Persisted	320	323
Persistence Rate	25.81%	24.75%

Note. The program data was not broken down by demographics due to the small sizes for some of the program cohorts.

Certificate and Diploma Completion

Certificate and diploma completion examines the number of certificates and diplomas awarded to students each year. This metric is indicative of the effectiveness of program offerings toward guiding students through their chosen educational pathway, aligning with Goals 1 and 2 of the WASC Action Plan. This metric provides counts of the number of certificates and diplomas awarded in any given year but does not necessarily consider the term wherein a student meets the requirements for certificate completion. For example, if a student completes the requirements for a certificate or diploma in the 2014-15 academic year but does not apply and receive approval for their certificate or diploma until the 2015-16 academic year, that student would be considered a completer for 2015-16, not 2014-15.

In this analysis, only Career Development and College Preparation (CDCP) and Disability Support Services certificates and diplomas are examined. NOCE offers other local certificates, but data for these certificates was not available at the time of the writing of this report, hence their exclusion.

Career Technical Education (CTE) Certificates Awarded

Figure 18 illustrates all CTE certificates awarded between 2014-15 and 2016-17. A total of 421 certificates were awarded in 2014-15, 411 in 2015-16, and 448 in 2016-17. The Electrical Trainee and Funeral Service Assistant Certificate Programs are recent additions to NOCE; thus, no certificates in these programs were awarded prior to the 2015-16 academic year. Medical Assistant certificates include both the Medical Assistant and Medical Assistant: Front Office Certificate programs. Similarly, Pharmacy Technician includes both the Pharmacy Technician Registration and Pharmacy Technician – ASHP Accredited Certificate programs. Though once the largest CTE program, since the 2014-15 academic year, there has been a consistent decline (27%) in the number of Pharmacy Technician certificates awarded. Further research must be done to see why this may be the case.

Figure 18. CTE Certificates Awarded by Academic Year
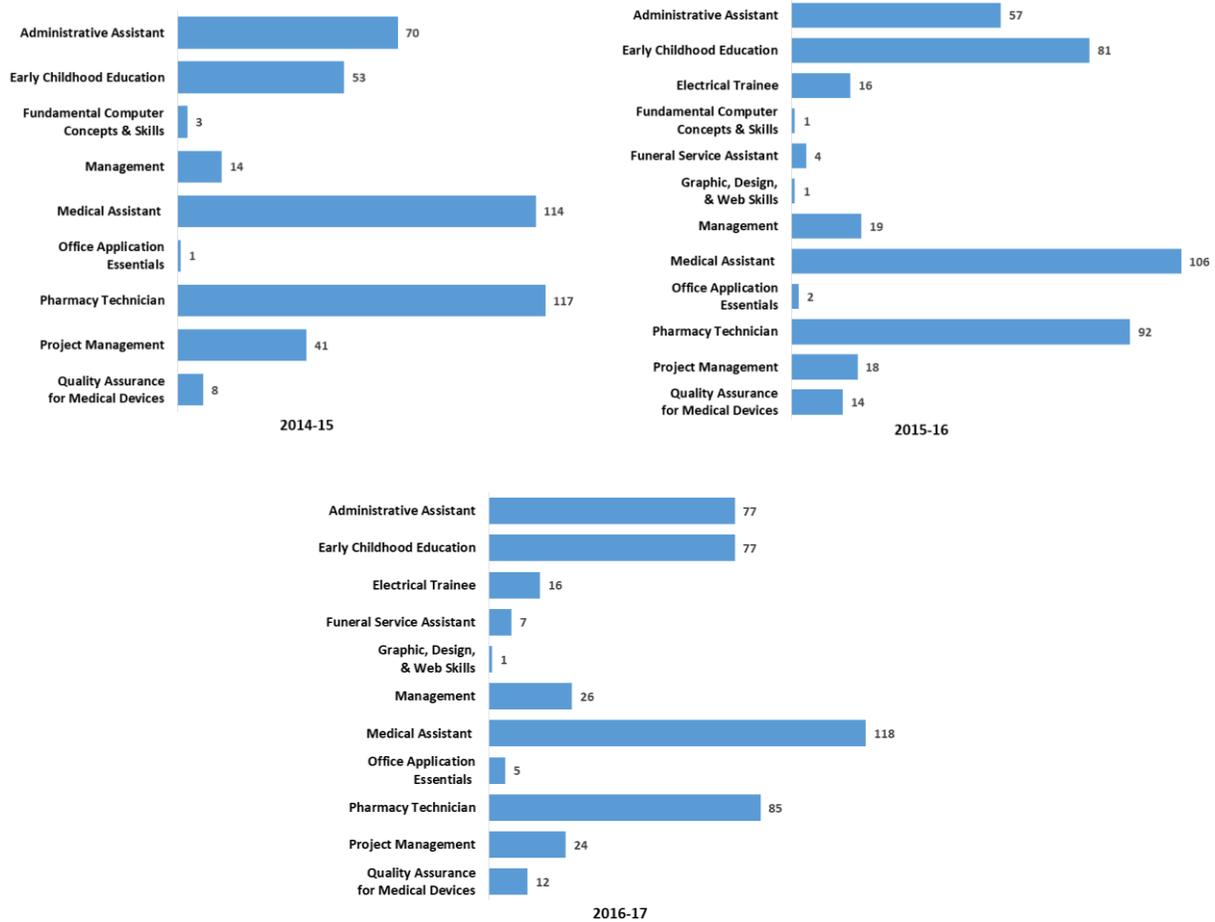
Ethnicity

The ethnic breakdown of CTE certificates awarded are illustrated in Table 68 below. Some students received more than one CTE certificate in an academic year. However, the table below accounts for the unduplicated counts of students. More detailed information can be found in the appendix (see Appendix Tables 59 and 60). Due to small sample size and to protect student privacy, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander were included in the Other or Unknown category. The demographic breakdown of CTE certificates awarded is closely representative of the overall demographic picture of the CTE program, though, the proportion of Asian students receiving certificates is slightly higher than the proportion of Asian students in the CTE program overall.

Table 68

CTE Certificates Awarded by Ethnicity

	2014-15	**2015-16**	**2016-17**
Asian	29.66%	28.36%	26.85%
Hispanic or Latino	44.85%	42.79%	44.91%
Other or Unknown	2.94%	6.47%	5.32%
Two or More	7.35%	5.97%	5.79%
White	15.20%	16.42%	17.13%
Total Students Who Received CTE Certificates	100.00%	100.00%	100.00%

Note. Other or Unknown includes American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander.

Gender

Table 69 shows the proportions of CTE certificates awarded disaggregated by gender. The proportion of females in the CTE program is much larger than the proportion of males, so, unsurprisingly, the majority of CTE certificates are awarded to female students. However, the proportion of females receiving CTE certificates is larger than the proportion of females enrolled in the CTE program. For every male receiving a CTE certificate, about four females receive a CTE certificate. This may be indicative of a disparity in male certificate completion rates within CTE programs.

Table 69

CTE Certificates Awarded by Gender

	2014-15	**2015-16**	**2016-17**
Female	77.94%	79.10%	79.86%
Male	19.85%	18.41%	17.13%
Unknown	2.21%	2.49%	3.01%
Total Students Who Received CTE Certificates	100.00%	100.00%	100.00%

Disability Support Services (DSS) Certificates Awarded

A breakdown of DSS certificates awarded during the 2015-16 and 2016-17 academic years are presented in Figure 19. Prior to the 2015-16 academic year, DSS did not award any certificates. Therefore, prior certificate completion data for DSS does not exist. Most students who receive certificates in the DSS program receive multiple certificates. In 2015-16, 33 DSS students received a total of 114 DSS certificates. In 2016-17, the number of students receiving certificates and the number of certificates awarded almost doubled, with 58 DSS students receiving a total of 214 certificates. Due to the small number of students receiving DSS certificates, ethnicity and gender breakdowns will not be discussed in detail in this section. More detailed demographic information can be found in the appendix (see Appendix Tables 61 and 62). However, there were some noteworthy findings when examining

demographic breakdowns of DSS certificates. The number of Hispanic or Latino students receiving DSS certificates more than doubled between 2015-16 and 2016-17. Furthermore, the number of males receiving DSS certificates also increased by over 100% between 2015-16 and 2016-17.

Figure 19. DSS Certificates Awarded by Academic Year
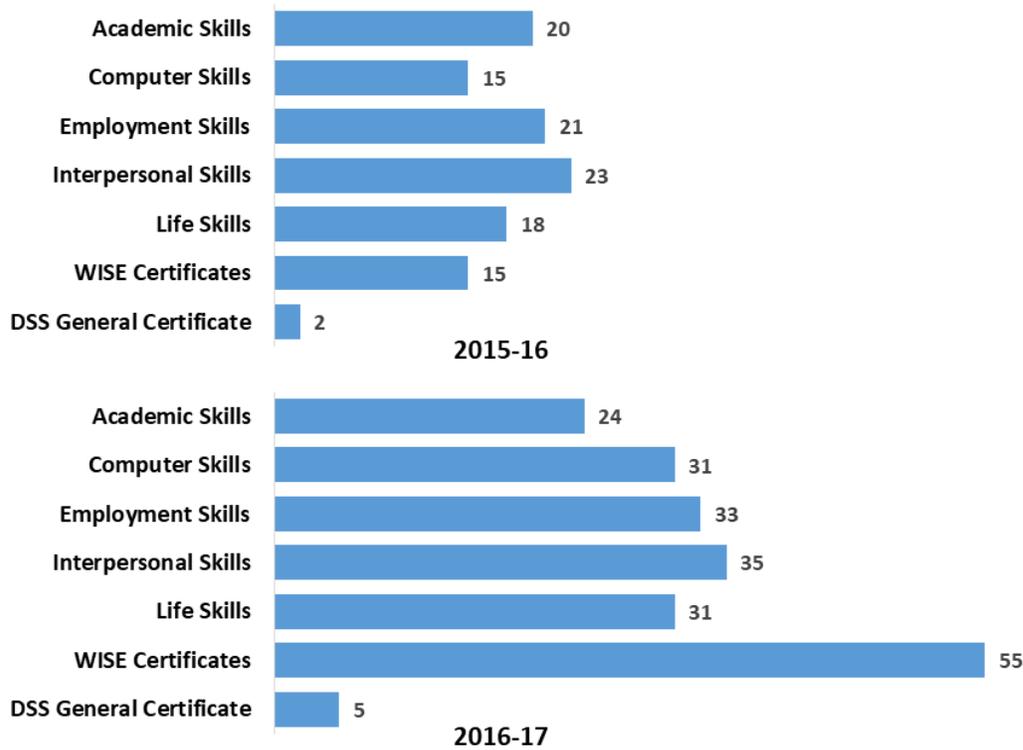
English as a Second Language (ESL) Certificates Awarded

Figure 20 displays the number of ESL Academic Success certificates awarded between 2014-15 and 2015-16. ESL Academic Success are CDCP certificates, and are awarded when students complete both courses in the ESL Academic Success programs. ESL also offers non-CDCP internal certificates for the completion of milestones within the ESL core program, but this certificate data is unavailable at the time of writing this report. Due to the small sample size, this data was not disaggregated by demographics.

Figure 20. ESL Certificates Awarded by Academic Year

High School Diploma Program (HSDP) Diplomas Awarded

The number of high school diplomas awarded between 2014-15 and 2015-16 is shown in Figure 21 below. Since 2014-15, there has been an eight percent decrease in the total number of high school diplomas awarded by the High School Diploma Program. It must be noted that graduation checks for the High School Diploma Program must be completed before early May so that a student may graduate that same academic year. Due to NOCE Spring Term lasting until around the end of June, some students who finish in the spring have their graduation delayed, and are not counted until the following academic year.

Figure 21. High School Diplomas Awarded by Academic Year

Ethnicity

Table 70 highlights the ethnicities of students who received high school diplomas. The ethnic breakdown of diplomas awarded mostly mirrors the overall demographic of the HSDP. However, there is a noticeable increase in the proportion of Hispanic or Latino students receiving high school diplomas as compared to the overall Hispanic or Latino population of the HSDP. Furthermore, the proportion of Asian students receiving high school diplomas has decreased between 2014-15 and 2016-17, though the proportion of Asian students within the HSDP has remained consistent throughout the same period.

Table 70

High School Diplomas Awarded by Ethnicity

	2014-15	2015-16	2016-17
Asian	8.73%	6.69%	5.93%
Hispanic or Latino	67.64%	71.65%	66.40%
Other or Unknown	3.64%	5.12%	4.74%
Two or More	7.27%	5.12%	9.88%
White	12.73%	11.42%	13.04%
Total Students Who Received High School Diplomas	100.00%	100.00%	100.00%

Note. Other or Unknown includes American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander.

Gender

Table 71 displays the proportions of students who were awarded a high school diploma disaggregated by gender. The proportion of males and females receiving high school diplomas is about even. The proportion of females enrolled in the HSDP has been increasing between 2014-15 and 2015-16. The proportion of females receiving high school diplomas, too, has been increasing, though at a lower rate.

Table 71

High School Diplomas Awarded by Gender

	2014-15	2015-16	2016-17
Female	48.36%	48.03%	51.38%
Male	50.91%	50.00%	47.83%
Unknown	0.73%	1.97%	0.79%
Total Students Who Received High School Diplomas	100.00%	100.00%	100.00%

Noncredit to Credit Transition

The noncredit to credit transition rates provide a measure of how many of NOCE students are moving toward their educational pathways. This indicator aligns with the WASC Action Plan Goal 2, which looks at creating or repackaging educational pathways to increase the likelihood of student transition to credit programs and beyond. About 8% of NOCE students had declared their educational goal to obtain an Associate's degree and/or seek a transfer to a four-year institution. A viable option to completing either of the goals is for students to transition to a credit college. It is important to note that not all students may have the intent to transition or transfer, as noted by student educational goals. However, for those students who do intend to transition, some may directly transfer to a four-year institution and others may transition to a community college outside of NOCCCD. Since not all students provide their social security number, it is a challenge to track the education pathways of NOCE students outside of NOCCCD. Thus, the noncredit to credit transition is calculated only for students who transitioned to Fullerton (FC) or Cypress Colleges (CC).

The noncredit to credit transition metric definition is adapted from the Launchboard Adult Education Dashboard Data Element Dictionary[7]. However, the definition was modified to fit the structure of NOCE. The noncredit to credit transition cohort consists of new students who enrolled at NOCE for the first time in the selected fall term and who completed 12 or more instructional contact hours in that year in CTE, HSDP, or the selected courses (ESL Intermediate, Advanced, or Academic Success courses) in the ESL program. The noncredit to credit transition rate is calculated as the number of students who enrolled in a community college course within NOCCCD (FC or CC) for the first time within six years. Students who co-enrolled at NOCE and the credit colleges or had previous enrollments at FC or CC were excluded.

Table 72 presents the number of first-time fall term students who met the cohort criteria. There are more students in the 2010 Fall Cohort than 2009 Fall and 2011 Fall Cohorts. The students in these cohorts were tracked for a period of six-years. For example, the students in 2009 Fall Cohort were tracked until the 2014-15 academic year. A little over 12% of the students transition to FC or CC over a six-year period. The 2010 Fall Cohort had the largest transition rate compared to the other two cohorts, which could be due to the cohort size.

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[7] Launchboard Adult Education Dashboard Data Element Dictionary. (2017). Retrieved from http://aebg.cccco.edu/Portals/1/docs/For%20AEBG%20Grantees/Student%20Data%20Collection/8.24.17%20AEBG%20Data%20Dictionary_v2.pdf

Table 72

Noncredit to Credit Transition Rates

	2009 Fall Cohort	2010 Fall Cohort	2011 Fall Cohort
Number of Students in the Cohort	1,105	1,139	980
Transitioned within Six Years	139	154	132
Transition Rate	12.58%	13.52%	13.47%

Note. Cohorts were tracked for six years. Fall 2009 Cohort was tracked until 2014-15. Fall 2010 Cohort was tracked until 2015-16. Fall 2011 Cohort was tracked until 2016-17.

Ethnicity

Transitions rates were further broken down by ethnicity (Table 73). The cohort sizes for the American Indian or Alaska Native and Native Hawaiian or Pacific Islander groups were considerably small and their transition rates should not be compared to other groups. Out of the Asian, Black or African American, Hispanic or Latino, and White student groups, Black or African American students had the highest transition rate for Fall 2009 and Fall 2010 cohorts. However, for the Fall 2011 cohort, White students had a higher transition rate.

Table 73

Noncredit to Credit Transition Rates by Ethnicity

	2009 Fall Cohort	2010 Fall Cohort	2011 Fall Cohort
American Indian or Alaska Native	25.00%	0.00%	66.67%
Asian	13.43%	16.41%	12.50%
Black or African American	**14.29%**	**20.51%**	10.71%
Hispanic or Latino	11.99%	11.05%	13.40%
Native Hawaiian or Pacific Islander	22.22%	14.29%	0.00%
Other or Unknown	5.00%	4.17%	3.03%
Two or More	32.79%	50.00%	23.53%
White	6.63%	11.48%	**13.84%**
NOCE Overall Transition Rate	12.58%	13.52%	13.47%

Gender

Compared to females, males had higher transition rates for all three cohorts, as shown in Table 74. Their rates were also higher compared to the overall transition rate for NOCE for the three cohorts.

Table 74

Noncredit to Credit Transition Rates by Gender

	2009 Fall Cohort	2010 Fall Cohort	2011 Fall Cohort
Female	12.09%	11.99%	9.80%
Male	**12.90%**	**16.71%**	**18.77%**
Unknown	17.86%	8.97%	13.33%
NOCE Overall Transition Rate	12.58%	13.52%	13.47%

Student Success Scorecard

The Scorecard, an accountability framework, was developed by CCCCO in 2012. The purpose of the Scorecard is to provide a standardized view of each individual college's performance on a common set of metrics[8]. For the credit colleges, the Scorecard framework provides information on a series of college-level student progress and success metrics. While the tiers in the accountability framework are the same for the credit colleges, the parameters developed by a statewide advisory group differ for noncredit institutions.

The only metric captured for NOCE is the Career Development and College Preparation (CDCP) Completion Rate, which describes the percentage of CDCP "concentrator" students who successfully completed a CDCP certificate or other degree, certificate or transfer related outcomes within six years[9]. The cohorts of students are captured and tracked based on specific criteria.

Cohort (Denominator)
NOCE students who met the following criteria were included in the cohort:
- Students who attempt two or more CDCP courses, with a minimum of four attendance hours in each of these courses, within three years.

Outcomes (Numerator)
Students in the cohort who met one or more of the following criteria within six years were counted as having completed a CDCP outcome:
- Earned a CDCP certificate(s)
- Earned an Associate of Arts or Science degree at any California Community College (CCC)
- Earned a Chancellor's Office approved Certificate of Achievement at any CCC
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 or more UC/CSU transferable units with a GPA ≥ 2.0 in the CCC system).

Table 75 describes the overall CDCP rates for NOCE by cohort year. The Scorecard included data for NOCE for five cohorts, starting from 2006-2007 Cohort to 2010-2011 Cohort. In the recent reporting period, 2010-2011 to 2015-2016, NOCE's CDCP rate was 12.3%, which indicates that approximately 12 out of 100 students who enrolled in at last two non-credit CDCP courses achieved a certificate, degree, and/or transfer outcome within six years. Compared to the 2009-2010 Cohort, the CDCP rates were considerably higher for the 2006-2007, 2007-2008, and 2008-2009 Cohorts. The Accountability reporting for the Community Colleges (ARCC) report began including college level data for CDCP courses that receive enhanced funding at the start of 2008[10]. Unlike the other college-level student progress metrics, the CDCP cohorts are not based on first-time students; therefore, it is possible that some students in the data prior to 2008 might not be placed into the correct cohort. Additionally, there might be some reporting or submission issues because CDCP awards data submission in COMIS was started in 2010, and

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[8] Development of the Chancellor's Office Scorecard Metric (2013). Retrieved from
http://scorecard.cccco.edu/scorecarddocumentation.aspx
[9] Scorecard: An Accountability Framework for the California Community Colleges (2013). Retrieved from
http://scorecard.cccco.edu/scorecarddocumentation.aspx
[10] California Community College Student Success Scorecard Frequently Asked Questions. Retrieved from
http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/All_FAQ.pdf

some of the cohorts might not have CDCP awards data. NOCE's Scorecard data needs to be further explored to better understand the large fluctuations in the completion rates across the five cohorts.

It is important to note that the cohorts of students are tracked based on their social security number (SSN) or their institutional student ID. For the 2010-2011 Cohort, 37% of the students did not provide their SSN; which means these students were only tracked within NOCCCD based on their student ID. If any of these students completed a CDCP outcome outside of NOCCCD, their completion rates were not captured. Thus, the Scorecard completion rates are not a true reflection of NOCE overall.

Table 75

NOCE CDCP Rates

	2006-2007 to 2011-2012	2007-2008 to 2012-2013	2008-2009 to 2013-2014	2009-2010 to 2014-2015	2010-2011 to 2015-2016
Cohort Size	17,837	9,552	8,529	5,602	4,376
CDCP Completers	4,316	1,904	1,360	391	537
CDCP Completion Rate	24.2%	19.9%	16.0%	7.0%	12.3%

Source: California Community College Chancellor's Office Student Success Scorecard. *The 2012 report was modified to ensure data quality.

Chapter 4: Student Services Programs

This chapter will explore NOCE's student services. It will give an overview of the services that students are receiving and the ways in which they lead to student achievement.

Student Success and Support Program (SSSP)

The third area of focus in the WASC Action Plan Goal 3 is to align student services from various funding sources to improve student performance. One of NOCE's goals is to increase SSSP services (orientation, assessment, and educational planning), leading to greater student access and success. The orientation, assessment, and educational planning data was explored in two different ways. First, the data was examined to determine how many students who completed an orientation, assessment or an educational plan in a selected year also enrolled in courses in the same academic year. This metric helps identify the attrition rate for NOCE students who access services but do not enroll at NOCE. It is important to note that the data focuses on all students, and not just first-time students in a selected. Therefore, students might have enrolled in courses in terms prior to accessing SSSP services. Secondly, the data was examined to identify the proportion of enrolled students in a selected year who completed an orientation, assessment or an education plan during their time at NOCE. The completion rates of the three services were calculated out of all students enrolled in the academic year, meaning it included students enrolled in the LEAP and DSS programs, which do not require its students to complete any of these services. Inclusion of the LEAP and DSS students in the denominator lowered the service completion rates. For accurate analysis in the future, service completion rates would be explored only for CDCP eligible programs that require orientation, assessment, or educational plan completion.

Orientation

Table 76 describes the number of students who completed an orientation in 2014-15, 2015-16, and 2016-17. An enrollment rate was calculated for each year to examine the proportion of students who completed an orientation also enrolled in courses within the same year. In 2014-15, a little over 5,000 students completed an orientation, and of those students, about 70% also enrolled in courses in the same year. The proportion of students enrolling within the same year as they completed their orientation has increased over the years. Approximately 80% of the students who completed an orientation in 2016-17 also enrolled in courses. This means that the attrition rate for NOCE students who accessed SSSP services but did not enroll at NOCE is 20% for the 2016-17 year, which has decreased by 10% from 2014-15.

Table 76

Enrollment Rates of Students Who Completed an Orientation

	2014-15	2015-16	2016-17
Completed Orientation	5,060	4,551	5,226
Enrolled in Courses	3,566	3,311	4,147
Enrollment Rate	70.47%	72.75%	79.35%

The data was also explored to identify what proportion of the students who enrolled in courses in a 2014-15, 2015-16, and 2016-17 completed an orientation during their time at NOCE, which means student could have completed their orientation in prior years than their enrollment year. Table 77

presents the orientation rates across the three years. About a quarter of the students enrolled at NOCE in each year completed an orientation during their time at NOCE. The low orientation rates could be due to the inclusion of all students enrolled in the academic year, even from program such as LEAP and DSS programs that do not require an orientation.

Table 77

Orientation Rates of Students Who Enrolled in a Selected Year

	2014-15	**2015-16**	**2016-17**
Student Headcount	34,642	32,563	31,641
Completed Orientation	8,423	7,834	7,989
Orientation Rate	24.31%	24.06%	25.25%

Assessment

Like the orientation data, the number of students who completed an assessment in 2014-15, 2015-16, and 2016-17 and enrolled in courses within the same year were examined (Table 78). In 2014-15, 90% of the students who completed an assessment also enrolled in the same year, and in 2016-17, the enrollment rate is 88%. Unlike orientation data, which saw an increase in the enrollment rates across the three years, the proportion of students who completed an assessment and enrolled in the same year declined in 2015-16, but increased in the following year. The findings also differ from the orientation data in that the enrollment rates of students who completed an assessment are much higher than those who completed an orientation, which means that the attrition rate for students who completed an assessment is lower. For 2016-17, about 12% of the students who completed assessment service did not enroll at NOCE; whereas, 20% of the students who completed an orientation did not enroll in the same year. The difference between the two rates might be explained by the commitment a student makes to their education by physically coming to one of the campus sites to take an assessment; whereas, an orientation can be completed online for some of the programs. A student who comes onsite to take an assessment is more likely to enroll in courses than a student who completes an orientation online.

Table 78

Enrollment Rates of Students Who Completed an Assessment

	2014-15	**2015-16**	**2016-17**
Completed Assessment	4,560	3,927	4,730
Enrolled in Courses	4,125	3,200	4,175
Enrollment Rate	90.46%	81.49%	88.27%

Table 79 presents the proportion of students who enrolled in courses in a 2014-15, 2015-16, and 2016-17 and completed an assessment during their time at NOCE. A student could have completed their assessment at any time during their whole academic history at NOCE. Similar to the orientation rates,

about a quarter of the students enrolled in 2014-15, 2015-16, and 2016-17 completed an assessment during their time at NOCE. Similarly, the low assessment rates could be due to the inclusion of LEAP and DSS students in the denominator who do not have to take as assessment to be placed in the LEAP or DSS courses.

Table 79

Assessment Rates of Students Who Enrolled in a Selected Year

	2014-15	2015-16	2016-17
Student Headcount	34,642	32,563	31,641
Completed Assessment	8,383	7,590	7,964
Orientation Rate	24.20%	23.31%	25.17%

Educational Plan

Table 80 below shows the number of students who completed an educational plan, and of those who completed an educational plan, the number of students who enrolled in NOCE during the same academic year. During the period between 2014-15 and 2016-17, the trend shows that consistently, almost 92% of students who complete an educational plan enroll in courses within the same academic year. This may be due to students completing their educational plan after having already enrolled in coursework and being encouraged to do so by faculty or for program requirements. That is, the educational plan may be developed while the student is already on their educational pathway and not prior to starting.

Table 80

Enrollment Rates of Students Who Completed an Educational Plan

	2014-15	2015-16	2016-17
Completed Education Plan	2,147	2,690	3,172
Enrolled in Courses	1,966	2,471	2,911
Enrollment Rate	91.57%	91.86%	91.77%

In comparison, Table 81 displays the number of students enrolled in an academic year (that is, the overall NOCE headcount), and of those students, the number of students who have ever completed an educational plan while at NOCE. As this section examines overall enrollment, the low percentage of students completing educational plans may be due to students enrolling in programs that do not require an educational plan (e.g. DSS, KIDS College, and Older Adults). Indeed, most NOCE students are enrolled in LEAP courses. However, in examining the educational plan completion rate for NOCE, the trend shows that between 2014-15 and 2016-17, the percentage of students completing educational plans has increased by 61%.

Table 81

Educational Plan Completion Rates of Students Who Enrolled in a Selected Year

	2014-15	2015-16	2016-17
Student Headcount	34,642	32,563	31,641
Completed Education Plan	3,213	4,241	4,725
Educational Plan Completion Rate	9.27%	13.02%	14.93%

Service Labs

NOCE offers students open-entry service labs wherein students can receive tutoring or assistance in coursework. The three service labs offered at NOCE are the Basic Skills Learning Center, the Computer and Business Skills Lab, and the ESL Learning Center. The Basic Skills Learning Center offers tutoring and support to students in all programs who require additional aid, as well as an area in which to do independent study. The Computer and Business Skills Lab offers an open computer lab where students can brush up on technological skills and provide general access to computers for student use to assist in their learning. Lastly, the ESL Learning Center provides ESL students support from tutors and computer software to improve their English skills. These labs align with WASC Action Plan Goal 3. Table 82 shows the number of students served each year by each of the service labs. Since 2014-15, the number of students served by each lab has shown a decrease. The ESL lab has seen the greatest decline in enrollment (22%) between 2014-15 and 2016-17. These rates mirror the overall decline in NOCE and ESL enrollments.

At the time of the writing of this report, data is currently unavailable to explore the impact of each service lab on student success. OIRP plans to explore the service labs in greater detail in the future.

Table 82

Students Served by NOCE Service Labs by Academic Year

	2014-15	2015-16	2016-17
Basic Skills Learning Center	1,831	1,794	1,771
Computer and Business Skills Lab	2,290	2,101	1,920
ESL Learning Center	4,493	3,979	3,507

Conclusion

North Orange Continuing Education prides itself on serving the whole community. As one of the leading Adult Education institutions, NOCE is committed to the District's strategic plan and NOCE's mission, vision and ACS WASC Action Plan. With an enrollment of more than 30,000 students per academic year, NOCE is serving a diverse population of students with a plethora of needs. Therefore, NOCE is working with its constituents to create clear pathways for its students.

Looking ahead, NOCE looks forward to the roll out of The California Guided Pathway Project. Guided Pathways will allow for the integration and institution-wide approach, which will increase student success. NOCE recently completed its Guided Pathways Self-Assessment study. This allowed for NOCE to identify how all areas will be integrated, such as program requirements, embedded student services, competency-based instruction, transitional activities, and student performance data evaluation to lead to students reaching their goals. Under Guided Pathways, NOCE will begin to map and identify academic and career pathways for students such as "Visual Road" maps for students and staff. Guided Pathways performance metrics need to be developed and used in evaluating the effectiveness of the Guided Pathways strategies.

In an effort for NOCE to continue its commitment to the WASC Action plan, in 2018 Fall Term, NOCE will begin implementing the institution effectiveness process, NOCE's Strategic Plan. To continue to build capacity, NOCE has integrated all of its main parts in the institutional planning process. NOCE will begin developing Tableau dashboards as a way to identify and track targets and institution-wide goals. A dashboard is a tool that will measure and track NOCE's effectiveness indicators. Dashboards will be created to benefit all constituents at NOCE, specifically, program managers and directors.

Lastly, NOCE will continue to research the student performance indicators and continue to spearhead this discussion in hopes of creating set evaluative noncredit metrics. This will continue to be a focal for NOCE as a leader in noncredit instruction within the California community colleges system.

Appendix

Table 1. Enrollments by Campus Location

	2014-15 (N=151,483)	2015-16 (N=144,815)	2016-17 (N=141,782)
Anaheim	38,382	34,522	32,348
Cypress	18,724	17,815	15,764
Wilshire	14,808	13,400	12,297
Offsite	79,569	79,078	81,373
Total	151,483	144,815	141,782

Table 2. Course Enrollment Funding Sources

	2014-15 (N=151,483)	2015-16 (N=144,815)	2016-17 (N=141,782)
Apportionment	142,484	136,334	135,970
Community Service	6,569	5,610	4,889
Grants	2,430	2,871	923
Total	151,483	144,815	141,782

Table 3. Student Enrollment Status

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
First Time Student	12,163	10,836	10,336
Continuing Student	15,807	15,696	15,567
Returning Student	6,672	6,031	5,738
Total	34,642	32,563	31,641

Table 4. Ethnicity of Students Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)	2015 Community Estimates (N=699,615)
American Indian or Alaska Native	57	55	51	920
Asian	6,073	5,942	5,694	141,054
Black or African American	725	679	652	13,883
Hispanic or Latino	13,851	12,856	11,875	260,374
Native Hawaiian or Pacific Islander	102	105	103	2,639
Other or Unknown	3,943	3,924	4,566	1,124
Two or More	1,014	970	868	19,935
White	8,877	8,032	7,832	259,686
Total	34,642	32,563	31,641	699,615

Table 5. Gender of Students Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)	2015 Community Estimates (N=699,615)
Female	22,260	21,101	20,584	355,511
Male	11,060	10,049	9,522	344,104
Unknown	1,322	1,413	1,535	N/A
Total	34,642	32,563	31,641	699,615

Table 6. Age of Students Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)	2015 Community Estimates (N=699,615)
0-17 Years	2,460	2,036	1,733	N/A
18-24 Years	4,566	4,039	3,616	93,079
25-34 Years	5,773	5,370	4,844	131,859
35-44 Years	4,675	4,386	4,123	125,559
45-54 Years	3,726	3,664	3,419	125,952
55+ Years	13,417	13,038	13,893	223,166
Unknown	25	30	13	N/A
Total	34,642	32,563	31,641	699,615

Table 7. Special Student Populations Enrolled at NOCE

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Current or Former Foster Youth	38	51	48
Veterans	78	120	73
Students with Disabilities	1,659	1,582	1,410

Table 8. Citizenship Status

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
US Citizen	20,075	18,698	17,958
Permanent Resident	4,501	4,479	4,425
Temporary Resident	894	926	909
Refugees/ Asylee	317	300	366
Student Visa (F-1 or M-1 visa)	80	61	56
Other Status	5,520	4,899	4,273
Status Unknown/ Uncollected	3,255	3,200	3,654
Total	34,642	32,563	31,641

Table 9. Highest Level of Education

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Not a high school graduate and not currently enrolled in high school	4,830	4,449	4,286
Currently enrolled in grades K-12	475	368	224
Not a high school graduate and currently enrolled in adult education	2,378	1,965	1,610
Earned a U.S. High School Diploma or high school equivalence (GED)	6,391	5,901	5,701
Foreign Secondary School Diploma or Certificate of Graduation (HS or University)	2,792	2,973	3,231
Received an Associate Degree	1,015	978	1,001
Bachelor Degree or Higher (4 year U.S. college degree)	3,036	3,017	2,961
Unknown/Unreported	13,725	12,912	12,627
Total	34,642	32,563	31,641

Table 10. Educational Goals of NOCE Students

	2014-15 (N=34,642)	2015-16 (N=32,563)	2016-17 (N=31,641)
Transfer Seeking	2,362	2,173	1,928
Degree Seeking	596	563	506
Certificate Seeking	486	496	509
Diploma Seeking	2,079	1,903	1,737
Basic Skills	5,612	5,503	5,407
Skills Builder	1,443	1,400	1,353
Educational Enrichment	4,351	4,249	4,224
Career Exploration	1,955	2,018	1,944
Undecided	2,789	2,566	2,640
Unknown	12,969	11,692	11,393
Total	34,642	32,563	31,641

Note. The educational goal of '4 year taking courses for 4yr requirement' was included as the 'Transfer Seeking' goal since only half of a percentage point declared that goal.

Table 11. CTE Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	13,232	11,782	11,228
Cypress	106	134	98
Wilshire	904	769	511
Offsite	0	28	212
Total	14,242	12,713	12,049

Table 12. Ethnicity of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Asian	1,050	900	793
Black or African American	156	126	113
Hispanic or Latino	2,014	1,793	1,657
Other or Unknown	151	106	98
Two or More	278	215	206
White	855	721	635
Total	4,504	3,861	3,502

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

Table 13. Gender of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Female	3,052	2,625	2,452
Male	1,329	1,117	937
Unknown	123	119	113
Total	4,504	3,861	3,502

Table 14. Age of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
18-24 Years	1,026	832	678
25-34 Years	1,087	990	877
35-44 Years	774	645	623
45-54 Years	786	687	642
55+ Years	813	700	677
Unknown	18	7	5
Total	4,504	3,861	3,502

Note. Students in 0-17 age groups were combined with Unknown category due to small sample size.

Table 15. Education Goals of Students Enrolled in the CTE Program

	2014-15 (N=4,504)	2015-16 (N=3,861)	2016-17 (N=3,502)
Transfer Seeking	819	682	553
Degree Seeking	250	213	181
Certificate Seeking	277	289	264
Diploma Seeking	168	147	132
Basic Skills	277	253	241
Skills Builder	596	486	494
Educational Enrichment	292	234	194
Career Exploration	795	790	733
Undecided	395	304	287
Unknown	635	463	423
Total	4,504	3,861	3,502

Table 16. DSS Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	1,069	1,343	1,334
Cypress	1,458	1,408	1,304
Wilshire	761	847	981
Offsite	866	673	395
Total	4,154	4,271	4,014

Table 17. Ethnicity of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Asian	112	120	105
Black or African American	51	49	46
Hispanic or Latino	261	263	243
Other or Unknown	176	143	93
Two or More	45	43	47
White	304	264	229
Total	949	882	763

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

Table 18. Gender of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Female	378	367	302
Male	541	495	446
Unknown	30	20	15
Total	949	882	763

Table 19. Age of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
18-24 Years	376	364	332
25-34 Years	258	267	230
35-44 Years	83	74	58
45-54 Years	78	58	43
55+ Years	153	118	100
Unknown	1	1	0
Total	100.00%	100.00%	100.00%

Table 20. Education Goals of Students Enrolled in the DSS Program

	2014-15 (N=949)	2015-16 (N=882)	2016-17 (N=763)
Transfer Seeking	49	55	52
Degree Seeking	32	31	31
Certificate Seeking	16	26	31
Diploma Seeking	7	11	8
Basic Skills	52	45	34
Skills Builder	33	32	26
Educational Enrichment	76	88	108
Career Exploration	35	57	72
Undecided	93	118	121
Unknown	556	419	280
Total	949	882	763

Table 21. ESL Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	15,173	12,931	12,222
Cypress	9,709	9,542	7,554
Wilshire	6,865	5,846	5,147
Offsite	7,356	6,088	5,286
Total	39,103	34,407	30,209

Table 22. Ethnicity of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
Asian	2,075	2,137	2,046
Black or African American	115	97	116
Hispanic or Latino	6,827	6,369	5,694
Native Hawaiian or Pacific Islander	27	16	21
Other or Unknown	559	488	390
Two or More	147	146	129
White	710	686	676
Total	10,460	9,939	9,072

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

Table 23. Gender of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
Female	6,621	6,354	5,756
Male	3,538	3,216	2,982
Unknown	301	369	334
Total	10,460	9,939	9,072

Table 24. Age of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
0-17 Years	25	24	25
18-24 Years	1,132	998	972
25-34 Years	2,768	2,370	2,040
35-44 Years	2,853	2,725	2,401
45-54 Years	2,127	2,178	2,044
55+ Years	1,547	1,633	1,589
Unknown	8	11	1
Total	10,460	9,939	9,072

Table 25. Education Goals of Students Enrolled in the ESL Program

	2014-15 (N=10,460)	2015-16 (N=9,939)	2016-17 (N=9,072)
Transfer Seeking	472	425	364
Degree Seeking	88	69	79
Certificate Seeking	81	71	91
Diploma Seeking	239	194	159
Basic Skills	4,799	4,763	4,692
Skills Builder	397	456	407
Educational Enrichment	618	580	465
Career Exploration	482	524	481
Undecided	288	289	286
Unknown	2,996	2,568	2,048
Total	10,460	9,939	9,072

Table 26. HSDP Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	5,835	5,388	4,661
Cypress	3,807	3,394	3,249
Wilshire	4,661	3,999	3,651
Offsite	325	492	745
Total	14,628	13,273	12,306

Table 27. Ethnicity of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
American Indian or Alaska Native	13	11	17
Asian	545	511	502
Black or African American	196	178	167
Hispanic or Latino	3,090	2,981	2,808
Native Hawaiian or Pacific Islander	18	26	24
Other or Unknown	124	98	107
Two or More	295	287	265
White	596	549	530
Total	4,877	4,641	4,420

Table 28. Gender of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
Female	2,723	2,718	2,623
Male	2,076	1,841	1,714
Unknown	78	82	83
Total	4,877	4,641	4,420

Table 29. Age of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
0-17 Years	32	25	26
18-24 Years	2,118	1,859	1,626
25-34 Years	1,466	1,425	1,335
35-44 Years	613	631	675
45-54 Years	427	449	479
55+ Years	218	250	279
Unknown	3	2	0
Total	4,877	4,641	4,420

Table 30. Education Goals of Students Enrolled in the HSDP Program

	2014-15 (N=4,877)	2015-16 (N=4,641)	2016-17 (N=4,420)
Transfer Seeking	936	899	819
Degree Seeking	221	213	190
Certificate Seeking	123	132	102
Diploma Seeking	1,575	1,465	1,344
Basic Skills	359	317	385
Skills Builder	153	175	176
Educational Enrichment	137	114	141
Career Exploration	416	455	486
Undecided	276	257	250
Unknown	681	614	527
Total	4,877	4,641	4,420

Table 31. LEAP Enrollments by Campus Location

	2014-15 (N=79,356)	2015-16 (N=80,151)	2016-17 (N=83,204)
Anaheim	3,073	3,078	2,903
Cypress	3,644	3,337	3,559
Wilshire	1,617	1,939	2,007
Offsite	71,022	71,797	74,735
Total	79,356	80,151	83,204

Table 32. Ethnicity of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
American Indian or Alaska Native	32	36	29
Asian	2,875	2,859	2,801
Black or African American	273	284	278
Hispanic or Latino	2,735	2,557	2,586
Native Hawaiian or Pacific Islander	43	55	53
Other or Unknown	3,027	3,175	3,942
Two or More	378	384	328
White	6,706	6,123	6,070
Total	16,069	15,473	16,087

Table 33. Gender of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
Female	10,980	10,588	10,984
Male	4,263	4,014	4,069
Unknown	826	871	1,034
Total	16,069	15,473	16,087

Table 34. Age of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
0-17 Years	2,400	1,980	1,678
18-24 Years	306	333	298
25-34 Years	789	851	898
35-44 Years	765	788	860
45-54 Years	675	688	633
55+ Years	11,114	10,815	11,708
Unknown	20	18	12
Total	16,069	15,473	16,087

Table 35. Education Goals of Students Enrolled in the LEAP Program

	2014-15 (N=16,069)	2015-16 (N=15,473)	2016-17 (N=16,087)
Transfer Seeking	398	423	427
Degree Seeking	97	102	111
Certificate Seeking	78	80	103
Diploma Seeking	251	230	211
Basic Skills	532	520	524
Skills Builder	379	412	426
Educational Enrichment	3,369	3,359	3,444
Career Exploration	487	524	514
Undecided	1,884	1,751	1,849
Unknown	8,594	8,072	8,478
Total	16,069	15,473	16,087

Table 36. NOCE Course Retention Rates by Ethnicity, Academic Year 2014-15

	Summer	Fall	Winter	Spring
American Indian or Alaska Native	54	73	66	51
Course Retention	45	64	51	44
Course Retention Rate	83.33%	87.67%	77.27%	86.27%
Asian	3,709	5,578	5,319	5,381
Course Retention	3,376	4,666	4,462	4,583
Course Retention Rate	91.02%	83.65%	83.89%	85.17%
Black or African American	348	628	571	575
Course Retention	299	499	477	458
Course Retention Rate	85.92%	79.46%	83.54%	79.65%
Hispanic or Latino	6,235	12,084	12,414	11,100
Course Retention	5,406	9,508	9,512	8,563
Course Retention Rate	86.70%	78.68%	76.62%	77.14%
Native Hawaiian or Pacific Islander	71	98	87	95
Course Retention	63	70	76	75
Course Retention Rate	88.73%	71.43%	87.36%	78.95%
Other or Unknown	4,007	5,081	5,333	5,163
Course Retention	3,815	4,685	4,859	4,624
Course Retention Rate	95.21%	92.21%	91.11%	89.56%
Two or More	414	742	711	693
Course Retention	368	577	557	540
Course Retention Rate	88.89%	77.76%	78.34%	77.92%
White	8,358	10,373	10,560	10,663
Course Retention	7,923	9,438	9,512	9,493
Course Retention Rate	94.80%	90.99%	90.08%	89.03%
Total	23,196	34,657	35,061	33,721

Table 37. NOCE Course Retention Rates by Ethnicity, Academic Year 2015-16

	Summer	Fall	Winter	Spring
American Indian or Alaska Native	38	49	58	47
Course Retention	34	46	48	45
Course Retention Rate	89.47%	93.88%	82.76%	95.74%
Asian	3,814	5,827	5,493	5,442
Course Retention	3,317	4,960	4,699	4,751
Course Retention Rate	86.97%	85.12%	85.55%	87.30%
Black or African American	310	543	557	623
Course Retention	260	458	489	541
Course Retention Rate	83.87%	84.35%	87.79%	86.84%
Hispanic or Latino	6,107	11,267	10,706	10,110
Course Retention	4,978	8,673	8,528	8,019
Course Retention Rate	81.51%	76.98%	79.66%	79.32%
Native Hawaiian or Pacific Islander	61	97	87	84
Course Retention	52	83	73	77
Course Retention Rate	85.25%	85.57%	83.91%	91.67%
Other or Unknown	4,131	5,181	5,624	5,572
Course Retention	3,992	4,839	5,182	5,197
Course Retention Rate	96.64%	93.40%	92.14%	93.27%
Two or More	381	746	677	688
Course Retention	320	579	570	580
Course Retention Rate	83.99%	77.61%	84.19%	84.30%
White	8,146	10,015	10,060	9,727
Course Retention	7,825	9,329	9,265	9,056
Course Retention Rate	96.06%	93.15%	92.10%	93.10%
Total	22,988	33,725	33,262	32,293

Table 38. NOCE Course Retention Rates by Ethnicity, Academic Year 2016-17

	Summer	Fall	Winter	Spring
American Indian or Alaska Native	46	65	47	N/A
Course Retention	38	58	39	N/A
Course Retention Rate	82.61%	89.23%	82.98%	N/A
Asian	4,326	5,941	5,980	N/A
Course Retention	3,707	5,074	5,088	N/A
Course Retention Rate	85.69%	85.41%	85.08%	N/A
Black or African American	381	577	617	N/A
Course Retention	332	494	501	N/A
Course Retention Rate	87.14%	85.62%	81.20%	N/A
Hispanic or Latino	5,937	10,618	10,396	N/A
Course Retention	4,865	8,109	7,915	N/A
Course Retention Rate	81.94%	76.37%	76.14%	N/A
Native Hawaiian or Pacific Islander	58	94	101	N/A
Course Retention	51	81	93	N/A
Course Retention Rate	87.93%	86.17%	92.08%	N/A
Other or Unknown	5,005	6,038	6,183	N/A
Course Retention	4,733	5,575	5,460	N/A
Course Retention Rate	94.57%	92.33%	88.31%	N/A
Two or More	425	777	758	N/A
Course Retention	349	646	602	N/A
Course Retention Rate	82.12%	83.14%	79.42%	N/A
White	8,129	9,902	9,818	N/A
Course Retention	7,582	9,039	8,771	N/A
Course Retention Rate	93.27%	91.28%	89.34%	N/A
Total	24,307	34,012	33,900	N/A

Table 39. NOCE Course Retention Rates by Gender

	Summer	Fall	Winter	Spring
Academic Year 2014-15				
Female	16,288	24,079	24,056	23,280
Course Retention	15,071	20,757	20,539	19,893
Course Retention Rate	92.53%	86.20%	85.38%	85.45%
Male	5,977	9,256	9,672	9,122
Course Retention	5,334	7,560	7,799	7,318
Course Retention Rate	89.24%	81.68%	80.63%	80.22%
Unknown	931	1,322	1,333	1,319
Course Retention	890	1,190	1,168	1,169
Course Retention Rate	95.60%	90.02%	87.62%	88.63%
Academic Year 2015-16				
Female	16,009	23,319	22,858	22,281
Course Retention	14,607	20,260	20,064	19,651
Course Retention Rate	91.24%	86.88%	87.78%	88.20%
Male	5,964	8,973	8,920	8,544
Course Retention	5,204	7,414	7,454	7,268
Course Retention Rate	87.26%	82.63%	83.57%	85.07%
Unknown	1,015	1,433	1,484	1,468
Course Retention	967	1,293	1,336	1,347
Course Retention Rate	95.27%	90.23%	90.03%	91.76%
Academic Year 2016-17				
Female	16,869	23,382	23,109	N/A
Course Retention	15,138	20,161	19,657	N/A
Course Retention Rate	89.74%	86.22%	85.06%	N/A
Male	6,236	8,988	9,024	N/A
Course Retention	5,396	7,458	7,297	N/A
Course Retention Rate	86.53%	82.98%	80.86%	N/A
Unknown	1,202	1,642	1,767	N/A
Course Retention	1,123	1,457	1,515	N/A
Course Retention Rate	93.43%	88.73%	85.74%	N/A

Table 40. NOCE Course Retention Rates by Program

	Summer	Fall	Winter	Spring
Academic Year 2014-15				
CTE	1,086	3,135	2,748	2,985
Course Retention	796	2,352	2,081	2,166
Course Retention Rate	73.30%	75.02%	75.73%	72.56%
DSS	459	1,107	1,011	1,005
Course Retention	345	1,046	987	864
Course Retention Rate	75.16%	94.49%	97.63%	85.97%
ESL	4,375	9,178	9,561	7,655
Course Retention	3,743	6,808	6,984	5,677
Course Retention Rate	85.55%	74.18%	73.05%	74.16%
HSDP	1,330	2,511	2,712	2,486
Course Retention	996	1,585	1,729	1,628
Course Retention Rate	74.89%	63.12%	63.75%	65.49%
LEAP	15,946	18,726	19,029	19,590
Course Retention	15,415	17,716	17,725	18,045
Course Retention Rate	96.67%	94.61%	93.15%	92.11%
Academic Year 2015-16				
CTE	895	2,943	2,360	2,643
Course Retention	654	2,235	1,794	1,924
Course Retention Rate	73.07%	75.94%	76.02%	72.80%
DSS	504	1,191	1,222	1,176
Course Retention	457	1,132	1,145	1,056
Course Retention Rate	90.67%	95.05%	93.70%	89.80%
ESL	4,086	8,346	7,700	6,734
Course Retention	2,883	5,960	5,780	5,135
Course Retention Rate	70.56%	71.41%	75.06%	76.25%
HSDP	1,187	2,299	2,375	2,228
Course Retention	786	1,448	1,604	1,509
Course Retention Rate	66.22%	62.98%	67.54%	67.73%
LEAP	16,316	18,946	19,605	19,512
Course Retention	15,998	18,192	18,531	18,642
Course Retention Rate	98.05%	96.02%	94.52%	95.54%

Table 40. NOCE Course Retention Rates by Program (Continued)

Academic Year 2016-17				
CTE	884	2,659	2,508	N/A
Course Retention	677	1,974	1,939	N/A
Course Retention Rate	76.58%	74.24%	77.31%	N/A
DSS	612	1,197	1,131	N/A
Course Retention	391	1,048	1,006	N/A
Course Retention Rate	63.89%	87.55%	88.95%	N/A
ESL	3,428	7,533	7,198	N/A
Course Retention	2,573	5,235	5,082	N/A
Course Retention Rate	75.06%	69.49%	70.60%	N/A
HSDP	1,127	2,105	2,369	N/A
Course Retention	799	1,396	1,428	N/A
Course Retention Rate	70.90%	66.32%	60.28%	N/A
LEAP	18,256	20,518	20,694	N/A
Course Retention	17,217	19,423	19,014	N/A
Course Retention Rate	94.31%	94.66%	91.88%	N/A

Table 41. NOCE Success Rates by Ethnicity

	2014-15 (N=126,635)	2015-16 (N=122,268)	2016-17 (N=123,934)
American Indian or Alaska Native	244	192	205
Success	181	157	160
Success Rate	74.18%	81.77%	78.05%
Asian	19,987	20,576	21,992
Success	15,351	16,058	17,442
Success Rate	76.80%	78.04%	79.31%
Black or African American	2,122	2,033	2,133
Success	1,500	1,533	1,575
Success Rate	70.69%	75.41%	73.84%
Hispanic or Latino	41,833	38,190	36,268
Success	25,788	23,984	23,871
Success Rate	61.65%	62.80%	65.82%
Native Hawaiian or Pacific Islander	351	329	354
Success	250	253	292
Success Rate	71.23%	76.90%	82.49%
Other or Unknown	19,584	20,508	23,322
Success	16,115	17,319	19,740
Success Rate	82.29%	84.45%	84.64%
Two or More	2,560	2,492	2,631
Success	1,633	1,717	1,794
Success Rate	63.79%	68.90%	68.19%
White	39,954	37,948	37,029
Success	33,044	32,671	31,655
Success Rate	82.71%	86.09%	85.49%

Table 42. NOCE Success Rates by Gender

	2014-15 (N=126,635)	2015-16 (N=122,268)	2016-17 (N=123,934)
Female	87,703	84,467	85,137
Success	66,700	65,962	67,440
Success Rate	76.05%	78.09%	79.21%
Male	34,027	32,401	32,517
Success	23,282	23,324	23,941
Success Rate	68.42%	71.99%	73.63%
Unknown	4,905	5,400	6,280
Success	3,880	4,406	5,148
Success Rate	79.10%	81.59%	81.97%

Table 43. CTE Success Rates by Ethnicity

	2014-15 (N=9,954)	2015-16 (N=8,841)	2016-17 (N=8,476)
American Indian or Alaska Native	30	11	11
Success	18	7	6
Success Rate	60.00%	63.64%	54.55%
Asian	2,546	2,186	2,162
Success	1,733	1,469	1,546
Success Rate	68.07%	67.20%	71.51%
Black or African American	307	283	270
Success	157	174	176
Success Rate	51.14%	61.48%	65.19%
Hispanic or Latino	4,429	3,948	3,868
Success	2,637	2,382	2,523
Success Rate	59.54%	60.33%	65.23%
Native Hawaiian or Pacific Islander	17	23	26
Success	11	8	18
Success Rate	64.71%	34.78%	69.23%
Other or Unknown	199	185	154
Success	128	124	104
Success Rate	64.32%	67.03%	67.53%
Two or More	631	501	479
Success	379	328	304
Success Rate	60.06%	65.47%	63.47%
White	1,795	1,704	1,506
Success	1,224	1,160	1,017
Success Rate	68.19%	68.08%	67.53%
Total	9,954	8,841	8,476

Table 44. CTE Success Rates by Gender

	2014-15 (N=9,954)	2015-16 (N=8,841)	2016-17 (N=8,476)
Female	7,159	6,360	6,285
Success	4,495	4,071	4,221
Success Rate	62.79%	64.01%	67.16%
Male	2,530	2,212	1,885
Success	1,605	1,387	1,251
Success Rate	63.44%	62.70%	66.37%
Unknown	265	269	306
Success	187	194	222
Success Rate	70.57%	72.12%	72.55%
Total	9,954	8,841	8,476

Table 45. DSS Success Rates by Ethnicity

	2014-15 (N=3,582)	2015-16 (N=4,093)	2016-17 (N=3,990)
American Indian or Alaska Native	0	12	13
Success	N/A	7	6
Success Rate	N/A	58.33%	46.15%
Asian	482	567	596
Success	426	519	483
Success Rate	88.38%	91.53%	81.04%
Black or African American	174	215	183
Success	156	178	136
Success Rate	89.66%	82.79%	74.32%
Hispanic or Latino	1,142	1,360	1,391
Success	996	1,175	1,112
Success Rate	87.22%	86.40%	79.94%
Native Hawaiian or Pacific Islander	15	38	49
Success	15	34	47
Success Rate	100.00%	89.47%	95.92%
Other or Unknown	484	440	331
Success	430	380	258
Success Rate	88.84%	86.36%	77.95%
Two or More	199	252	352
Success	172	230	295
Success Rate	86.43%	91.27%	83.81%
White	1,086	1,209	1,075
Success	938	1,080	848
Success Rate	86.37%	89.33%	78.88%
Total	3,582	4,093	3,990

Table 46. DSS Success Rates by Gender

	2014-15 (N=3,582)	2015-16 (N=4,093)	2016-17 (N=3,990)
Female	1,402	1,645	1,417
Success	1,216	1,434	1,105
Success Rate	86.73%	87.17%	77.98%
Male	2,093	2,380	2,491
Success	1,838	2,108	2,011
Success Rate	87.82%	88.57%	80.73%
Unknown	87	68	82
Success	79	61	69
Success Rate	90.80%	89.71%	84.15%

Table 47. ESL Success Rates by Ethnicity

	2014-15 (N=30,769)	2015-16 (N=26,866)	2016-17 (N=24,404)
Asian	6,331	6,243	5,922
Success	4,388	4,146	4,073
Success Rate	69.31%	66.41%	68.78%
Black or African American	362	309	352
Success	238	236	250
Success Rate	65.75%	76.38%	71.02%
Hispanic or Latino	19,761	16,800	14,935
Success	12,251	10,233	9,686
Success Rate	62.00%	60.91%	64.85%
Native Hawaiian or Pacific Islander	78	34	43
Success	44	25	29
Success Rate	56.41%	73.53%	67.44%
Other or Unknown	1,506	1,195	973
Success	931	750	621
Success Rate	61.82%	62.76%	63.82%
Two or More	489	398	365
Success	307	238	244
Success Rate	62.78%	59.80%	66.85%
White	2,242	1,887	1,814
Success	1,465	1,283	1,266
Success Rate	65.34%	67.99%	69.79%
Total	30,769	26,866	24,404

Note. Other or Unknown includes American Indian or Alaska Native.

Table 48. ESL Success Rates by Gender

	2014-15 (N=30,769)	2015-16 (N=26,866)	2016-17 (N=24,404)
Female	20,379	17,882	15,948
Success	13,499	11,372	10,716
Success Rate	66.24%	63.59%	67.19%
Male	9,643	8,179	7,698
Success	5,726	5,083	4,989
Success Rate	59.38%	62.15%	64.81%
Unknown	747	805	758
Success	399	456	464
Success Rate	53.41%	56.65%	61.21%

Table 49. HSDP Success Rates by Ethnicity

	2014-15 (N=9,039)	2015-16 (N=8,089)	2016-17 (N=7,528)
American Indian or Alaska Native	19	19	41
Success	3	2	16
Success Rate	15.79%	10.53%	39.02%
Asian	480	384	466
Success	149	125	205
Success Rate	31.04%	32.55%	43.99%
Black or African American	266	255	253
Success	66	99	100
Success Rate	24.81%	38.82%	39.53%
Hispanic or Latino	6,730	6,063	5,392
Success	1,491	1,548	1,524
Success Rate	22.15%	25.53%	28.26%
Native Hawaiian or Pacific Islander	35	30	31
Success	7	6	10
Success Rate	20.00%	20.00%	32.26%
Other or Unknown	174	106	141
Success	28	20	37
Success Rate	16.09%	18.87%	26.24%
Two or More	516	513	563
Success	137	157	222
Success Rate	26.55%	30.60%	39.43%
White	819	719	641
Success	231	275	255
Success Rate	28.21%	38.25%	39.78%

Table 50. HSDP Success Rates by Gender

	2014-15 (N=9,039)	2015-16 (N=8,089)	2016-17 (N=7,528)
Female	4,855	4,520	4,269
Success	1,104	1,237	1,355
Success Rate	22.74%	27.37%	31.74%
Male	4,072	3,447	3,176
Success	983	955	981
Success Rate	24.14%	27.71%	30.89%
Unknown	112	122	83
Success	25	40	33
Success Rate	22.32%	32.79%	39.76%

Table 51. LEAP Success Rates by Ethnicity

	2014-15 (N=73,291)	2015-16 (N=74,379)	2016-17 (N=79,536)
American Indian or Alaska Native	187	147	140
Success	154	140	132
Success Rate	82.35%	95.24%	94.29%
Asian	10,148	11,196	12,846
Success	8,655	9,799	11,135
Success Rate	85.29%	87.52%	86.68%
Black or African American	1,013	971	1,075
Success	883	846	913
Success Rate	87.17%	87.13%	84.93%
Hispanic or Latino	9,771	10,019	10,682
Success	8,413	8,646	9,026
Success Rate	86.10%	86.30%	84.50%
Native Hawaiian or Pacific Islander	206	204	205
Success	173	180	188
Success Rate	83.98%	88.24%	91.71%
Other or Unknown	17,229	18,585	21,723
Success	14,604	16,046	18,720
Success Rate	84.76%	86.34%	86.18%
Two or More	725	828	872
Success	638	764	729
Success Rate	88.00%	92.27%	83.60%
White	34,012	32,429	31,993
Success	29,186	28,873	28,269
Success Rate	85.81%	89.03%	88.36%
Total	73,291	74,379	79,536

Table 52. LEAP Success Rates by Gender

	2014-15 (N=73,291)	2015-16 (N=74,379)	2016-17 (N=79,536)
Female	53,908	54,060	57,218
Success	46,386	47,848	50,043
Success Rate	86.05%	88.51%	87.46%
Male	15,689	16,183	17,267
Success	13,130	13,791	14,709
Success Rate	83.69%	85.22%	85.19%
Unknown	3,694	4,136	5,051
Success	3,190	3,655	4,360
Success Rate	86.36%	88.37%	86.32%

Table 53. Term to Term Retention Rates for NOCE

	2014 Fall Cohort	2015 Fall Cohort	2016 Fall Cohort
Number of Students in the Cohort	3,968	3,768	3,258
Retained in Winter	1,964	1,813	1,595
Retained in Spring	1,457	1,365	1,112
Retained in Fall	997	959	N/A

Table 54. Term to Term Retention Rates for NOCE by Ethnicity

	Fall Cohort	Retained in Winter	Retained in Spring	Retained in Fall
Fall 2014 Cohort				
Asian	755	48.08%	33.77%	23.44%
Black or African American	103	48.54%	41.75%	28.16%
Hispanic or Latino	1,745	47.68%	34.44%	22.01%
Native Hawaiian or Pacific Islander	17	47.06%	35.29%	5.88%
Other or Unknown	388	60.05%	45.62%	33.25%
Two or More	141	46.10%	31.91%	24.11%
White	819	50.43%	40.29%	29.67%
NOCE Overall	3,968	49.50%	36.72%	25.13%
Fall 2015 Cohort				
Asian	778	51.54%	35.48%	24.29%
Black or African American	88	46.59%	38.64%	30.68%
Hispanic or Latino	1,659	47.32%	34.00%	21.94%
Native Hawaiian or Pacific Islander	17	35.29%	23.53%	23.53%
Other or Unknown	415	51.81%	43.13%	34.22%
Two or More	139	33.81%	30.94%	23.74%
White	672	47.32%	39.43%	29.76%
NOCE Overall	3,768	48.12%	36.23%	25.45%
Fall 2016 Cohort				
Asian	659	49.47%	35.81%	N/A
Black or African American	84	48.81%	36.90%	N/A
Hispanic or Latino	1,322	47.81%	30.26%	N/A
Native Hawaiian or Pacific Islander	18	44.44%	38.89%	N/A
Other or Unknown	471	49.68%	35.46%	N/A
Two or More	92	48.91%	36.96%	N/A
White	612	50.49%	38.73%	N/A
NOCE Overall	3,258	48.96%	34.13%	N/A

Note. Other or Unknown includes American Indian or Alaska Native.

Table 55. Term to Term Retention Rates for NOCE by Gender

	Fall Cohort	Retained in Winter	Retained in Spring	Retained in Fall
Fall 2014 Cohort				
Female	2,422	52.02%	39.68%	27.37%
Male	1,368	45.10%	31.80%	21.86%
Unknown	178	48.88%	34.27%	19.66%
NOCE Overall	3,968	49.50%	36.72%	25.13%
Fall 2015 Cohort				
Female	2,338	49.49%	37.68%	26.35%
Male	1,218	46.14%	33.91%	23.97%
Unknown	212	44.34%	33.49%	24.06%
NOCE Overall	3,768	48.12%	36.23%	25.45%
Fall 2016 Cohort				
Female	1,965	51.25%	36.49%	N/A
Male	1,070	45.51%	29.81%	N/A
Unknown	223	45.29%	34.08%	N/A
NOCE Overall	3,258	48.96%	34.13%	N/A

Table 56. Term to Term Retention Rates for Programs

	2014 Fall Cohort	2015 Fall Cohort	2016 Fall Cohort
Career Technical Education (CTE)			
Starting Fall Cohort	460	417	377
Retained in Winter	165	167	166
Retained in Spring	129	136	119
Retained in Fall	88	100	N/A
Disability Support Services (DSS)			
Starting Fall Cohort	94	72	78
Retained in Winter	75	54	62
Retained in Spring	63	52	52
Retained in Fall	49	42	N/A
English as a Second Language (ESL)			
Starting Fall Cohort	1,536	1,593	1,397
Retained in Winter	799	814	676
Retained in Spring	512	535	437
Retained in Fall	328	326	N/A
High School Diploma/GED Program (HSDP)			
Starting Fall Cohort	537	566	393
Retained in Winter	208	251	188
Retained in Spring	146	180	120
Retained in Fall	78	103	N/A
Lifeskills Education Advancement Program (LEAP)			
Starting Fall Cohort	1,455	1,259	1,127
Retained in Winter	716	545	525
Retained in Spring	601	465	394
Retained in Fall	442	376	N/A

Table 57. Persistence Rates by Ethnicity

	2014-15	2015-16
Asian	389	467
Persisted	121	144
Persistence Rate	31.11%	30.84%
Black or African American	45	37
Persisted	18	20
Persistence Rate	40.00%	54.05%
Hispanic or Latino	1,119	1,146
Persisted	321	316
Persistence Rate	28.69%	27.57%
Other or Unknown	94	99
Persisted	19	17
Persistence Rate	20.21%	17.17%
Two or More	66	65
Persisted	24	28
Persistence Rate	36.36%	43.08%
White	219	192
Persisted	64	83
Persistence Rate	29.22%	43.23%
Total	1,932	2,006

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

Table 58. Persistence Rates by Gender

	2014-15	2015-16
Female	1,206	1,270
Persisted	357	382
Persistence Rate	29.60%	30.08%
Male	659	642
Persisted	197	209
Persistence Rate	29.89%	32.55%
Unknown	67	94
Persisted	13	17
Persistence Rate	19.40%	18.09%
Total	1,932	2,006

Table 59. CTE Certificates Awarded by Ethnicity

	2014-15	2015-16	2016-17
Asian	121	114	116
Hispanic or Latino	183	172	194
Other or Unknown	12	26	23
Two or More	30	24	25
White	62	66	74
Total Students Who Received CTE Certificates	408	402	432

Note. Other or Unknown includes American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander.

Table 60. CTE Certificates Awarded by Gender

	2014-15	2015-16	2016-17
Female	318	318	345
Male	81	74	74
Unknown	9	10	13
Total Students Who Received CTE Certificates	408	402	432

Table 61. DSS Certificates Awarded by Academic Year by Ethnicity

	2015-16	2016-17
Hispanic or Latino	11	25
Other or Unknown	7	19
White	15	14
Total Students who Received DSS Certificates	33	58

Note. Other or Unknown includes Asian, Black or African American or Two or More.

Table 62. DSS Certificates Awarded by Academic Year by Gender

	2015-16	2016-17
Female	15	19
Male	17	39
Unknown	1	0
Total Students who Received DSS Certificates	33	58

Table 63. High School Diplomas Awarded by Ethnicity

	2014-15	2015-16	2016-17
Asian	24	17	15
Hispanic or Latino	186	182	168
Other or Unknown	10	13	12
Two or More	20	13	25
White	35	29	33
Total Students Who Received High School Diplomas	275	254	253

Note. Other or Unknown includes American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander.

Table 64. High School Diplomas Awarded by Gender

	2014-15	2015-16	2016-17
Female	133	122	130
Male	140	127	121
Unknown	2	5	2
Total Students Who Received High School Diplomas	275	254	253

Table 65. Noncredit to Credit Transition Rates by Ethnicity

	2009 Fall Cohort	2010 Fall Cohort	2011 Fall Cohort
Asian	283	256	200
Transitioned	38	42	25
Transition Rate	13.43%	16.41%	12.50%
Black or African American	35	39	28
Transitioned	5	8	3
Transition Rate	14.29%	20.51%	10.71%
Hispanic or Latino	492	516	500
Transitioned	59	57	67
Transition Rate	11.99%	11.05%	13.40%
Other or Unknown	53	81	43
Transitioned	5	4	3
Transition Rate	9.43%	4.94%	6.98%
Two or More	61	38	51
Transitioned	20	19	12
Transition Rate	32.79%	50.00%	23.53%
White	181	209	159
Transitioned	12	24	22
Transition Rate	6.63%	11.48%	13.84%

Note. Other or Unknown includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander.

Table 66. Noncredit to Credit Transition Rates by Gender

	2009 Fall Cohort	2010 Fall Cohort	2011 Fall Cohort
Female	612	642	561
Transitioned	74	77	55
Transition Rate	12.09%	11.99%	9.80%
Male	465	419	389
Transitioned	60	70	73
Transition Rate	12.90%	16.71%	18.77%
Unknown	28	78	30
Transitioned	5	7	4
Transition Rate	17.86%	8.97%	13.33%
NOCE Overall Transition Rate	12.58%	13.52%	13.47%