



**Institutional
Effectiveness
Report
2017-18**

2017-18 NOCE Institutional Effectiveness Report

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Message from the Provost

As a leader in the field of noncredit/adult education, NOCE continues the work on standardization of the metrics specifically designed to measure institutional effectiveness of noncredit programs and services.

One of the most significant statewide accomplishments in 2017-18 was the establishment of common adult education metrics which aligned the K-12 and community college data systems. Over the course of the past year, field teams comprised of the State Chancellor's Office, the California Department of Education, K-12 adult education and community college practitioners established the indicators that would consistently represent success of adult education students across the state. NOCE team members joined other community college practitioners in this important work. The identified adult education success indicators were later incorporated into the California Community College Student Success Metrics, Strong Workforce Program Success Indicators, and California Adult Education Program Success Metrics. Many of the success measures depicted in the NOCE's Institutional Effectiveness Report mirror statewide success indicators. Examples include equitable access, completion of high school diplomas and certificates, retention, transition to post-secondary, employment and earnings.

The research team at NOCE have been key players in the conversations at both the local and state levels regarding success metrics for noncredit students. In an effort to create a learning community among noncredit practitioners, NOCE's Office of Institutional Research and Planning (OIRP) has spearheaded the creation of the first State Noncredit Research and Planning Committee. OIRP worked in collaboration with four other noncredit institutions over two years to create buy-in from the California Community College Chancellor's Office Research and Planning Group. They were formalized and recognized in spring 2018 by the RP Group. This group meets on a quarterly basis to discuss research directly related to noncredit programs and initiatives.

The makeup of student populations served by NOCE mirrors the NOCCCD service area demographic changes that involve race, ethnicity, gender, age, and educational preparation. When comparing the ethnic, gender, and age distribution of NOCE students across the three years to the community-of-service data, NOCE served all groups of students proportionately. In fact, NOCE is known to serve the older adult student population which increased by nearly 2% in the past year. Older adults are the fastest growing population in Orange County.

As evidenced by the record-breaking 2018 Career and Technical Education graduating class, NOCE plays a critical role in increasing the numbers of middle-skilled employees and improving their compatibility in the industries of the greatest demand, locally and statewide. According to the results of the 2017 Career and Technical Education Outcomes Survey, students who completed NOCE CTE programs found employment and increased their earnings.

NOCE achieved a new level of success in 2017-18 as indicated by higher rates of achievement in all key success metrics: number of continuing students, course retention and success, persistence, and noncredit-to-credit transition rate. Additional highlights from OIRP, include the Campus Climate Survey, Stop-Out Survey and the Noncredit Dashboards. OIRP released NOCE's first Campus Climate Survey to students and employees. This survey provided baseline data for campus climate. The Stop-Out Survey was released in fall 2017, this survey captured data solely from high school students who stopped out and/or returned after a period of absence. OIRP released Noncredit Dashboards in summer 2018, the dashboards focus on KPI's, enrollment trends and lab usage.

OIRP identified several key projects for the next year. It will participate in the redesign of the NOCE Strategic Plan by developing outcomes and measures for NOCE's strategic objectives. Additionally, OIRP will continue to build the enrollment management system for NOCE by establishing key indicators of successful enrollment management and developing the tools to monitor student attendance on a continuous basis. One of the most important projects is planned for the next year which entails collecting student feedback through surveys and focus groups on the topics of basic needs, reasons for stopping out of classes, and academic calendar preferences.

NOCE's Institutional Effectiveness Report (IER) is one of a kind, presenting the data exclusively for NOCE's noncredit offerings. Student participation and performance data included in this year's IER is an invaluable tool for evaluating our programs and services. More importantly, it is a rare resource contributing to telling the story of the students served in college-based adult education. OIRP presented at several major educational conferences. Dulce Delgadillo, Interim Director of Institutional Research and Planning, and Jason Makabali, Senior Research Analyst, and Dr. Harpreet Uppal, Interim Senior Research Analyst were invited to the American Educational Research Association Conference, the world's largest gathering of educational researchers, to participate in a panel discussion addressing opportunities and challenges of adult education students and to present the findings of the NOCE Adult High School Drop Out Survey.

I want to express my gratitude to all who contributed to the production of this report, especially NOCE's Office of Institutional Research and Planning team: Dulce Delgadillo, Jason Makabali, Dr. Harpreet Uppal and all supporting staff, Kulvir Beinig, Jinal Mehta, Duc Nguyen, Tania Lee, Andy Pham, and Pragyee Mool.



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 1973, 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 (2015-16 to 2017-18). Below are the key findings from the data:

- NOCE continues to see a decrease in student headcount and enrollments for NOCE overall and programs. However, the proportion of offsite enrollments has increased over the past three academic years.
- NOCE students who identify as Hispanic or Latino (34%), White (32%) or Asian (27%) make up the three largest ethnic groups served by NOCE overall and NOCE programs.
- The NOCE student population is over two-thirds female. A larger proportion of females being served is mirrored by most NOCE Programs, with the exception of the Disability Support Services (DSS) which serves more males (61%) than females.

- NOCE mostly serves older adults; 34% of NOCE students are 55 or older and this proportion decreased the past year from 46%. 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 (34%). About 84% 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).
- NOCE continues to retain over 80% of students in courses over the past three years. Hispanic or Latino students are retained at lower rates in courses, while White students are retained at the highest rates. Females continue to be retained in NOCE courses at higher rates compared to males. Of all NOCE programs, HSDP had the lowest course retention rates, approximately 67%.
- NOCE course success rates continue to increase to over an 80% success rate for NOCE overall for 2017-18. White students continue to have the highest course success rates. Hispanic or Latino students have the lowest rates, although these rates have been increasing over the past three years. LEAP and DSS programs both showed higher success rates compared to NOCE overall, while HSDP had the lowest. This may be due to the self-paced and open-enrollment nature of the HSDP.
- Both average and median hours were calculated for NOCE and instructional programs. DSS students, on average, complete the greatest number of attendance hours, with each student averaging and having a median of over 200 hours per academic year. Despite a decline in NOCE headcount, overall average hours completed across NOCE have increased by about 5 hours from 2015-16 to 2017-18.
- NOCE continues to retain about one in four (26%) of its student from Fall to Fall. There is great variation in retention rates among programs, with DSS seeing the highest Fall to Fall retention rates at over 50%, followed by LEAP with 33% for 2017-18. HSDP and CTE continue to experience lower Fall to Fall retention rates at around 20% and 22%, respectively.
- Persistence rates have slightly declined the last three years, with about 27% of NOCE students persisting towards their academic goals, LEAP notwithstanding. When looking at the last three cohorts, Asian, Black or African American, and White students consistently had higher persistence rates compared to NOCE overall.
- Since 2015-16, there continues to be an increase in the number of Career Technical Education (CTE) certificates awarded. The Pharmacy Technician program has seen a consistent decline (34%) in certificates awarded. However, there has been a consistent increase (34%) in the number of Medical Assistant certificates awarded during the same time frame.

- The number of DSS certificates has continued to grow over the past three years. In addition, the DSS program began awarding Braille Transcribing certificates during the 2017-18 academic year.
- About 13% of NOCE students transition to Fullerton College or Cypress College within six years of their initial enrollment at NOCE. This rate has remained steady at about 13% for the past three cohorts.
- Over the past five years, over a fifth of NOCE students have been employed in the second fiscal quarter after exiting the community college system.
- Since 2015-16, the number of students who completed an orientation has been continually increasing from 4,551 up to 6,140 in 2017-18.
- Close to 90% of the students who completed an assessment and 90% of the students who completed an education plan enrolled in courses in the same year.

The findings from the 2017-18 Institutional Effectiveness Report suggest that NOCE continues to make progress towards meeting the WASC Action Plan Goals. NOCE continues to serve a wide range of students with a diverse set of needs and goals. Over the past three years, NOCE has seen several successes including an increase in DSS and CTE certificates, overall course success and overall course retention. OIRP is dedicated to cultivating a culture of data at NOCE and continues to support the institution through this report in order for the NOCE community to make data-driven decisions. Ultimately, NOCE plays a powerful role in the lives of our students and their educational pathways. The Institutional Effectiveness Report helps illustrate their success stories.



Chapter 1: Introduction

Chapter 1 provides background information on North Orange Continuing Education. An overview of the institution's **vision, mission** and **core values** are presented.

Purpose

The purpose of the Institutional Effectiveness Report produced by the Office of Institutional Research and Planning (OIRP) is to continuously assess the extent to which North Orange Continuing Education (NOCE) is achieving its vision and mission in serving its students. This report is intended to serve as a tool to measure progress made towards NOCE's goals and assure their alignment with NOCE's Western Association of Schools and Colleges (WASC) Action Plan and North Orange County Community College District's (NOCCCD) Strategic Directions. NOCE is currently in the process of finalizing a new strategic plan, which is intended to be finalized by spring 2019.

Noncredit metrics and indicators have continued to be developed within OIRP to ensure NOCE is accurately capturing programs' effectiveness, areas for growth, and student success. Three effectiveness indicators have been identified and highlighted in the report to illustrate how metrics align with NOCE's WASC Action Plan. By measuring NOCE's institutional effectiveness on a yearly basis, the NOCE community is better informed about students' needs, goals and strengths. This report is not intended to critique the details of NOCE's individual programs, but rather provide information to better assess the degree to which these programs support in achieving NOCE's vision, mission and goals. The process of measuring institutional effectiveness ensures NOCE's accountability and commitment to educational quality.

North Orange County Community College District

Vision

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 Education¹ 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

- Strategic Direction 1** The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.
- Strategic Direction 2** The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.
- 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.
- 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.
- Strategic Direction 5** The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

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

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

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

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

Learning

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

Excellence

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

Diversity

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

Service

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

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:

- 1** Empowerment to be lifelong learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry and goal-setting skills.
- 2** 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

In June 2018, NOCE held a strategic planning retreat where feedback regarding NOCE's priorities was solicited from a variety of stakeholders, including management, faculty, and classified staff. As a result of the group work and feedback received from the retreat, a strategic planning workgroup was formed. The workgroup consists of NOCE management, faculty, and classified staff. The purpose of the workgroup was to review the recommendations submitted by the consultant who led the retreat and write a draft plan. Once a draft plan is complete, it will be vetted through Provost's Cabinet. NOCE will finalize their strategic plan and action plan in spring 2019.

NOCE Strategic Planning Timeline



NOCE Institutional Effectiveness Process

NOCE's institutional effectiveness process is moving towards a five-year cycle to ensure NOCE complies with the WASC Action Plan. This process ensures institutional goals and metrics align with NOCCCD strategic directions and NOCE's WASC Action Plan. The program areas covered in the cycle include:

- Student Services Programs
- Academic/Instructional Programs
- Finance and Business
- Categorical Programs

The purpose of institutional effectiveness is to provide quality data such that data-driven decisions and effective planning can be accomplished by NOCE faculty, staff, and administrators. By monitoring institutional effectiveness in a systematic manner, NOCE can adapt to the evolving needs of the school, students, and community. Given that this process has been recently adopted at NOCE, it has evolved and continues to acclimate to the needs of the institution.

The institutional effectiveness cycle consists of four components: Identifying and utilizing institutional effectiveness indicators to continuously assess and evaluate NOCE programs, processes, and initiatives; Setting institution-set standards which determine baseline standards for institutional effectiveness and student achievement for NOCE; Moving to developing a cycle to assess institutional effectiveness, is a five-year timeline; Implementing a planning and program review process at NOCE to evaluate the effectiveness and progress of academic programs, student services, and institutional processes.

With the goal of continuously improving NOCE's institutional effectiveness, these components are a part of an ongoing cycle of assessment and evaluation, actions for improvement, and accreditation and compliance. The next component that is planned to be added to this cycle is identifying NOCE yearly goals and targets to determine effectiveness of programs and student services.



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 Directions. The WASC Leadership team identified three areas of focus:

- 1 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.
- 2 Educational Pathways:** A major action institutions can take to increase the likelihood 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.
- 3 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 AEBG². The WASC Self-Study highlights many of these areas and provided new insight to further build student services.

About this Report

The Institutional Effectiveness Report presents a comprehensive in-depth analysis that sheds light on NOCE's strengths and areas for growth. After examining NOCE's internal data and researching noncredit adult education, the Office of Institutional Research and Planning has identified key metrics that serve as effectiveness indicators that can be linked back to NOCE's WASC Action Plan. These effectiveness indicators help the NOCE community identify the

² At the time of writing this report, NOCE's WASC Action Plan was not updated to AEBG's recent name change to California Adult Education Program (CAEP).

institution's progress towards achieving its goals in the action plan. Effectiveness indicators will be discussed at greater length in a following section.

Throughout the report, effectiveness indicators have been labelled with icons to identify the metrics that link back to NOCE's WASC Action Plan. Covering the three broad areas of Institutional Effectiveness, Educational Pathways, and Student Services, the icons below represent each of the goals identified in the WASC Action Plan:



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.

This report is structured to place the emphasis on the institutional effectiveness indicators and NOCE's overall progress toward improving institutional effectiveness as captured by these indicators. As the California Community College Chancellor's Office evolves their student success metrics, it is OIRP's intent to create alignment across state and federal reporting needs with locally defined metrics. As a result, the structure of the report will align with the categories in which the Chancellor's office has chosen to use for *Simplified Metrics*. Like last year, data will be broken down by individual programs and services based on indicators. Chapter two will focus on **equitable access** and examine community trends and enrollment patterns of NOCE students to identify the needs of the community NOCE serves. This chapter will also provide insight into the types of students served, providing overall demographic information. Chapter three will be focused on the **learning progress** of NOCE students within their academic term. The metrics examined in this chapter will include course retention and course success. Chapter four will be looking at the **momentum** students have gained in their academic journey at NOCE and will consider their hours completed, term to term retention, and persistence rates. These indicators will evaluate the achievements of NOCE's students and their progress toward their own personal academic goals. Chapter five focuses on students' **success** in achieving these goals and presents certificate and diploma completion rates, along with noncredit to NOCCCD credit transition rates. Chapter six will look at a new indicator introduced in this iteration of the institutional effectiveness report, **employment**. This data was captured through the Cal-PASS Plus Launchboard dashboard and captures employment for NOCE students. Lastly, chapter seven is dedicated to student services and provides an overview of the services that students are receiving and the ways in which they lead to student success. The final section of this report provides an overview of the conclusions and provides next steps and direction for the future of NOCE as informed by the analysis of the data.

Development of Noncredit Metrics

Noncredit continues to be under studied and little direction is given regarding clearly defining statewide metrics or indicators for the evaluation of noncredit institutional effectiveness. As a result of this gap, NOCE's Office of Institutional Research and Planning (OIRP) continues to explore NOCE's data and its local definitions for noncredit metrics. For the 2017-18 Institutional Effectiveness Report, the following institutional effectiveness indicators have been identified and locally defined:

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

The metrics above were created and locally defined by OIRP after careful examination of internal data and processes. OIRP collaborated with NOCE staff, administrators, Admissions and Records, academic programs, classified personnel, and district information services prior to finalizing the above metrics. As OIRP continued to explore the intricacies of NOCE data, metrics and definitions have gone through various revisions. These definitions and revisions have been an ongoing conversation with NOCE members, including classified personnel, program directors, and NOCE management.

NOCE's metrics were developed with federal and state definitions in mind. State and federal programs such as the Workforce Innovation Opportunity Act (WIOA), the California Adult Education Program (CAEP), and Strong Workforce Program (SWP), along with the California Community College Chancellor's Office Management Information Systems (MIS), CTE LaunchBoard and Student Success metrics influenced the development of NOCE's noncredit metrics.

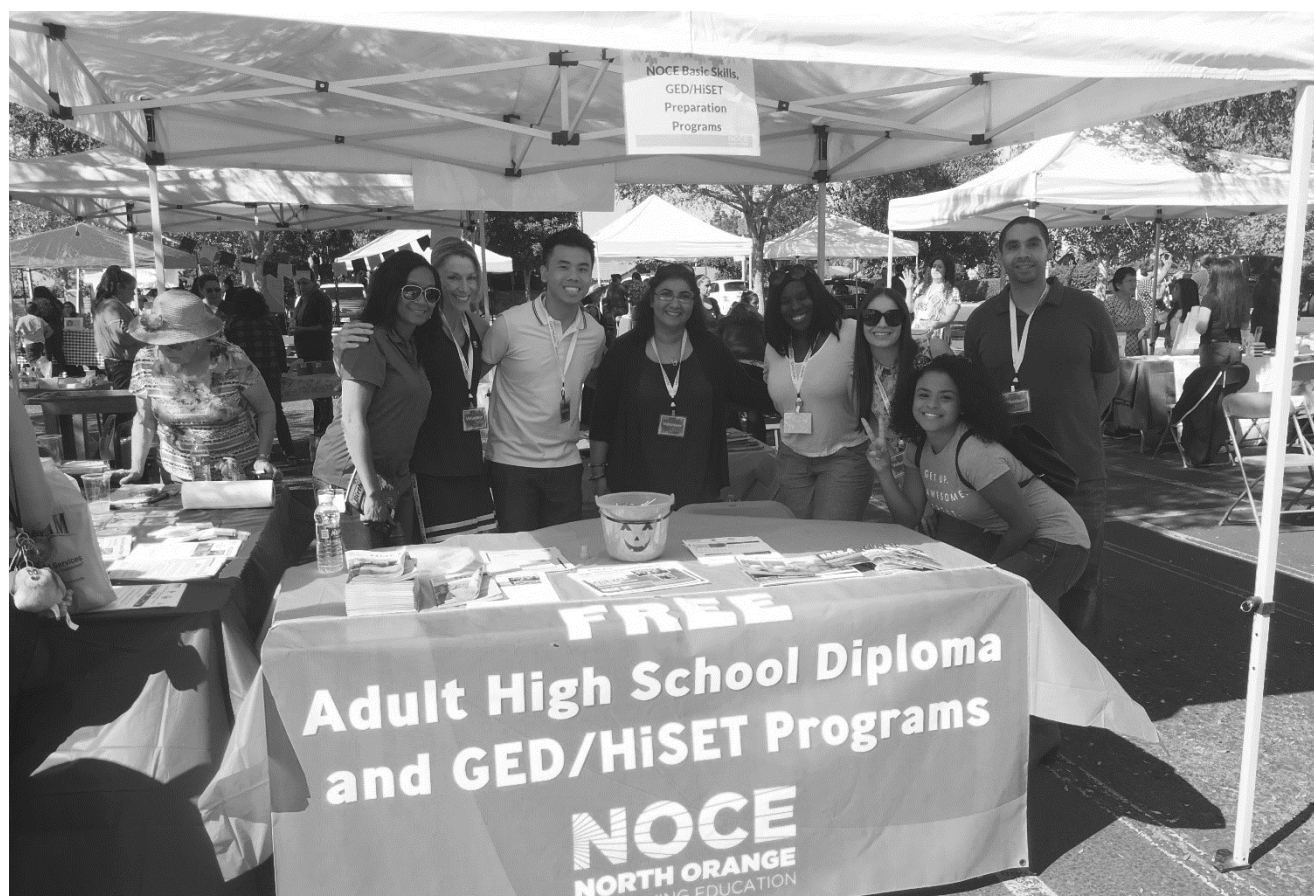
NOCE OIRP has been an advocate for the development of noncredit metrics throughout the state. They have partnered with other noncredit institutional researchers and program staff across California to establish the first noncredit research and planning group, which meets in a quarterly basis. The purpose of this group is to discuss institutional research related to noncredit. Topics such as noncredit metrics, impacts of policy changes on noncredit funding and state reporting templates are discussed. NOCE OIRP will continue to be an advocate for noncredit research and be a voice for the needs of noncredit students and institutions.

Datasets and Methodology

Data was primarily obtained directly from the districtwide student information system, Banner database, through queries created using Oracle PL/SQL Developer. Student enrollments, academic history, demographics, services received, award completion, course level data, and credit student history were obtained through the queries. Additional data and information as 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 and analyzed using statistical analytical software to create the overall dataset. Since data is extracted from the live student accounting database, the final dataset was manually checked for validity and is accurate as the time at which data was extracted. Data used to compile the community profile section of this report was obtained from the United States Census Bureau through the American Fact Finder³. 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 their respective section.

³ <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>



Chapter 2: Equitable Access

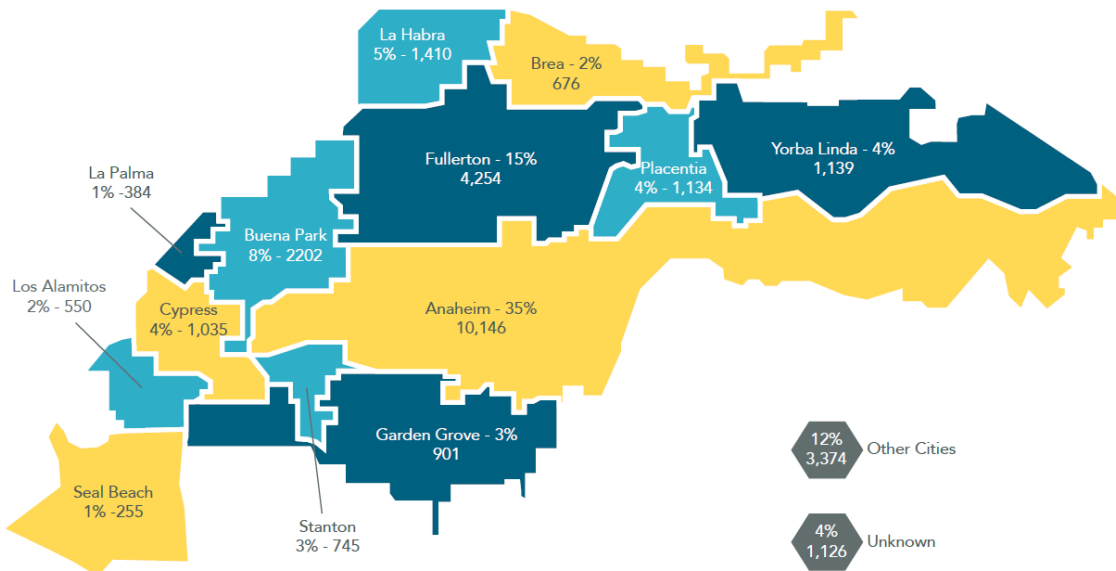
Chapter 2 focuses on the community trends and enrollment patterns of NOCE students to ensure **equitable access** to the community NOCE serves.

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 seven census tracts, which includes 13 cities within the North Orange County service area. The 13 cities included in the profile are Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Palma, Los Alamitos, Placentia, Seal Beach, Stanton, and Yorba Linda. The community profile also includes a 14th city, Westminster, even though it does not fall within the NOCCCD district boundaries. Some of the census tracts are compiled of several cities which makes it difficult to exclude just one city from a tract. Westminster is part of the tract that includes Stanton and West Garden Grove. It is also important to note that Stanton and Garden Grove (west and east) tracts were included in the profile even though the district boundaries only touch a fraction of the cities. OIRP chose to include these two tracts because while large parts of these cities fall outside NOCCCD boundaries, NOCE is still open to serve students whose needs might be met through our institution. About 85% of NOCE students are resident of these 13 cities. The remaining 15% students either reside in the other cities served by NOCCCD or live outside of North Orange County area.

NOCCCD DISTRICT SERVICE MAP 2017/18 NOCE Students of Residence



The community profile is based on the U.S. Census Bureau's 2017 American Community Survey (ACS) 1-Year estimates based on the 2010 Census data. The 2017 estimates are used instead of the 2010 census data because 2017 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 13 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 (5.1% in 2017-18) 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.

NOCE 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 grade⁴. 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 3% from 2015-16 to 2016-17 and another 7% from 2016-17 to 2017-18. The drop from 2016-17 to 2017-18 was much sharper than the one from 2015-16 to 2016-17. A similar pattern emerged in the decline of total enrollments, 2% from 2015-16 to 2016-17 and 3% from 2016-17 to 2017-18; however, the proportion of students served dropped much greater than student enrollments from 2016-17 to 2017-18. Based on the 2017 Census estimates, over 900,000 adults reside in the NOCE service area, and over the years, NOCE has served roughly 3% of the total community population.

Table 1

NOCE Headcount and Enrollments

	2015-16	2016-17	2017-18	2017 Community Estimates
Unduplicated Headcount	32,563	31,641	29,331	981,279
Total Enrollments	144,815	141,782	137,706	-

Enrollments by Campus Location



In 2017-18 NOCE offered courses at 130 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 Campus 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 5% over the years, they increased by 4% at the offsite locations.

⁴ 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 2

Enrollments by Campus Location

	2015-16 (N=144,815)	2016-17 (N=141,782)	2017-18 (N=137,706)
Anaheim	23.84%	22.82%	22.06%
Cypress	12.30%	11.12%	11.19%
Wilshire	9.25%	8.67%	8.54%
Offsite	54.61%	57.39%	58.21%
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, nearly 95% of course enrollments were apportionment (Table 3). Most of the remaining course enrollments were community service courses, which are tuition-based courses. The remaining 1% of the enrollments were funded by Grants such as Adult Education Program (AEP) or Perkins. Grant funded course enrollments decreased from 2015-16 to 2016-17 but increased slightly in the following year. In 2015-16, High School offsite labs, Gilbert South and El Camino, were funded exclusively by AEP. 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

	2015-16 (N=144,815)	2016-17 (N=141,782)	2017-18 (N=137,706)
Apportionment	94.14%	95.90%	96.00%
Community Service	3.87%	3.45%	3.05%
Grants	1.98%	0.65%	0.94%
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)⁵. 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 remained consistent over the three year, and first time NOCE students make up one-third of the student population. *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, nearly half of the students were continuing students, and less than one-fifth of the students were returning students. These are the students who returned to NOCE after being absent for a year or over. The proportion of students identified in all three categories have remained relatively consistent over the three years.

Table 4

Student Enrollment Status

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
First Time Student	33.28%	32.67%	33.04%
Continuing Student	48.20%	49.20%	48.58%
Returning Student	18.52%	18.13%	18.38%
Total	100.00%	100.00%	100.00%

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 3% decrease in the Hispanic or Latino group. There is an increase in the proportion of students whose ethnicity is Other or Unknown, and in 2017-18, approximately one out of six students’ ethnicity information was missing.

⁵ 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

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 and Asian. NOCE underserved the White population in the community since there were approximately 32% White adults in the community compared to the 24% White population at NOCE. Similarly, the Asian community was disproportionately impacted with Asians comprising 27% of the North Orange County community compared to the 19% Asian student population at NOCE. NOCE had nearly 16% students whose ethnicity was either Other or Unknown, but a small percentage in the community indicated race other than what was listed. 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

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)	2017 Community Estimates (N=981,279)
American Indian or Alaska Native	0.17%	0.16%	0.14%	0.13%
Asian	18.25%	18.00%	19.14%	27.38%
Black or African American	2.09%	2.06%	2.03%	2.25%
Hispanic or Latino	39.48%	37.53%	36.05%	34.17%
Native Hawaiian or Pacific Islander	0.32%	0.33%	0.36%	0.15%
Other or Unknown	12.05%	14.43%	15.68%	0.08%
Two or More	2.98%	2.74%	3.20%	3.91%
White	24.67%	24.75%	23.40%	31.93%
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 and males have remained relatively the same across the three years, with a two to one ratio. The proportion of unknowns increased by 1% from 2016-17 to 2017-18. When compared to the community's gender breakdown, NOCE overserved the female population by 14% and underserved male population by 19% in 2017-18.

Table 6

Gender of Students Enrolled at NOCE

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)	2017 Community Estimates (N=981,279)
Female	64.80%	65.05%	64.83%	50.95%
Male	30.86%	30.09%	29.57%	49.05%
Unknown	4.34%	4.85%	5.60%	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 (46% in 2017-18), which is also the largest age group in the adult community (34%) 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 2017 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

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)	2017 Community Estimates (N=981,279)
0-17 Years	6.25%	5.48%	5.13%	N/A
18-24 Years	12.40%	11.43%	10.61%	12.89%
25-34 Years	16.49%	15.31%	14.40%	18.93%
35-44 Years	13.47%	13.03%	13.50%	16.56%
45-54 Years	11.25%	10.81%	10.62%	17.81%
55+ Years	40.04%	43.91%	45.66%	33.81%
Unknown	0.09%	0.04%	0.07%	N/A
Total	100.00%	100.00%	100.00%	100.00%

Student Special Populations

Beginning in 2017-18, the only special student populations that are accurately captured are those with disabilities. This information is collected through the DSS department when students seek their services and/or take a course. Students' military and foster care statuses were captured for only a small portion of new students between fall 2014 and summer 2017. Therefore, the data for students' military and foster care statuses is very limited and thus not included in this report. Based on the data available on students with disabilities, NOCE has continued to serve close to 5% students with disabilities. Over the past three years, this proportion has slightly decreased.

Table 8

Special Student Populations Enrolled at NOCE

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
Students with Disabilities	4.86%	4.46%	4.73%

Student Citizenship Status

NOCE serves a diverse student population. Over half of the students (56%) identified themselves as US citizens and another 15% 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 citizenship status of NOCE students.

Table 9

Citizenship Status of NOCE Students

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
US Citizen	57.42%	56.76%	56.19%
Permanent Resident	13.75%	13.99%	14.55%
Temporary Resident	2.84%	2.87%	2.98%
Refugees/ Asylee	0.92%	1.16%	1.21%
Student Visa (F-1 or M-1 visa)	0.19%	0.18%	0.19%
Other Status	15.04%	13.50%	12.94%
Status Unknown/ Uncollected	9.83%	11.55%	11.93%
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; however, this proportion decreased in 2017-18. The proportion of students who have a foreign secondary school diploma/certificate or 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

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
Not a high school graduate and not currently enrolled in high school	13.66%	13.55%	13.55%
Currently enrolled in grades K-12	1.13%	0.71%	0.78%
Not a high school graduate and currently enrolled in adult education	6.03%	5.09%	4.64%
Earned a U.S. High School Diploma or high school equivalence (GED)	18.12%	18.02%	16.99%
Foreign Secondary School Diploma or Certificate of Graduation (HS or University)	9.13%	10.21%	11.24%
Received an Associate Degree	3.00%	3.16%	3.08%
Bachelor's Degree or Higher (4-year U.S. college degree)	9.27%	9.36%	9.47%
Unknown/Unreported	39.65%	39.91%	40.25%
Total	100.00%	100.00%	100.00%

Student Educational Goals

Over one-third of the students did not declare their educational goal on their application for admission. Of those who did indicate an educational goal on their application, the top two goals identified 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 the 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

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
Transfer Seeking	6.67%	6.09%	6.55%
Degree Seeking	1.73%	1.60%	1.58%
Certificate Seeking	1.52%	1.61%	1.51%
Diploma Seeking	5.84%	5.49%	5.26%
Basic Skills	16.90%	17.09%	16.75%
Skills Builder	4.30%	4.28%	4.42%
Educational Enrichment	13.05%	13.35%	12.89%
Career Exploration	6.20%	6.14%	6.26%
Undecided	7.88%	8.34%	8.42%
Unknown	35.91%	36.01%	36.36%
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 program.

The largest program at NOCE continues to be LEAP, followed by the ESL program. From 2015-16 to 2017-18, DSS saw the largest drop (18%) in unduplicated students served. This was followed by ESL (16%) and then CTE (15%). The ESL program continued to have the highest decline in enrollments with a 19% decline over the three-year period. The HSDP saw the lowest percent change in enrollments (4%) out of all the programs. LEAP continues to be the only program that saw an increase in student enrollments from 2016-17 to 2017-18.

Table 12

Program Headcount and Enrollments

	2015-16	2016-17	2017-18
Career Technical Education			
Headcount	3,861	3,502	3,275
Enrollments	12,713	12,049	11,145
Disability Support Services			
Headcount	882	763	719
Enrollments	4,271	4,014	3,545
English as a Second Language			
Headcount	9,939	9,072	8,341
Enrollments	34,407	30,209	27,718
High School Diploma/GED Program			
Headcount	4,641	4,420	4,273
Enrollments	13,273	12,306	12,754
Lifeskills Education Advancement Program			
Headcount	15,473	16,087	15,029
Enrollments	80,151	83,204	82,544
Overall			
Overall NOCE Headcount	32,563	31,641	29,331
Overall NOCE Enrollments	144,815	141,782	137,706

Career Technical Education (CTE)

CTE Enrollments by Campus Location

The vast majority of CTE courses are offered at the Anaheim Campus (Table 13). The Business Management Certificate courses are offered exclusively at the Wilshire Center. The drop in Wilshire enrollments for the 2016-17 year are partially due to the fact that computer courses were no longer offered at the Wilshire site beginning 2016-17. Physical Therapy Aid and a few computer courses are the only CTE courses offered at Cypress Center. CTE offsite enrollments continue to grow, partially due to the expansion of Adult Education Program (CAEP) strategies. There was over a 5% increase in CTE offsite enrollments between 2015-16 and 2017-18.

Table 13

CTE Enrollments by Campus Location

	2015-16 (N=12,713)	2016-17 (N=12,049)	2017-18 (N=11,145)
Anaheim	92.68%	93.19%	91.50%
Cypress	1.05%	0.81%	0.57%
Wilshire	6.05%	4.24%	2.12%
Offsite	0.22%	1.76%	5.80%
Total	100.00%	100.00%	99.99%

CTE Student Ethnicity

Table 14 presents the ethnic breakdown 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. Hispanic or Latino students continue to make up nearly half of the students in the CTE program. The proportion of students who self-identified as Hispanic or Latino slightly increased from 2015-16 to 2016-17, then decreased almost a full percentage point 2016-17 to 2017-18. Asian students are the second largest ethnic group in the CTE program, and despite having a slight decrease from 2015-16 to 2016-17, overall their proportion has increased over the three years. White students are the third largest ethnic group making up almost a fifth (18%) of CTE students, which is different than the overall NOCE community where White students are the second largest ethnic group and make up over a fifth (23%) of all NOCE students. Except for Whites, Hispanic or Latino, and Other or Unknowns, all other ethnic groups saw an increase in proportions over the three-year period. The proportion of Hispanic or Latino CTE students remained stable during this same timeframe.

Table 14

Ethnicity of Students Enrolled Students in the CTE Program

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
Asian	23.31%	22.64%	23.54%
Black or African American	3.26%	3.23%	3.36%
Hispanic or Latino	46.44%	47.32%	46.44%
Other or Unknown	2.75%	2.80%	2.47%
Two or More	5.57%	5.88%	5.98%
White	18.67%	18.13%	18.20%
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

Like the overall NOCE student population, females make up more than two-thirds of the CTE student population (Table 15). In fact, females make up a larger proportion (71%) of CTE students compared to the overall NOCE student population where they make up 65%. In addition, the proportion of females in CTE has increased over the course of the three years, while male students have decreased, similar to the overall NOCE student population.

Table 15

Gender of Students Enrolled in the CTE Program

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
Female	67.99%	70.02%	70.72%
Male	28.93%	26.76%	26.27%
Unknown	3.08%	3.23%	3.11%
Total	100.00%	100.00%	100.00%

CTE Student Age

The largest age group among CTE students are those between the ages of 25 and 34 (Table 16). This differs from the overall NOCE student population where the largest age group are those 55 and above. Despite being the largest age group for CTE, those in the 25 to 34 years of age group did see a slight decrease in their proportions within the CTE program. The next two largest age groups in CTE, 45 to 44-year old and 55 and above, both saw increases in their proportions in CTE between 2015-16 and 2017-18.

Table 16

Age of Students Enrolled in the CTE Program

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
18-24 Years	21.55%	19.36%	17.98%
25-34 Years	25.64%	25.04%	24.43%
35-44 Years	16.71%	17.79%	18.41%
45-54 Years	17.79%	18.33%	19.66%
55+ Years	18.13%	19.33%	19.42%
Unknown	0.19%	0.14%	0.09%
Total	100.00%	100.00%	99.99%

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. The top goal identified by students in CTE continues to be career exploration, followed by transfer seeking and then skills building (Table 17). NOCE's CTE program may serve as a point of entry in the academic journey of those who aspire to transition to credit, transfer to a four-year, further their career technical education and/or shift to a new career.

Table 17

Educational Goals of Students Enrolled in the CTE Program

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
Transfer Seeking	17.66%	15.79%	17.44%
Degree Seeking	5.52%	5.17%	4.70%
Certificate Seeking	7.49%	7.54%	6.69%
Diploma Seeking	3.81%	3.77%	3.45%
Basic Skills	6.55%	6.88%	8.40%
Skills Builder	12.59%	14.11%	13.13%
Educational Enrichment	6.06%	5.54%	6.29%
Career Exploration	20.46%	20.93%	20.89%
Undecided	7.87%	8.20%	7.60%
Unknown	11.99%	12.08%	11.42%
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 increased for the Cypress and Wilshire Centers and decreased for Anaheim and offsite locations.

Table 18

DSS Enrollments by Campus Location

	2015-16 (N=4,271)	2016-17 (N=4,014)	2017-18 (N=3,545)
Anaheim	31.44%	33.23%	26.49%
Cypress	32.97%	32.49%	38.36%
Wilshire	19.83%	24.44%	24.12%
Offsite	15.76%	9.84%	11.03%
Total	100.00%	100.00%	100.00%

DSS Student Ethnicity

Over the last three years, the proportion of DSS students who identified as Hispanic or Latino has increased almost 5% and continues to be the largest ethnic group. Their proportion (34%), mirrors that of the overall NOCE student population. The second largest ethnic group, Whites, have decreased in proportion across the same timeframe (Table 19). Compared to the general NOCE student population, there is a larger proportion of DSS students who identify as Black or African American.

Table 19

Ethnicity of Students Enrolled in the DSS Program

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
Asian	13.61%	13.76%	16.13%
Black or African American	5.56%	6.03%	5.98%
Hispanic or Latino	29.82%	31.85%	34.49%
Other or Unknown	16.21%	12.19%	10.29%
Two or More	4.88%	6.16%	6.68%
White	29.93%	30.01%	26.43%
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

The gender breakdown of DSS differs to that of the overall NOCE student population. In the DSS program, males outnumber females by over 20% (Table 20). In addition, the proportion of males in the DSS program has increased between 2015-16 to 2017-18, while the proportion of females has decreased.

Table 20

Gender of Students Enrolled in the DSS Program

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
Female	41.61%	39.58%	37.27%
Male	56.12%	58.45%	60.50%
Unknown	2.27%	1.97%	2.23%
Total	100.00%	100.00%	100.00%

DSS Student Age

Over three-fourths (78%) of students served in the DSS program were between the ages of 18 and 34 (Table 21). Over half (51%) of students were between 18 and 24 years of age. This age breakdown does not mirror that of the overall NOCE student population, which mostly serves students 55 years of age or older.

Table 21

Age of Students Enrolled in the DSS Program

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
18-24 Years	41.27%	43.51%	51.18%
25-34 Years	30.27%	30.14%	26.56%
35-44 Years	8.39%	7.60%	6.40%
45-54 Years	6.58%	5.64%	5.29%
55+ Years	13.38%	13.11%	10.57%
Unknown	0.11%	0.00%	0.00%
Total	100.00%	100.00%	100.00%

DSS Student Educational Goals

For the 2017-18 academic year, about 13% of the students identified education enrichment as their educational goal, and another 11% indicated career exploration (Table 22). However, for the 2017-18 academic year, about 1 in 5 DSS students were undecided on their educational

goal. Another 30% did not report their educational goal on their admissions for record application. Overall, the proportion of students who have a missing educational goal has decreased by over 16% between 2015-16 and 2017-18.

Table 22

Educational Goals of Students Enrolled in the DSS Program

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
Transfer Seeking	6.24%	6.82%	6.95%
Degree Seeking	3.51%	4.06%	2.64%
Certificate Seeking	2.95%	4.06%	4.31%
Diploma Seeking	1.25%	1.05%	2.23%
Basic Skills	5.10%	4.46%	5.29%
Skills Builder	3.63%	3.41%	4.59%
Educational Enrichment	9.98%	14.15%	13.21%
Career Exploration	6.46%	9.44%	11.13%
Undecided	13.38%	15.86%	19.05%
Unknown	47.51%	36.70%	30.60%
Total	100.00%	100.00%	100.00%

English as a Second Language (ESL)

ESL Enrollments by Campus Location

ESL offers courses to the community at all main campuses and offsite locations (Table 23). Both Anaheim Campus and Wilshire Center saw an increase in ESL enrollments between 2015-16 and 2017-18, while offsites and Cypress saw a decrease over the same time period. Anaheim Campus sees the largest proportion (40%) of ESL enrollments.

Table 23

ESL Enrollments by Campus Location

	2015-16 (N=34,407)	2016-17 (N=30,209)	2017-18 (N=27,718)
Anaheim	37.58%	40.46%	40.26%
Cypress	27.73%	25.01%	26.96%
Wilshire	16.99%	17.04%	17.87%
Offsite	17.69%	17.50%	14.91%
Total	100.00%	100.00%	100.00%

ESL Student Ethnicity

Like NOCE overall, the ESL program's largest ethnic group were those who identified as Hispanic or Latino, followed by Asian (Table 24). The proportion of Asian students has increased over the last three years, while the proportion of Hispanic or Latino's have decreased. The third largest ethnic group for both NOCE and the ESL program is White. However, the proportion of White students was about three times smaller than NOCE overall (8% versus 23%).

Table 24

Ethnicity of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
Asian	21.50%	22.55%	23.94%
Black or African American	0.98%	1.28%	0.98%
Hispanic or Latino	64.08%	62.76%	60.96%
Native Hawaiian or Pacific Islander	0.16%	0.23%	0.31%
Other or Unknown	4.91%	4.30%	4.11%
Two or More	1.47%	1.42%	1.85%
White	6.90%	7.45%	7.83%
Total	100.00%	100.00%	99.99%

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

ESL Student Gender

The gender makeup of the ESL program is similar to that of NOCE overall (Table 25). Close to two-thirds (64%) of ESL students were female, and this proportion has grown over the last three years. However, there has been a slight decrease among the proportion of males in the ESL program between 2015-16 and 2017-18.

Table 25

Gender of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
Female	63.93%	63.45%	64.28%
Male	32.36%	32.87%	31.94%
Unknown	3.71%	3.68%	3.78%
Total	100.00%	100.00%	100.00%

ESL Student Age

The ESL program mostly serves students between the age of 25 and 54 (Table 26). Students who are 35 to 44 years old make up the largest proportion (28%) of that group among ESL students. Overall, the proportions of the age brackets between 25 and 54 have remained stable across the last three years.

Table 26

Age of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
0-17 Years	0.24%	0.28%	0.29%
18-24 Years	10.04%	10.71%	11.16%
25-34 Years	23.85%	22.49%	21.04%
35-44 Years	27.42%	26.47%	27.68%
45-54 Years	21.91%	22.53%	21.94%
55+ Years	16.43%	17.52%	17.89%
Unknown	0.11%	0.01%	0.00%
Total	100.00%	100.00%	100.00%

ESL Student Educational Goals

In 2017-18, slightly over 50% of ESL students identified improving basic skills in English, reading or math as their educational goal for attending NOCE (Table 27). This is no surprise, given that most ESL students attend NOCE to improve their English comprehension. Over a fifth (21%) of students did not identify their educational goal, which is a decrease from 2015-16. The second most common identified educational goal among ESL students was career exploration, with over 5% marking this goal in 2017-18.

Table 27

Educational Goals of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
Transfer Seeking	4.30%	4.00%	5.01%
Degree Seeking	0.69%	0.87%	0.97%
Certificate Seeking	0.71%	1.00%	1.08%
Diploma Seeking	1.95%	1.75%	2.06%
Basic Skills	47.92%	51.72%	50.41%
Skills Builder	4.59%	4.49%	4.93%
Educational Enrichment	5.84%	5.13%	5.69%

Career Exploration	5.27%	5.30%	5.78%
Undecided	2.91%	3.15%	2.93%
Unknown	25.84%	22.57%	21.14%
Total	100.02%	99.99%	100.00%

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 two offsite locations. The Anaheim campus sees the most HSDP course enrollments (42%), followed by Wilshire and then Cypress (Table 28). Between 2015-16 and 2017-18, Anaheim saw an increase in their HSDP enrollments, while the other two main campuses saw slight decreases.

Table 28

HSDP Enrollments by Campus Location

	2015-16 (N=13,273)	2016-17 (N=12,306)	2017-18 (N=12,754)
Anaheim	40.59%	37.88%	42.16%
Cypress	25.57%	26.40%	24.66%
Wilshire	30.13%	29.67%	28.24%
Offsite	3.71%	6.05%	4.94%
Total	100.00%	100.00%	100.00%

HSDP Student Ethnicity

Most of the students (60%) in HSDP identify as Hispanic or Latino (Table 29). This proportion has decreased between 2015-16 and 2017-18, while the proportion of Asian students has increased by three percentage points. White students in HSDP have remained relatively stable at around 11%.

Table 29

Ethnicity of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
Asian	11.01%	11.36%	14.02%
Black or African American	3.84%	3.78%	3.72%
Hispanic or Latino	64.23%	63.53%	60.19%
Native Hawaiian or Pacific Islander	0.56%	0.54%	.54%
Other or Unknown	2.35%	2.81%	3.51%

Two or More	6.18%	6.00%	6.72%
White	11.83%	11.99%	11.30%
Total	100.00%	100.00%	100.00%

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

HSDP Student Gender

Mirroring a similar gender breakdown to that of NOCE's overall student population, more females (59%) are enrolled in HSDP compared to males (Table 30). Over the last three years, the proportion of females has increased, while the proportion of males has decreased by more than 2%.

Table 30

Gender of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
Female	58.56%	59.34%	59.63%
Male	39.67%	38.78%	37.09%
Unknown	1.77%	1.88%	3.28%
Total	100.00%	100.00%	100.00%

HSDP Student Age

Almost two-thirds (63%) of students enrolled in HSDP are between the ages of 18 and 34 (Table 31). Among this group, over a third (34%) are represented by students 18 to 24 years of age. The age breakdown of HSDP does not mirror the overall NOCE student population, where only 13% are represented by that same age group (18-24). The DSS program and HSDP continue to be 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.

Table 31

Age of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
0-17 Years	0.54%	0.59%	0.47%
18-24 Years	40.06%	36.79%	34.40%
25-34 Years	30.70%	30.20%	29.07%
35-44 Years	13.60%	15.27%	16.71%
45-54 Years	9.67%	10.84%	11.51%
55+ Years	5.39%	6.31%	7.68%
Unknown	0.04%	0.00%	0.16%
Total	100.00%	100.00%	100.00%

HSDP Student Educational Goals

As expected, the number one goal HSDP students identified was to earn their high school diploma (Table 32). This proportion has slightly decreased between 2015-16 and 2017-18. The second most common goal marked by HSDP students was to transfer to a college or university, with almost a fifth (18%) identifying this as their goal. Career exploration was also a frequently chosen goal among HSDP students, with the proportion of students stating this goal increasing over the last three years.

Table 32

Educational Goals of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
Transfer Seeking	19.37%	18.53%	18.21%
Degree Seeking	4.59%	4.30%	4.52%
Certificate Seeking	2.84%	2.31%	2.74%
Diploma Seeking	31.57%	30.41%	27.52%
Basic Skills	6.83%	8.71%	10.04%
Skills Builder	3.77%	3.98%	4.12%
Educational Enrichment	2.46%	3.19%	3.25%
Career Exploration	9.80%	11.00%	11.02%
Undecided	5.54%	5.66%	6.23%
Unknown	13.23%	11.92%	12.36%
Total	100.00%	100.00%	100.00%

Lifeskills Education Advancement Program (LEAP)

LEAP Enrollments by Campus Location

To serve the needs of the community, many of the courses offered through LEAP are located at offsite locations. About 10% of the LEAP course enrollments were at the three main sites (Anaheim, Cypress, Wilshire), and the proportion of enrollments at the three campus locations has been consistent over the past three years (Table 33). Of the three main sites, Cypress has the largest proportion (4%) of LEAP courses.

Table 33

LEAP Enrollments by Campus Location

	2015-16 (N=80,151)	2016-17 (N=83,204)	2017-18 (N=82,544)
Anaheim	3.84%	3.49%	3.28%
Cypress	4.16%	4.28%	4.08%
Wilshire	2.42%	2.41%	2.06%
Offsite	89.58%	89.82%	90.58%
Total	100.00%	100.00%	100.00%

LEAP Student Ethnicity

LEAP is the only NOCE program where students who identify as White make up the largest (35%) ethnic group in the program (Table 34). For 2017-18, over a quarter (27%) of LEAP students either did not identify their ethnicity or marked Other. This proportion has also increased over the past three years. The proportion of Hispanic or Latino students in the LEAP program has been decreasing over the years. However, Asian students who saw a slight dip from 2015-16 to 2016-17, saw an increase again in 2017-18, allowing the proportion of Asian students to remain at about 18%.

Table 34

Ethnicity of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
American Indian or Alaska Native	0.23%	0.18%	0.17%
Asian	18.48%	17.41%	18.46%
Black or African American	1.84%	1.73%	1.75%
Hispanic or Latino	16.53%	16.08%	15.10%
Native Hawaiian or Pacific Islander	0.36%	0.33%	0.32%
Other or Unknown	20.52%	24.50%	26.81%

Two or More	2.48%	2.04%	2.42%
White	39.57%	37.73%	34.97%
Total	100.00%	100.00%	100.00%

LEAP Student Gender

Over two-thirds of the LEAP student continue to be female, and the ratio of female to male has remained consistent across the three years (Table 35). This proportion mirrors NOCE's overall student population.

Table 35

Gender of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
Female	68.43%	68.28%	67.72%
Male	25.94%	25.29%	24.74%
Unknown	5.63%	6.43%	7.55%
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. The vast majority (74%) of LEAP students continue to be 55 and older, with this proportion consistently increasing over the past three years (Table 36). The second largest group is students younger than 18 years of age, which has decreased over the same three years. About 13% of the students in 2017-18 were between 25 years of age to 44.

Table 36

Age of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
0-17 Years	12.80%	10.43%	9.77%
18-24 Years	2.15%	1.85%	1.73%
25-34 Years	5.50%	5.58%	5.11%
35-44 Years	5.09%	5.35%	5.22%
45-54 Years	4.45%	3.93%	3.59%
55+ Years	69.90%	72.78%	74.50%
Unknown	.12%	.07%	0.08%
Total	100.00%	100.00%	100.00%

LEAP Student Educational Goals

Due to the nature of the LEAP program, which provides a variety of educational and lifestyle enrichment courses, over half (54%) of students did not identify their educational goal (Table 37). As expected, for those students who did identify a goal, over a fifth (20%) marked educational enrichment as the reason for attending NOCE.

Table 37

Educational Goals of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
Transfer Seeking	2.73%	2.65%	2.92%
Degree Seeking	0.66%	0.69%	0.73%
Certificate Seeking	0.52%	0.64%	0.63%
Diploma Seeking	1.49%	1.31%	1.22%
Basic Skills	3.36%	3.26%	3.08%
Skills Builder	2.66%	2.65%	2.68%
Educational Enrichment	21.71%	21.41%	20.11%
Career Exploration	3.39%	3.20%	3.09%
Undecided	11.32%	11.49%	11.46%
Unknown	52.17%	52.70%	54.07%
Total	100.00%	100.00%	100.00%



Chapter 3: Learning Progress

Chapter 3 discusses the **learning progress** accomplished by NOCE students. It includes course level indicators to evaluate their progress towards their own educational goal.

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. This institutional effectiveness indicator measures how well NOCE is retaining students in their courses throughout the entire term. By ensuring students are retained in their NOCE courses, we are increasing their chances of completing their coursework and furthering their progress towards their educational goals. This indicator aligns with both institutional effectiveness and educational pathways WASC Action Plan Goals. Inspired by the CCCC definition of retention⁶, 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.

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

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

Enrollments from Kids’ College courses, orientations, assessment, learning centers, Business/Computer Lab, and any courses wherein no grades were awarded during that year were excluded from the denominator. Because there are no evaluative symbols provided to students for these courses, OIRP is unable to determine whether a student is retained in 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 38, about 16% of the course enrollments in 2015-16 and 13% in 2016-17 and 2017-18 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 but saw a dip from 2016-17 to 2017-18.

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

Table 38

Number of Course Enrollments with a Grade

	2015-16	2016-17	2017-18
Total Enrollments	144,815	141,782	137,706
Course Enrollments with a Grade	122,268	123,934	119,623
Proportion of Course Enrollments with a Grade	84.43%	87.41%	86.87%

NOCE Overall Course Retention

For 2017-18 the course retention rate for NOCE overall has increased over the past three years. Close to 90% of students have consistently been retained in courses throughout each NOCE term. As seen in Table 39, over the past three years, summer continues to see the highest retention rates. One speculation of why this may occur is due to enrollment patterns. Students who forgo their summer break and enroll in classes may be more dedicated and thus more likely to be retained until the end of the course. Apart from 2016-17, spring term has the second highest retention rate among NOCE overall and has increased that rate between 2015-16 and 2017-18. Overall, NOCE has seen a consistent increase in the retention rates across all terms indicating that students continue to be motivated to complete their NOCE coursework.

Table 39

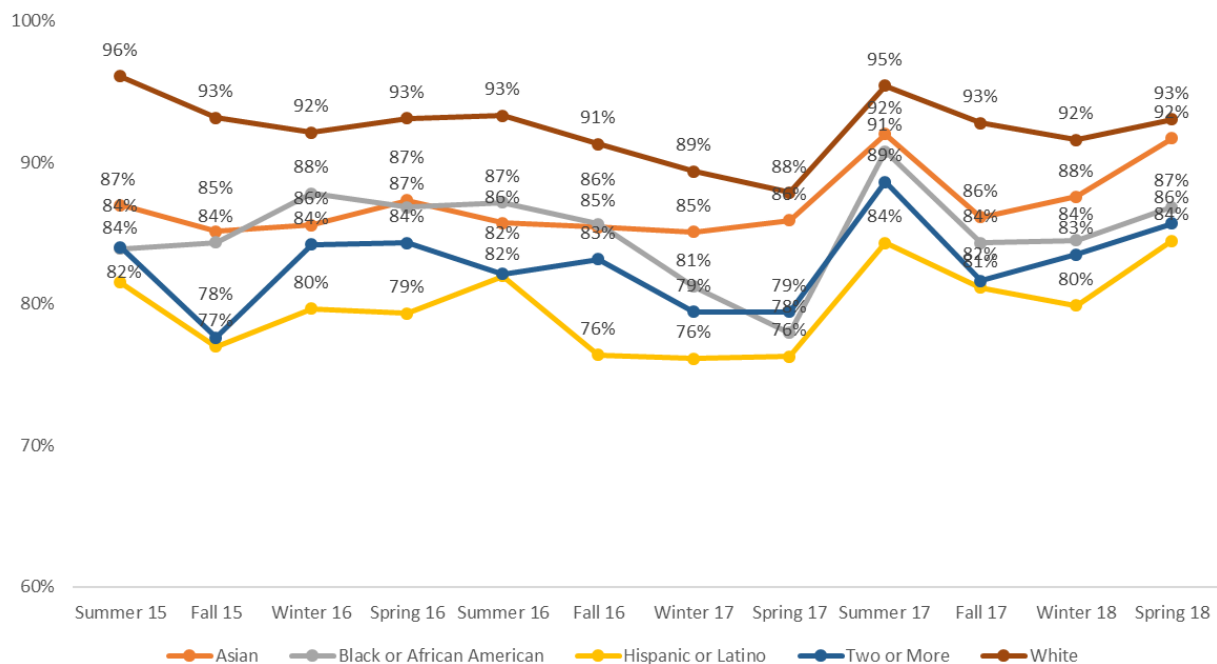
NOCE Students' Course Retention

	Summer	Fall	Winter	Spring
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	31,715
Course Retention	21,657	29,076	28,469	26,540
Course Retention Rate	89.10%	85.49%	83.98%	83.68%
Academic Year 2017-18				
N	22,246	33,072	32,763	31,542
Course Retention	20,424	28,932	28,520	28,357
Course Retention Rate	91.81%	87.48%	87.05%	89.90%

Ethnicity

As seen in Figure 1, which presents course retention rates for the five largest ethnic groups at NOCE, White students have consistently had the highest course retention rates across the last three years. Students who identified as Asian were the second group with the highest course retention rates compared to other ethnic groups. Hispanic or Latino students consistently had the lowest retention rates among student ethnic groups for the same time frame. All ethnic groups saw an increase in retention rates during the 2017 Summer Term, along with a drop in the 2017 Fall Term. Native Hawaiian or Pacific islander, Whites and Other or Unknown have remained above NOCE's overall retention rates over the course of the three years. Among the five largest ethnic groups, those who identified as Two or More have the most variation in their course retention patterns, ranging from their lowest at 78% in the 2015 Fall Term to their highest in the 2017 Summer Term at 89%. Retention rates for all ethnicities can be found in the appendix (see Appendix Tables 36, 37, and 38).

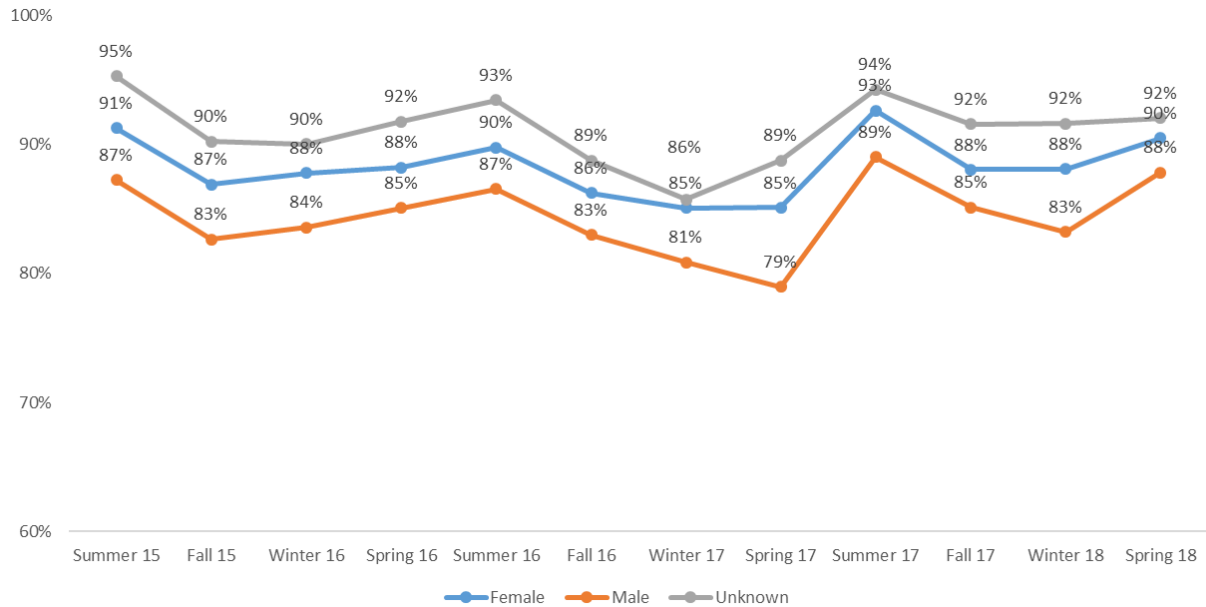
Figure 1. NOCE Course Retention Rates by Ethnicity



Gender

Over the past three years, females have surpassed males in every term for course retention (Figure 2). However, it is students who have missing gender information that have consistently had the highest course retention rates. All three gender groups have had similar retention patterns over the last 12 terms. Meaning, all groups either saw an increase or a decrease in their retention rates compared to the prior term.

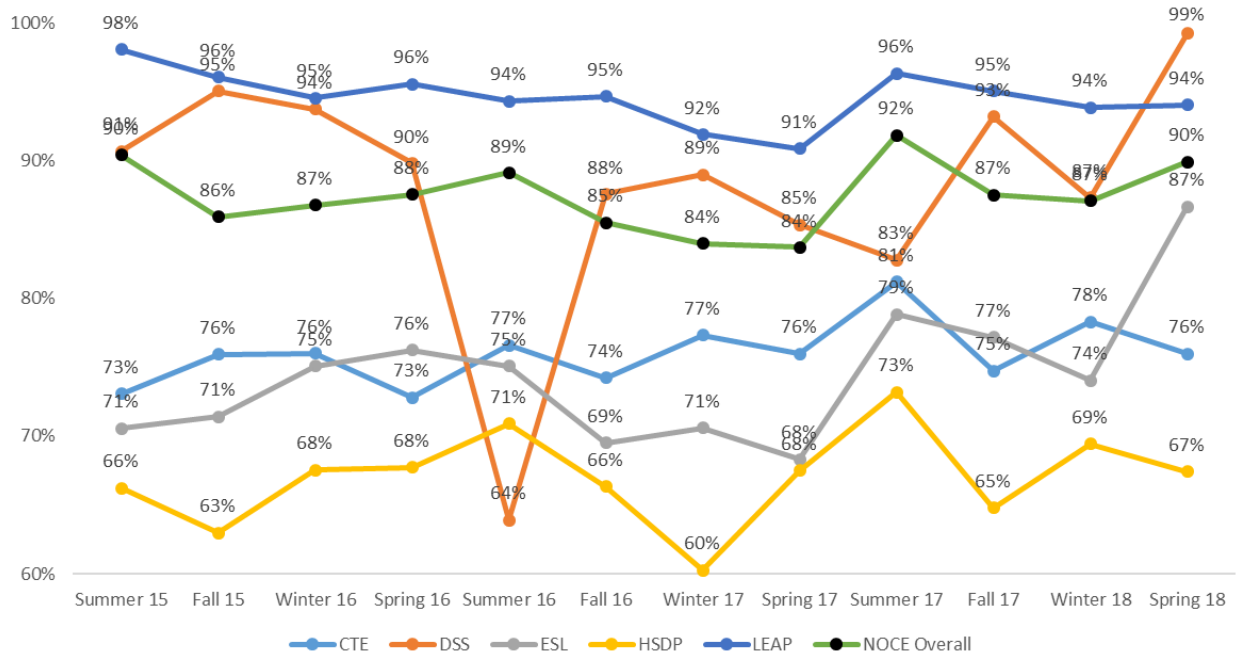
Figure 2. NOCE Course Retention Rates by Gender



Course Retention by Program

When breaking down course retention by NOCE program, there is some disparity that can be seen. LEAP continues to have the highest retention rates among all NOCE programs, followed by DSS (Figure 3). LEAP retention remains high ranging from 91% to 98%, possibly due to the nature of LEAP courses which are mostly taken for leisure and/or are fee-based. However, the DSS program continues to experience large fluctuations in its course retention rates, with a high of 99% in the 2018 Spring Term to a low of 64% in the 2016 Summer Term. NOCE’s three major academic programs, HSDP, ESL and CTE, all have lower retention rates compared to NOCE overall, with HSDP having the lowest retention rates across the three years. After some exploration, OIRP has determined that this is likely due to the open lab structure 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 CCCCCO definition of course success⁷, 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.

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

NOCE Overall Course Success

Over three-fourths (81%) of NOCE students continue to be successful in their coursework over the past last three years (Table 40). Course success has consistently been improving for NOCE students with an increase of five percentage points from 2015-16 to 2017-18.

Table 40

NOCE Students' Course Success

	2015-16	2016-17	2017-18
Course Enrollments with a Grade	122,268	123,934	119,623
Success	93,692	96,529	97,330
Success Rate	76.63%	77.89%	81.36%

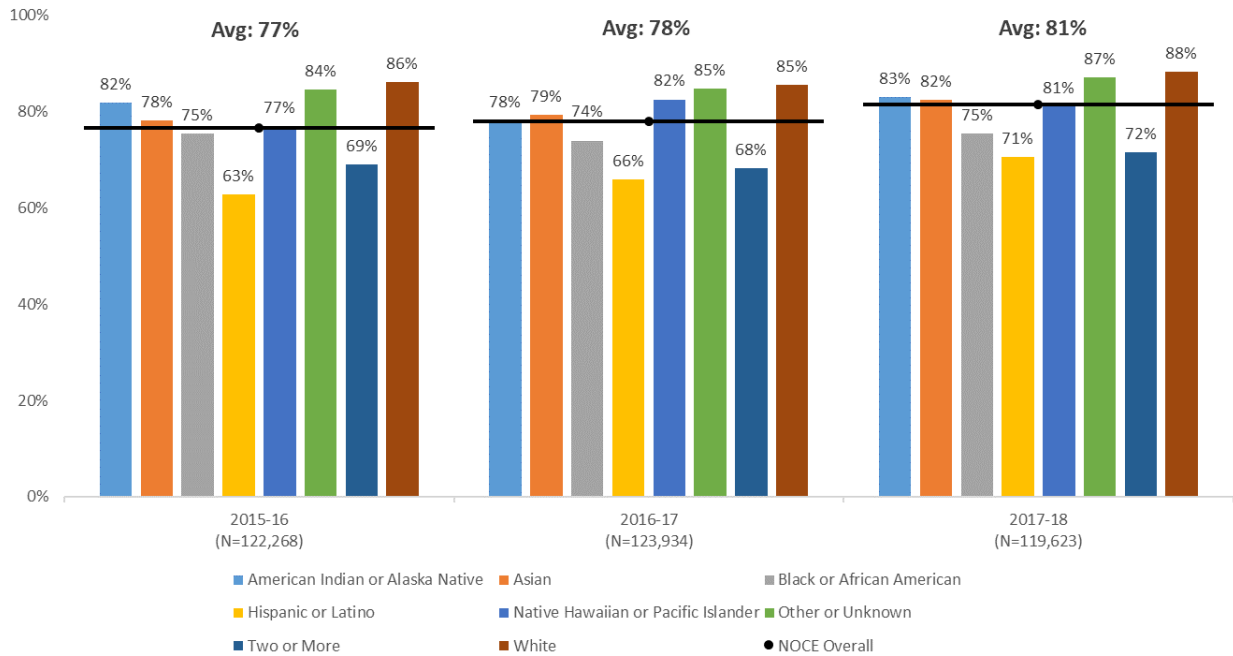
Ethnicity

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. From

⁷ California Community Colleges Chancellor's Office Management Information System Data Mart. (2013). Retrieved from http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

2015-16 to 2017-18, all ethnic groups have seen an overall increase in their success rates except for Black or African American students whose success rates have remained mostly consistent for the last three years.

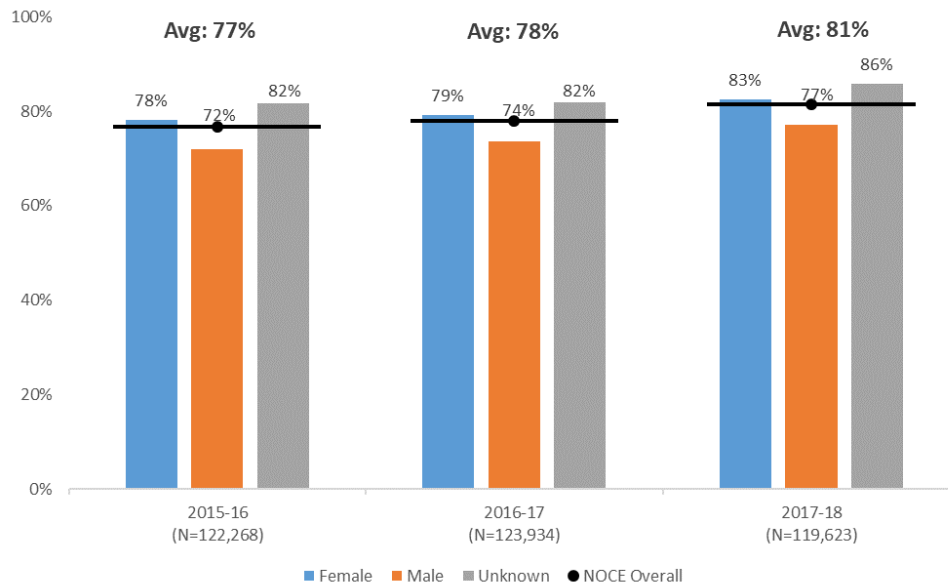
Figure 4. NOCE Success Rates by Ethnicity



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 a proportional increase in the success rates for all groups from 2015-16 to 2017-18.

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 five percentage points. However, CTE success rates have been over 10% lower than the NOCE overall success rates (Table 41) over the last three years.

Table 41

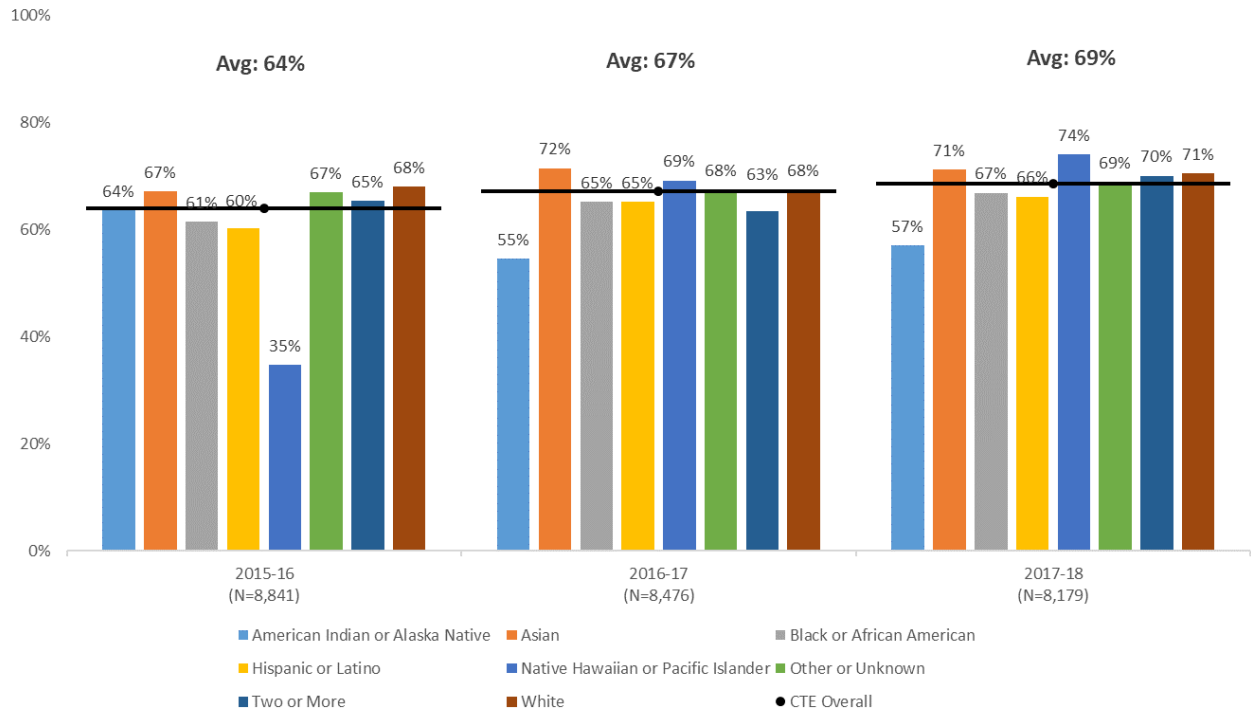
CTE Students' Course Success

	2015-16	2016-17	2017-18
CTE Course Enrollments with a Grade	8,841	8,476	8,179
Success	5,652	5,694	5,610
Success Rate	63.93%	67.18%	68.59%

Ethnicity

Similar to NOCE overall, the success rates of most ethnic groups increased from 2015-16 to 2017-18 (Figure 6). Only the success rates of American Indian or Alaska Natives have seen an overall decrease since 2015-16 (7%); however, this fluctuation may be due to the relatively small sample size (see Appendix Table 43). Native Hawaiian or Pacific Islander students had the largest increase in course success rates, having the lowest success rates in 2015-16 and improving by 39% to have the highest success rates of all ethnic groups in CTE in 2017-18.

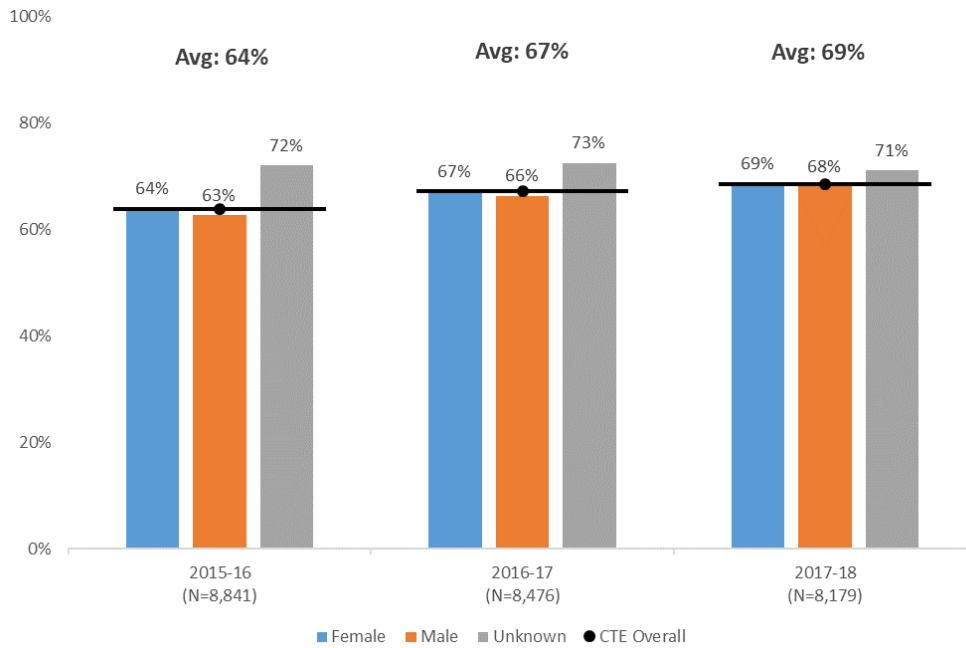
Figure 6. CTE Success Rates by Ethnicity



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 highest success rates.

Figure 7. CTE Success Rates by Gender



Disability Support Services (DSS) Course Success

The success rates of students in the DSS program are much higher than NOCE overall. There was a large decline in the success rates from 2015-16 to 2016-17 (Table 42), but the success rate has almost recovered to the 2015-16 rate in 2017-18.

Table 42

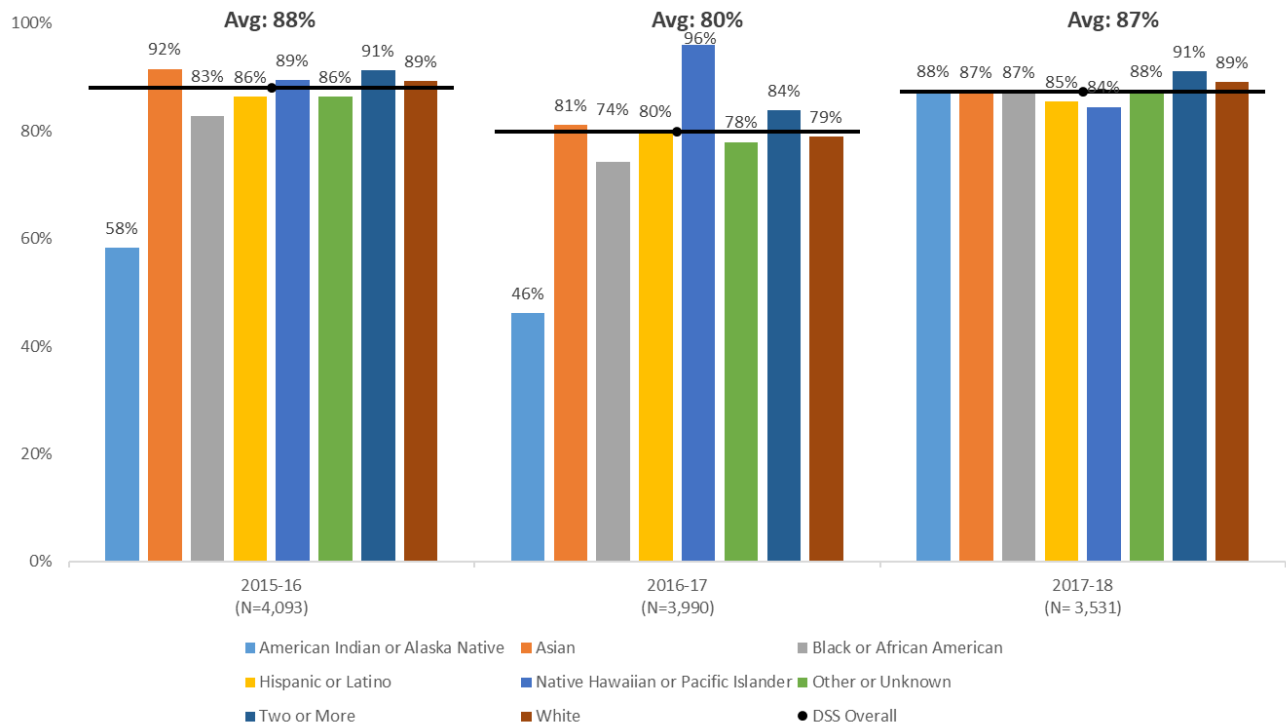
DSS Students' Course Success

	2015-16	2016-17	2017-18
DSS Course Enrollments with a Grade	4,093	3,990	3,531
Success	3,603	3,185	3,084
Success Rate	88.03%	79.82%	87.34%

Ethnicity

The success rates of American Indian and Alaska Native students displayed the largest increase between 2015-16 and 2017-18 (Figure 8). However, it would not be accurate to compare success rates of American Indian or Alaska Native students to rest of the groups due to their small number of graded enrollments across the years. Although almost all groups had declining success rates from 2015-16 to 2016-17, the success rates of almost all groups increased from 2016-17 to 2017-18. Only the success rates of Native Hawaiian or Pacific Islander students declined from 2016-17, dropping by 12 percentage points.

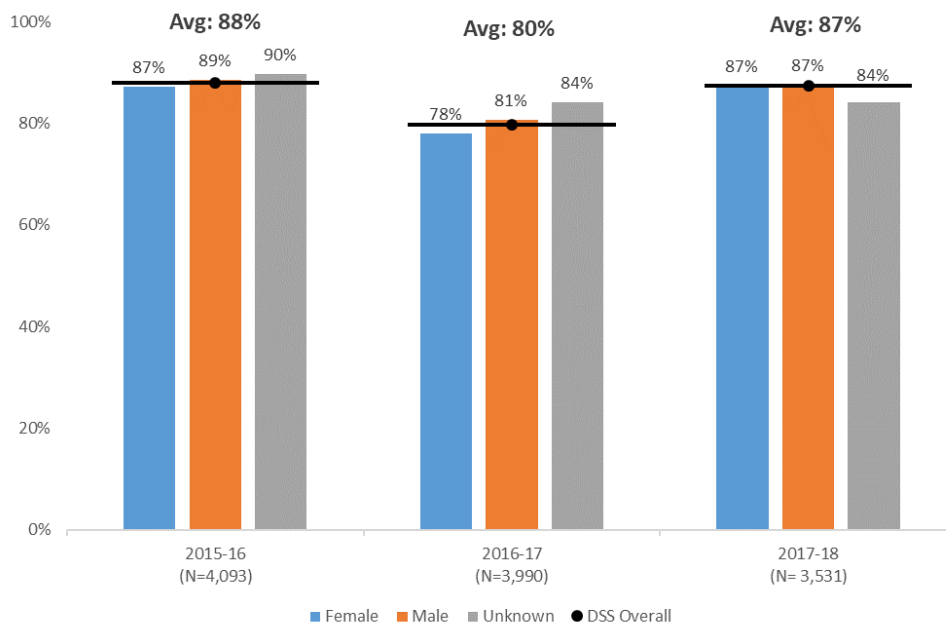
Figure 8. DSS Success Rates by Ethnicity



Gender

Unlike the overall and other programs, males had higher success rates than females (Figure 9). However, in 2017-18, the success rates of males and females were almost equal (see Appendix Table 46). 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

While the ESL course enrollments decreased over the years, the success rates for ESL students increased steadily (Table 43). Since 2015-16, the success rate for ESL overall has increased by almost 11 percentage points.

Table 43

ESL Students' Course Success

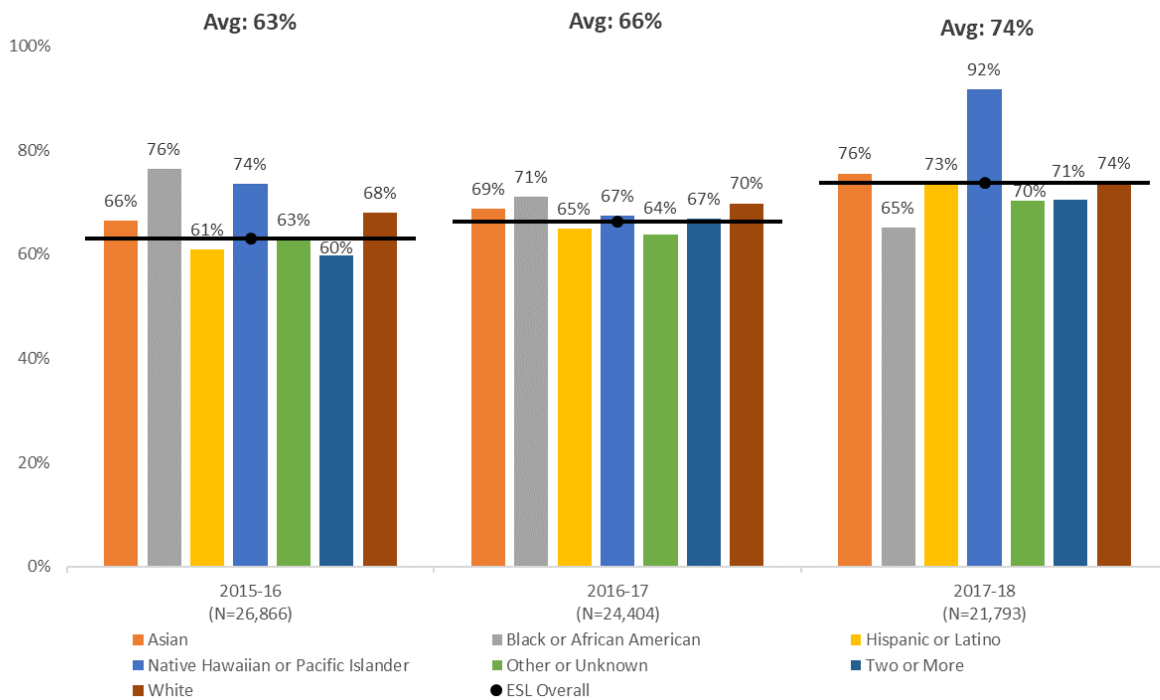
	2015-16	2016-17	2017-18
ESL Course Enrollments with a Grade	26,866	24,404	21,793
Success	16,911	16,169	16,087
Success Rate	62.95%	66.26%	73.82%

Ethnicity

Asian, Two or More, White, and Other student groups consistently had an increase in their success rates over the last three years (Figure 10). Hispanic or Latino students also had a consistent increase in their success rates and had the highest increase overall between 2015-16

and 2016-17 (12%). However, the success rates of Hispanic or Latino students still fell below the ESL average across all three years. Black or African American students were the only ethnic group to have a consistent decline in their success rates, dropping by 11 percentage points from 2015-16 to 2017-18. American Indian or Alaska Natives did have graded enrollments in 2015-16, but due to the low number of enrollments, their success rates for 2015-16 were incorporated into Other or Unknown. There were no graded enrollments for American Indian or Alaska Native students in 2016-17 or 2017-18.

Figure 10. ESL Success Rates by Ethnicity

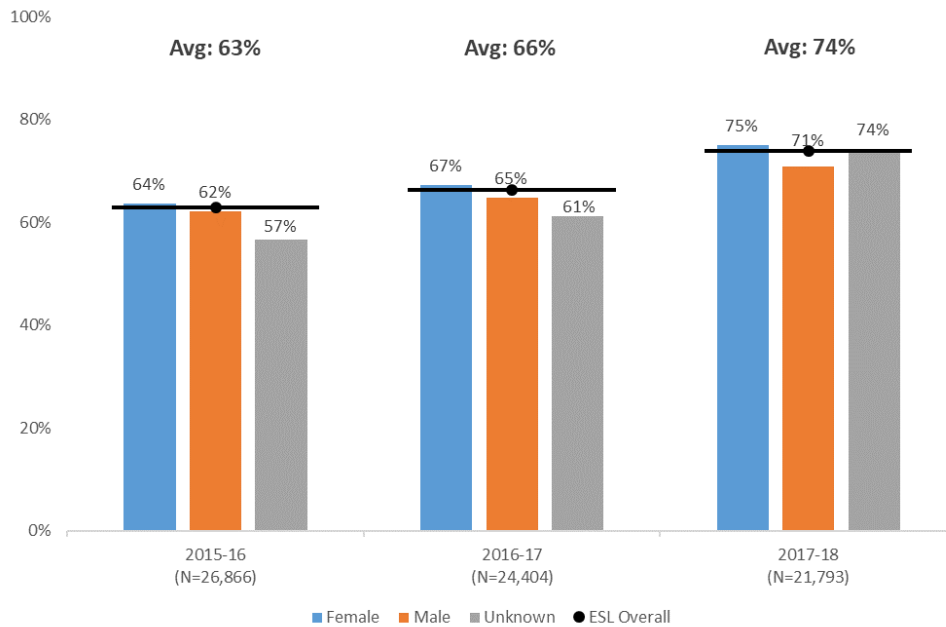


Note. Other or Unknown includes American Indian or Alaska Native.

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 all groups consistently increased across the past three years. Females, however, saw the greatest increase in their success rates between 2015-16 and 2017-18 (11%).

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 44). 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 44

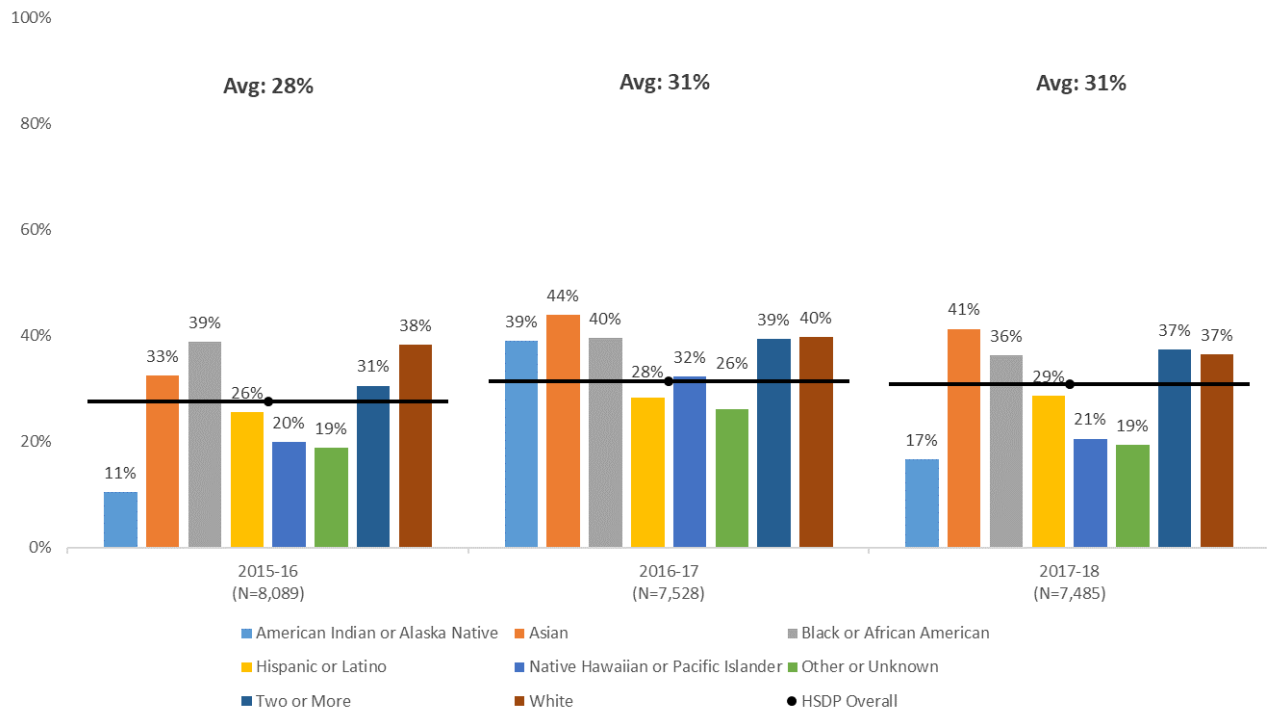
HSDP Students' Course Success

	2015-16	2016-17	2017-18
HSDP Course Enrollments with a Grade	8,089	7,528	7,485
Success	2,232	2,369	2,314
Success Rate	27.59%	31.47%	30.92%

Ethnicity

The success rates for all ethnic groups in the High School Diploma Program rose between 2015-16 and 2016-17 (Figure 12). However, the success rates then declined for almost all ethnic groups from 2016-17 to 2017-18. Only the success rates for Hispanic or Latino students saw an increase between 2016-17 and 2017-18.

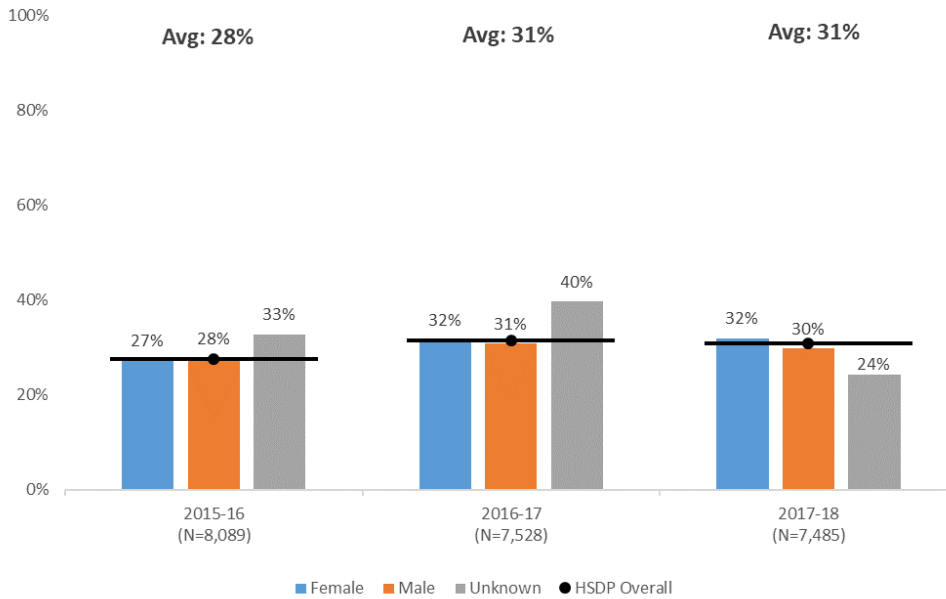
Figure 12. HSDP Success Rates by Ethnicity



Gender

Success rates for both males and females have been roughly equal over the last three years (Figure 13). Males did slightly better than females in 2015-16, but females had higher success rates in 2016-17 and 2017-18.

Figure 13. HSDP Success Rates by Gender



Lifeskills Education Advancement Program (LEAP) Course Success

Of NOCE’s five major programs, the LEAP program has the highest overall success rate (Table 45). Since 2015-16, students in LEAP classes have seen success in over 85% of their classes.

Table 45

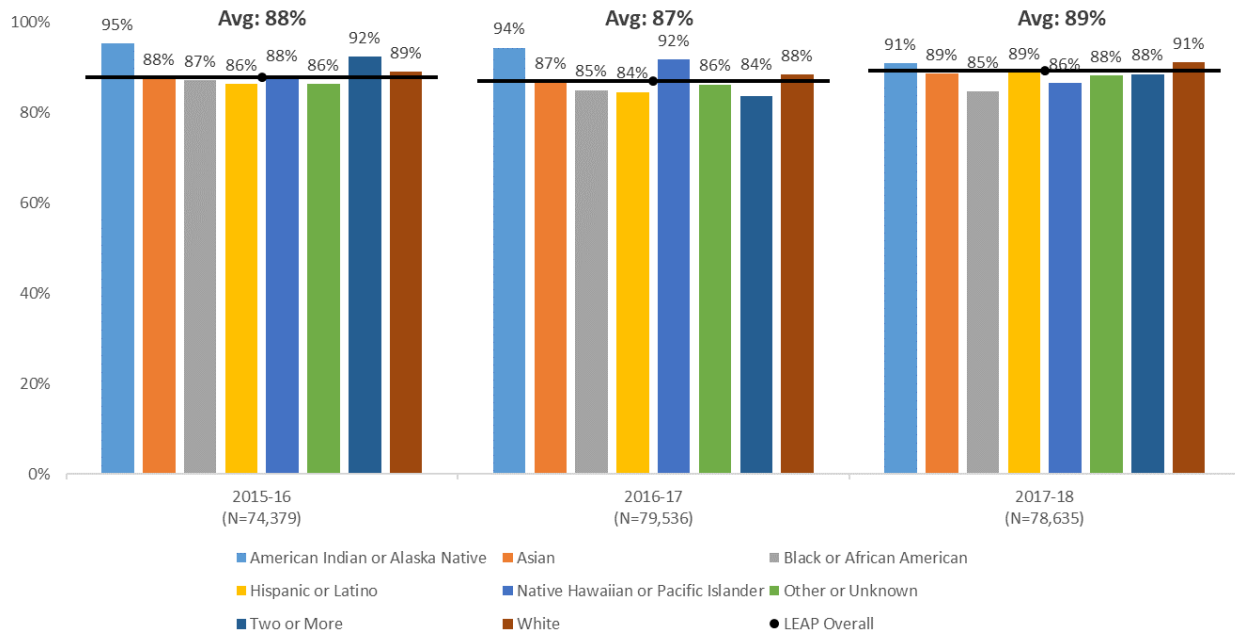
LEAP Students' Course Success

	2015-16	2016-17	2017-18
LEAP Course Enrollments with a Grade	74,379	79,536	78,635
Success	65,294	69,112	70,235
Success Rate	87.79%	86.89%	89.32%

Ethnicity

Students in the American Indian or Alaska Native group generally had the highest success rates in their classes since 2015-16; however, their success rates have seen a continual decline (Figure 14). In 2017-18, the success rates of White students increased slightly, growing to be slightly higher than those of American Indian and Alaska Natives.

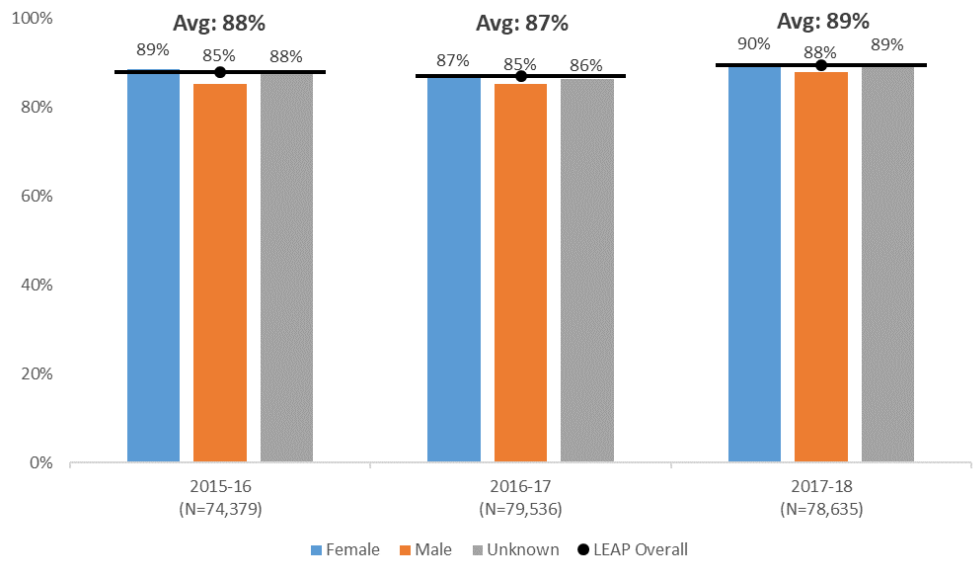
Figure 14. LEAP Success Rates by Ethnicity



Gender

The success rates of males and females in LEAP classes increased between 2015-16 and 2017-18 (Figure 15). However, the success rate of males saw a slightly larger increase (3%).

Figure 15. LEAP Success Rates by Gender





Chapter 4: Momentum

Chapter 4 presents indicators associated with students' behaviors that indicate their **momentum** towards achieving their academic goals.

Hours Completed



Hours completed is the sum of attendance hours aggregated by student for a given year. For this report, average and median 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 and a median of the hours were calculated 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 the Business/Computer Skills 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. Both an average and a median were calculated since the average hours might be impacted by students who put in fewer or more hours.

Hours Completed by NOCE Overall

On average, NOCE students completed over 80 hours of instruction and lab work within an academic year (Table 46). The median hours completed by students overall is approximately half of the average number completed. This could be due to the skewness of the data where some students might have completed significantly higher hours. The number of hours completed, both the average and the median, increased from 2016-17 to 2017-18.

Table 46

Average and Median Number of Hours Completed by NOCE Students

	2015-16	2016-17	2017-18
NOCE Overall Headcount	32,563	31,641	29,331
Average Hours Completed	85.92	82.69	90.21
Median Hours Completed	42.00	38.00	41.00

Ethnicity

Table 47 presents the average and median hours completed by different ethnic groups at NOCE. Hispanic or Latino students had the highest average and median hours completed for 2015-16; however, Asian students completed more hours than Hispanic or Latino students in 2016-17. The average and median hours completed by Native Hawaiian or Pacific Islander students was the highest in 2017-18, and this group also had the highest spike in hours completed compared to other groups.

Table 47

Average and Median Number of Hours Completed by NOCE Students by Ethnicity

	2015-16 (N=32,563)		2016-17 (N=31,641)		2017-18 (N=29,331)	
	Mean	Median	Mean	Median	Mean	Median
American Indian or Alaska Native	59.03	21.00	63.71	22.50	70.65	22.50
Asian	89.68	42.00	92.83	46.00	98.24	46.00
Black or African American	82.30	32.00	82.85	30.00	78.26	29.75
Hispanic or Latino	92.84	45.00	89.30	42.00	100.47	47.50
Native Hawaiian or Pacific Islander	65.78	22.25	86.28	33.50	117.90	52.50
Other or Unknown	75.06	42.00	65.99	32.00	72.45	32.00
Two or More	77.81	24.00	86.93	28.00	89.05	29.00
White	79.18	40.00	86.93	36.00	80.69	38.00
NOCE Overall	85.92	42.00	82.69	38.00	90.21	41.00

Gender

Females consistency had higher average and median hours completed than males for the three years (Table 48). The hours completed increased for both males and females from 2016-17 to 2017-18. Compared to the average of all NOCE students, females completed more hours.

Table 48

Average and Median Number of Hours Completed by NOCE Students by Gender

	2015-16 (N=32,563)		2016-17 (N=31,641)		2017-18 (N=29,331)	
	Mean	Median	Mean	Median	Mean	Median
Female	88.52	46.00	84.58	42.00	93.55	45.00
Male	82.03	33.00	80.28	32.50	85.95	34.00
Unknown	74.68	38.50	72.06	35.00	74.03	34.00
NOCE Overall	85.92	42.00	82.69	38.00	90.21	41.00

Hours Completed by Career Technical Education (CTE)

Over the three years, the number of students enrolled in the CTE program has decreased by 15%; however, the average and median hours of attendance completed by CTE students has increased by more than 7 hours over the three-year period (Table 49).

Table 49

Average and Median Number of Hours Completed by CTE Students

	2015-16	2016-17	2017-18
CTE Headcount	3,861	3,502	3,275
Average Hours Completed	77.95	84.33	85.85
Median Hours Completed	44.00	48.00	51.75

Ethnicity

Even though American Indian or Alaska Native and Native Hawaiian or Pacific Islander student groups had the highest average attendance hours completed in 2015-16 and 2016-17, these two groups consist of fewer than 15 students each. Comparing the attendance hours of a small sample to a group as large as over 1,500 Hispanic or Latino students would not be accurate. Therefore, the hours are compared 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 50); however, their average hours decreased from 2016-17 to 2017-18 but median hours completed by this group increased slightly.

Table 50

Average and Median Number of Hours Completed by CTE Students by Ethnicity

	2015-16 (N=3,861)		2016-17 (N=3,502)		2017-18 (N=3,275)	
	Mean	Median	Mean	Median	Mean	Median
American Indian or Alaska Native	89.10	120.00	68.38	70.00	49.61	33.00
Asian	85.27	50.25	98.57	57.00	93.24	60.00
Black or African American	81.96	49.00	88.09	38.25	88.06	38.50
Hispanic or Latino	75.66	43.00	81.24	47.00	83.23	51.00
Native Hawaiian or Pacific Islander	48.82	28.50	122.53	79.25	91.00	67.50
Other or Unknown	71.98	36.00	57.96	29.00	79.12	24.25
Two or More	78.82	44.00	75.87	45.00	88.71	48.00
White	74.79	41.50	79.79	49.50	82.71	48.00
CTE Overall	77.95	44.00	84.33	48.00	85.85	51.75

Gender

Compared to males, females completed more attendance hours in the CTE program (Table 51). The average hours completed increased for females over the three years. On average, males have consistently completed around 65 hours in the CTE program across the three years. While the average hours completed was higher for the unknown group in 2015-16 and 2016-17, the median hours completed were higher for females. The difference between the two could be explained by outliers in the unknown group who may have completed more hours which impacted the average.

Table 51

Average and Median Number of Hours Completed by CTE Students by Gender

	2015-16 (N=3,861)		2016-17 (N=3,502)		2017-18 (N=3,275)	
	Mean	Median	Mean	Median	Mean	Median
Female	83.37	49.00	91.04	54.00	92.60	57.00
Male	64.48	36.00	64.30	39.00	67.05	36.00
Unknown	84.76	36.00	104.16	51.00	90.90	51.00
CTE Overall	77.95	44.00	84.33	48.00	85.85	51.75

Hours Completed by Disability Support Services (DSS)

The students in the DSS program on average completed over 250 attendance hours in the last two academic years (Table 52). While the number of students in the program decreased, the hours completed increased from 2015-16 to 2017-18, which is a similar trend seen in the CTE program.

Table 52

Average and Median Number of Hours Completed by DSS Students

	2015-16	2016-17	2017-18
DSS Headcount	882	763	719
Average Hours Completed	247.83	269.32	267.67
Median Hours Completed	137.75	192.75	185.00

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). Students who identified with Two or More ethnic groups completed more hours in the three years (Table 53). In 2016-17, this group completed on average over 400 hours, which is 100

hours more than the group with the second highest average hours completed (Asian, 326.46 hours).

Table 53

Average and Median Number of Hours Completed by DSS Students by Ethnicity

	2015-16 (N=882)		2016-17 (N=763)		2017-18 (N=719)	
	Mean	Median	Mean	Median	Mean	Median
American Indian or Alaska Native	162.92	120.75	185.50	212.50	170.00	170.00
Asian	278.69	171.50	326.46	324.50	314.93	280.00
Black or African American	214.69	111.00	197.02	82.00	221.95	98.00
Hispanic or Latino	286.77	215.00	296.46	288.75	284.35	229.13
Native Hawaiian or Pacific Islander	390.31	278.75	438.65	462.50	316.50	337.25
Other or Unknown	123.71	72.00	157.27	84.50	150.73	66.00
Two or More	365.69	321.00	429.29	335.00	364.69	338.75
White	244.71	140.00	234.73	149.00	243.00	163.75
DSS Overall	247.83	137.75	269.32	192.75	267.67	185.00

Gender

For the DSS program, the average and median hours completed by males were greater than females across the three years (Table 54).

Table 54

Average and Median Number of Hours Completed by DSS Students by Gender

	2015-16 (N=882)		2016-17 (N=763)		2017-18 (N=719)	
	Mean	Median	Mean	Median	Mean	Median
Female	220.76	115.00	229.71	147.75	251.01	164.00
Male	272.53	165.00	297.66	272.50	282.13	225.00
Unknown	133.30	71.88	215.60	107.75	153.69	66.00
DSS Overall	247.83	137.75	269.32	192.75	267.67	185.00

Hours Completed by English as a Second Language (ESL)

Table 55 shows the average and median number of hours completed by the students in the ESL program. While the number of students served by the ESL program decreased over the years,

the number of hours completed by these students increased, on average, by 11 hours from 2016-17 to 2017-18.

Table 55

Average and Median Number of Hours Completed by ESL Students

	2015-16	2016-17	2017-18
ESL Headcount	9,939	9,072	8,341
Average Hours Completed	115.26	112.60	123.75
Median Hours Completed	67.50	70.00	75.00

Ethnicity

On average, the highest hours completed by ESL students differed for each of the academic years (Table 56). Black or African American students completed more hours in 2015-16; however, their average dropped by 32 hours in the three years. Students who identified with Two or More ethnic groups completed higher attendance hours than other groups in 2016-17. In 2017-18, Native Hawaiian or Pacific Islander group had completed the highest hours. The sample size for American Indian or Alaska Native group is considerably small; therefore, their hours are not reported in the table.

Table 56

Average and Median Number of Hours Completed by ESL Students by Ethnicity

	2015-16 (N=9,939)		2016-17 (N=9,072)		2017-18 (N=8,341)	
	Mean	Median	Mean	Median	Mean	Median
American Indian or Alaska Native	72.17	21.00	N/A	N/A	N/A	N/A
Asian	121.93	71.75	120.07	72.50	126.55	77.50
Black or African American	131.21	90.50	109.26	56.50	99.05	67.50
Hispanic or Latino	112.87	67.50	109.21	69.00	123.71	75.00
Native Hawaiian or Pacific Islander	87.75	60.25	105.55	48.00	203.87	136.50
Other or Unknown	107.04	54.50	108.13	62.50	109.39	61.00
Two or More	118.93	56.75	120.67	77.00	141.28	99.68
White	120.43	65.00	120.60	84.00	119.08	73.75
ESL Overall	115.26	67.50	112.60	70.00	123.75	75.00

Gender

There are more females in the ESL program than males, and consistently, females completed more attendance hours compared to males (Table 57). The average number of hours completed by both males and females has increased from 2016-17 to 2017-18.

Table 57

Average and Median Number of Hours Completed by ESL Students by Gender

	2015-16 (N=9,939)		2016-17 (N=9,072)		2017-18 (N=8,341)	
	Mean	Median	Mean	Median	Mean	Median
Female	121.10	72.50	118.24	75.00	131.24	84.00
Male	105.22	60.00	102.69	62.50	108.99	60.00
Unknown	102.18	56.00	102.91	63.25	121.15	77.50
ESL Overall	115.26	67.50	112.60	70.00	123.75	75.00

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 saw a decrease in the hours completed from 2015-16 to 2016-17, but an increase in the following year (Table 58). 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 58

Average and Median Number of Hours Completed by HSDP Students

	2015-16	2016-17	2017-18
HSDP Overall Headcount	4,641	4,420	4,273
Average Hours Completed	40.21	38.27	43.23
Median Hours Completed	13.00	12.00	13.00

Ethnicity

The total average attendance hours completed by HSDP students ranged anywhere from 15 to 61 hours. Black or African American students completed the most hours in 2015-16 and 2016-17; whereas, Native Hawaiian or Pacific Islander students completed on average more hours in 2017-18 (Table 59). While the number of students in this group decreased, the average hours completed increased significantly (by 36 average hours) over the years.

Table 59

Average and Median Number of Hours Completed by HSDP Students by Ethnicity

	2015-16 (N=4,641)		2016-17 (N=4,420)		2017-18 (N=4,273)	
	Mean	Median	Mean	Median	Mean	Median
American Indian or Alaska Native	24.55	20.00	37.29	16.00	43.86	12.00
Asian	30.70	6.00	38.50	9.00	50.66	12.00
Black or African American	51.10	15.00	52.39	15.50	43.58	14.00
Hispanic or Latino	43.19	16.00	37.66	13.00	43.35	15.00
Native Hawaiian or Pacific Islander	24.88	11.00	33.17	20.50	61.26	15.00
Other or Unknown	15.84	4.00	22.10	3.00	19.84	4.00
Two or More	24.88	19.00	47.60	14.00	50.68	15.00
White	15.84	10.00	35.85	10.00	34.87	10.00
HSDP Overall	40.21	13.00	38.27	12.00	43.23	13.00

Gender

When comparing the median hours completed, males completed more hours than females in the three years. However, on average, females had slightly more hours completed than males in 2016-17 and 2017-18.

Table 60

Average and Median Number of Hours Completed by HSDP Students by Gender

	2015-16 (N=4,641)		2016-17 (N=4,420)		2017-18 (N=4,273)	
	Mean	Median	Mean	Median	Mean	Median
Female	39.98	13.00	38.63	11.00	44.81	13.00
Male	40.76	14.00	38.02	13.00	42.19	14.00
Unknown	35.39	6.00	31.80	7.00	26.39	6.50
HSDP Overall	40.21	13.00	38.27	12.00	43.23	13.00

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 61). 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 61

Average and Median Number of Hours Completed by LEAP Students

	2015-16	2016-17	2017-18
LEAP Overall Headcount	15,473	16,087	15,029
Average Hours Completed	61.04	57.60	63.57
Median Hours Completed	28.00	26.00	26.00

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 2017-18. However, students who indicated other race or did not provide their ethnicity completed highest median hours in 2015-16. The White student group completed more hours on average than other groups in 2015-16 and 2016-17 (Table 62).

Table 62

Average and Median Number of Hours Completed by LEAP Students by Ethnicity

	2015-16 (N=15,473)		2016-17 (N=16,087)		2017-18 (N=15,029)	
	Mean	Median	Mean	Median	Mean	Median
American Indian or Alaska Native	50.72	18.50	60.41	13.00	73.13	23.25
Asian	51.54	22.00	54.41	26.00	57.72	24.00
Black or African American	46.77	16.25	47.64	20.00	46.67	16.00
Hispanic or Latino	51.67	18.00	49.55	18.00	54.66	18.00
Native Hawaiian or Pacific Islander	48.50	20.00	50.28	26.50	59.59	28.00
Other or Unknown	68.63	38.00	60.48	30.00	68.94	32.00
Two or More	34.77	16.00	33.87	15.00	34.26	13.50
White	67.92	36.00	62.47	32.00	69.22	34.00
LEAP Overall	61.04	28.00	57.60	26.00	63.57	26.00

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 63).

Table 63

Average and Median Number of Hours Completed by LEAP Students by Gender

	2015-16 (N=15,473)		2016-17 (N=16,087)		2017-18 (N=15,029)	
	Mean	Median	Mean	Median	Mean	Median
Female	65.14	32.00	60.86	30.00	66.76	30.00
Male	50.52	18.00	48.98	20.00	55.85	20.00
Unknown	59.80	34.00	56.66	30.00	60.15	28.00
LEAP Overall	61.04	28.00	57.60	26.00	63.57	26.00

Term to Term Retention



How well NOCE is retaining new students within an academic year is measured by term to term retention rates. This indicator is in alignment 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 2016 Fall Term, does not enroll in the 2017 Winter Term, and re-enrolls in the 2017 Spring Term would be considered retained in the 2017 Spring Term but not for the 2017 Winter Term.

NOCE Overall Term to Term Retention

The number of students in each of the fall cohorts for 2015, 2016, and 2017 and their term to term retention rates are presented below in table 64. Over the past three years, NOCE has continued to retain close to half (49%) of the first-time students in the winter term, which means that the other half of students did not return to NOCE after their first term of enrollment. For each of the cohorts, student retention rates decline for the subsequent terms. Meaning, NOCE retains fewer first-time students as the academic year unfolds. About a quarter of students do return for the following fall. The proportion of students that are retained from fall to fall has increased over the last three years. Between the 2015 and 2016 Fall Cohorts, this proportion slightly decreased going from 25.45% to 23.69%, but then increased by over 2.5 percentage points for the following 2017 Fall Cohort (26.48%). This indicates that NOCE is showing progress in being able to retain first-time students from fall to fall. OIRP continues to explore the reasons that could impact a student's decision to return or not return to NOCE. Several studies that include both qualitative and quantitative data have been conducted to explore these reasons. Preliminary results have shown that family/personal responsibilities, job schedules, and lack of transportation have been barriers that NOCE students experience in continuously enrolling term to term. In addition, 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 (available in the Appendix Table 36-40). 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 from fall to fall for the 2015 and 2016 Fall Cohorts. For the 2017 Fall Cohort, those with an unknown gender were retained at the highest rates for each term, and females continued to have higher retention rates than males. Native Hawaiian or Pacific Islanders had the highest fall to fall retention rates, followed by White students for the 2017 cohort. Please note that the sample size for Native Hawaiian or Pacific Islanders was much smaller compared to other ethnicities. Only those who identified as White, Two or More, Other or Unknown and Native Hawaiian or Pacific Islanders had higher fall to fall retention rates than NOCE overall for the 2017 Fall Cohort.

Table 64

Term to Term Retention Rates for NOCE

	2015 Fall Cohort	2016 Fall Cohort	2017 Fall Cohort
Number of Students in the Cohort	3,768	3,258	3,055
Retained in Winter	48.12%	48.96%	49.03%
Retained in Spring	36.23%	34.13%	36.14%
Retained in Fall	25.45%	23.69%	26.48%

Term to Term Retention by Program

Term to term retention was also broken down by NOCE program. Compared to NOCE overall, DSS and LEAP continue to have the highest Fall to Fall retention rates, with DSS consistently having a rate over 50% and LEAP retaining around 30% for the past three years (Table 65). After some exploration, OIRP determined that DSS may have high retention rates due to the structure in which DSS class are offered in a sequence from fall to spring terms. For LEAP, the Older Adults Program continuously enrolled their students from term to term which might explain their higher retention rates compared to NOCE overall. LEAP has also seen a significant increase in their fall to fall retention for the 2017 Fall Cohort, where it increased by over eight percentage points compared to the 2016 Fall Cohort.

The HSDP, CTE, and ESL programs had lower fall to fall retention rates compared to NOCE overall for the last three cohort years. The lower retention rates for HSDP are expected due to its self-paced and open lab setting structure for students. Students can attend HSDP courses at their convenience and during the open lab hours. Both CTE and ESL have about a 20% fall to fall retention rate, meaning about 1 in 5 students in either program is retained to the following year. It is worth noting that lower rates for CTE may be impacted due to 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, retention rates for the winter term were slightly higher

than NOCE overall for 2015 Fall Cohort; however, their retention rates have declined over the past three years. 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

	2015 Fall Cohort	2016 Fall Cohort	2017 Fall Cohort
Career Technical Education (CTE)			
Starting Fall Cohort	417	377	322
Retained in Winter	40.05%	44.03%	46.58%
Retained in Spring	32.61%	31.56%	30.43%
Retained in Fall	23.98%	21.22%	22.36%
Disability Support Services (DSS)			
Starting Fall Cohort	72	78	58
Retained in Winter	75.00%	79.49%	79.31%
Retained in Spring	72.22%	66.67%	65.52%
Retained in Fall	58.33%	51.28%	53.45%
English as a Second Language (ESL)			
Starting Fall Cohort	1,593	1,397	1,214
Retained in Winter	51.10%	48.39%	46.95%
Retained in Spring	33.58%	31.28%	31.05%
Retained in Fall	20.46%	21.47%	20.18%
High School Diploma/GED Program (HSDP)			
Starting Fall Cohort	566	393	431
Retained in Winter	44.35%	47.84%	43.39%
Retained in Spring	31.80%	30.53%	32.71%
Retained in Fall	18.20%	16.79%	17.40%
Lifeskills Education Advancement Program (LEAP)			
Starting Fall Cohort	1,259	1,127	1,156
Retained in Winter	43.29%	46.58%	49.83%
Retained in Spring	36.93%	34.96%	40.40%
Retained in Fall	29.86%	24.22%	32.53%

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 2015, 2016, and 2017 Fall Cohorts. There was a decrease in the persistence rate for NOCE overall from 2015 to 2016. For 2016 and 2017 Fall Cohorts, the persistence rate has remained stable at 27%, meaning that about 1 in 4 NOCE students have persisted towards their academic goals for the last two years.

Table 66

Persistence Rates for NOCE

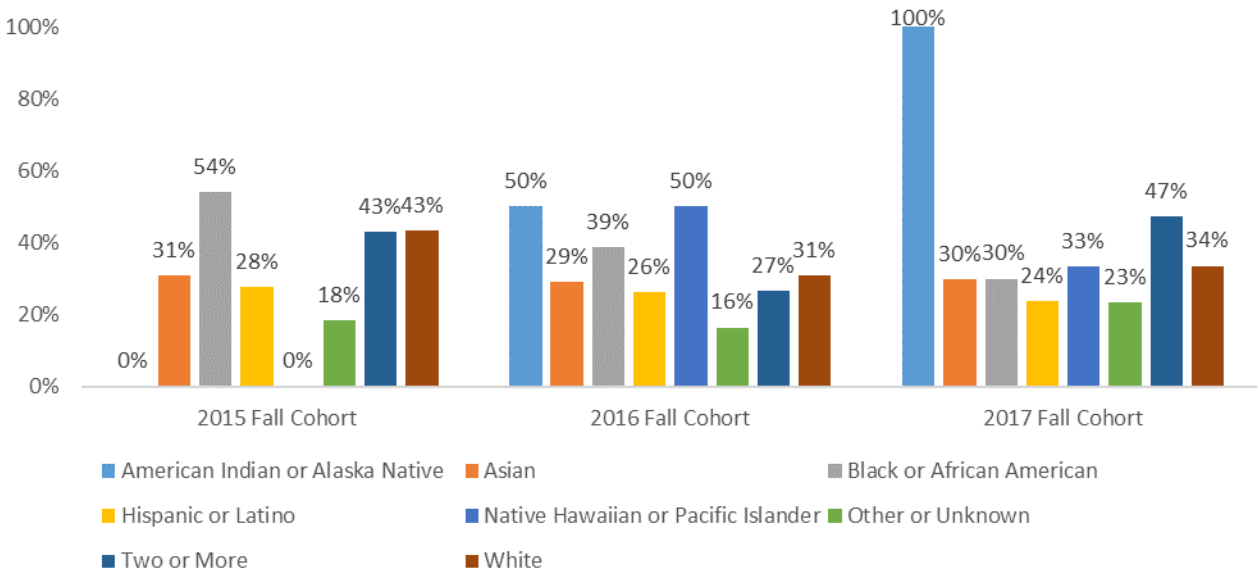
	2015 Fall Cohort	2016 Fall Cohort	2017 Fall Cohort
Starting Fall Cohort	2,006	1,681	1,508
Persisted	608	464	412
Persistence Rate	30.31%	27.60%	27.32%

Ethnicity

Figure 16 presents the persistence rates for NOCE broken down by ethnicity. For the 2015 Fall Cohort, Black or African American students had the highest persistence rates, but then decreased by about 15 percentage points the following year in 2016. Student who identified as American Indian or Alaska Native shared the highest persistence rates with Native Hawaiian or Pacific Islanders for the 2016 Fall Cohort (50%). American Indian or Alaska Native students continued their increasing trend with 100% persistence the following year in 2017. It is worth noting, though, that the sample size for both American Indian or Alaska Native and Native

Hawaiian or Pacific Islander are relatively small compared to other ethnic groups. When looking at the last three cohorts, Asian, Black or African American, and White students consistently had higher persistence rates when compared to NOCE overall. Hispanic or Latino students had lower persistence rates for all three cohorts compared to NOCE overall.

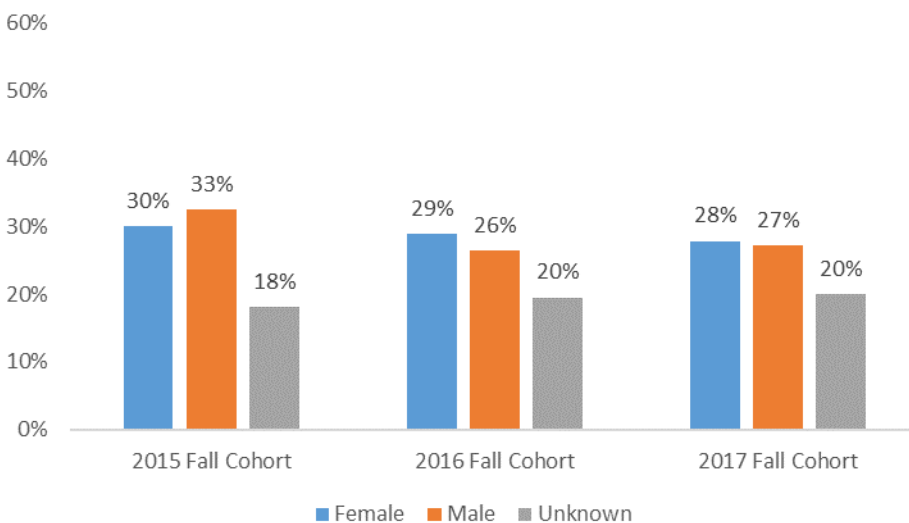
Figure 16. Persistence Rates by Ethnicity



Gender

For the 2015 Fall cohort, males had higher rates than females; however, this shifted for the 2016 and 2017 Fall Cohorts where females had higher persistence rates than males (Figure 17). Overall, rates for both males and females have declined over the past three years. As noted earlier, females tend to outperform their male counterparts in course retention, course success and term to term retention. For those students whose gender is unknown, persistence rates increased from 2015 to 2016 and remained stable at 20% through 2017.

Figure 17. Persistence Rates by Gender



Persistence by Program

Table 67 presents persistence rates by programs. DSS continues to have the highest persistence rate for all three cohorts, followed by HSDP. As mentioned earlier, DSS also has the highest term to term retention, course success, and 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 over half of the DSS Cohort persisted throughout the year.

Persistence rates for CTE were much closer to NOCE overall rates and have increased from 2015-16 to 2017-18, with a slight dip in 2016-17. The HSDP has had higher persistence rates for all three years compared to NOCE overall; however, they have decreased by seven percentage points over the same time period. This may be a result of their open enrollment and self-paced structure which may result in students either not continuously enrolling from term to term or delaying their diploma attainment by more than the four terms that are looked at for outcomes in the persistence metric.

The ESL program has about a 23% persistence rate, which has been declining over the past three years. After some exploration, OIRP has determined that this could be explained by the fact that the only ESL certificate included in the outcomes is 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.

Table 67

Persistence Rates by Program

	2015-16	2016-17	2017-18
Career Technical Education (CTE)			
Starting Fall Cohort	315	298	246
Persisted	100	91	79
Persistence Rate	31.75%	30.54%	32.11%
Disability Support Services (DSS)			
Starting Fall Cohort	68	70	57
Persisted	44	38	31
Persistence Rate	64.71%	54.29%	54.39%
High School Diploma Program (HSDP)			
Starting Fall Cohort	351	100	245
Persisted	145	36	84
Persistence Rate	41.31%	36.00%	34.29%
English as a Second Language (ESL)			
Starting Fall Cohort	1,305	1,141	1,012
Persisted	323	268	225
Persistence Rate	24.75%	23.49%	22.23%

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



Chapter 5: Student Success

Chapter 5 presents completion and transition metrics that serve as indicators to illustrate NOCE's **student success**.

Certificate and Diploma Completion



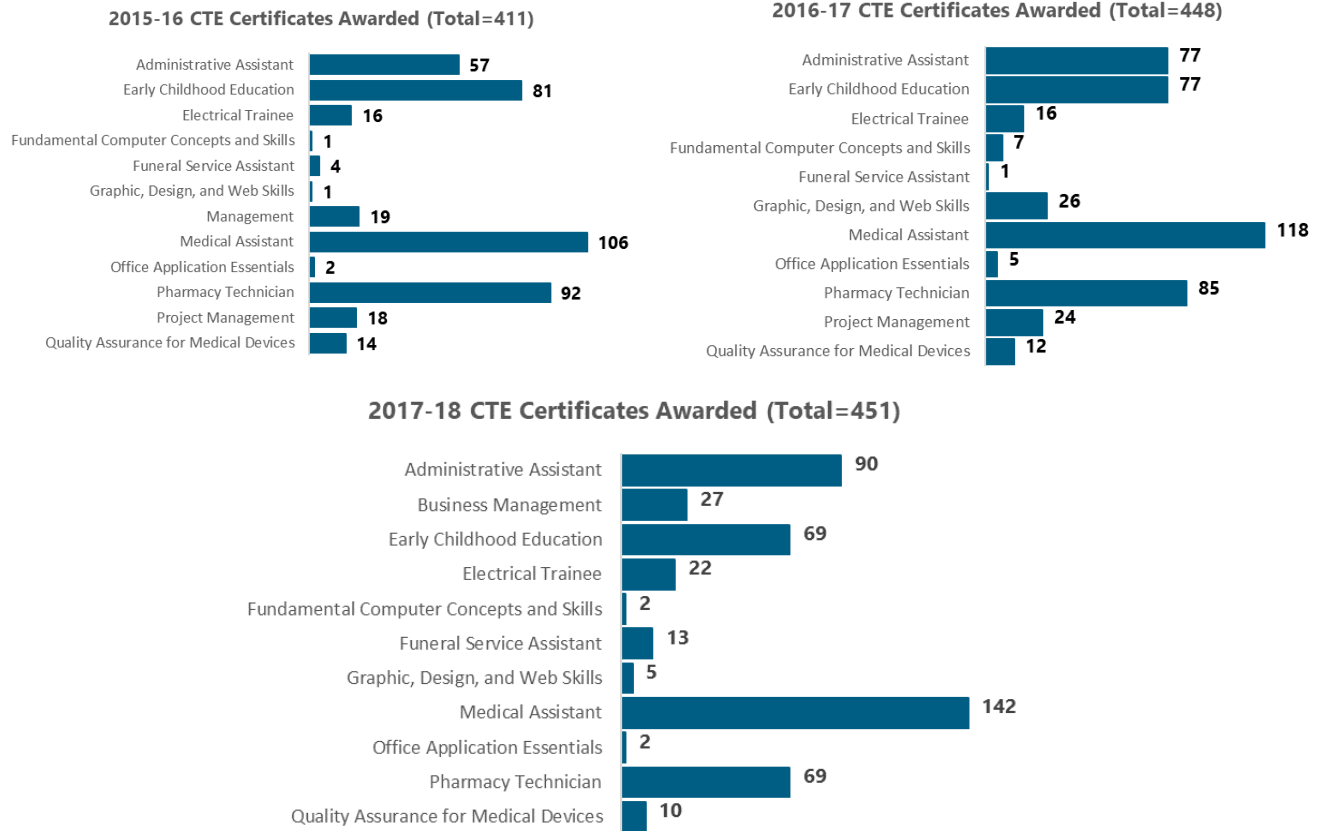
Certificate and diploma completion examines the number of certificates and diplomas awarded to students each year. This metric is indicative of the effectiveness of program offerings toward guiding students through their chosen educational pathway, aligning with Goals 1 and 2 of the WASC Action Plan. 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 2015-16 academic year but does not apply and receive approval for their certificate or diploma until the 2016-17 academic year, that student would be considered a completer for 2016-17, not 2015-16.

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 2015-16 and 2017-18. A total of 411 certificates were awarded in 2015-16, 448 in 2016-17, and 451 in 2017-18. 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 2015-16 academic year, there has been a consistent decline (24%) in the number of Pharmacy Technician certificates awarded. However, there has been a consistent increase (34%) in the number of Medical Assistant certificates awarded during the same timeframe. Administrative Assistant certificates have also seen an increase (58%) between 2015-16 to 2017-18.

Figure 18. CTE Certificates Awarded by Academic Year



Ethnicity

The ethnic breakdown of CTE certificates awarded are illustrated in Table 68 below. Please note that 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 (Table 59). 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 continue to closely mirror that of the overall demographic picture of the CTE program in general. Asian students have seen the biggest decrease in certificates awarded between 2015-16 and 2017-18 (-4.81%), despite their proportions slightly growing in the CTE program student population. Hispanic or Latino students saw the biggest increase in CTE certificates awarded over the past three years.

Table 68

CTE Certificates Awarded by Ethnicity

	2015-16	2016-17	2017-18
Asian	28.36%	26.85%	23.22%
Hispanic or Latino	42.79%	44.91%	47.59%
Other or Unknown	6.47%	5.32%	5.98%
Two or More	5.97%	5.79%	6.44%
White	16.42%	17.13%	16.78%
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, and the majority of CTE certificates are awarded to female students. In addition, this proportion has been increasing, while males receiving CTE certificates has been decreasing over the past three years. The disparity between males and females receiving CTE certificates has widened even more for 2017-18, where for every male receiving a CTE certificate, about five females receive a CTE certificate. This achievement gap needs to be further explored in order to fully understand the disparity.

Table 69

CTE Certificates Awarded by Gender

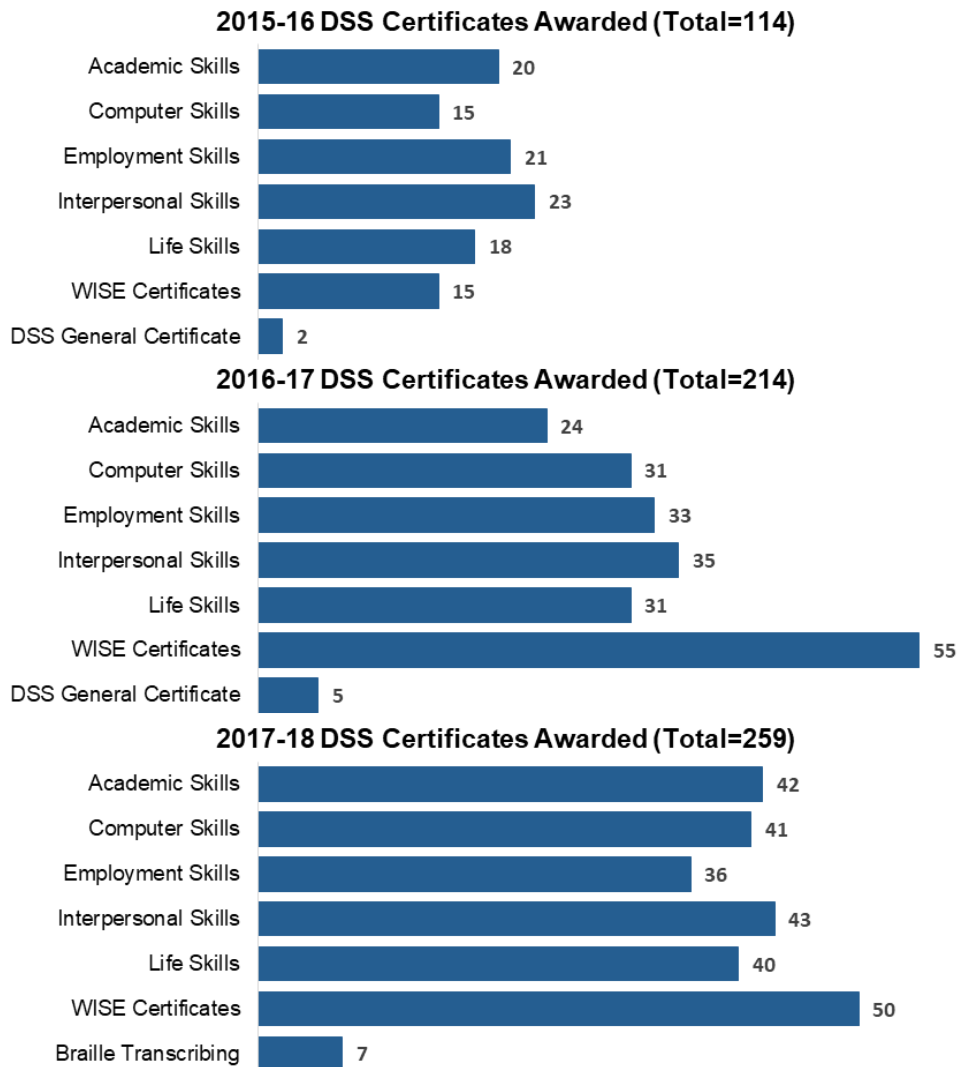
	2015-16	2016-17	2017-18
Female	79.10%	79.86%	80.46%
Male	18.41%	17.13%	15.86%
Unknown	2.49%	3.01%	3.68%
Total Students Who Received CTE Certificates	100.00%	100.00%	100.00%

Disability Support Services (DSS) Certificates Awarded

A breakdown of DSS certificates awarded between 2015-16 and 2017-18 academic years are presented in Figure 19. 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. This growth continued into the 2017-18 academic year with a total of 259 certificates awarded to 63 DSS students. For the 2017-18 academic year there were no DSS general certificates awarded. In addition, the DSS program began awarding Braille Transcribing certificates during the 2017-18 academic year. 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 (Table 61). However, there were some findings that stood out when examining demographic breakdowns of DSS certificates. Despite the rapid growth of Hispanic or Latino students receiving DSS certificates between 2015-16 and 2016-17 (more than double), that number decreased slightly the following year. Furthermore, the number of females receiving DSS certificates has been increasing between 2015-16 and 2017-18, with males seeing a significant increase in 2015-16 and 2016-17 and then a slight decrease in 2017-18.

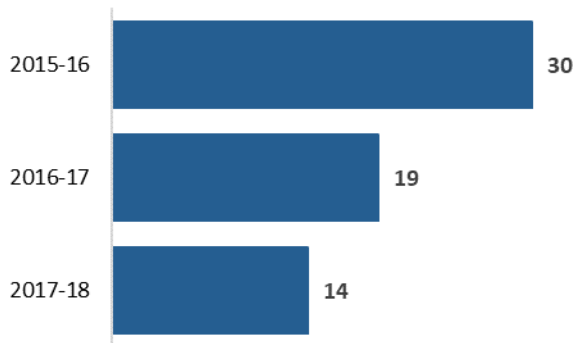
Figure 19. DSS Certificates Awarded by Academic Year



English as a Second Language (ESL) Certificates Awarded

Figure 20 displays the number of ESL Academic Success certificates awarded between 2015-16 and 2017-18. ESL Academic Success are CDCP certificates and are awarded when students complete both courses in the ESL Academic Success program. 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 2015-16 and 2017-18 is shown in Figure 21 below. 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. Between 2015-16 and 2017-18 there was about a 5% increase in the number of high school diplomas awarded to NOCE students.

Figure 21. High School Diplomas Awarded by Academic Year



Ethnicity

As seen in table 70, the breakdown of ethnicities mirrors the overall demographic of the HSDP. Despite a decrease in the high school diplomas awarded between 2015-16 and 2016-17 for the Hispanic or Latino student population, there was an increase for the 2017-18 academic year. A similar trend can be seen for the Asian student population, with an overall growth over the past three academic years.

Table 70

High School Diplomas Awarded by Ethnicity

	2015-16	2016-17	2017-18
Asian	6.69%	5.93%	7.89%
Hispanic or Latino	71.65%	66.40%	69.55%
Other or Unknown	5.12%	4.74%	4.14%
Two or More	5.12%	9.88%	6.77%
White	11.42%	13.04%	11.65%
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

As seen below in table 71, the proportion of male and females receiving high school diplomas is almost fifty-fifty, with females earning at a slightly higher proportion. There was a slight increase in female enrollments between 2016-17 and 2017-18, and a decrease for males in the same timeframe. Females saw an increase in high school diplomas between 2015-16 and 2016-17, however there was a slight decrease from 2016-17 and 2017-18.

Table 71

High School Diplomas Awarded by Gender

	2015-16	2016-17	2017-18
Female	48.03%	51.38%	50.75%
Male	50.00%	47.83%	47.74%
Unknown	1.97%	0.79%	1.50%
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 7% 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 Dictionary⁸. 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 2011 Fall and 2012 Fall Cohorts. The students in these cohorts were tracked for a period of six-years. For example, the students in 2012 Fall Cohort were tracked until the 2017-18 academic year. The transition rate has consistently been around 13% for NOCE students who transition to FC or CC over a six-year period.

⁸ 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

	2010 Fall Cohort	2011 Fall Cohort	2012 Fall Cohort
Number of Students in the Cohort	1,139	980	998
Transitioned within Six Years	154	132	135
Transition Rate	13.52%	13.47%	13.53%

Note. Cohorts were tracked for six years. 2010 Fall Cohort was tracked until 2015-16. 2011 Fall Cohort was tracked until 2016-17. 2012 Fall Cohort was tracked until 2017-18.

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 2010 Fall Cohorts. However, for the 2011 and 2012 Fall Cohorts, White students had a higher transition rate.

Table 73

Noncredit to Credit Transition Rates by Ethnicity

	2010 Fall Cohort	2011 Fall Cohort	2012 Fall Cohort
American Indian or Alaska Native	0.00%	66.67%	0.00%
Asian	16.41%	12.50%	10.18%
Black or African American	20.51%	10.71%	21.43%
Hispanic or Latino	11.05%	13.40%	10.13%
Native Hawaiian or Pacific Islander	14.29%	0.00%	16.67%
Other or Unknown	4.17%	3.03%	0.00%
Two or More	50.00%	23.53%	29.09%
White	11.48%	13.84%	23.35%
NOCE Overall Transition Rate	13.52%	13.47%	13.53%

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

	2010 Fall Cohort	2011 Fall Cohort	2012 Fall Cohort
Female	11.99%	9.80%	12.50%
Male	16.71%	18.77%	14.61%
Unknown	8.97%	13.33%	24.00%
NOCE Overall Transition Rate	13.52%	13.47%	13.53%



Chapter 6: Employment

Chapter 6 presents indicators on student outcomes after exiting NOCE and entering the workforce. **Employment** data for NOCE students is presented in this chapter.

Employment

Employment outcome data for NOCE students was gathered from the Cal-PASS Plus Adult Education LaunchBoard. The LaunchBoard is a web-based, data dashboard that presents education, employment, and labor market data together to inform post-secondary institutions in California⁹. This platform was developed in collaboration with the California Community College Chancellor’s Office and pulls data from several sources, including the Employment Development Department, Comprehensive Adult System Assessment Systems (CASAS), Cal-PASS Plus, CTE Outcomes Survey, and the Chancellor’s Office Management Information System (MIS). This tool is helpful in capturing student outcomes after students exit NOCE and enter the workforce. Employment metrics are based on records from California Employment Development Department’s Unemployment Insurance (EDDUI) data. EDDUI only contains wages for those employed in an occupation or industry covered by Unemployment Insurance in California. This excludes individuals employed by the military or federal government, and those who are self-employed, employed out of state, unemployed, or not in the workforce after completion of an award. The EDDUI data do not indicate how many hours an individual worked, or part time/full time status. Data is only matched for students with a valid social security number.

To determine the employment rate among NOCE exiters, students are placed in cohorts. Students qualify to be placed in the cohort if they have met the following criteria: 12 or more hours in the selected cohort program year and no enrollments found the following program year. As seen in table 75, over the past five years, over a fifth of NOCE students have gained and maintained employment for at least two fiscal quarters. Meaning that among exiters in the selected cohort year, about 1 in 5, were employed two fiscal quarters after exiting NOCE. This proportion has remained relatively consistent across the last five years.

Table 75

NOCE Second Quarter Employment Rates

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Cohort Size	23,066	23,132	23,474	22,348	21,333
Employed	5,416	5,491	5,519	5,154	4,575
Employment Rate	23%	24%	24%	23%	21%

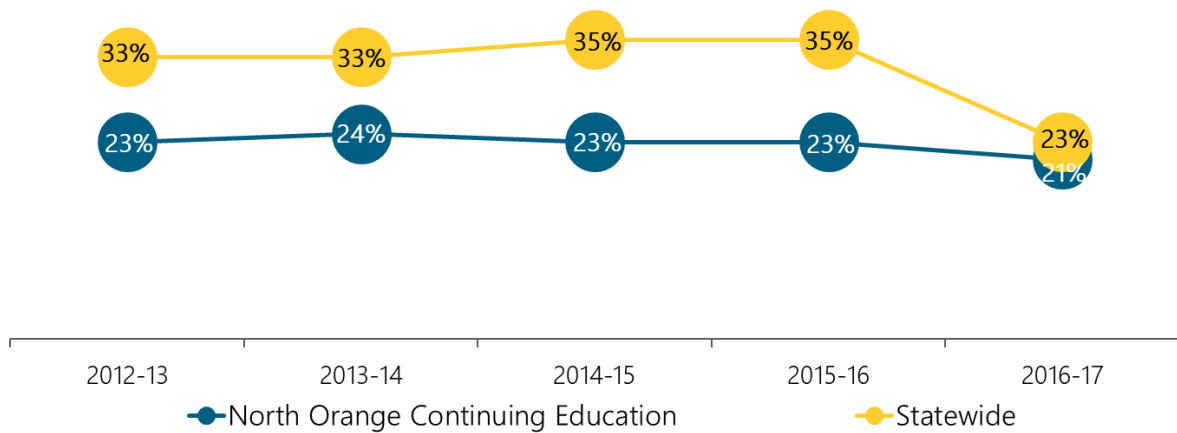
Source: CalPass Plus Launchboard

⁹ <http://doingwhatmatters.cccco.edu/portals/6/docs/LaunchBoard-LMI.pdf>

Figure 22 presents NOCE’s second quarter employment rates compared to statewide rates. Between 2012-13 and 2015-16, NOCE’s second quarter employment rates were below the statewide average by about ten percentage points. This gap decreased significantly in 2016-17 where NOCE second quarter employment rates were only about two percentage points below the statewide average.

Figure 22

NOCE Second Quarter Employment Rates Compared to State



Due to a change in the methodology, the results for the median annual earnings for all students after exiting adult school has been delayed on the Cal-PASS Plus Adult Education Launchboard. The Office of Institutional Research and Planning intends to include median annual earnings as a metric in this chapter in the future.



Chapter 7: Student Success Scorecard

Chapter 7 presents data displayed on the **student success scorecard** available through the state's Chancellor's Office.

Student Success Scorecard

The student success scorecard, which serves as an accountability framework, was developed by the California Community College Chancellor's Office (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 metrics¹⁰. For credit colleges, this tool 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 years¹¹. 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 \geq 2.0 in the CCC system).

Table 76 presents the overall CDCP rates for NOCE by cohort year. Data for the past five cohorts, starting from 2007-2008 are presented. In the recent reporting period, 2011-2012 to 2016-2017, NOCE's CDCP rate was 14.9%, which indicates that approximately 15 out of 100 students who enrolled in at least two noncredit CDCP courses achieved a certificate, degree, and/or transfer

¹⁰ Development of the Chancellor's Office Scorecard Metric (2013). Retrieved from <http://scorecard.cccco.edu/scorecarddocumentation.aspx>

¹¹ Scorecard: An Accountability Framework for the California Community Colleges (2013). Retrieved from <http://scorecard.cccco.edu/scorecarddocumentation.aspx>

outcome within six years. This proportion grew over 2% from the previous year’s cohort. Compared to the 2009-2010 cohort, the CDCP rates were considerably higher for the 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 2008¹². 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 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 2011-2012 cohort, 38% of the students did not provide their SSN, so 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 76

NOCE CDCP Rates

	2007-2008 to 2012-2013	2008-2009 to 2013-2014	2009-2010 to 2014-2015	2010-2011 to 2015-2016	2011-2012 to 2016-2017
Cohort Size	9,552	8,529	5,602	4,376	3,957
CDCP Completers	1,904	1,360	391	537	589
CDCP Completion Rate	19.9%	16.0%	7.0%	12.3%	14.9%

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

¹² 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



Chapter 8: Student Services

Chapter 8 explores NOCE's **student services** and provides an overview of the services students are receiving and the ways in which they lead to student success.

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 year. Therefore, students might have enrolled in courses in terms prior to accessing SSSP services. Secondly, the data was examined to identify the proportion of students enrolled in CDCP coursework in a selected year who completed an orientation, assessment or an education plan during their time at NOCE. Only students enrolled in CDCP coursework were examined since students who enroll in non-CDCP (e.g. community education, emeritus programs, etc.) are not required to complete any of these services. It is important to note that students enrolled in Braille Transcription or access the Basic Skills Learning Center, Computer and Business Skills Lab, or the ESL Learning Center are included in this analysis since these courses are coded as CDCP in NOCE's curriculum inventory.

Orientation

Table 77 describes the number of students who completed an orientation in 2015-16, 2016-17, and 2017-18. An enrollment rate was calculated for each year to examine the proportion of students who completed an orientation who also enrolled in courses within the same year. Since 2015-16, the number of students who completed an orientation has been continually increasing from 4,551 up to 6,140 in 2017-18, an increase of 35%. The enrollment rate has also increased overall since 2015-16, peaking at 79% in 2016-17 before dipping back down to 75% in 2017-18. Thus, as of 2017-18, one-quarter of students completing orientations did not enroll within the same year. More exploration must be done to determine whether these students returned in other years, enrolled in other institutions, or did not enroll in coursework entirely.

Table 77

Enrollment Rates of Students Who Completed an Orientation

	2015-16	2016-17	2017-18
Completed Orientation	4,551	5,226	6,140
Enrolled in Courses	3,311	4,147	4,576
Enrollment Rate	72.75%	79.35%	74.53%

The data was also explored to identify what proportion of the students who enrolled in CDCP courses in 2015-16, 2016-17, and 2017-18 completed an orientation during their time at NOCE. From the methodology employed in examining the data, a student could have completed their orientation in years prior to their year of enrollment, such as with students who continually enroll from year to year. Table 78 presents the orientation rates across the three years. Of those enrolled in CDCP courses, the proportion of those who have received an orientation has continually increased, up 14% from 2015-16 to 2017-18.

Table 78

Orientation Rates of Students Who Enrolled in CDCP Courses in a Selected Year

	2015-16	2016-17	2017-18
CDCP Headcount	14,941	13,811	12,809
Completed Orientation	7,308	7,577	8,067
Orientation Rate	48.91%	54.86%	62.98%

Assessment

Like the orientation data, the number of students who completed an assessment in 2015-16, 2016-17, and 2017-18 and enrolled in courses within the same year were examined (Table 79). Since 2015-16, the number of students who have completed an assessment has increase. Both the number and the proportion of students who enroll after taking an assessment has also increased between 2015-16 and 2017-18. Compared to the findings from the orientation data, 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 2017-18, only about 11% of the students who completed an assessment did not enroll at NOCE, whereas 25% 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 may be more likely to enroll in courses than a student who completes an orientation online.

Table 79

Enrollment Rates of Students Who Completed an Assessment

	2015-16	2016-17	2017-18
Completed Assessment	3,927	4,730	5,052
Enrolled in Courses	3,200	4,175	4,509
Enrollment Rate	81.49%	88.27%	89.25%

Table 80 presents the proportion of students who enrolled in CDCP courses in a 2015-16, 2016-17, and 2017-18 and completed an assessment during their time at NOCE. Similar to how orientations were examined, a student could have completed their assessment at any time during their whole academic history at NOCE. The assessment rates of students who enrolled in CDCP coursework are similar to their orientation rates, though slightly lower. As with student orientation rates, the assessment rates of CDCP students have increased since 2015-16, up over 13%.

Table 80

Assessment Rates of Students Who Enrolled in CDCP Courses in a Selected Year

	2015-16	2016-17	2017-18
CDCP Headcount	14,941	13,811	12,809
Completed Assessment	7,053	7,555	7,743
Assessment Rate	47.21%	54.70%	60.45%

Educational Plan

Table 81 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 2015-16 and 2017-18, 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 81

Enrollment Rates of Students Who Completed an Educational Plan

	2015-16	2016-17	2017-18
Completed Education Plan	2,690	3,172	3,737
Enrolled in Courses	2,471	2,911	3,436
Enrollment Rate	91.86%	91.77%	91.95%

In comparison, Table 82 displays the number of students enrolled in CDCP courses in an academic year, and of those students, the number of students who have ever completed an educational plan while at NOCE. Compared to the orientation and assessment rates of these students, their rates for completing their educational plans are much lower. This may be due to orientation and assessment being done as part of the onboarding process for CDCP courses, whereas the educational plan is typically completed post entry into the program. More exploration must be done to identify which students are not completing educational plans. The educational plan completion rate, however, has increased greatly since 2015-16. In 2015-16, only about one-in-four students enrolled in CDCP courses had completed an educational plan. As of 2017-18, over 40% of students enrolled in CDCP courses have completed an educational plan, an increase of over 15%.

Table 82

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

	2015-16	2016-17	2017-18
CDCP Headcount	14,941	13,811	12,809
Completed Education Plan	4,037	4,569	5,440
Educational Plan Completion Rate	27.02%	33.08%	42.47%

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 83 shows the number of students served each year by each of the service labs. Since 2015-16, the number of students served by the Computer and Business Skills Lab and the ESL Learning Center has decreased. The Basic Skills Learning Center, however, has seen an overall increase in the number of students served.

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 83

Students Served by NOCE Service Labs by Academic Year

	2015-16	2016-17	2017-18
Basic Skills Learning Center	1,794	1,771	1,827
Computer and Business Skills Lab	2,101	1,920	1,821
ESL Learning Center	3,979	3,507	3,557

Conclusion

North Orange Continuing Education strives to serve the whole community. As one of the leading Adult Education institutions, NOCE has continued its commitment to their vision, mission, the ACS WASC Action Plan, and the District's Strategic Plan and Directions. NOCE served just under 30,000 students during the 2017-18 academic year from a wide range of diverse backgrounds. These students have a plethora of needs, and in collaboration with its constituents, NOCE works towards creating clear pathways to serve these diverse needs. The institutional effectiveness process is a method in which NOCE can hold itself accountable in assuring students are supported in their academic journey and, ultimately, their success.

The Institutional Effectiveness Report presents valuable data that is intended to provide the NOCE community a snapshot of how well they are serving their students. NOCE has accomplished a great deal in the last couple of years, with many successes. The strategic planning process and the Institutional Effectiveness Report are important components of a multifaceted, integrated, and continuous evaluation of NOCE's vision, mission, and core values. The decision-making process is data driven and results in the improvement of programs and services for all areas of the institution.

In an effort to continue to explore and understand the needs of our students, NOCE has conducted several qualitative and quantitative studies that look at identifying barriers students experience in their academic journey at NOCE, finding strategies that have been helpful in supporting students in their studies, and gathering student feedback about academic programs and their experiences at NOCE. An example of these efforts is the launch of NOCE's first ever Campus Climate Survey conducted in the 2017 Fall Term, where both NOCE staff and students were asked about a range of topics to assess and determine a baseline for NOCE's campus climate.

Lastly, tools continue to be developed to assist NOCE in accessing data to help make data-driven decisions. An example is the use and dissemination of Tableau dashboards to the NOCE community. Dashboards serve as a visualization tool that display key performance indicators, metrics and key data points to provide a comprehensive snapshot of performance. Looking forward, OIRP plans to continue to cultivate a data-driven culture within NOCE by providing the necessary tools and holding data workshops to build internal capacity around the value of data and how to apply it to decision-making.

NOCE continues to lead in the field of noncredit adult education and OIRP is committed to contributing to the field of noncredit research and shedding light on the success stories of noncredit institutions and students.

Appendix

Table 1. Enrollments by Campus Location

	2015-16 (N=144,815)	2016-17 (N=141,782)	2017-18 (N=137,706)
Anaheim	34,522	32,348	30,382
Cypress	17,815	15,764	15,407
Wilshire	13,400	12,297	11,758
Offsite	79,078	81,373	80,159
Total	144,815	141,782	137,706

Table 2. Course Enrollment Funding Sources

	2015-16 (N=144,815)	2016-17 (N=141,782)	2017-18 (N=137,706)
Apportionment	136,334	135,970	132,203
Community Service	5,610	4,889	4,202
Grants	2,871	923	1,301
Total	144,815	141,782	137,706

Table 3. Student Enrollment Status

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
First Time Student	10,836	10,336	9,691
Continuing Student	15,696	15,567	14,248
Returning Student	6,031	5,738	5,392
Total	32,563	31,641	29,331

Table 4. Ethnicity of Students Enrolled at NOCE

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)	2017 Community Estimates (N=981,279)
American Indian or Alaska Native	55	51	41	1,319
Asian	5,942	5,694	5,613	268,651
Black or African American	679	652	596	22,123
Hispanic or Latino	12,856	11,875	10,574	335,312
Native Hawaiian or Pacific Islander	105	103	105	1,455
Other or Unknown	3,924	4,566	4,598	749

Two or More	970	868	940	38,337
White	8,032	7,832	6,864	313,333
Total	32,563	31,641	29,331	981,279

Table 5. Gender of Students Enrolled at NOCE

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)	2017 Community Estimates (N=981,279)
Female	21,101	20,584	19,015	499,922
Male	10,049	9,522	8,672	481,357
Unknown	1,413	1,535	1,644	N/A
Total	32,563	31,641	29,331	981,279

Table 6. Age of Students Enrolled at NOCE

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)	2017 Community Estimates (N=981,279)
0-17 Years	2,036	1,733	1,504	N/A
18-24 Years	4,039	3,616	3,113	126,442
25-34 Years	5,370	4,844	4,225	185,747
35-44 Years	4,386	4,123	3,960	162,524
45-54 Years	3,664	3,419	3,116	174,773
55+ Years	13,038	13,893	13,393	331,793
Unknown	30	13	20	N/A
Total	32,563	31,641	29,331	981,279

Table 7. Special Student Populations Enrolled at NOCE

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
Students with Disabilities	1,582	1,410	1,387

Table 8. Citizenship Status

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
US Citizen	18,698	17,958	16,481
Permanent Resident	4,479	4,425	4,269
Temporary Resident	926	909	875
Refugees/ Asylee	300	366	355
Student Visa (F-1 or M-1 visa)	61	56	55
Other Status	4,899	4,273	3,796
Status Unknown/ Uncollected	3,200	3,654	3,500
Total	32,563	31,641	29,331

Table 9. Highest Level of Education

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
Not a high school graduate and not currently enrolled in high school	4,449	4,286	3,974
Currently enrolled in grades K-12	368	224	228
Not a high school graduate and currently enrolled in adult education	1,965	1,610	1,360
Earned a U.S. High School Diploma or high school equivalence (GED)	5,901	5,701	4,983
Foreign Secondary School Diploma or Certificate of Graduation (HS or University)	2,973	3,231	3,297
Received an Associate Degree	978	1,001	904
Bachelor Degree or Higher (4 year U.S. college degree)	3,017	2,961	2,778
Unknown/Unreported	12,912	12,627	11,807
Total	32,563	31,641	29,331

Table 10. Educational Goals of NOCE Students

	2015-16 (N=32,563)	2016-17 (N=31,641)	2017-18 (N=29,331)
Transfer Seeking	2,173	1,928	1,921
Degree Seeking	563	506	464
Certificate Seeking	496	509	444
Diploma Seeking	1,903	1,737	1,543
Basic Skills	5,503	5,407	4,912
Skills Builder	1,400	1,353	1,295
Educational Enrichment	4,249	4,224	3,781
Career Exploration	2,018	1,944	1,836
Undecided	2,566	2,640	2,471
Unknown	11,692	11,393	10,664
Total	32,563	31,641	29,331

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

	2015-16 (12,713)	2016-17 (12,049)	2017-18 (N=11,145)
Anaheim	11,782	11,228	10,200
Cypress	134	98	63
Wilshire	769	511	646
Offsite	28	212	236
Total	12,713	12,049	11,145

Table 12. Ethnicity of Students Enrolled in the CTE Program

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
Asian	900	793	771
Black or African American	126	113	110
Hispanic or Latino	1,793	1,657	1,521
Other or Unknown	106	98	81
Two or More	215	206	196
White	721	635	596
Total	3,861	3,502	3,275

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

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
Female	2,625	2,452	2,316
Male	1,117	937	857
Unknown	119	113	102
Total	3,861	3,502	3,275

Table 14. Age of Students Enrolled in the CTE Program

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
18-24 Years	832	678	589
25-34 Years	990	877	800
35-44 Years	645	623	603
45-54 Years	687	642	644
55+ Years	700	677	636
Unknown	7	5	3
Total	3,861	3,502	3,275

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

	2015-16 (N=3,861)	2016-17 (N=3,502)	2017-18 (N=3,275)
Transfer Seeking	682	553	571
Degree Seeking	213	181	154
Certificate Seeking	289	264	219
Diploma Seeking	147	132	113
Basic Skills	253	241	275
Skills Builder	486	494	430
Educational Enrichment	234	194	206
Career Exploration	790	733	684
Undecided	304	287	249
Unknown	463	423	374
Total	3,861	3,502	3,275

Table 16. DSS Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	1,343	1,334	939
Cypress	1,408	1,304	1,360
Wilshire	847	981	855
Offsite	673	395	391
Total	4,271	4,014	3,545

Table 17. Ethnicity of Students Enrolled in the DSS Program

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
Asian	120	105	116
Black or African American	49	46	43
Hispanic or Latino	263	243	248
Other or Unknown	143	93	74
Two or More	43	47	48
White	264	229	190
Total	882	763	719

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

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
Female	367	302	268
Male	495	446	435
Unknown	20	15	16
Total	882	763	719

Table 19. Age of Students Enrolled in the DSS Program

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
18-24 Years	364	332	368
25-34 Years	267	230	191
35-44 Years	74	58	46
45-54 Years	58	43	38

55+ Years	118	100	76
Unknown	1	0	0
Total	882	763	719

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

	2015-16 (N=882)	2016-17 (N=763)	2017-18 (N=719)
Transfer Seeking	55	52	50
Degree Seeking	31	31	19
Certificate Seeking	26	31	31
Diploma Seeking	11	8	16
Basic Skills	45	34	38
Skills Builder	32	26	33
Educational Enrichment	88	108	95
Career Exploration	57	72	80
Undecided	118	121	137
Unknown	419	280	220
Total	882	763	719

Table 21. ESL Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	12,931	12,222	11,159
Cypress	9,542	7,554	7,473
Wilshire	5,846	5,147	4,952
Offsite	6,088	5,286	4,134
Total	34,407	30,209	27,718

Table 22. Ethnicity of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
Asian	2,137	2,046	1,997
Black or African American	97	116	82
Hispanic or Latino	6,369	5,694	5,085
Native Hawaiian or Pacific Islander	16	21	26
Other or Unknown	488	390	344
Two or More	146	129	154
White	686	676	653

Total	9,939	9,072	8,341
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Note. Other or Unknown includes American Indian or Alaska Native.

Table 23. Gender of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
Female	6,354	5,756	5,362
Male	3,216	2,982	2,664
Unknown	369	334	315
Total	9,939	9,072	8,341

Table 24. Age of Students Enrolled in the ESL Program

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
0-17 Years	24	25	24
18-24 Years	998	972	931
25-34 Years	2,370	2,040	1,755
35-44 Years	2,725	2,401	2,309
45-54 Years	2,178	2,044	1,830
55+ Years	1,633	1,589	1,492
Unknown	11	1	0
Total	9,939	9,072	8,341

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

	2015-16 (N=9,939)	2016-17 (N=9,072)	2017-18 (N=8,341)
Transfer Seeking	425	364	418
Degree Seeking	69	79	81
Certificate Seeking	71	91	90
Diploma Seeking	194	159	172
Basic Skills	4,763	4,692	4,205
Skills Builder	456	407	411
Educational Enrichment	580	465	475
Career Exploration	524	481	482
Undecided	289	286	244
Unknown	2,568	2,048	1,763
Total	9,939	9,072	8,341

Table 26. HSDP Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	5,388	4,661	5,377
Cypress	3,394	3,249	3,145
Wilshire	3,999	3,651	3,602
Offsite	492	745	630
Total	13,273	12,306	12,754

Table 27. Ethnicity of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
Asian	511	502	599
Black or African American	178	167	159
Hispanic or Latino	2,981	2,808	2,572
Native Hawaiian or Pacific Islander	26	24	23
Other or Unknown	109	124	150
Two or More	287	265	287
White	549	530	483
Total	4,641	4,420	4,273

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

Table 28. Gender of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
Female	2,718	2,623	2,548
Male	1,841	1,714	1,585
Unknown	82	83	140
Total	4,641	4,420	4,273

Table 29. Age of Students Enrolled in the HSDP Program

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
0-17 Years	25	26	20
18-24 Years	1,859	1,626	1,470
25-34 Years	1,425	1,335	1,242
35-44 Years	631	675	714
45-54 Years	449	479	492
55+ Years	250	279	328
Unknown	2	0	7
Total	4,641	4,420	4,273

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

	2015-16 (N=4,641)	2016-17 (N=4,420)	2017-18 (N=4,273)
Transfer Seeking	899	819	778
Degree Seeking	213	190	193
Certificate Seeking	132	102	117
Diploma Seeking	1,465	1,344	1,176
Basic Skills	317	385	429
Skills Builder	175	176	176
Educational Enrichment	114	141	139
Career Exploration	455	486	471
Undecided	257	250	266
Unknown	614	527	528
Total	4,641	4,420	4,273

Table 31. LEAP Enrollments by Campus Location

	2014-15	2015-16	2016-17
Anaheim	3,078	2,903	2,707
Cypress	3,337	3,559	3,366
Wilshire	1,939	2,007	1,703
Offsite	71,797	74,735	74,768
Total	80,151	83,204	82,544

Table 32. Ethnicity of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
American Indian or Alaska Native	36	29	26
Asian	2,859	2,801	2,774
Black or African American	284	278	263
Hispanic or Latino	2,557	2,586	2,269
Native Hawaiian or Pacific Islander	55	53	48
Other or Unknown	3,175	3,942	4,029
Two or More	384	328	364
White	6,123	6,070	5,256
Total	15,473	16,087	15,029

Table 33. Gender of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
Female	10,588	10,984	10,177
Male	4,014	4,069	3,718
Unknown	871	1,034	1,134
Total	15,473	16,087	15,029

Table 34. Age of Students Enrolled in the LEAP Program

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
0-17 Years	1,980	1,678	1,468
18-24 Years	333	298	260
25-34 Years	851	898	768
35-44 Years	788	860	785
45-54 Years	688	633	539
55+ Years	10,815	11,708	11,197
Unknown	18	12	12
Total	15,473	16,087	15,029

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

	2015-16 (N=15,473)	2016-17 (N=16,087)	2017-18 (N=15,029)
Transfer Seeking	423	427	439
Degree Seeking	102	111	110
Certificate Seeking	80	103	95
Diploma Seeking	230	211	184
Basic Skills	520	524	463
Skills Builder	412	426	403
Educational Enrichment	3,359	3,444	3,022
Career Exploration	524	514	464
Undecided	1,751	1,849	1,723
Unknown	8,072	8,478	8,126
Total	15,473	16,087	15,029

Table 36. 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 37. NOCE Course Retention Rates by Ethnicity, Academic Year 2016-17

	Summer	Fall	Winter	Spring
American Indian or Alaska Native	46	65	47	47
Course Retention	38	58	39	38
Course Retention Rate	82.61%	89.23%	82.98%	80.85%
Asian	4,326	5,941	5,980	5,745
Course Retention	3,707	5,074	5,088	4,934
Course Retention Rate	85.69%	85.41%	85.08%	85.88%
Black or African American	381	577	617	558
Course Retention	332	494	501	435
Course Retention Rate	87.14%	85.62%	81.20%	77.96%
Hispanic or Latino	5,937	10,618	10,396	9,317
Course Retention	4,865	8,109	7,915	7,106
Course Retention Rate	81.94%	76.37%	76.14%	76.27%
Native Hawaiian or Pacific Islander	58	94	101	101
Course Retention	51	81	93	90
Course Retention Rate	87.93%	86.17%	92.08%	89.11%
Other or Unknown	5,005	6,038	6,183	6,096
Course Retention	4,733	5,575	5,460	5,340
Course Retention Rate	94.57%	92.33%	88.31%	87.60%
Two or More	425	777	758	671
Course Retention	349	646	602	533
Course Retention Rate	82.12%	83.14%	79.42%	79.43%
White	8,129	9,902	9,818	9,180
Course Retention	7,582	9,039	8,771	8,064
Course Retention Rate	93.27%	91.28%	89.34%	87.84%
Total	24,307	34,012	33,900	31,715

Table 38. NOCE Course Retention Rates by Ethnicity, Academic Year 2017-18

	Summer	Fall	Winter	Spring
American Indian or Alaska Native	31	48	50	47
Course Retention	26	45	45	44
Course Retention Rate	83.87%	93.75%	90.00%	93.62%
Asian	4,199	6,271	5,982	5,694
Course Retention	3,863	5,401	5,237	5,221
Course Retention Rate	92.00%	86.13%	87.55%	91.69%
Black or African American	336	516	522	508
Course Retention	305	435	441	441
Course Retention Rate	90.77%	84.30%	84.48%	86.81%
Hispanic or Latino	5,265	9,925	9,408	8,570
Course Retention	4,438	8,053	7,516	7,237
Course Retention Rate	84.29%	81.14%	79.89%	84.45%
Native Hawaiian or Pacific Islander	66	110	122	117
Course Retention	63	98	105	103
Course Retention Rate	95.45%	89.09%	86.07%	88.03%
Other or Unknown	5,026	6,459	6,747	7,020
Course Retention	4,774	5,948	6,146	6,447
Course Retention Rate	94.99%	92.09%	91.09%	91.84%
Two or More	447	767	799	733
Course Retention	396	626	667	628
Course Retention Rate	88.59%	81.62%	83.48%	85.68%
White	6,876	8,976	9,133	8,853
Course Retention	6,559	8,326	8,363	8,236
Course Retention Rate	95.39%	92.76%	91.57%	93.03%
Total	22,246	33,072	32,763	31,542

Table 39. NOCE Course Retention Rates by Gender

	Summer	Fall	Winter	Spring
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	21,777
Course Retention	15,138	20,161	19,657	18,531
Course Retention Rate	89.74%	86.22%	85.06%	85.09%
Male	6,236	8,988	9,024	8,269
Course Retention	5,396	7,458	7,297	6,528
Course Retention Rate	86.53%	82.98%	80.86%	78.95%
Unknown	1,202	1,642	1,767	1,669
Course Retention	1,123	1,457	1,515	1,481
Course Retention Rate	93.43%	88.73%	85.74%	88.74%
Academic Year 2017-18				
Female	15,420	22,837	22,593	21,466
Course Retention	14,279	20,104	19,901	19,424
Course Retention Rate	92.60%	88.03%	88.08%	90.49%
Male	5,504	8,423	8,333	8,101
Course Retention	4,899	7,169	6,936	7,115
Course Retention Rate	89.01%	85.11%	83.24%	87.83%
Unknown	1,322	1,812	1,837	1,975
Course Retention	1,246	1,659	1,683	1,818
Course Retention Rate	94.25%	91.56%	91.62%	92.05%

Table 40. NOCE Course Retention Rates by Program

	Summer	Fall	Winter	Spring
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%
Academic Year 2016-17				
CTE	884	2,659	2,508	2,425
Course Retention	677	1,974	1,939	1,842
Course Retention Rate	76.58%	74.24%	77.31%	75.96%
DSS	612	1,197	1,131	1,050
Course Retention	391	1,048	1,006	896
Course Retention Rate	63.89%	87.55%	88.95%	85.33%
ESL	3,428	7,533	7,198	6,245
Course Retention	2,573	5,235	5,082	4,267
Course Retention Rate	75.06%	69.49%	70.60%	68.33%
HSDP	1,127	2,105	2,369	1,927
Course Retention	799	1,396	1,428	1,301
Course Retention Rate	70.90%	66.32%	60.28%	67.51%
LEAP	18,256	20,518	20,694	20,068
Course Retention	17,217	19,423	19,014	18,234
Course Retention Rate	94.31%	94.66%	91.88%	90.86%

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

Academic Year 2017-18				
CTE	781	2,603	2,418	2,377
Course Retention	634	1,945	1,893	1,806
Course Retention Rate	81.18%	74.72%	78.29%	75.98%
DSS	424	1,039	1,048	1,020
Course Retention	351	968	915	1,012
Course Retention Rate	82.78%	93.17%	87.31%	99.22%
ESL	3,264	7,256	6,313	4,960
Course Retention	2,573	5,599	4,673	4,298
Course Retention Rate	78.83%	77.16%	74.02%	86.65%
HSDP	1,092	2,148	2,159	2,086
Course Retention	799	1,392	1,499	1,406
Course Retention Rate	73.17%	64.80%	69.43%	67.40%
LEAP	16,685	20,026	20,825	21,099
Course Retention	16,067	19,028	19,540	19,835
Course Retention Rate	96.30%	95.02%	93.83%	94.01%

Table 41. NOCE Success Rates by Ethnicity

	2015-16 (N=122,268)	2016-17 (N=123,934)	2017-18 (N=119,623)
American Indian or Alaska Native	192	205	176
Success	157	160	146
Success Rate	81.77%	78.05%	82.95%
Asian	20,576	21,992	22,146
Success	16,058	17,442	18,240
Success Rate	78.04%	79.31%	82.36%
Black or African American	2,033	2,133	1,882
Success	1,533	1,575	1,418
Success Rate	75.41%	73.84%	75.35%
Hispanic or Latino	38,190	36,268	33,168
Success	23,984	23,871	23,393
Success Rate	62.80%	65.82%	70.53%
Native Hawaiian or Pacific Islander	329	354	415
Success	253	292	336
Success Rate	76.90%	82.49%	80.96%
Other or Unknown	20,508	23,322	25,252
Success	17,319	19,740	21,974
Success Rate	84.45%	84.64%	87.02%
Two or More	2,492	2,631	2,746
Success	1,717	1,794	1,965
Success Rate	68.90%	68.19%	71.56%
White	37,948	37,029	33,838
Success	32,671	31,655	29,858
Success Rate	86.09%	85.49%	88.24%
Total	122,268	123,934	119,623

Table 42. NOCE Success Rates by Gender

	2015-16 (N=122,268)	2016-17 (N=123,934)	2017-18 (N=119,623)
Female	84,467	85,137	82,316
Success	65,962	67,440	67,931
Success Rate	78.09%	79.21%	82.52%
Male	32,401	32,517	30,361
Success	23,324	23,941	23,442
Success Rate	71.99%	73.63%	77.21%
Unknown	5,400	6,280	6,946

Success	4,406	5,148	5,957
Success Rate	81.59%	81.97%	85.76%
Total	122,268	123,934	119,623

Table 43. CTE Success Rates by Ethnicity

	2015-16 (N=8,841)	2016-17 (N=8,476)	2017-18 (N=8,179)
American Indian or Alaska Native	11	11	14
Success	7	6	8
Success Rate	63.64%	54.55%	57.14%
Asian	2,186	2,162	2,118
Success	1,469	1,546	1,508
Success Rate	67.20%	71.51%	71.20%
Black or African American	283	270	269
Success	174	176	180
Success Rate	61.48%	65.19%	66.91%
Hispanic or Latino	3,948	3,868	3,659
Success	2,382	2,523	2,423
Success Rate	60.33%	65.23%	66.22%
Native Hawaiian or Pacific Islander	23	26	27
Success	8	18	20
Success Rate	34.78%	69.23%	74.07%
Other or Unknown	185	154	142
Success	124	104	98
Success Rate	67.03%	67.53%	69.01%
Two or More	501	479	485
Success	328	304	340
Success Rate	65.47%	63.47%	70.10%
White	1,704	1,506	1,465
Success	1,160	1,017	1,033
Success Rate	68.08%	67.53%	70.51%
Total	8,841	8,476	8,179

Table 44. CTE Success Rates by Gender

	2015-16 (N=8,841)	2016-17 (N=8,476)	2017-18 (N=8,179)
Female	6,360	6,285	6,132
Success	4,071	4,221	4,208
Success Rate	64.01%	67.16%	68.62%
Male	2,212	1,885	1,801
Success	1,387	1,251	1,227
Success Rate	62.70%	66.37%	68.13%
Unknown	269	306	246
Success	194	222	175
Success Rate	72.12%	72.55%	71.14%
Total	8,841	8,476	8,179

Table 45. DSS Success Rates by Ethnicity

	2015-16 (N=4,093)	2016-17 (N=3,990)	2017-18 (N=3,531)
Asian	567	596	594
Success	519	483	518
Success Rate	91.53%	81.04%	87.21%
Black or African American	215	183	205
Success	178	136	179
Success Rate	82.79%	74.32%	87.32%
Hispanic or Latino	1,360	1,391	1,253
Success	1,175	1,112	1,070
Success Rate	86.40%	79.94%	85.40%
Native Hawaiian or Pacific Islander	38	49	45
Success	34	47	38
Success Rate	89.47%	95.92%	84.44%
Other or Unknown	452	344	256
Success	387	264	224
Success Rate	85.62%	76.74%	87.50%
Two or More	252	352	293
Success	230	295	267
Success Rate	91.27%	83.81%	91.13%
White	1,209	1,075	885
Success	1,080	848	788
Success Rate	89.33%	78.88%	89.04%
Total	4,093	3,990	3,531

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

Table 46. DSS Success Rates by Gender

	2015-16 (N=4,093)	2016-17 (N=3,990)	2017-18 (N=3,531)
Female	1,645	1,417	1,257
Success	1,434	1,105	1,097
Success Rate	87.17%	77.98%	87.27%
Male	2,380	2,491	2,211
Success	2,108	2,011	1,934
Success Rate	88.57%	80.73%	87.47%
Unknown	68	82	63
Success	61	69	53
Success Rate	89.71%	84.15%	84.13%
Total	4,093	3,990	3,531

Table 47. ESL Success Rates by Ethnicity

	2015-16 (N=26,866)	2016-17 (N=24,404)	2017-18 (N=21,793)
Asian	6,243	5,922	5,606
Success	4,146	4,073	4,235
Success Rate	66.41%	68.78%	75.54%
Black or African American	309	352	175
Success	236	250	114
Success Rate	76.38%	71.02%	65.14%
Hispanic or Latino	16,800	14,935	13,128
Success	10,233	9,686	9,639
Success Rate	60.91%	64.85%	73.42%
Native Hawaiian or Pacific Islander	34	43	72
Success	25	29	66
Success Rate	73.53%	67.44%	91.67%
Other or Unknown	1,195	973	791
Success	750	621	556
Success Rate	62.76%	63.82%	70.29%
Two or More	398	365	435
Success	238	244	307
Success Rate	59.80%	66.85%	70.57%
White	1,887	1,814	1,586
Success	1,283	1,266	1,170
Success Rate	67.99%	69.79%	73.77%
Total	26,866	24,404	21,793

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

Table 48. ESL Success Rates by Gender

	2015-16 (N=26,866)	2016-17 (N=24,404)	2017-18 (N=21,793)
Female	17,882	15,948	14,666
Success	11,372	10,716	11,007
Success Rate	63.59%	67.19%	75.05%
Male	8,179	7,698	6,363
Success	5,083	4,989	4,513
Success Rate	62.15%	64.81%	70.93%
Unknown	805	758	764
Success	456	464	567
Success Rate	56.65%	61.21%	74.21%
Total	26,866	24,404	21,793

Table 49. HSDP Success Rates by Ethnicity

	2015-16 (N=8,089)	2016-17 (N=7,528)	2017-18 (N=7,485)
American Indian or Alaska Native	19	41	12
Success	2	16	2
Success Rate	10.53%	39.02%	16.67%
Asian	384	466	559
Success	125	205	231
Success Rate	32.55%	43.99%	41.32%
Black or African American	255	253	204
Success	99	100	74
Success Rate	38.82%	39.53%	36.27%
Hispanic or Latino	6,063	5,392	5,264
Success	1,548	1,524	1,507
Success Rate	25.53%	28.26%	28.63%
Native Hawaiian or Pacific Islander	30	31	34
Success	6	10	7
Success Rate	20.00%	32.26%	20.59%
Other or Unknown	106	141	165
Success	20	37	32
Success Rate	18.87%	26.24%	19.39%
Two or More	513	563	598
Success	157	222	224

Success Rate	30.60%	39.43%	37.46%
White	719	641	649
Success	275	255	237
Success Rate	38.25%	39.78%	36.52%
Total	8,089	7,528	7,485

Table 50. HSDP Success Rates by Gender

	2015-16 (N=8,089)	2016-17 (N=7,528)	2017-18 (N=7,485)
Female	4,520	4,269	4,274
Success	1,237	1,355	1,366
Success Rate	27.37%	31.74%	31.96%
Male	3,447	3,176	3,067
Success	955	981	913
Success Rate	27.71%	30.89%	29.77%
Unknown	122	83	144
Success	40	33	35
Success Rate	32.79%	39.76%	24.31%
Total	8,089	7,528	7,485

Table 51. LEAP Success Rates by Ethnicity

	2015-16 (N=74,379)	2016-17 (N=79,536)	2017-18 (N=78,635)
American Indian or Alaska Native	147	140	142
Success	140	132	129
Success Rate	95.24%	94.29%	90.85%
Asian	11,196	12,846	13,269
Success	9,799	11,135	11,748
Success Rate	87.52%	86.68%	88.54%
Black or African American	971	1,075	1,029
Success	846	913	871
Success Rate	87.13%	84.93%	84.65%
Hispanic or Latino	10,019	10,682	9,864
Success	8,646	9,026	8,754
Success Rate	86.30%	84.50%	88.75%
Native Hawaiian or Pacific Islander	204	205	237
Success	180	188	205
Success Rate	88.24%	91.71%	86.50%
Other or Unknown	18,585	21,723	23,906
Success	16,046	18,720	21,071
Success Rate	86.34%	86.18%	88.14%
Two or More	828	872	935
Success	764	729	827
Success Rate	92.27%	83.60%	88.45%
White	32,429	31,993	29,253
Success	28,873	28,269	26,630
Success Rate	89.03%	88.36%	91.03%
Total	74,379	79,536	78,635

Table 52. LEAP Success Rates by Gender

	2015-16 (N=74,379)	2016-17 (N=79,536)	2017-18 (N=78,635)
Female	54,060	57,218	55,987
Success	47,848	50,043	50,253
Success Rate	88.51%	87.46%	89.76%
Male	16,183	17,267	16,919
Success	13,791	14,709	14,855
Success Rate	85.22%	85.19%	87.80%
Unknown	4,136	5,051	5,729
Success	3,655	4,360	5,127
Success Rate	88.37%	86.32%	89.49%
Total	74,379	79,536	78,635

Table 53. Term to Term Retention Rates for NOCE

	2015 Fall Cohort	2016 Fall Cohort	2017 Fall Cohort
Number of Students in the Cohort	3,768	3,258	3,055
Retained in Winter	1,813	1,595	1,498
Retained in Spring	1,365	1,112	1,104
Retained in Fall	959	772	809

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

	Fall Cohort	Retained in Winter	Retained in Spring	Retained in Fall
2015 Fall 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%
2016 Fall Cohort				
Asian	659	49.47%	35.81%	26.10%
Black or African American	84	48.81%	36.90%	23.80%
Hispanic or Latino	1,322	47.81%	30.26%	20.80%
Native Hawaiian or Pacific Islander	18	44.44%	38.89%	33.30%
Other or Unknown	471	49.68%	35.46%	26.11%
Two or More	92	48.91%	36.96%	20.70%
White	612	50.49%	38.73%	25.70%
NOCE Overall	3,258	48.96%	34.13%	23.69%
2017 Fall Cohort				
Asian	695	51.80%	36.26%	25.18%
Black or African American	70	50.00%	37.14%	18.57%
Hispanic or Latino	1,116	45.25%	31.63%	20.97%
Native Hawaiian or Pacific Islander	17	64.71%	29.41%	35.29%
Other or Unknown	541	52.87%	41.22%	34.20%
Two or More	73	42.47%	35.62%	27.40%
White	543	49.72%	40.33%	32.41%
NOCE Overall	3,055	49.03%	36.14%	26.48%

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
2015 Fall 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%
2016 Fall Cohort				
Female	1,965	51.25%	36.49%	24.90%
Male	1,070	45.51%	29.81%	21.21%
Unknown	223	45.29%	34.08%	24.66%
NOCE Overall	3,258	48.96%	34.13%	23.69%
2017 Fall Cohort				
Female	1,847	49.20%	37.20%	27.77%
Male	1,010	47.60%	32.80%	22.67%
Unknown	198	55.10%	43.40%	33.84%
NOCE Overall	3,055	49.03%	36.14%	26.48%

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	417	377	322
Retained in Winter	167	166	150
Retained in Spring	136	119	98
Retained in Fall	100	80	72
Disability Support Services (DSS)			
Starting Fall Cohort	72	78	58
Retained in Winter	54	62	46
Retained in Spring	52	52	38
Retained in Fall	42	40	31
English as a Second Language (ESL)			
Starting Fall Cohort	1,593	1,397	1,214
Retained in Winter	814	676	570
Retained in Spring	535	437	377
Retained in Fall	326	300	245
High School Diploma/GED Program (HSDP)			
Starting Fall Cohort	566	393	431
Retained in Winter	251	188	187
Retained in Spring	180	120	141
Retained in Fall	103	66	75
Lifeskills Education Advancement Program (LEAP)			
Starting Fall Cohort	1,259	1,127	1,156
Retained in Winter	545	525	576
Retained in Spring	465	394	467
Retained in Fall	376	273	376

Table 57. Persistence Rates by Ethnicity

	2015-16	2016-17	2017-18
Asian	467	401	418
Persisted	144	117	124
Persistence Rate	30.84%	29.18%	29.67%
Black or African American	37	44	40
Persisted	20	17	12
Persistence Rate	54.05%	38.64%	30.00%
Hispanic or Latino	1,146	892	773
Persisted	316	234	184
Persistence Rate	27.57%	26.23%	23.80%
Other or Unknown	99	75	74
Persisted	17	15	19
Persistence Rate	17.17%	20.00%	25.68%
Two or More	65	49	36
Persisted	28	13	17
Persistence Rate	43.08%	26.53%	47.22%
White	192	220	167
Persisted	83	68	56
Persistence Rate	43.23%	30.91%	33.53%
Total	2,006	1,681	1,508

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

Table 58. Persistence Rates by Gender

	2015-16	2016-17	2017-18
Female	1,270	1029	937
Persisted	382	298	261
Persistence Rate	30.08%	28.96%	27.85%
Male	642	565	516
Persisted	209	149	140
Persistence Rate	32.55%	26.37%	27.13%
Unknown	94	87	55
Persisted	17	17	11
Persistence Rate	18.09%	19.54%	20.00%
Total	2,006	1,681	1,508

Table 59. CTE Certificates Awarded by Ethnicity

	2015-16	2016-17	2017-18
Asian	114	116	101
Hispanic or Latino	172	194	207
Other or Unknown	26	23	26
Two or More	24	25	28
White	66	74	73
Total Students Who Received CTE Certificates	402	432	435

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

	2015-16	2016-17	2017-18
Female	318	345	350
Male	74	74	69
Unknown	10	13	16
Total Students Who Received CTE Certificates	402	432	435

Table 61. DSS Certificates Awarded by Academic Year by Ethnicity

	2015-16	2016-17	2017-18
Hispanic or Latino	11	25	22
Other or Unknown	7	19	21
White	15	14	20
Total Students who Received DSS Certificates	33	58	63

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

Table 62. DSS Certificates Awarded by Academic Year by Gender

	2015-16	2016-17	2017-18
Female	15	19	26
Male	17	39	36
Unknown	1	0	1
Total Students who Received DSS Certificates	33	58	63

Table 63. High School Diplomas Awarded by Ethnicity

	2015-16	2016-17	2017-18
Asian	17	15	21
Hispanic or Latino	182	168	185
Other or Unknown	13	12	11
Two or More	13	25	18
White	29	33	31
Total Students Who Received High School Diplomas	254	253	266

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

	2015-16	2016-17	2017-18
Female	122	130	135
Male	127	121	127
Unknown	5	2	4
Total Students Who Received High School Diplomas	254	253	266

Table 65. Noncredit to Credit Transition Rates by Ethnicity

	2010 Fall Cohort	2011 Fall Cohort	2012 Fall Cohort
Asian	256	200	167
Transitioned	42	25	17
Transition Rate	16.41%	12.50%	10.18%
Black or African American	39	28	28
Transitioned	8	3	6
Transition Rate	20.51%	10.71%	21.43%
Hispanic or Latino	516	500	553
Transitioned	57	67	56
Transition Rate	11.05%	13.40%	10.13%
Other or Unknown	81	42	28
Transitioned	4	3	1
Transition Rate	4.94%	7.14%	3.57%
Two or More	38	51	55
Transitioned	19	12	16
Transition Rate	50.00%	23.53%	29.09%
White	209	159	167
Transitioned	24	22	39
Transition Rate	11.48%	13.84%	23.35%
NOCE Overall Transition Rate	13.52%	13.47%	13.53%

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

	2010 Fall Cohort	2011 Fall Cohort	2012 Fall Cohort
Female	642	561	624
Transitioned	77	55	78
Transition Rate	11.99%	9.80%	12.50%
Male	419	389	349
Transitioned	70	73	51
Transition Rate	16.71%	18.77%	14.61%
Unknown	78	30	25
Transitioned	7	4	6
Transition Rate	8.97%	13.33%	24.00%
NOCE Overall Transition Rate	13.52%	13.47%	13.53%

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed list of items that should be tracked, such as inventory levels, customer orders, and supplier invoices. It also outlines the procedures for recording these transactions, including the use of specific forms and the assignment of responsibilities to different staff members.

The second part of the document focuses on the analysis of the recorded data. It describes various methods for identifying trends and anomalies in the financial performance. This includes comparing current data with historical data and using statistical tools to measure variance. The document also discusses the importance of regular audits and the role of management in reviewing the financial reports. It provides a clear framework for how these reports should be prepared and presented to the stakeholders, ensuring that all relevant information is included and that the data is easy to understand.

The final part of the document addresses the challenges of financial management and offers practical solutions. It discusses the impact of market fluctuations and the need for flexible budgeting. It also highlights the importance of maintaining strong relationships with suppliers and customers to ensure a steady flow of goods and services. The document concludes with a summary of the key points and a call to action for the management team to implement the recommended practices.