

# 2018-2019 INSTITUTIONAL EFFECTIVENESS REPORT

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**NOCE**  
NORTH ORANGE  
CONTINUING EDUCATION





# 2018-19 NOCE Institutional Effectiveness Report

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# Message from the Provost



The 2018-19 Institutional Effectiveness Report (IER) showcases NOCE's efforts to implement integrated planning and to further align our institution's success metrics with the state and national standards. Over the course of the past year, NOCE revised its school-wide Strategic (Action) Plan to embed key initiatives such as Student Equity, Guided Pathways, and North Orange County Regional Consortium for Adult Education Three-Year Plan. A driver for such integration was the desire to use available student demographic and performance data to measure findings of the WASC Accreditation Institutional Self-Study Report, thus creating a comprehensive view of the school-wide student learning needs and all the tools and resources available to meet these needs.

At the direction of the Provost's Cabinet, a representative workgroup revised the NOCE Strategic Plan. The new integrated and consolidated plan now consists of four focus areas with corresponding strategic goals, objectives, and action steps:

## **Focus Area-Institutional Effectiveness**

Goal I: Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation

## **Focus Area-Guided Pathways**

Goal II: Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options

## **Focus Area-Capacity**

Goal III: Using relevant data develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community within the District's service area

## **Focus Area-Equity**

Goal IV: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan

As directed by the NOCE Institutional Effectiveness Committee, the Office of Institutional Research and Planning (OIRP) assigned local and state-wide student success metrics to evaluate

NOCE's strategic goals and objectives. The infographic on page 14 NOCE Strategic Plan IE Indicators, demonstrates the institutional accountability circle and alignment of NOCE's strategic priorities with the State's and District-wide goals. Furthermore, disaggregation of findings for every IER indicator based on the factors of race, ethnicity, and gender allows our institution to succeed through the lenses of equity and inclusion and to develop specific strategies to boost the success of disproportionately impacted populations. Understanding who our students are leads to thoughtful and intentional work of removing barriers as well as designing programs and support services that meet specific interests and needs of NOCE students.

NOCE continues to be an important source of education and a driver of upward mobility in the North Orange County region. The ethnic makeup of NOCE's student population matches that of our District's service area. The majority of NOCE students are returning with the course retention rate steadily growing over the last three years and succeeding with the course success rate growing more than 7 percent since 2016/17. This speaks to the responsiveness of our institution to the needs of the community it serves and to the quality of its offerings. In 2017/18, NOCE contributed 59 percent of the District's successful career technical education enrollments, and in 2018/19, NOCE Strong Workforce Program (SWP) completers made up 23 percent of the overall SWP completers for NOCCCD.

As an institution with a strong research base, NOCE continues to shape inquiry and data-driven decision making for noncredit programs. Dulce Delgadillo, NOCE Director of Institutional Research and Planning, leads the state's Noncredit Research and Planning (RP) group to develop relevant measures of success and promote best practices in data collection and dissemination. The role of noncredit in an educational journey of an adult learner and barriers encountered by students enrolled in noncredit programs were explored by NOCE researchers in their presentations, *Exploring the Reasons Non-Traditional Adult High School Students Drop Out and Their Motivations for Returning* (American Educational Research Association), *Noncredit Education: What, Who, Why?* (Association of Institutional Research), and *Noncredit 101 Through Infographics* (UC Davis School of Education).

Student demographic and performance data included in this year's IER are invaluable tools for our institution's continuous improvement. Behind every number there is a student facing challenges, celebrating success, and/or moving closer to achieving goals. NOCE is committed to advancing institutional effectiveness by uplifting every student who chooses our school.



Valentina Purtell

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**Total Enrollment**

**28,493**  
Unduplicated  
Headcount

**Success Rate**

**83%**  
Course success for the  
119,128 NOCE courses that  
provided grades in 2018-19.

**Transition Rate**

**7%**  
2017 NOCE Fall cohort that  
transitioned from noncredit  
to a credit institution in  
NOCCCD.

In 2018-19, NOCE offered courses at **123** offsite facilities, and nearly two-thirds of students took courses at these offsite locations.

**Student Services**

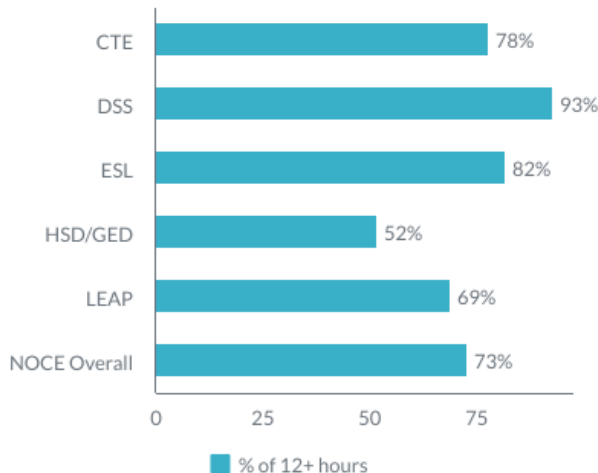
**Orientation**  
**77%**  
Enrollment Rate

**Assessment**  
**90%**  
Enrollment Rate

**Ed Plan**  
**91%**  
Enrollment Rate

Enrollment rates reflect the proportion of students who completed an orientation, assessment or an educational plan in 2018-19 and also enrolled in courses in the same academic year.

**2018-19 Participation by Program**



Given the state-led trend of placing adult education students into two categories of instructional hours, 1-11 and 12+ hours, OIRP incorporated this breakdown for the 2018-19 enrollment data.

**Course Retention**

**89%**  
For the past 3 academic year, over 80% of students have consistently been retained in courses throughout each NOCE term.

**Term to Term Retention**

2018 Fall Cohort  
**69%** Retained in Winter  
**60%** Retained in Spring

# 1 Introduction

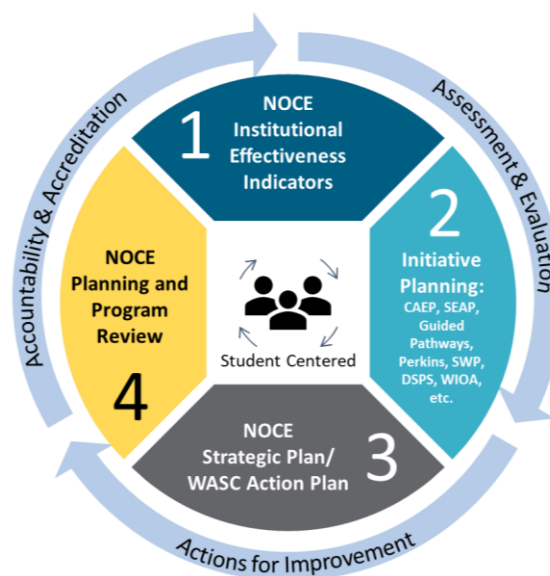
## Purpose

Institutional effectiveness is defined as an institution's effort to "organize evaluation, assessment, and improvement initiatives so the institution can determine how well it is fulfilling its mission and achieving its goals<sup>1</sup>." It is a vital piece to the development and continuous improvement of high quality academic and service programs at North Orange Continuing Education (NOCE). The yearly Institutional Effectiveness Report (IER) presents data and information relating to the goals and outcomes developed to support NOCE's Strategic Plan/Western Association of Schools and Colleges (WASC) Action Plan, mission and purpose. Because institutional and student needs change over time, institutional effectiveness should be revisited continuously to ensure these needs are being met. The information presented in this report is designed to aid in the decision-making and overall improvement of NOCE.

The annual IER presents a variety of institutional effectiveness (IE) indicators. These indicators have been created and refined by NOCE's Office of Institutional Research and Planning (OIRP). This is now the fourth publication of NOCE's IER developed by OIRP. As NOCE's programs and needs have evolved, so has the report. The 2018-19 academic year brought successes, challenges, and new opportunities for growth.

NOCE's institutional effectiveness process (Figure 1) is designed to permeate throughout every facet of the institution. As NOCE has continued to acclimate to the needs of the institution, so has the process. The model has slightly changed, from last year's IER, to illustrate some of this acclimation. The model consists of four main NOCE elements: (1) Institutional Effectiveness (IE) Indicators, (2) Initiative Planning, (3) NOCE's Strategic Plan/WASC Action Plan, and (4) Planning and Program Review. At the center of this model is providing student centered services and programs which aligns with NOCE's vision and mission. The IE indicators are shared in a yearly IER and presented to the governing bodies of Provost's Cabinet and North Orange County

Figure 1. NOCE Institutional Effectiveness Process



<sup>1</sup> The Society for College and University Planning Website: <https://www.scup.org/planning-type/institutional-effectiveness-planning/>

Community College District's (NOCCCD) Board of Trustees. Through the annual process of critically examining institutional initiatives and related data, NOCE can learn how to optimize for success and identify the stories behind the impact and results of these initiatives. The revised NOCE Strategic Plan, which now embeds the WASC Action Plan, provides concrete steps and direction to guide the institution. OIRP intends to establish a process of evaluation to ensure NOCE continues to improve student success. NOCE continues to move forward with implementing a planning and program review process throughout the institution. OIRP will take the lead on establishing this process in the 2019-20 academic year with the contribution and feedback of a variety of NOCE stakeholders, including students, faculty, classified staff, and management. All these elements contribute to an ongoing cycle of assessment and evaluation, action items for improvement, and institutional accountability and accreditation.

## What's New This Year

This year, a new institutional effectiveness metric is introduced which looks at transitions within NOCE. In addition, given the state-led trend of placing adult education students into two categories of instructional hours, 1-11 and 12+ hours, OIRP incorporates this breakdown for the 2018-19 enrollment data. Additionally, 2018-19 enrollment data is disaggregated at the sub-program level. Lastly, the final chapter in the report showcases adult education state-wide initiative metrics as reported through the California Community Colleges Chancellor's Office's (CCCCO) LaunchBoard. The purpose of presenting these state calculated metrics for NOCE is to show how adult education metrics are examined at the state-level.

This year's IER is framed around NOCE's Strategic Plan which was finalized in spring 2019. The Strategic Plan includes the WASC Action Plan and is aligned with NOCCCD's Strategic Directions to ensure that NOCE is meeting the needs of its students. Locally developed institutional effectiveness metrics, along with state-wide adult education initiative metrics have been included in this year's IER. The intent of including both local and state-defined metrics is to provide the NOCE community a better understanding of student needs, institutional strengths, and areas for growth. The IER is not intended to critique or devalue individual programs, but rather an opportunity to explore, enhance, and integrate data into NOCE programs and the institution overall.

# 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's Office of Institutional Research and Planning

#### Vision

NOCE's Office of Institutional Research and Planning's Vision is to provide access to information that will assist in building literacy to the institution about those it serves.



#### Mission

Our mission is to provide transparency and digestible data to build a bridge of understanding for all NOCE constituents and the overall community.



# NOCE Strategic Plan

After a yearlong process of meetings and drafts, the NOCE Strategic Planning Workgroup finalized the institution’s final plan in spring 2019. This extensive document serves as a guiding tool that documents and establishes direction for NOCE. The Strategic Plan identifies clear goals, objectives, action steps, timelines and institutional champions. By assessing where NOCE currently is and the direction in which it is heading, NOCE is well-positioned to respond to opportunities and challenges. Figure 2 showcases NOCE’s Strategic Plan goals and objectives, along with the locally developed IE indicators that align with their respective areas. Each metric helps inform how well NOCE is doing towards achieving the key objectives, which contributes to achieving the overall goals of the strategic plan.

Figure 2: NOCE Strategic Plan with IE Indicators

	Institutional Effectiveness	Guided Pathways	Capacity	Equity
Goals	I. Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.	II. Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.	III. Using relevant data develop evidence-based strategies to align NOCE’s institutional capacity with the needs of the community with the District’s service area.	IV. Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.
Key Objectives	<ol style="list-style-type: none"> <li>1. Develop a school-wide cycle of program review which includes data collection, analysis, and discussion and use it to support Student Learning Outcomes (SLOs), curriculum, instruction, and program improvement.</li> <li>2. Utilize technology as a tool to measure Institutional Effectiveness.</li> <li>3. Offer professional development activities to promote Institutional Effectiveness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop curriculum and expand offerings that promote greater transition into the workforce and credit-bearing programs and other education options.</li> <li>2. Develop effective ways to communicate academic and career pathways to students.</li> <li>3. Provide intensive support to help underprepared students succeed in college-level courses.</li> <li>4. Facilitate and accelerate onboarding process of orientation, assessment, and placement.</li> <li>5. Implement support services that increase student retention and transition.</li> <li>6. Incorporate college and workforce readiness skills into curriculum.</li> <li>7. Increase targeted professional development for all NOCE constituents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhance effectiveness of marketing and communication to promote awareness, enrollment, and partnerships.</li> <li>2. Expand new and emerging student services at NOCE Center, NOCRC, and community partners.</li> <li>3. Develop a plan for facility improvement to best serve students.</li> <li>4. Enhance facilities for increased safety measures.</li> <li>5. Review technology for maximized effectiveness, efficiency, and school-wide use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify essential student service gaps within the District service area and develop plans to meet those community needs.</li> <li>2. Implement effective strategies to engage community members whose primary language is not English.</li> <li>3. Identify roadblocks that prevent students from completing courses and programs and/or transitioning and develop plans to increase success and transitioning.</li> <li>4. Develop an equity-minded culture in all areas of NOCE.</li> </ol>
Institutional Effectiveness Indicators	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• Course Retention</li> <li>• Course Success</li> <li>• CTE Milestones</li> <li>• Term to Term Retention</li> <li>• Gains</li> </ul>	<ul style="list-style-type: none"> <li>• Completions</li> <li>• Transitions</li> <li>• Median Earnings/Change</li> <li>• Attainment of Living Wage</li> </ul>	<ul style="list-style-type: none"> <li>• Students Served (HC/ Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregation of enrollment, progress and outcome data by demographics</li> </ul>

## Report Structure

This year the IER will continue to present findings in chapters that align with the CCCCCO's *Student Success Metrics*. These categories for metrics facilitate the presentation of NOCE IE indicators through the lens of an NOCE student journey. Chapter 2, **Successful Enrollment**, examines community trends and enrollment patterns for NOCE overall and programs. A new addition to this year's IER is the disaggregation of enrollment data for the 2018-19 academic year by sub-programs along with a breakdown, at the program level, of the number of students who complete fewer than 12 hours of instructional hours and those with 12 or more instructional hours completed within the academic year. Student services data is also presented in this chapter due to the importance of onboarding at this crucial point of the student journey. Chapter 3, **Learning Progress**, showcases course retention and success effectiveness indicators, along with some disaggregation of these metrics. Chapter 4, **Momentum**, will present term to term retention, along with a newly added metric, transition within NOCE. This metric examines the transition of NOCE English as a Second Language (ESL) students to NOCE's High School Diploma Program (HSDP) and the transition of NOCE ESL/HSDP students to NOCE Career Technical Education (CTE) program. Chapter 5, **Success**, shares NOCE's certificate completions and noncredit to credit transitions within NOCCCD. Chapter 6, **Adult Ed Statewide Initiatives**, presents LaunchBoard data that is relevant to California adult education initiatives. Data from the dashboards for Strong Workforce Program (SWP), California Adult Education Pipeline, and Student Success Metrics (SSM) dashboards will be displayed, including employment outcomes.



### LaunchBoard FAQ

#### What is LaunchBoard?

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students.

#### What is the purpose of LaunchBoard?

This information is intended to facilitate local, regional, and statewide conversations about how to foster student success and economic mobility.

#### How do I access LaunchBoard?

The dashboards are all accessible from <https://www.calpassplus.org/LaunchBoard/Home.aspx>

## Alignment of Indicators to Strategic Plan

Like previous years, effectiveness indicators will be labeled with icons to identify their alignment with NOCE's Strategic Plan Goals:



**Guided Pathways:** Goal II—Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs and other educational options.



**Capacity:** Goal III—Using relevant data develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community with the District's service area.



**Equity:** Goal IV—Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.

Student onboarding, progress and outcomes are aligned with the Guided Pathways component of the strategic plan. These IE indicators provide insight on program and student services' successes and areas for growth as NOCE moves toward increasing the likelihood of completion and transition among its students. Enrollment trends and community data align with the capacity aspect of the plan to assure that NOCE is serving the needs of the local community. Lastly, through the disaggregation of IE indicators by demographics, NOCE seeks to improve educational equity. Examining this data provides a closer look at students' experiences and a snapshot of how our systems may not be serving all students, despite our best intentions.

## Homegrown Noncredit Metrics

OIRP continues to define and utilize locally developed noncredit institutional effectiveness indicators. Below is a crosswalk matrix that displays all metrics that are presented in this year's IER. The matrix also provides brief descriptions of how each metric is defined by OIRP or Adult Education statewide initiatives. Locally defined metrics remain to be influenced by federal and state programs such as the Workforce Innovation Opportunity Act (WIOA), the California Adult Education Program (CAEP), Strong Workforce Program (SWP), and the Chancellor's Office Management Information Systems (MIS). In addition, NOCE continues to spearhead the



statewide conversation around noncredit metrics. OIRP hosts several regional meetings each year through the Noncredit RP Regional Research Group which gathers noncredit practitioners and researchers to discuss pressing issues around noncredit institutional research and planning.

## Datasets and Methodology

Local data continues to primarily be obtained directly from the districtwide student information system, Banner, through queries created using Oracle PL/SQL Developer. Additional data that is not available in Banner is provided by various local sources such as Admissions and Records (A&R) and specific academic programs. Data is merged and analyzed using statistical analytical software to create an overall dataset that provides three years' worth of NOCE data. Data used to compile the community profile section of this report was obtained from the United States Census Bureau through the American Fact Finder<sup>2</sup>. Methodologies for each individual effectiveness indicator and the community profile are discussed in detail within their respective sections.

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<sup>2</sup> American Fact Finder: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
Students Served (Headcount/Enrollments)	Student registered for and attended any class session in a given term. Registration codes included in the enrollment definition are CA, DC, DN, DO, DT, RE, RW, WA, and WW. However, students with any of these registration codes and neither attendance hours nor grades are not considered enrolled.	All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any single noncredit course on a TOP code (see pg. 93 footer for description of TOP code) that is assigned to a vocational industry sector.	<p><b>Adults Served</b> are those with 1 to 11 instructional contact hours and/or received services.</p> <p><b>Adult Participants</b> are those with 12+ instructional hours within the adult ed program areas—ABE, ASE, ESL/EL Civics, CTE, AWD, &amp; Adults training to support child school success.</p>	<p><b>Adult Ed/ESL:</b> Students who enrolled in the selected year with a goal of building foundational literacy, quantitative, and English-language skills.</p> <p><b>Short-Term Career:</b> Students who enrolled in the selected year with a goal of building skills to enter or advance in their careers.</p>
Students Services	<p>Enrollment rates for students who completed an orientation, assessment or educational plan.</p> <p>Orientation, assessment or educational plan rates of student who enrolled in Career Development College Preparatory (CDCP) courses in a selected year.</p>			
Course Retention	Student being enrolled in a course and retained until the end of the term, regardless of passing or not passing the course. Enrollments from Community Service courses, orientations, assessment, learning centers, Business/computer Lab and any courses wherein no grades were awarded during that year are excluded from the denominator.			

Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
Course Success	Students receiving a final grade of A, B, C, D, Pass (P), or Satisfactory Progress (SP) in courses where grades are awarded. HSDP is the only program that assigns A-F grades.			
CTE Milestones		Among all students with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course in the selected year.	<b>Completed Occupational Skills Gain:</b> Among all participants in the selected year, the number who completed a CTE technical skills course or training milestone in the same year with drill by program for CTE.	Among short-term career education students with a noncredit enrollment in the selected year, the proportion who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year.
Term to Term Retention	Among all students who enrolled at NOCE in the selected fall term, the proportion retained from fall to winter OR fall to spring at NOCE in the selected year, excluding students who completed an award or transitioned to CC/FC in the same year.			

Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
Completions	The number of certificates and diplomas awarded to students each year. A student's completion term might differ from the term the student applies for a certificate or diploma.	Number of unduplicated SWP students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program.	<p>Participants who earned a Diploma, GED, or HSE within the selected year.</p> <p>Participants who earned a postsecondary CTE cert within the selected year.</p> <p>Participants who earned a low-unit credit certificate within the selected or subsequent year.</p> <p>Participants who earned a high unit credit certificate within 3 years.</p> <p>Participants who earned an Associate Degree within 5 years.</p>	Note for SSM: Completions and Transitions are captured under the Success metric.
Transition	<b>ESL/HSDP to CTE (CTE Pathway):</b> Among all ESL and HSDP/GED students who enrolled at NOCE in the selected year (2015-16, 2016-17, 2017-18) and who completed 12 or more instructional contact hours in ESL and HSDP/GED combined in that year, whether students enrolled in CTE courses for the first time in the same or subsequent year, excluding students with prior CTE enrollments.		<b>Transition to Postsecondary:</b> Among all Participants in the selected year, the number who enroll in either K12 adult education or college CTE course, or a non-developmental credit college course within one year from the selected year.	Among adult education/ESL students, the number of students who earned various types of awards within a year of last enrolling and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year.

Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
	<p><b>ESL to HSDP:</b> Among all ESL students who enrolled at NOCE in the selected year (2015-16, 2016-17, 2017-18) and who completed 12 or more instructional contact hours in that year in ESL, whether students enrolled in HSDP courses for the first time in the same or subsequent year, excluding students with prior HSDP enrollments.</p>		<p><b>Transitioned to ASE:</b> Among all ESL or ABE Participants in the selected year, the number who subsequently enrolled in 12 or more instructional contact hours in an ASE program area within the same or subsequent year for the first time ever (at any institution).</p>	
	<p><b>Noncredit-to-Credit Transition:</b> Among all 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 ESL courses (ESL Intermediate, Advanced, or Academic Success), whether students registered for courses at CC/FC in the same or subsequent year. Students who co-enrolled at NOCE and the credit colleges or had previous enrollments at FC/CC were excluded.</p>			
<b>Employment</b>			<p>Among Exiters in the selected year, the number of participants who were employed two fiscal quarters after two/four existing adult school.</p>	<p>Among adult education/ESL students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were unemployed</p>

Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
				and became employed after exiting college.
Median Earnings		Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.	Due to methodology, results for this metric have been delayed.	Among adult education/ESL or short-term career ed students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.
Median Change		Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.	The median change in earnings of Exiting Participants between the second quarter prior to the academic year of entry at any college and the second quarter after the academic year of exit from the last college attended.	Among adult education/ESL or short-term career education students who exited the community college system and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit from the last college attended.

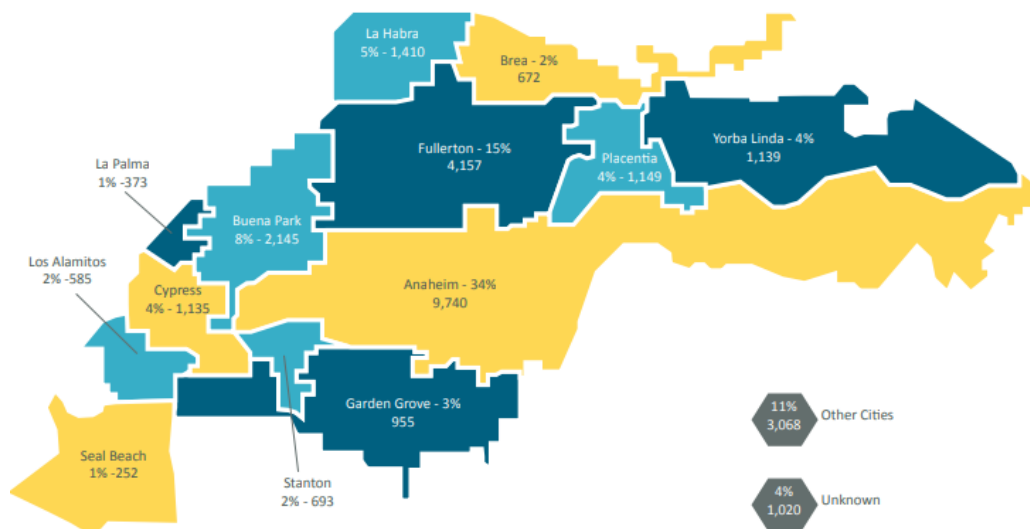
Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
Attainment of Living Wage		Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.	Due to Methodology this metric has been delayed.	Among short-term career education students who exited the community college system and who did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following the academic year of exit.

# 2 Successful Enrollment

## Community Profile

NOCE is a part of NOCCCD, a multi-college district which includes NOCE, Cypress College, and Fullerton 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 14<sup>th</sup> 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 included in the profile since it 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 86% of NOCE students are residents of these 13 major cities found in NOCCCD boundaries. The remaining 14% students either reside in the other cities served by NOCCCD or live outside of North Orange County area.

**NOCCCD DISTRICT SERVICE MAP**  
2018/19 NOCE Students of Residence





The community profile is based on the U.S. Census Bureau's 2018 American Community Survey (ACS) 1-Year estimates based on the 2010 Census data. The 2018 estimates are used instead of the 2010 census data because 2018 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 individual responses to the ACS. 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 the tracts for the cities within NOCCCD boundaries. The ACS PUMS is a weighted sample, and weighed variables were used to generate an accurate community profile.

The community profile is based only on 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 (4.2% in 2018-19) of the total student population.

 Student Voices

*"I need to be attracted to the description of the class for me to want to take it. So, a comprehensive description of a class in the catalog will decide if I take a class that is not part of any of my current goals."*

## Student Services



One of the key objectives in the NOCE Strategic Plan Goal 1 is to facilitate and accelerate the onboarding process of orientation, assessment, and placement. A goal under this objective is to increase access to counseling and student services (formerly known as SSSP) including 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 student services. Additionally, the type of service received was not examined. For example, if a high school student transitions into the ESL program and completes a high school orientation but not an ESL orientation, that student will still have been captured as receiving orientation for both programs. Secondly, the data was examined to identify the proportion of students enrolled in Career Development College Preparatory (CDCP) coursework in a selected year who completed an orientation, assessment or an educational plan at any point in their academic journey at NOCE. Only students enrolled in CDCP coursework were examined since students who enroll in non-CDCP courses (e.g. community education, emeritus programs, etc.) are not required to complete any of these services. Although the Basic Skills Learning Center, GED/HiSET Preparation Open Lab, Computer and Business Skills Lab, and the English as a Second Language (ESL) Learning Center are coded as CDCP in NOCE’s curriculum inventory, they were excluded from the analysis since the labs are open to all students and not necessarily serving only CDCP students. Additionally, the 2018-19 data was further broken down at a program level to examine the service rates of students enrolled in specific programs. Typically, students receive these services through NOCE’s Student Success and Support Program/Counseling staff.

## Orientation

Table 1 describes the number of students who completed an orientation in 2016-17, 2017-18, and 2018-19. 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. While there were more students who completed an orientation in 2017-18, the proportion of students who enrolled in courses that year was the lowest out of the three years. There was an increase in the enrollment rates from 2017-18 to 2018-19. Across the three years, nearly 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 1

### *Enrollment Rates of Students Who Completed an Orientation*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Completed Orientation	5,226	6,140	5,598
Enrolled in Courses	4,147	4,576	4,305
Enrollment Rate	79.35%	74.53%	76.90%

The data was also explored to identify what proportion of the students who enrolled in CDCP courses in 2016-17, 2017-18, and 2018-19 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 2 presents the orientation rates across the last three years. Of those enrolled in CDCP courses, the proportion of those who have received an orientation has continually increased, up 13% from 2016-17 to 2018-19.

Table 2

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

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
CDCP Headcount	12,321	11,384	9,868
Completed Orientation	7,155	7,647	6,989
Orientation Rate	58.07%	67.17%	70.82%

For the 2018-19 academic year, the orientation rates were further broken down at a program level. Students enrolled in the Career Technical Education (CTE) program had the highest orientation rate out of all the programs, followed by students in the High School Diploma Program (HSDP). It is important to note that counselors who provide services to students with disabilities fall may not necessarily be served by staff from NOCE's Student Success and Support Program/Counseling departments. The counseling and support services provided by the counselors under the Disability Support Services (DSS) program are not included in Table 3.

Table 3

*Orientation Rates of CDCP Enrolled Students in 2018-19 by Program*

	<b>CTE</b>	<b>DSS</b>	<b>ESL</b>	<b>HSDP</b>
CDCP Headcount	2,379	433	5,515	1,972
Completed Orientation	1,958	45	3,852	1,543
Orientation Rate	82.30%	10.39%	69.85%	78.25%

## Assessment

Like the orientation data, the number of students who completed an assessment in 2016-17, 2017-18, and 2018-19 and enrolled in courses within the same year were examined (Table 4). Since 2016-17, the number of students who have completed an assessment has increased. Both the number and the proportion of students who enroll after taking an assessment has also increased between 2016-17 and 2018-19. 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 2018-19, only about 10% of the students who completed an assessment did not enroll at NOCE, whereas 23% 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 4

*Enrollment Rates of Students Who Completed an Assessment*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Completed Assessment	4,730	5,052	5,348
Enrolled in Courses	4,175	4,509	4,815
Enrollment Rate	88.27%	89.25%	90.03%

Table 5 presents the proportion of students who enrolled in CDCP courses in a 2016-17, 2017-18, and 2018-19 and completed an assessment during their time at NOCE. Similar to how orientations were examined, a student could have completed their assessment at any time during their whole academic history at NOCE. 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 2016-17, up over 10%.

Table 5

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

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
CDCP Headcount	12,321	11,384	9,868
Completed Assessment	7,264	7,436	6,832
Assessment Rate	58.96%	65.32%	69.23%

The assessment rates were further broken down at a program level for the 2018-19 academic year (Table 6). Starting Winter 2019, the CTE program no longer required students to complete an assessment prior to registering in CTE courses, thus the lower assessment rate. While all students in the ESL and HSDP programs are required to complete an assessment prior to enrolling in these programs, the total assessment rates do not equal 100% due to data not

being captured in Banner or students completing an assessment prior to Banner data collection in 2011.

Table 6

*Assessment Rates of CDCP Enrolled Students in 2018-19 by Program*

	<b>CTE</b>	<b>DSS</b>	<b>ESL</b>	<b>HSDP</b>
CDCP Headcount	2,379	433	5,515	1,972
Completed Assessment	1,170	18	4,645	1,375
Assessment Rate	49.18%	4.16%	84.22%	69.73%

## Educational Plan

Table 7 below shows the number of students who completed an educational plan, and of those, who enrolled in NOCE during the same academic year. During the period between 2016-17 and 2018-19, the trend shows that consistently, over 90% 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, counselors, 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 7

*Enrollment Rates of Students Who Completed an Educational Plan*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Completed Education Plan	3,172	3,737	3,197
Enrolled in Courses	2,911	3,436	2,912
Enrollment Rate	91.77%	91.95%	91.09%

In comparison, table 8 displays the number of students enrolled in CDCP courses in an academic year, and of those students, the number 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. The educational plan completion rate, however, has increased greatly since 2016-17. In 2016-17, only about one-in-three students enrolled in CDCP courses had completed an educational plan. As of 2018-19, nearly half of the students enrolled in CDCP courses have completed an educational plan, an increase of over 13%.

Table 8

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


	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
CDCP Headcount	12,321	11,384	9,868
Completed Education Plan	4,390	5,211	4,855
Educational Plan Completion Rate	35.63%	45.77%	49.20%

Table 9 breaks down the educational plan completion rate for NOCE’s CDCP programs. Students in HSDP have the highest educational plan completion rate compared to other programs. Students in HSDP are required to meet with a counselor to complete an education plan to map out their high school diploma requirements. While not required, students in the CTE program are encouraged to meet counselors to complete their educational plan.

Table 9

*Educational Plan Completion Rates of CDCP Enrolled Students in 2018-19 by Program*

	<b>CTE</b>	<b>DSS</b>	<b>ESL</b>	<b>HSDP</b>
CDCP Headcount	2,379	433	5,515	1,972
Completed Educational Plan	1,434	27	2,075	1,692
Educational Plan Completion Rate	60.28%	6.24%	37.62%	85.80%

 Student Voices

*“A lot of effort is put in to find and get resources for students in need.”*

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## 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 grade<sup>3</sup>. 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 10). The student headcount dropped by 10% from 2016-17 to 2018-19. A similar pattern emerged in the decline of total enrollments, 6% from 2016-17 to 2018-19; however, the proportion of students served dropped much greater than student enrollments from 2016-17 to 2018-19.

Table 10

#### *NOCE Headcount and Enrollments*

	2016-17	2017-18	2018-19
Unduplicated Headcount	31,641	29,331	28,493
Total Enrollments	141,782	137,706	133,133

### Enrollments by Campus Location



In 2018-19 NOCE offered courses at 123 offsite facilities, and nearly two-thirds of NOCE students took courses at these offsite locations (Table 11). 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

<sup>3</sup> 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.

Center. While proportions of course enrollments at the three main campuses have decreased by 6% over the years, they increased over 6% at the offsite locations.

Table 11

*Enrollments by Campus Location*

	<b>2016-17 (N=141,782)</b>	<b>2017-18 (N=137,706)</b>	<b>2018-19 (N=133,133)</b>
Anaheim	22.82%	22.06%	19.08%
Cypress	11.12%	11.19%	9.80%
Wilshire	8.67%	8.54%	7.39%
<b>Offsite</b>	<b>57.39%</b>	<b>58.21%</b>	<b>63.73%</b>
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

### Enrollments: Apportionment vs. Community Service vs. Grants



The majority of NOCE courses receive state apportionment, and over the past years, over 95% of course enrollments were apportionment (Table 12). 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 increased from 2016-17 to 2018-19.

Table 12

*Course Enrollment Funding Sources*

	<b>2016-17 (N=141,782)</b>	<b>2017-18 (N=137,706)</b>	<b>2018-19 (N=133,133)</b>
<b>Apportionment</b>	<b>95.90%</b>	<b>96.00%</b>	<b>96.06%</b>
Community Service	3.45%	3.05%	2.70%
Grants	0.65%	0.94%	1.24%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

### 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)<sup>4</sup>. 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 13), and the proportion of students who enrolled at NOCE for the first time has remained consistent over the three years. *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 2017 Fall Term, he or she would be considered a continuing student if he or she enrolled in one or more of the following terms: 2016 Fall, 2017 Winter or 2017 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 longer. The proportion of students identified in all three categories have remained relatively consistent over the last three years.

Table 13

*Student Enrollment Status*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
First Time Student	32.67%	33.04%	32.22%
<b>Continuing Student</b>	<b>49.20%</b>	<b>48.58%</b>	<b>49.84%</b>
Returning Student	18.13%	18.38%	17.94%
Total	100.00%	100.00%	100.00%

### Student Ethnicity



Table 14 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-fifth 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 2018-19, approximately one out of five students’ ethnicity information was missing.

<sup>4</sup> 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](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 is serving a smaller proportion of the White and Asian population in the community since there were approximately 32% White adults and 28% Asian adults in the community compared to the 24% White students and 19% Asian students at NOCE. NOCE had nearly 19% 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 14

*Ethnicity of Students Enrolled at NOCE*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526)</b>
American Indian or Alaska Native	0.16%	0.14%	0.14%	0.22%
Asian	18.00%	19.14%	18.68%	27.51%
Black or African American	2.06%	2.03%	1.92%	2.18%
<b>Hispanic or Latino</b>	<b>37.53%</b>	<b>36.05%</b>	<b>34.03%</b>	<b>34.28%</b>
Native Hawaiian or Pacific Islander	0.33%	0.36%	0.31%	0.39%
Other or Unknown	14.43%	15.68%	18.46%	0.18%
Two or More	2.74%	3.20%	3.30%	3.04%
White	24.75%	23.40%	23.16%	32.19%
Total	100.00%	100.00%	100.00%	100.00%

 Student Voices

*"The culture [at NOCE] is the most inclusive I have experienced since I moved to the US, so much so that I keep coming back to take classes at NOCE despite that I graduated from a university already."*

## Student Gender

Females make up two-thirds of the NOCE student population as presented in Table 15. 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 nearly 2% from 2016-17 to 2018-19. When compared to the community's gender breakdown, NOCE served a greater proportion of females and a smaller proportion of males compared to the community averages.

Table 15

### *Gender of Students Enrolled at NOCE*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526)</b>
<b>Female</b>	<b>65.05%</b>	<b>64.83%</b>	<b>64.91%</b>	<b>51.60%</b>
Male	30.09%	29.57%	28.47%	48.40%
Unknown	4.85%	5.60%	6.62%	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 (49% in 2018-19), 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 16). Because the 2018 estimates are based on the adult population, there is no percentage reported for minors in the community data.

Table 16

### *Age of Students Enrolled at NOCE*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526)</b>
0-17 Years	5.48%	5.13%	4.22%	N/A
18-24 Years	11.43%	10.61%	9.88%	11.58%
25-34 Years	15.31%	14.40%	13.48%	19.71%

35-44 Years	13.03%	13.50%	12.43%	16.70%
45-54 Years	10.81%	10.62%	10.66%	17.18%
<b>55+ Years</b>	<b>43.91%</b>	<b>45.66%</b>	<b>49.27%</b>	<b>34.83%</b>
Unknown	0.04%	0.07%	0.05%	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 students 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 nearly 5% students with disabilities (Table 17). Over the past three years, this proportion has slightly increased. Approximately 10% of the adults in the community identified as having a disability.

Table 17

### *Special Student Populations Enrolled at NOCE*

	<b>2016-17 (N=31,64)</b>	<b>2017-18 (N=29,33)</b>	<b>2018-19 (N=28,49)</b>	<b>2018 Community Estimates (N=967,526)</b>
Students with Disabilities	4.46%	4.73%	4.86%	10.82%

## Student Citizenship Status

NOCE serves a diverse student population. Over half of the students (56%) identified themselves as US citizens and another 13% as permanent residents (Table 18). A small proportion self-reported as temporary residents, refugees or on a student visa. 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 18

*Citizenship Status of NOCE Students*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
<b>US Citizen</b>	<b>56.76%</b>	<b>56.19%</b>	<b>56.53%</b>
Permanent Resident	13.99%	14.55%	13.43%
Temporary Resident	2.87%	2.98%	2.76%
Refugees/ Asylee	1.16%	1.21%	1.02%
Student Visa (F-1 or M-1 visa)	0.18%	0.19%	0.13%
Other Status	13.50%	12.94%	11.39%
Status Unknown/ Uncollected	11.55%	11.93%	14.75%
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 19). 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, which increased by 8% from 2017-18 to 2018-19. The proportion of students who have a foreign secondary school diploma/certificate or have a higher degree (Associate's, Bachelor's, or Higher) has decreased in the last year. The students who did not graduate high school and not currently enrolled in adult education has decreased by 4% since 2016-17. Within the North Orange County community profile, 16% of the population identified as having completed less than a High School Diploma, 22% completed a High School Diploma or received a High School Equivalency, 24% attended some college, 8% have an Associate's and 30% have a Bachelor's or Higher.

Table 19

*NOCE Students' Highest Level of Education*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
Not a high school graduate and not currently enrolled in high school	13.55%	13.55%	10.42%
Currently enrolled in grades K-12	0.71%	0.78%	0.64%
Not a high school graduate and currently enrolled in adult education	5.09%	4.64%	3.90%

<b>Earned a U.S. High School Diploma or high school equivalence (GED)</b>	<b>18.02%</b>	<b>16.99%</b>	<b>25.25%</b>
Foreign Secondary School Diploma or Certificate of Graduation (HS or University)	10.21%	11.24%	8.42%
Received an Associate Degree	3.16%	3.08%	2.81%
Bachelor's Degree or Higher (4-year U.S. college degree)	9.36%	9.47%	8.81%
Unknown/Unreported	39.91%	40.25%	39.76%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## 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 20). 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 20

### *Educational Goals of NOCE Students*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
<b>Basic Skills</b>	<b>17.09%</b>	<b>16.75%</b>	<b>14.55%</b>
Career Exploration	6.14%	6.26%	6.38%
Certificate Seeking	1.61%	1.51%	1.33%
Degree Seeking	1.60%	1.58%	1.49%
Diploma Seeking	5.49%	5.26%	5.12%
Educational Enrichment	13.35%	12.89%	13.25%
Skills Builder	4.28%	4.42%	4.32%
Transfer Seeking	6.09%	6.55%	6.03%
Undecided	8.34%	8.42%	8.48%
Unknown	36.01%	36.36%	39.05%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

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 21 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 2016-17 to 2018-19, the only program that saw an increase in the number of students served was the DSS program (2%). However, LEAP was the only program that saw an increase in student enrollments (5%) from 2016-17 to 2018-19. The ESL program saw the highest decline in both headcount and enrollments over the last three years, with a 22% decline in headcount and a 27% decline in enrollments over the three-year period.

Table 21

#### *Program Headcount and Enrollments*

	2016-17	2017-18	2018-19
<b>Career Technical Education</b>			
Headcount	3,502	3,275	2,929
Enrollments	12,049	11,145	10,034
<b>Disability Support Services</b>			
Headcount	763	719	781
Enrollments	4,014	3,545	3,714
<b>English as a Second Language</b>			
Headcount	9,072	8,341	7,061
Enrollments	30,209	27,718	22,050
<b>High School Diploma/GED Program</b>			
Headcount	4,420	4,273	3,858
Enrollments	12,306	12,754	10,211
<b>Lifeskills Education Advancement Program</b>			
Headcount	16,087	15,029	15,911
Enrollments	83,204	82,544	87,124
<b>Overall</b>			
Overall NOCE Headcount	31,641	29,331	28,493
Overall NOCE Enrollments	141,782	137,706	133,133

## Participation by Program



Beginning in the 2019-20 academic year, California’s Adult Education Program (CAEP) categorized adult learners who have received instruction in adult education into two separate categories – students who have accrued 1-11 within the academic year and students who have accumulated 12 or more hours within the academic year (also known as participants). Similarly, the Strong Workforce Program (SWP) also looks at CTE students who have accumulated 12 or more hours of instruction with a vocationally coded noncredit course. Table 22 below mirrors this categorization and presents the numbers of students with 1-11 instructional hours and participants by program and for NOCE overall for the 2018-19 academic year. It is important to note that total number of students with 1-11 hours and 12+ hours may not necessarily add up to the headcount by program or overall due to some students receiving less than one hour of instruction in the academic year. Although the High School Diploma/GED Program may be the third largest instructional program offered at NOCE in terms of headcount, it ranks fourth in terms of the number of students served who accrue 12 or more hours; nearly half of the students in the High School Diploma/GED Program did not accumulate 12+ hours in the 2018-19 academic year. It must be noted that student contact hours in service labs are included in this table. Thus, students may be primarily enrolled and a participant in another program but utilizing one of the service labs (Basic Skills Learning Center, ESL Learning Center, or Computer/Business Skills Lab) for only a few hours, which may attribute to some students not accruing 12 or more contact hours in some programs.

Table 22

### *2018-19 Participation by Program*

	<b>Number of Students with 1-11 Hours</b>	<b>Number of Students with 12 + Hours</b>
Career Technical Education (N=2,929)	619	2,295
Disability Support Services (N=781)	55	726
English as a Second Language (N=7,061)	1,237	5,812
High School Diploma/GED Program (N=3,858)	1,812	1,987
Lifeskills Education Advancement Program (N=15,911)	4,979	10,922
Overall NOCE (Unduplicated, N=28,493)	7,612	20,796



## Career Technical Education (CTE)

### *CTE Headcount and Enrollments by Subprogram*



Table 23 examines the 2018-19 headcount and enrollment data for all subprograms that are offered by NOCE's CTE program. Most students enrolled in CTE enrolled in a computer skills course or accessed the Computer/Business Skills Lab. This likely is due to many CTE subprograms having a computer component as a part of their electives requirement. The next largest subprogram under CTE is the Medical Assistant Program, followed by the Pharmacy Technician Program. One course, Medical Terminology, is required for both the Medical Assistant and Pharmacy Technician programs. However, this course is categorized under the Pharmacy Technician Program. Thus, some of the students in the Pharmacy Technician Program may be Medical Assistant students taking this required course.

Table 23

### *2018-19 CTE Headcount and Enrollments per Subprogram*

	<b>Headcount (N=2,929)</b>	<b>Enrollments (N=10,034)</b>
Administrative Assistant/Office Technician	240	566
Business Management	210	731
Computer/ Business Skills Lab	1,407	2,239
Computers	1,068	2,245
Early Childhood Education	348	969
Electrical Trainee	194	446
Funeral Service Assistant	16	58
Medical Assistant	647	1,472
Pharmacy Technician	625	1,170
Quality Assurance Management for Medical Devices	54	138

Note. The sum of the headcount of all CTE subprograms may be greater than the total CTE headcount due to students being enrolled in multiple subprograms.

### *CTE Enrollments by Campus Location*



The vast majority of CTE courses are offered at the Anaheim Campus (Table 24). The Business Management Certificate courses are offered primarily at the Wilshire Center, although CAEP expansion has provided access to the Management Certificate Program at offsite locations. Physical Therapy Aid and a few computer courses are the only CTE courses offered at Cypress Center.

Table 24

*CTE Enrollments by Campus Location*

	<b>2016-17 (N=12,049)</b>	<b>2017-18 (N=11,145)</b>	<b>2018-19 (N=10,034)</b>
<b>Anaheim</b>	<b>93.19%</b>	<b>91.52%</b>	<b>91.64%</b>
Cypress	0.81%	0.57%	0.26%
Wilshire	4.24%	5.80%	6.54%
Offsite	1.76%	2.12%	1.56%
Total	100.00%	100.00%	100.00%

*CTE Student Ethnicity*

Table 25 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. Although the proportion has declined slightly between 2016-17 and 2018-19, White students continue to comprise the third largest ethnic group with about one in six (17%) of CTE students identifying as White, 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.

Table 25

*Ethnicity of Students Enrolled in the CTE Program*

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,275)</b>	<b>2018-19 (N=2,929)</b>
Asian	22.64%	23.54%	21.71%
Black or African American	3.23%	3.36%	3.45%
<b>Hispanic or Latino</b>	<b>47.32%</b>	<b>46.44%</b>	<b>49.40%</b>
Other or Unknown	2.80%	2.47%	2.59%
Two or More	5.88%	5.98%	6.21%
White	18.13%	18.20%	16.63%
Total	100.0%	100.0%	100.0%

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 26). In fact, females make up a larger proportion (72%) 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, like the overall NOCE student population.

Table 26

*Gender of Students Enrolled in the CTE Program*

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,275)</b>	<b>2018-19 (N=2,929)</b>
<b>Female</b>	<b>70.02%</b>	<b>70.72%</b>	<b>71.97%</b>
Male	26.76%	26.17%	23.86%
Unknown	3.23%	3.11%	4.17%
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 27). This differs from the overall NOCE student population where the largest age group are those 55 and above.

Table 27

*Age of Students Enrolled in the CTE Program*

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,275)</b>	<b>2018-19 (N=2,929)</b>
18-24 Years	19.36%	17.98%	18.74%
<b>25-34 Years</b>	<b>25.04%</b>	<b>24.43%</b>	<b>25.33%</b>
35-44 Years	17.79%	18.41%	18.33%
45-54 Years	18.33%	19.66%	18.91%
55+ Years	19.33%	19.42%	18.61%
Unknown	0.00%	0.03%	0.00%
Total	100.00%	100.00%	100.00%

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

*CTE Student Educational Goals*

The top goal identified by students in CTE continues to be career exploration, followed by transfer seeking and then skills building (Table 28). 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 28

*Educational Goals of Students Enrolled in the CTE Program*

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,272)</b>	<b>2018-19 (N=2,929)</b>
Basic Skills	6.88%	8.40%	7.51%
<b>Career Exploration</b>	<b>20.93%</b>	<b>20.87%</b>	<b>21.99%</b>
Certificate Seeking	7.54%	6.69%	6.11%
Degree Seeking	5.17%	4.71%	4.44%
Diploma Seeking	3.77%	3.45%	4.51%
Educational Enrichment	5.54%	6.30%	6.42%
Skills Builder	14.11%	13.08%	13.32%
Transfer Seeking	15.79%	17.45%	16.70%
Undecided	8.20%	7.61%	7.82%
Unknown	12.08%	11.43%	11.20%
Total	100.00%	100.00%	100.00%

## Disability Support Services (DSS)

*DSS Headcount and Enrollments by Subprogram*

Table 29 provides the 2018-19 breakdowns of headcount and enrollment for NOCE's DSS subprograms. From this data, it can be inferred that many DSS students are enrolled in more than one subprogram.

Table 29

*Educational Goals of Students Enrolled in the DSS Program*

	<b>Headcount (N=781)</b>	<b>Enrollments (N=3,714)</b>
Academic Skills	220	596
Braille Transcribing	26	69
Computer Skills	144	390
Core	207	573
Employment	226	511
Interpersonal Skills	80	231
Lifeskills	210	491
Other	415	853

Note. The sum of the headcount of all DSS subprograms may be greater than the total DSS headcount due to students being enrolled in multiple subprograms.

### DSS Enrollments by Campus Location



DSS course offerings are spread out across all three main sites and offsite locations, though more DSS courses are offered at the Cypress Center (Table 30). Over the past three years, the proportion of DSS course enrollments increased at offsite locations.

Table 30

### DSS Enrollments by Campus Location

	<b>2016-17 (N=4,014)</b>	<b>2017-18 (N=3,545)</b>	<b>2018-19 (N=3,714)</b>
Anaheim	33.23%	26.49%	26.95%
<b>Cypress</b>	<b>32.49%</b>	<b>38.36%</b>	<b>37.29%</b>
Wilshire	24.44%	24.12%	21.03%
Offsite	9.84%	11.03%	14.73%
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 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 31). Compared to the general NOCE student population, there continues to be a larger proportion of DSS students who identify as Black or African American, although this proportion has declined between 2016-17 and 2018-19.

Table 31

### Ethnicity of Students Enrolled in the DSS Program

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
Asian	13.76%	16.13%	17.03%
Black or African American	6.03%	5.98%	3.84%
<b>Hispanic or Latino</b>	<b>31.85%</b>	<b>34.49%</b>	<b>34.19%</b>
Other or Unknown	12.19%	10.29%	13.06%
Two or More	6.16%	6.68%	7.81%
White	30.01%	26.43%	24.07%
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 about 20% (Table 32).

Table 32

#### Gender of Students Enrolled in the DSS Program

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
Female	39.58%	37.27%	38.67%
<b>Male</b>	<b>58.45%</b>	<b>60.50%</b>	<b>57.87%</b>
Unknown	1.97%	2.23%	3.46%
Total	100.00%	100.00%	100.00%

### DSS Student Age



About 71% of students served in the DSS program were between the ages of 18 and 34 (Table 33). This age breakdown does not mirror that of the overall NOCE student population, which mostly serves students 55 years of age or older.

Table 33

#### Age of Students Enrolled in the DSS Program

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
<b>18-24 Years</b>	<b>43.51%</b>	<b>51.18%</b>	<b>42.38%</b>
25-34 Years	30.14%	26.56%	28.30%
35-44 Years	7.60%	6.40%	8.83%
45-54 Years	5.64%	5.29%	7.81%
55+ Years	13.11%	10.57%	12.55%
Total	100.00%	100.00%	100.00%

### DSS Student Educational Goals

For 2018-19, about 13% of DSS students identified educational enrichment as their educational goal. Over the last three years, the proportion of students seeking to build their skills or explore their career options has increased (Table 34). However, for the 2018-19, about 1 in 5 DSS students were undecided on their educational goal. Furthermore, over one-quarter of students did not report their educational goal, although this proportion has steadily been decreasing.

Table 34

*Educational Goals of Students Enrolled in the DSS Program*

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
Basic Skills	4.46%	5.29%	5.51%
Career Exploration	9.44%	11.13%	12.55%
Certificate Seeking	4.06%	4.31%	3.33%
Degree Seeking	4.06%	2.64%	2.43%
Diploma Seeking	1.05%	2.23%	1.79%
Educational Enrichment	14.15%	13.21%	13.32%
Skills Builder	3.41%	4.59%	7.04%
Transfer Seeking	6.82%	6.95%	7.04%
<b>Undecided</b>	<b>15.86%</b>	<b>19.05%</b>	<b>19.72%</b>
Unknown	36.70%	30.60%	27.27%
Total	100.00%	100.00%	100.00%

## English as a Second Language (ESL)

*ESL Headcount and Enrollments by Subprogram*

Table 35 displays the 2018-19 headcount and enrollment for the subprograms offered through the ESL program. Most students were enrolled in Core/Fundamentals courses or in Multilevel/Family Literacy courses.

Table 35

*2018-19 ESL Headcount and Enrollments per Subprogram*

	<b>Headcount (N=7,061)</b>	<b>Enrollments (N=22,050)</b>
Academic Success	196	254
Citizenship	303	580
Civics	2,453	3,265
Core/Fundamentals	3,654	5,283
ESL Learning Center	2,686	3,890
Multilevel/Family Literacy	3,536	5,208
Specialty	1,665	3,570

*ESL Enrollments by Campus Location*

ESL offers courses to the community at all main campuses and offsite locations (Table 36). Anaheim Campus sees the largest proportion (38%) of ESL enrollments.

Table 36

*ESL Enrollments by Campus Location*

	<b>2016-17</b> <b>(N=30,209)</b>	<b>2017-18</b> <b>(N=27,718)</b>	<b>2018-19</b> <b>(N=22,050)</b>
<b>Anaheim</b>	<b>40.46%</b>	<b>40.26%</b>	<b>38.25%</b>
Cypress	25.01%	26.96%	27.97%
Wilshire	17.04%	17.87%	18.75%
Offsite	17.50%	14.91%	15.02%
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 37). 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 (7% versus 23%).

Table 37

*Ethnicity of Students Enrolled in the ESL Program*

	<b>2016-17</b> <b>(N=9,072)</b>	<b>2017-18</b> <b>(N=8,341)</b>	<b>2018-19</b> <b>(N=7,061)</b>
Asian	22.55%	23.94%	23.24%
Black or African American	1.28%	0.98%	0.93%
<b>Hispanic or Latino</b>	<b>62.76%</b>	<b>60.96%</b>	<b>62.50%</b>
Native Hawaiian or Pacific Islander	0.23%	0.31%	0.20%
Other or Unknown	4.30%	4.12%	3.71%
Two or More	1.42%	1.85%	2.25%
White	7.45%	7.83%	7.17%
Total	100.00%	100.00%	100.00%

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

*ESL Student Gender*

The gender makeup of the ESL program is similar to that of NOCE overall (Table 38). Close to two-thirds (66%) of ESL students were female, and this proportion has grown over the last three years. There has been a slight decrease among the proportion of males in the ESL program between 2016-17 and 2018-19.



Table 38

*Gender of Students Enrolled in the ESL Program*

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,341)</b>	<b>2018-19 (N=7,061)</b>
<b>Female</b>	<b>63.45%</b>	<b>64.28%</b>	<b>65.77%</b>
Male	32.87%	31.94%	30.14%
Unknown	3.68%	3.78%	4.09%
Total	100.00%	100.00%	100.00%

*ESL Student Age*

The ESL program mostly serves students between the age of 25 and 54 (Table 39). Students who are 35 to 44 years old make up the largest proportion (25%) 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 39

*Age of Students Enrolled in the ESL Program*

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,341)</b>	<b>2018-19 (N=7,061)</b>
0-17 Years	0.28%	0.29%	0.24%
18-24 Years	10.71%	11.16%	11.47%
25-34 Years	22.49%	21.04%	21.22%
<b>35-44 Years</b>	<b>26.47%</b>	<b>27.68%</b>	<b>25.07%</b>
45-54 Years	22.53%	21.94%	22.69%
55+ Years	17.52%	17.89%	19.29%
Unknown	0.01%	0.00%	0.03%
Total	100.00%	100.00%	100.00%

*ESL Student Educational Goals*

In 2018-19, almost 50% of ESL students identified improving basic skills in English, reading or math as their educational goal for attending NOCE (Table 40). This is no surprise, given that most ESL students attend NOCE to improve their English comprehension. Over a fifth (22%) of students did not identify their educational goal, which is a decrease from 2016-17. The second most common identified educational goal among ESL students was educational enrichment, with over 7% marking this goal in 2018-19.

Table 40

*Educational Goals of Students Enrolled in the ESL Program*

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,340)</b>	<b>2018-19 (N=7,061)</b>
<b>Basic Skills</b>	<b>51.72%</b>	<b>50.42%</b>	<b>47.85%</b>
Career Exploration	5.30%	5.77%	6.49%
Certificate Seeking	1.00%	1.08%	1.01%
Degree Seeking	0.87%	0.97%	1.01%
Diploma Seeking	1.75%	2.06%	1.91%
Educational Enrichment	5.13%	5.70%	7.01%
Skills Builder	4.49%	4.93%	4.77%
Transfer Seeking	4.01%	5.01%	4.97%
Undecided	3.15%	2.93%	3.14%
Unknown	22.57%	21.14%	21.84%
Total	100.00%	100.00%	100.00%

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

*HSDP Headcount and Enrollments by Subprogram*

Table 41 displays the 2018-19 headcount and enrollment for the subprograms offered by NOCE's HSDP. The High School Diploma Program served the most students, followed by the Basic Skills Learning Center.

Table 41

*2018-19 HSDP Headcount and Enrollments per Subprogram*

	<b>Headcount (N=3,858)</b>	<b>Enrollments (N=10,211)</b>
Basic Skills Learning Center	1,727	2,783
GED/HiSET	280	1,161
High School Diploma Program	1,983	5,417
Math Co-Lab	227	357

Note. Students who were registered for HSDP assessments were excluded.

*HSDP Enrollments by Campus Location*

The Anaheim campus continues to see the most HSDP course enrollments (42%), followed by Wilshire and then Cypress (Table 42). Both Wilshire and Cypress saw a slight decrease in enrollments between 2017-18 and 2018-19, while Anaheim and offsites saw a slight increase.

Table 42

*HSDP Enrollments by Campus Location*

	<b>2016-17</b> <b>(N=12,306)</b>	<b>2017-18</b> <b>(N=12,754)</b>	<b>2018-19</b> <b>(N=10,211)</b>
<b>Anaheim</b>	<b>37.88%</b>	<b>42.16%</b>	<b>42.51%</b>
Cypress	26.40%	24.66%	24.33%
Wilshire	29.67%	28.24%	27.49%
Offsite	6.05%	4.94%	5.67%
Total	100.00%	100.00%	100.00%

*HSDP Student Ethnicity*

Although the proportion of HSDP students that identify as Hispanic or Latino has slightly decreased from last year, they remain the largest ethnicity served by HSDP (Table 43). Overall, the HSDP has seen an increase from 2016-17 to 2018-19 in the proportion of Asian students it serves, with a slight decrease from 2017-18 to 2018-19. Both Black or African American and White students continue to remain stable at 3% and 11% respectively.

Table 43

*Ethnicity of Students Enrolled in the HSDP Program*

	<b>2016-17</b> <b>(N=4,420)</b>	<b>2017-18</b> <b>(N=4,273)</b>	<b>2018-19</b> <b>(N=3,858)</b>
Asian	11.36%	14.02%	13.27%
Black or African American	3.78%	3.72%	3.71%
<b>Hispanic or Latino</b>	<b>63.53%</b>	<b>60.19%</b>	<b>59.62%</b>
Native Hawaiian or Pacific Islander	0.54%	0.54%	0.62%
Other or Unknown	2.42%	3.35%	3.24%
Two or More	6.00%	6.72%	7.39%
White	11.99%	11.30%	11.92%
Total	100.00%	100.00%	100.00%

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

*HSDP Student Gender*

HSDP gender breakdowns continue to mirror NOCE's overall gender populations, with the program serving a proportion of over 60% of females (Table 44). Over the last three years, HSDP has seen an increase in the proportion of females it serves, while the proportion of males it serves has decreased by more than 2.5 percentage points.

Table 44

*Gender of Students Enrolled in the HSDP Program*

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
<b>Female</b>	<b>59.34%</b>	<b>59.63%</b>	<b>60.37%</b>
Male	38.78%	37.09%	36.13%
Unknown	1.88%	3.28%	3.50%
Total	100.00%	100.00%	100.00%

*HSDP Student Age*

Over the past three years, the HSDP has seen a decrease in the largest proportion of student age group it serves, 18 to 24-year olds (Table 45). Despite this decrease, this age group continues to be close to a third of the HSDP student population. In addition, the HSDP has seen increase in the proportion of students served between the ages of 35 and 54 in the same time frame. Both DSS and HSDP continue to be the two academic programs at NOCE that serve a higher proportion of students in the 18 to 24-year age bracket compared to other age categories.

Table 45

*Age of Students Enrolled in the HSDP Program*

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
0-17 Years	0.59%	0.47%	0.54%
<b>18-24 Years</b>	<b>36.79%</b>	<b>34.40%</b>	<b>32.35%</b>
25-34 Years	30.20%	29.07%	28.25%
35-44 Years	15.27%	16.71%	18.25%
45-54 Years	10.84%	11.51%	12.42%
55+ Years	6.31%	7.68%	8.14%
Unknown	0.00%	0.16%	0.05%
Total	100.00%	100.00%	100.00%

*HSDP Student Educational Goals*

The primary goal of HSDP students continues to be earning their high school diploma (Table 46). This proportion slightly increased between 2017-18 and 2018-19. About one in six HSDP students identified transferring to a college or university as their educational goal. Career explorations continues to be the third most common goals marked by HSDP students.

Table 46

*Educational Goals of Students Enrolled in the HSDP Program*

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
Basic Skills	8.71%	10.04%	9.02%
Career Exploration	11.00%	11.02%	11.95%
Certificate Seeking	2.31%	2.74%	3.06%
Degree Seeking	4.30%	4.52%	4.07%
<b>Diploma Seeking</b>	<b>30.41%</b>	<b>27.52%</b>	<b>28.43%</b>
Educational Enrichment	3.19%	3.25%	3.89%
Skills Builder	3.98%	4.12%	4.17%
Transfer Seeking	18.53%	18.21%	17.42%
Undecided	5.66%	6.23%	6.12%
Unknown	11.92%	12.36%	11.87%
Total	100.00%	100.00%	100.00%

## Lifeskills Education Advancement Program (LEAP)

*LEAP Headcount and Enrollments by Subprogram*

Table 47 provides a breakdown of the 2018-19 headcount and enrollments for LEAP by subprograms. By far, the Emeritus program served the highest number of individual students among the LEAP subprograms. The second largest subprogram in LEAP was Parenting for the 2018-19 academic year. LEAP makes up 56% of NOCE's overall headcount and 65% of NOCE's overall enrollments.

Table 47

*2018-19 LEAP Headcount and Enrollments per Subprogram*

	<b>Headcount (N=15,911)</b>	<b>Enrollments (N=87,124)</b>
Community Education	939	1,507
Emeritus Program	12,513	79,940
Kids College and Teen Program	1,165	2,018
Parenting	1,337	3,659

*LEAP Enrollments by Campus Location*

The vast majority (92%) of LEAP course enrollments are located offsite, with this proportion increasing over the past three years (Table 48). The three main sites (Anaheim, Cypress, Wilshire), made up less than 8% of LEAP enrollments in 2018-19.

Table 48

*LEAP Enrollments by Campus Location*

	<b>2016-17 (N=83,204)</b>	<b>2017-18 (N=82,544)</b>	<b>2018-19 (N=87,124)</b>
Anaheim	3.49%	3.28%	2.79%
Cypress	4.28%	4.08%	3.42%
Wilshire	2.41%	2.06%	1.67%
<b>Offsite</b>	<b>89.82%</b>	<b>90.58%</b>	<b>92.11%</b>
Total	100.00%	100.00%	100.00%

*LEAP Student Ethnicity*

LEAP continues to be the only NOCE program where the largest ethnic group identifies as White (33%). Over the last three years, the program has seen a decrease in this proportion, along with a decrease in the proportion of Hispanic or Latino students served (Table 49). However, there was been a slight increase in the proportion of students who identify as Asian over the same time frame.

Table 49

*Ethnicity of Students Enrolled in the LEAP Program*

	<b>2016-17 (N= 16,087)</b>	<b>2017-18 (N= 15,029)</b>	<b>2018-19 (N= 15,911)</b>
American Indian or Alaska Native	0.18%	0.17%	0.15%
Asian	17.41%	18.46%	18.19%
Black or African American	1.73%	1.75%	1.65%
Hispanic or Latino	16.08%	15.10%	14.64%
Native Hawaiian or Pacific Islander	0.33%	0.32%	0.27%
Other or Unknown	24.50%	26.81%	29.99%
Two or More	2.04%	2.42%	2.31%
<b>White</b>	<b>37.73%</b>	<b>34.97%</b>	<b>32.81%</b>
Total	100.00%	100.00%	100.00%

*LEAP Student Gender*

The proportion of females being served by the LEAP program has remained constant at over two-thirds the past three years (Table 50). In addition, there has been over a two percentage point increase in the proportion of students whose gender is unknown from 2016-17 and 2018-19.

Table 50

*Gender of Students Enrolled in the LEAP Program*

	<b>2016-17</b> <b>(N=16,087)</b>	<b>2017-18</b> <b>(N=15,029)</b>	<b>2018-19</b> <b>(N=15,911)</b>
<b>Female</b>	<b>68.28%</b>	<b>67.72%</b>	<b>66.98%</b>
Male	25.29%	24.74%	24.38%
Unknown	6.43%	7.55%	8.64%
Total	100.00%	100.00%	100.00%

*LEAP Student Age*

LEAP serves a wide range of age groups ranging from children in the Kids' College courses to Older Adults in the Emeritus program. In 2018-19, over three-quarters (76%) of the students served by LEAP were 55 or older (Table 51). This proportion has increased close to three percentage points in the past three years. The next largest age group served by LEAP are children and youth (0-17 years of age).

Table 51

*Age of Students Enrolled in the LEAP Program*

	<b>2016-17</b> <b>(N=16,087)</b>	<b>2017-18</b> <b>(N=15,029)</b>	<b>2018-19</b> <b>(N=15,911)</b>
0-17 Years	10.43%	9.77%	7.34%
18-24 Years	1.85%	1.73%	1.50%
25-34 Years	5.58%	5.11%	4.91%
35-44 Years	5.35%	5.22%	5.79%
45-54 Years	3.93%	3.59%	4.59%
<b>55+ Years</b>	<b>72.78%</b>	<b>74.50%</b>	<b>75.80%</b>
Unknown	0.07%	0.08%	0.06%
Total	100.00%	100.00%	100.00%

*LEAP Student Educational Goals*

Over the past three years, over half of LEAP students have consistently not identified their educational goal (Table 52). This is mostly due to the nature of the program, which provides a variety of courses for personal enrichment. As expected, close to a fifth (19%) of LEAP students marked educational enrichment as their educational goal in 2018-19.

Table 52

*Educational Goals of Students Enrolled in the LEAP Program*

	<b>2016-17 (N=16,087)</b>	<b>2017-18 (N=15,029)</b>	<b>2018-19 (N=15,911)</b>
Basic Skills	3.26%	3.08%	3.37%
Career Exploration	3.20%	3.09%	3.07%
Certificate Seeking	0.64%	0.63%	0.50%
Degree Seeking	0.69%	0.73%	0.74%
Diploma Seeking	1.31%	1.22%	1.24%
<b>Educational Enrichment</b>	<b>21.41%</b>	<b>20.11%</b>	<b>18.86%</b>
Skills Builder	2.65%	2.68%	2.64%
Transfer Seeking	2.65%	2.92%	2.85%
Undecided	11.49%	11.46%	10.85%
Unknown	52.70%	54.07%	55.87%
Total	100.00%	100.00%	100.00%



# 3 Learning Progress

## 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 the institutional effectiveness and guided pathways Strategic Plan Goals. Inspired by the CCCCCO definition of retention<sup>5</sup>, 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” (no grade) 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 Community Service 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 53, about 11% of the course enrollments in 2018-19 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 from 2017-18 to 2018-19.

<sup>5</sup> California Community Colleges Chancellor’s Office Management Information System Data Mart. (2013). Retrieved from [http://datamart.cccco.edu/Outcomes/Course\\_Ret\\_Success.aspx](http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx)

Table 53

*Number of Course Enrollments with a Grade*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Total Enrollments	141,782	137,706	133,133
Course Enrollments with a Grade	123,934	119,623	119,128
Proportion of Course Enrollments with a Grade	87.41%	86.87%	89.48%

**NOCE Overall Course Retention**

The course retention rate for NOCE overall has increased over the past three years. Over 80% of students have consistently been retained in courses throughout each NOCE term. As seen in table 54, 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. 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 54

*NOCE Students' Course Retention*

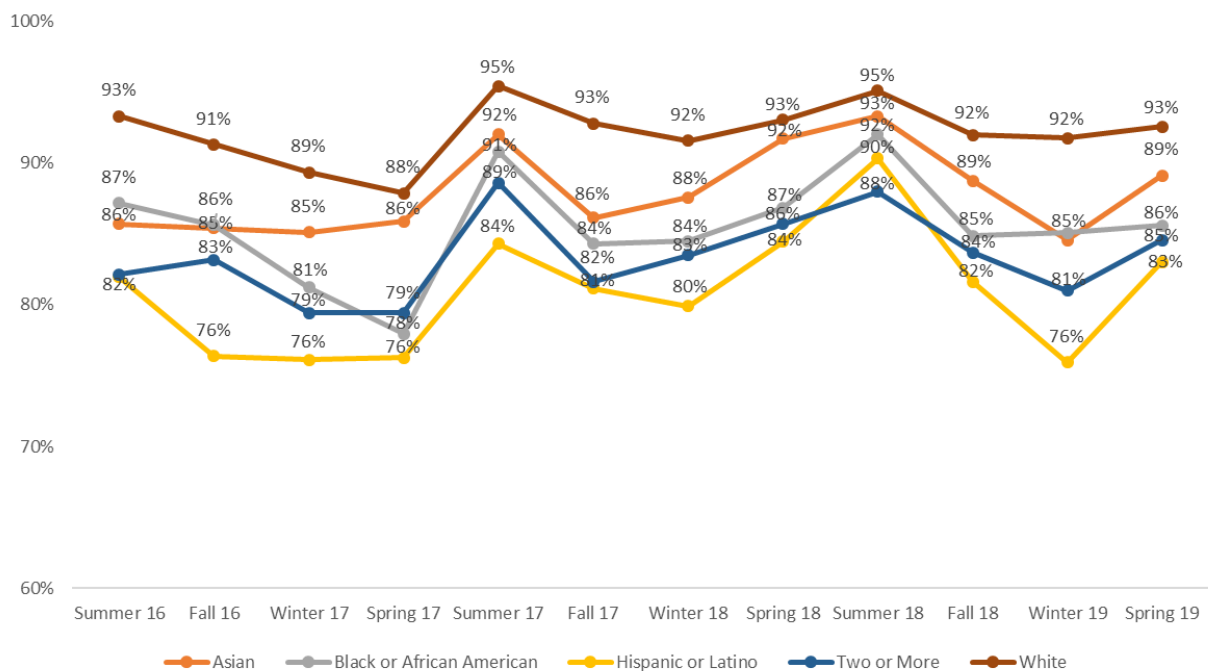
	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Academic Year 2016-17</b>				
N	24,307	34,012	33,900	31,715
Course Retention	21,657	29,076	28,469	26,540
Course Retention Rate	89.10%	85.49%	83.98%	83.68%
<b>Academic Year 2017-18</b>				
N	22,246	33,072	32,763	31,542
Course Retention	20,424	28,932	28,520	28,357
Course Retention Rate	91.81%	87.48%	87.05%	89.90%
<b>Academic Year 2018-19</b>				
N	22,836	32,074	32,804	31,414
Course Retention	21,335	28,275	28,049	27,935
Course Retention Rate	93.43%	88.16%	85.50%	88.93%

## Ethnicity



As seen in Figure 3, 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 summer terms, along with a drop in the 2017 and 2018 Fall Terms. Retention rates for all ethnicities can be found in the appendix (see Appendix A Tables 36, 37, and 38).

Figure 3. NOCE Course Retention Rates by Ethnicity

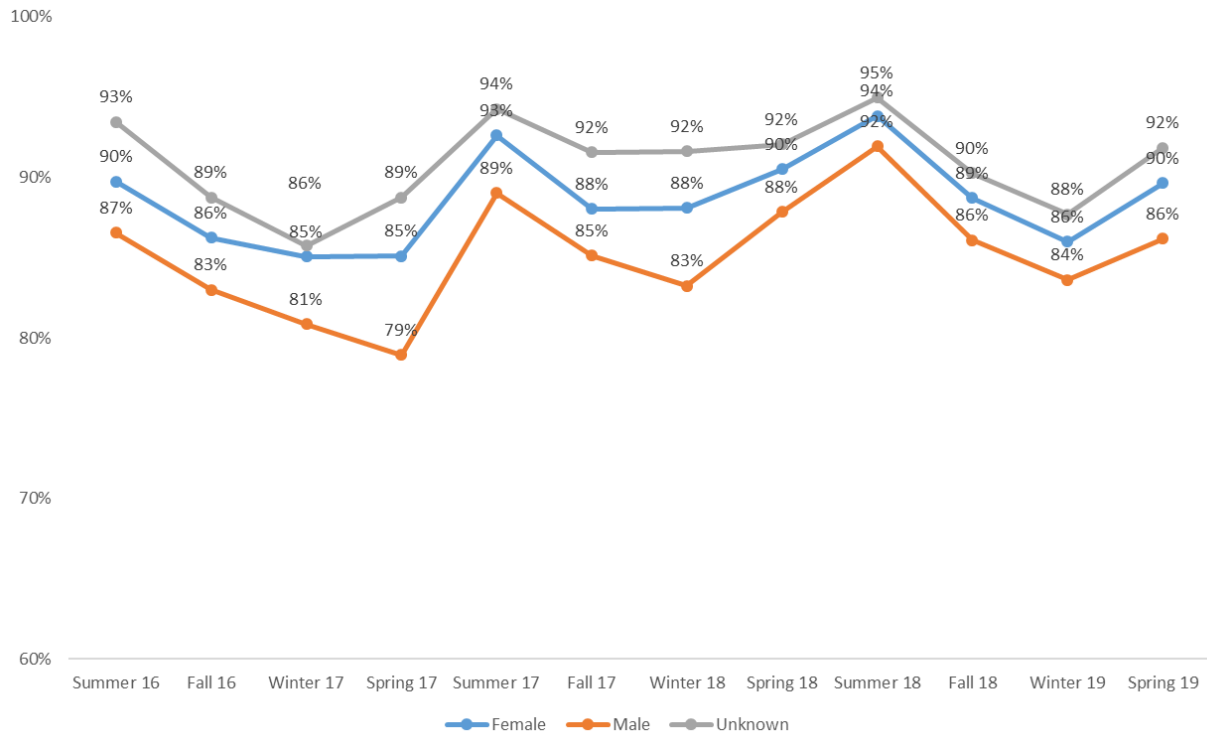


## Gender



Over the past three years, females have surpassed males in every term for course retention (Figure 4). 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.

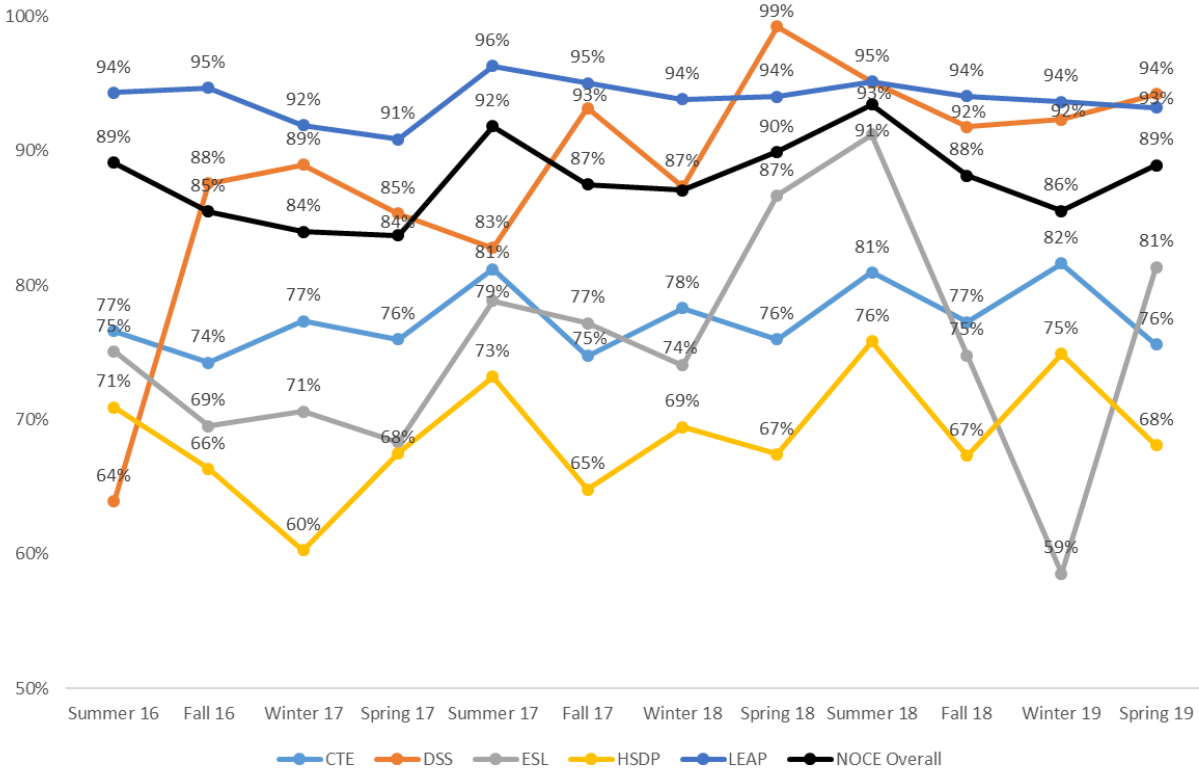
Figure 4. NOCE Course Retention Rates by Gender



### Course Retention by Program

When breaking down course retention by NOCE programs, there is some disparity that can be seen. LEAP continues to have the highest retention rates among all NOCE programs, followed by DSS (Figure 5). LEAP retention remains high ranging from 91% to 96%, 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, which could be due to the open lab structure of HSDP courses. ESL saw a decline in course retention during the 2019 Winter Term; this is due to it being the transitional term for ESL’s new block scheduling.

Figure 5. NOCE Course Retention Rates by Program



 Student Voices

*"I was enrolled in the excel class, doing very well, but then because I had missed two or three days, I had a time of crisis and I had no choice, but to drop out in the middle of the term."*

*"Like for me, [when I have to drop a class] it's because I have little kids and sometimes its hard to find the time, between school, taking them to school, picking them up, and bringing them back. That for me was the challenge... it's the childcare."*

*"I have to take the bus two hours prior to that [8:30 a.m. class start time], so I'd have to get up around 4:30-5:00 a.m. in order to make an 8:30 class."*

## Course Success



The development and reporting of a noncredit student success indicator is one of the Strategic Plan goals for NOCE. Course success examines the success rates of NOCE students across the institution and the different programs. Goal 2 of the Strategic Plan focuses on increasing the likelihood of completion, and this metric, course success rates, provides a measure of how well NOCE students are performing in their courses to make progress toward completion. 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. 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. The definition is adapted from the CCCCO definition of course success<sup>6</sup>, 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 of NOCE students continue to be successful in their coursework over the last three years (Table 55). Course success has consistently been improving for NOCE students with an increase of over five percentage points from 2016-17 to 2018-19.

Table 55

#### *NOCE Students' Course Success*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Course Enrollments with a Grade	123,934	119,623	119,128
Success	96,529	97,330	99,303
Success Rate	77.89%	81.36%	83.36%

### *Ethnicity*

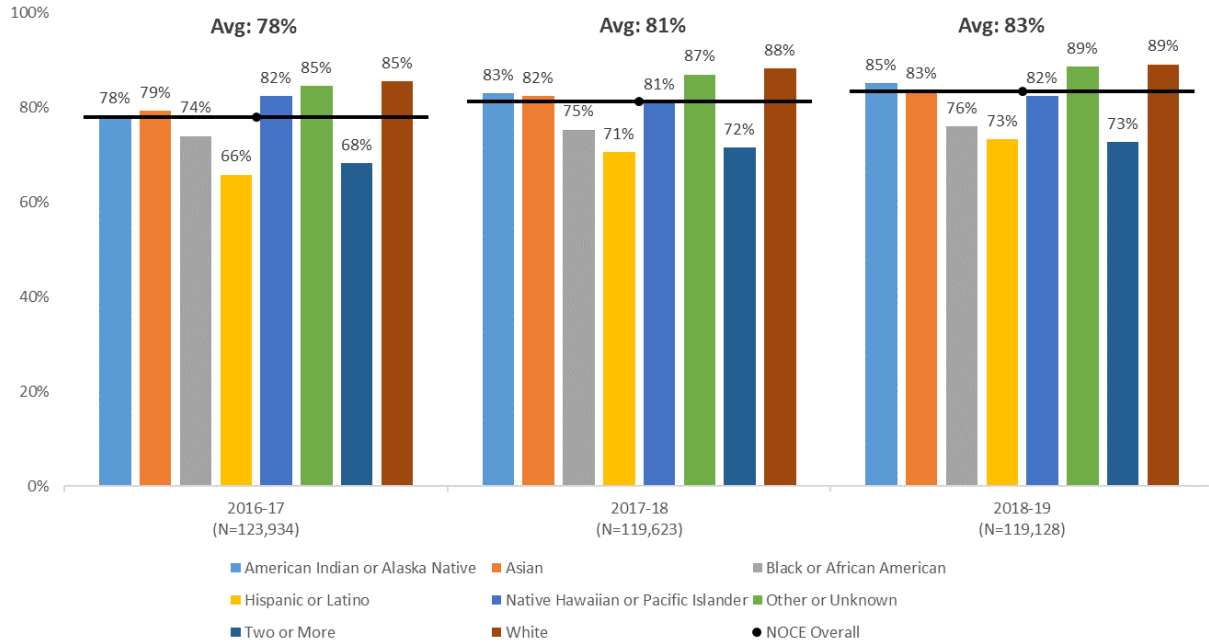


Figure 6 illustrates the success rates for all ethnic groups at NOCE. Across the three years, White students had the highest success rates compared to other ethnic groups and NOCE overall. Hispanic or Latino students had the lowest success rates amongst all for the three years. From 2016-17 to 2018-19, all ethnic groups have seen an overall increase

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

in their success rates except for Native Hawaiian or Pacific Islander students whose success rates have remained mostly consistent for the last three years.

Figure 6. NOCE Success Rates by Ethnicity

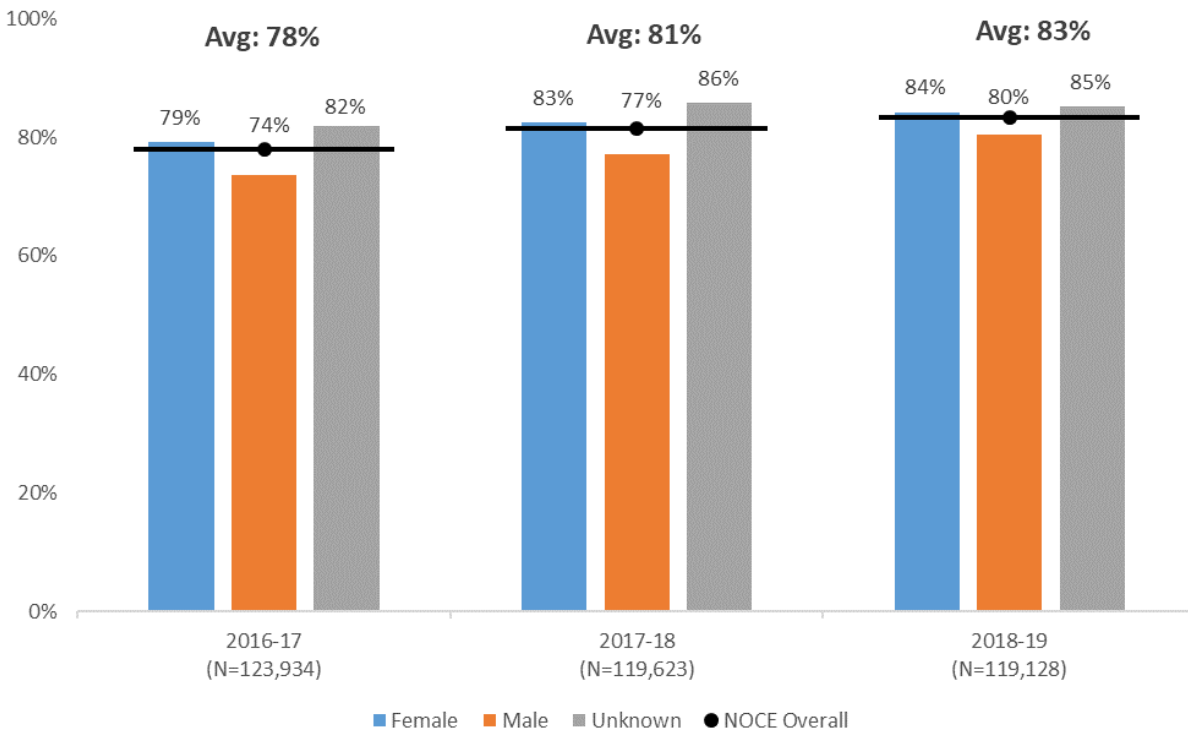


### Gender



Compared to males, females consistently had higher success rates (Figure 7). However, students with missing demographic information had the highest success rates. There was a proportional increase in the success rates for all groups from 2016-17 to 2018-19.

Figure 7. NOCE Success Rates by Gender



### CTE Course Success

While the CTE course enrollments have decreased over the years, the success rate of students in the CTE program has increased. However, CTE success rates have been over 10% lower than the NOCE overall success rates (Table 56) over the last three years.

Table 56

#### CTE Students' Course Success

	2016-17	2017-18	2018-19
CTE Course Enrollments with a Grade	8,476	8,179	7,753
Success	5,694	5,610	5,455
Success Rate	67.18%	68.59%	70.36%

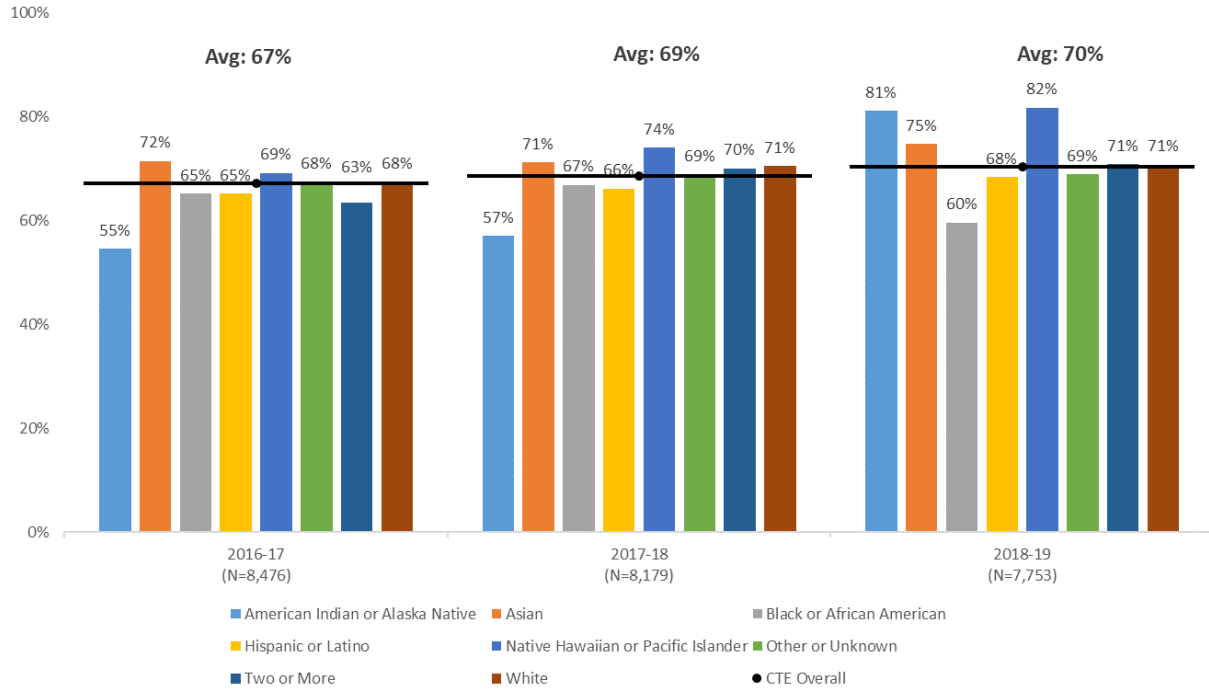
### Ethnicity

Similar to NOCE overall, the success rates of most ethnic groups increased from 2016-17 to 2018-19 (Figure 8). Only the success rates of Black or African American students have seen an overall decrease since 2016-17 (5%); however, this fluctuation may be due to the relatively small sample size (see Appendix A Table 43). Native American or Alaska Native students had the



largest increase in course success rates over the three-year timeframe, having the lowest success rates in 2016-17 and improving by 26% through 2018-19.

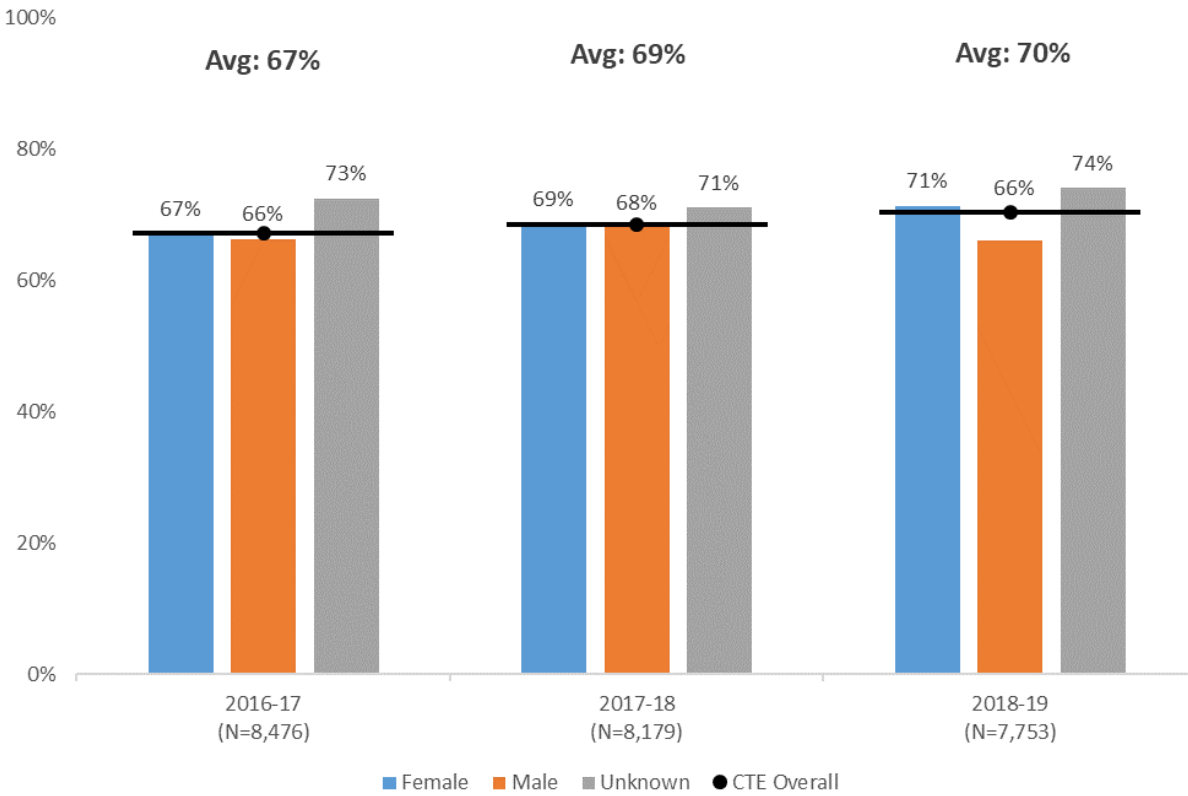
Figure 8. CTE Success Rates by Ethnicity



### Gender

The success rates of females increased consistently over the years (Figure 9). However, the success rates of males dipped slightly between 2016-17 and 2018-19. Students in unknown category had the highest success rates.

Figure 9. CTE Success Rates by Gender



### DSS Course Success

The success rates of students in the DSS program are higher than NOCE overall. Course success rates have improved over the most recent three-year period (Table 57).

Table 57

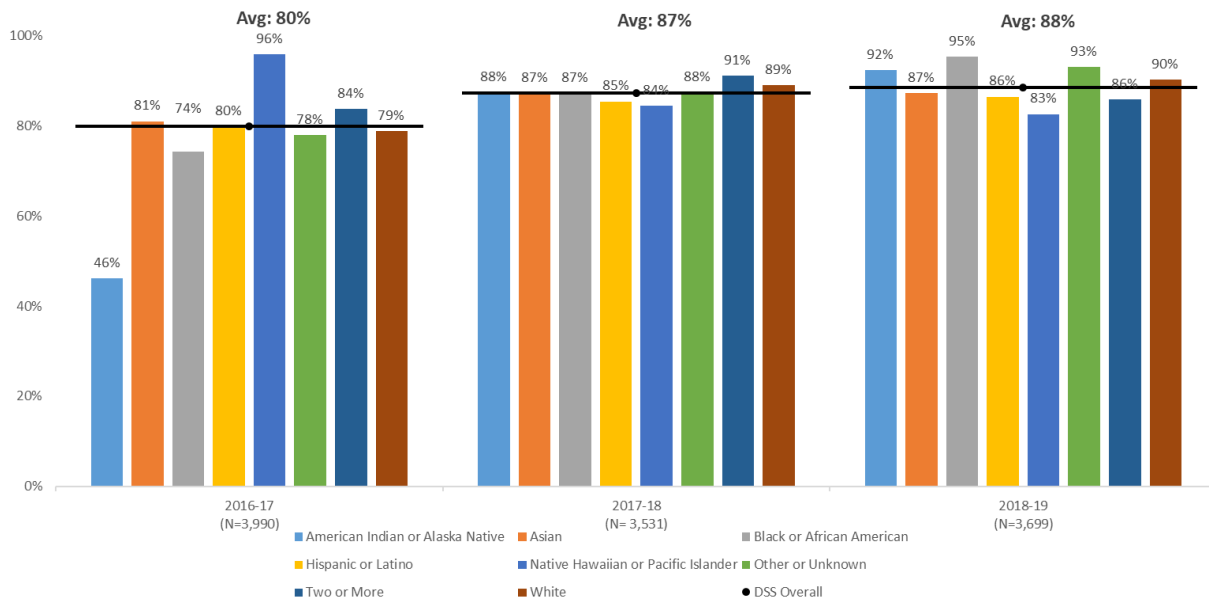
#### DSS Students' Course Success

	2016-17	2017-18	2018-19
DSS Course Enrollments with a Grade	3,990	3,531	3,699
Success	3,185	3,084	3,271
Success Rate	79.82%	87.34%	88.43%

## Ethnicity

The success rates of most ethnic groups increased between 2016-17 and 2018-19 (Figure 10). American Indian and Alaska Native students displayed the largest gain in success, doubling their success rate from 46% to 92%. However, Native Hawaiian or Pacific Islander students saw a continual decline in their success rates.

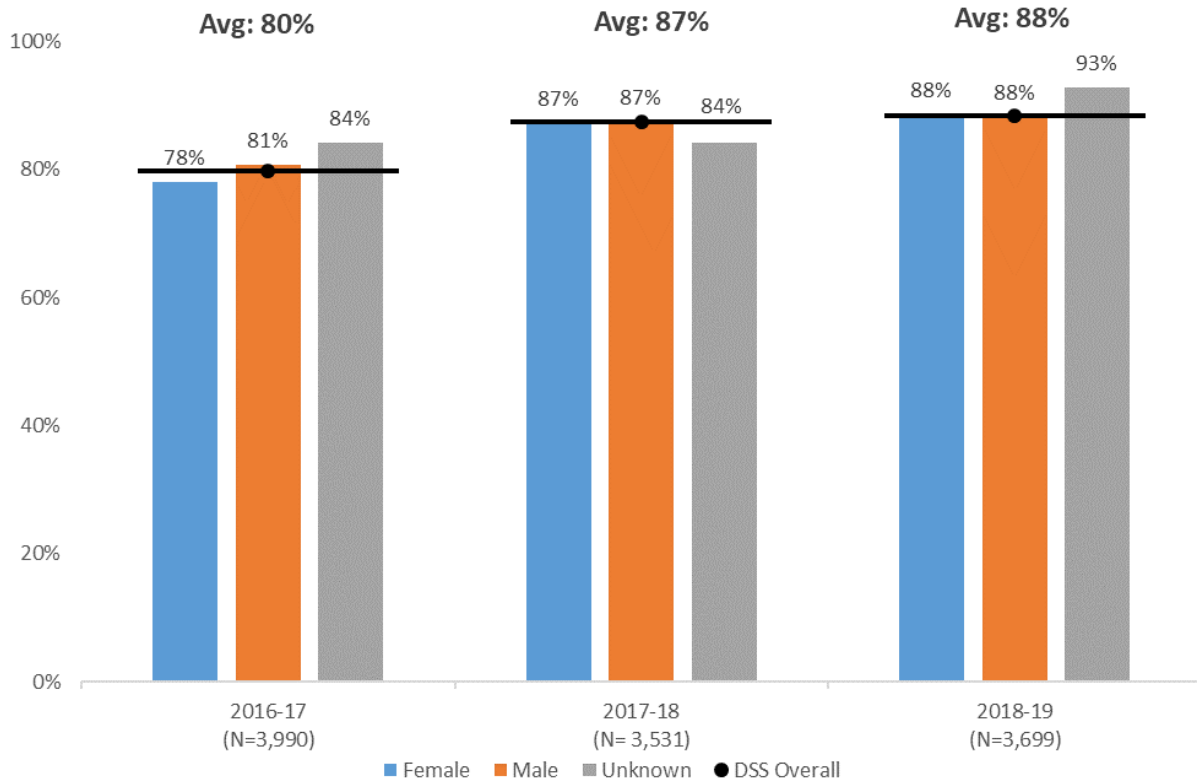
Figure 10. DSS Success Rates by Ethnicity



## Gender

The success rates of both males and females have increased over time (Figure 11). Since 2017-18, males and females have seen roughly equal success rates.

Figure 11. DSS Success Rates by Gender



### ESL Course Success

Despite seeing a slight decline in the success rate from 2017-18 to 2018-19, the success rate overall has increased for the ESL program since 2016-17 (Table 58). Since 2016-17, the success rate has increased by about six percentage points.

Table 58

#### ESL Students' Course Success

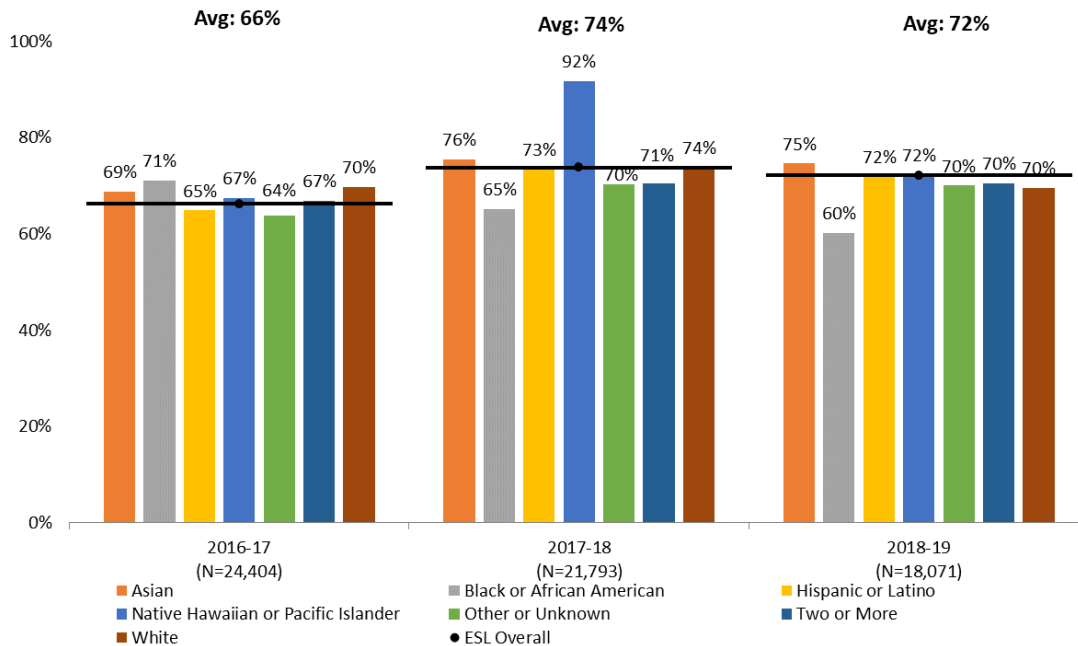
	2016-17	2017-18	2018-19
ESL Course Enrollments with a Grade	24,404	21,793	18,071
Success	16,169	16,087	13,042
Success Rate	66.26%	73.82%	72.17%

#### Ethnicity

Although all ethnic groups saw a decline in their success rates between 2017-18 and 2018-19, the success rates for most groups is still above the 2016-17 level (Figure 12). The exception to this is the success rates for students who identify as Black or African American, whose success

rates have declined by 11 percentage points between 2016-17 and 2018-19. American Indian or Alaska Natives did have graded enrollments in 2018-19, but due to the low number of enrollments, their success rates for 2018-19 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 12. ESL Success Rates by Ethnicity

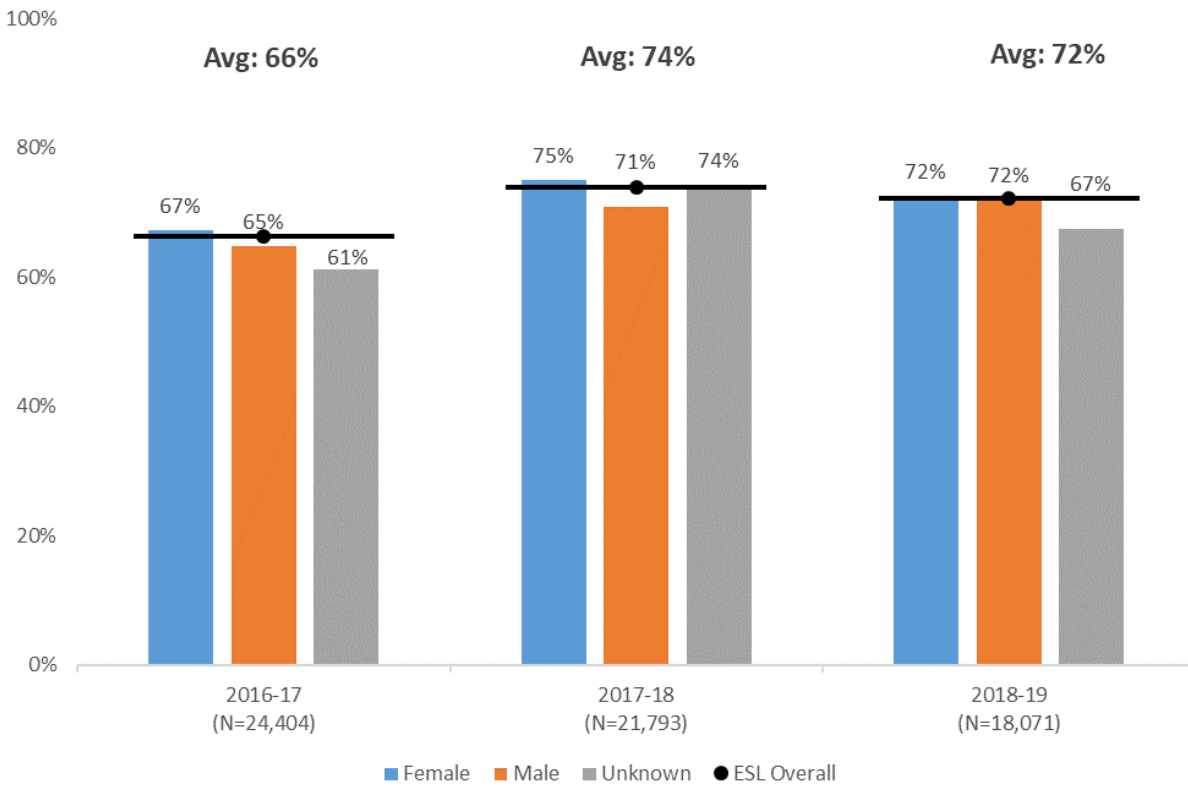


Note. Other or Unknown includes American Indian or Alaska Native.

### Gender

Females consistently had higher success rates than males and unknowns for the past three years (Figure 13). Their success rates were also higher than the overall ESL program. The success rates for males consistently increased across the past three years, nearly matching those of females in the 2018-19 academic year.

Figure 13. ESL Success Rates by Gender



### 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 59). 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 59

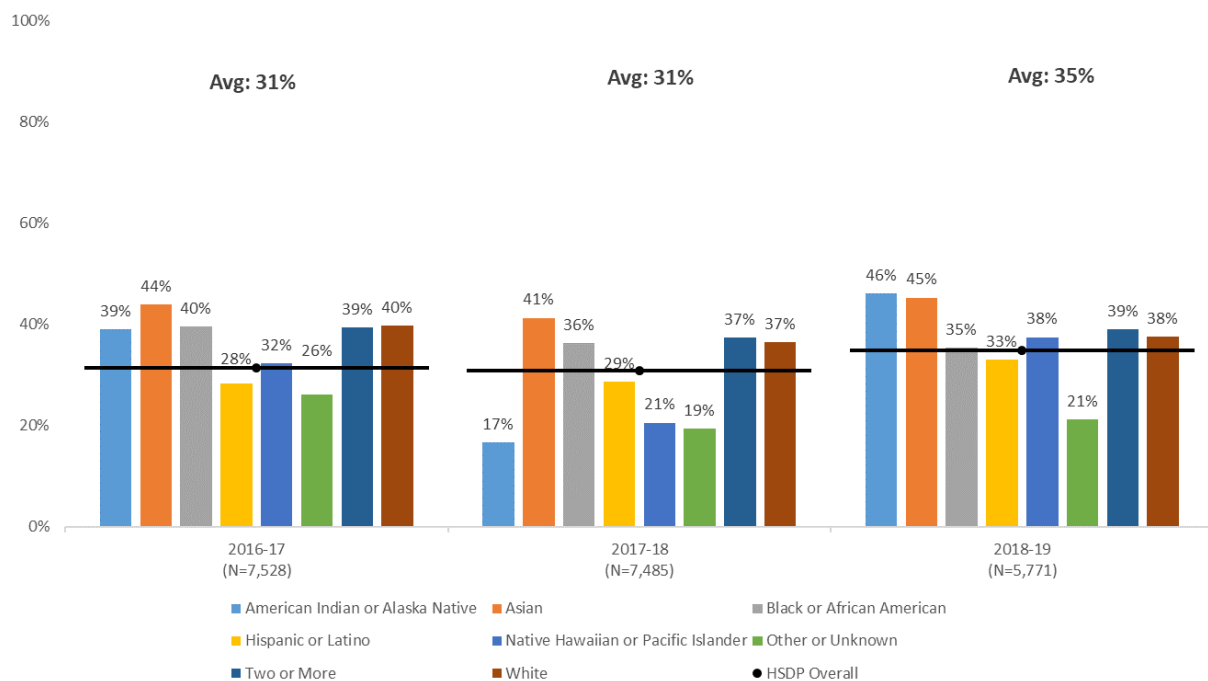
*HSDP Students' Course Success*

	2016-17	2017-18	2018-19
HSDP Course Enrollments with a Grade	7,528	7,485	5,771
Success	2,369	2,314	2,014
Success Rate	31.47%	30.92%	34.90%

*Ethnicity*

The success rates for most ethnic groups in the High School Diploma Program rose between 2016-17 and 2018-19, with the success rates for Hispanic or Latino students seeing a steady increase each year (Figure 14). Black or African American, White, and students of unknown ethnicity saw a decrease in their success rates over the last three years within the HSDP.

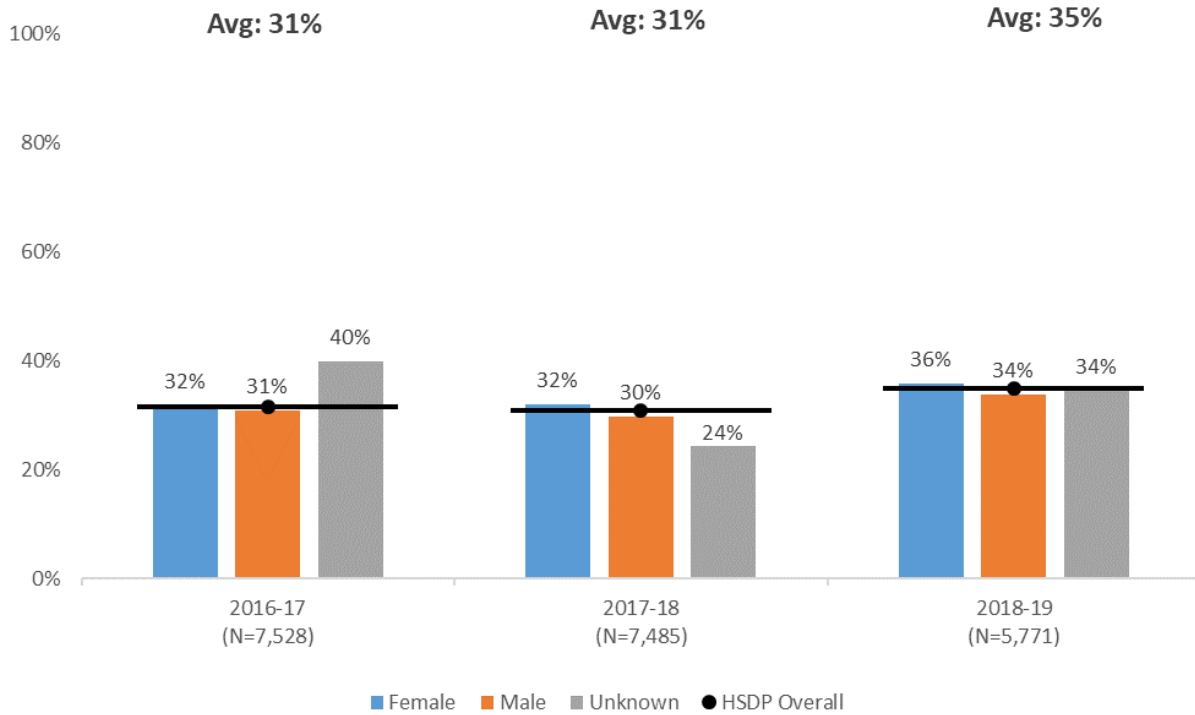
*Figure 14. HSDP Success Rates by Ethnicity*



*Gender*

Success rates for both males and females have increased over the last three years (Figure 15).

Figure 15. HSDP Success Rates by Gender



Student Voices

*"I study alone most of the time, but the learning center is great because there's space for small study-groups too. And there's always someone here to help students who need assistance."*

*"Having the opportunity to use the textbooks and computers here at the learning center has helped me in so many ways. I really appreciate how generous NOCE is and how much they want to help us students succeed."*



## LEAP Course Success

Of NOCE’s five major programs, the LEAP program has the highest overall success rate (Table 60). Since 2016-17, students in LEAP classes have seen success in over 85% of their classes.

Table 60

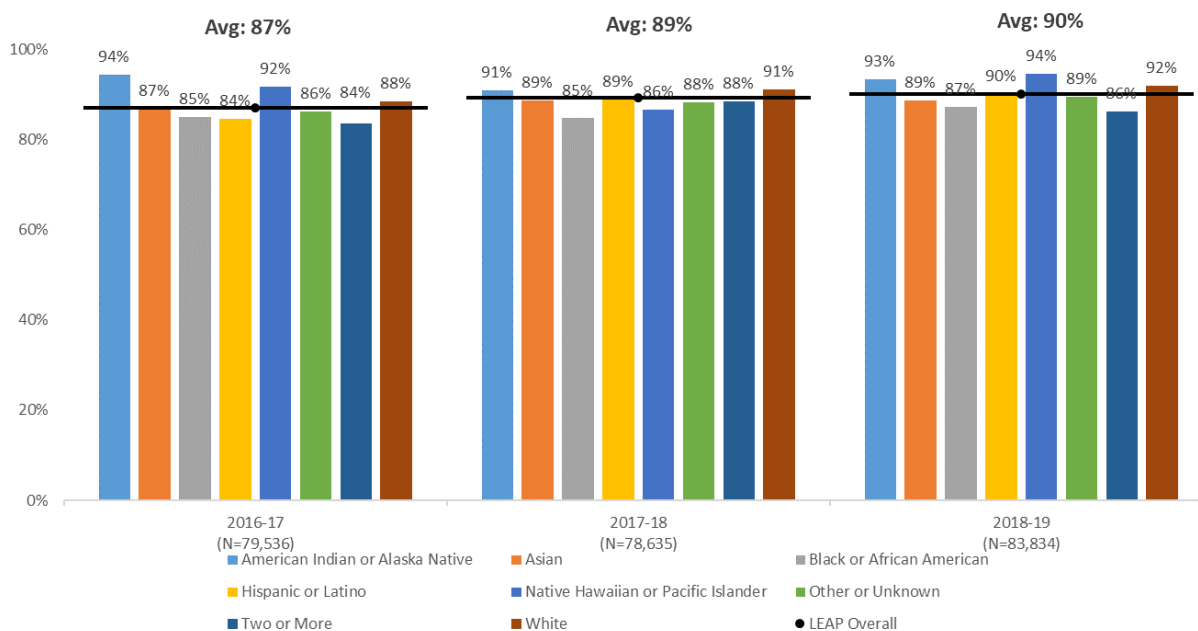
*LEAP Students' Course Success*

	2016-17	2017-18	2018-19
LEAP Course Enrollments with a Grade	79,536	78,635	83,834
Success	69,112	70,235	75,521
Success Rate	86.89%	89.32%	90.08%

### Ethnicity

The success rates of nearly all ethnic groups grew from 2016-17 to 2018-19 (Figure 16). Only the success rates for Native American or Alaska Native students dropped, albeit slightly (1%).

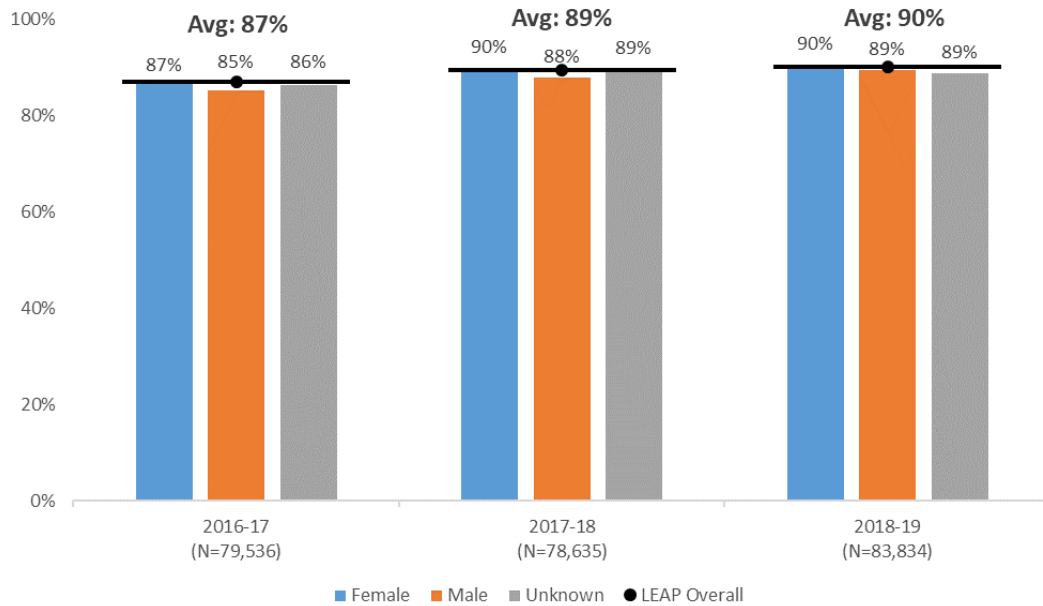
Figure 16. LEAP Success Rates by Ethnicity



## Gender

The success rates of males and females in LEAP classes continually increased between 2016-17 and 2018-19 (Figure 17). The success rates of females were slightly higher than that of males.

Figure 17. LEAP Success Rates by Gender



# 4 Momentum

## Term to Term Retention



How well NOCE is retaining students within an academic year is measured by term to term retention rates. This indicator is in alignment with the second goal of the Strategic Plan, which looks at maintaining pathways to increase the likelihood of completion and transition. The term to term retention cohort consists of all students who enrolled at NOCE in the selected fall term, excluding students who completed an award (i.e. CDCP Certificates or locally approved certificates including DSS Certificates or Project Management Certificate) or enrolled at Cypress or Fullerton College in the same year. The term to term retention rate is calculated as the number of students out of the cohort who were retained at NOCE in the following Winter or Spring terms. These rates are not reflective of consecutive enrollments. For example, a student who enrolls in the 2018 Fall Term, does not enroll in the 2019 Winter Term, and re-enrolls in the 2019 Spring Term would be considered retained in the 2019 Spring Term but not for the 2019 Winter Term.

## NOCE Overall Term to Term Retention

The number of students in each of the fall cohorts for 2016, 2017, and 2018 and their term to term retention rates are presented below in table 61. Over the past three years, NOCE has continually retained over two-thirds (69%) of the fall students in the winter term, which means that nearly one-third of students did not return to NOCE after their first term of enrollment. For each of the three years, student retention rates declined for the subsequent term. Meaning, NOCE retains fewer students as the academic year unfolds. 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.



Student Voices

*"Jobs are not flexible. Sometimes, you have to register today, and you have to work that day, and sometimes you have to make that decision, between work and school and it gets hard."*

The retention rates were further broken down by ethnicity and gender (available in Appendix A Table 54-55). For the 2016 and 2017 Fall Cohort, White students had higher retention rates at 77% and 76% in Winter, respectively. Only those who identified as White, Other or Unknown and Native Hawaiian or Pacific Islanders had higher Fall to Winter and Fall to Spring retention rates than NOCE overall for the 2018 Fall Cohort. For the 2018 Fall Cohort, students with other or unknown ethnicity had higher retention rates at 77%. While females had higher retention for the 2016 Fall Cohort, students with an unknown gender were retained at the highest rates for each term for the 2017 and 2018 Fall Terms.

Table 61


*Term to Term Retention Rates for NOCE*

	2016-17	2017-18	2018-19
Number of Students in the Cohort	18,243	17,842	17,174
Retained in Winter	70.00%	69.92%	68.99%
Retained in Spring	57.43%	59.30%	60.01%

### Term to Term Retention by Program

Term to term retention was also broken down by NOCE programs. Compared to NOCE overall, DSS and LEAP continue to have the highest Fall to Winter and Fall to Spring retention rates, with DSS consistently having a Winter retention rate over 90% and LEAP retaining over 70% for the past three years (Table 62). 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.

The HSDP, CTE, and ESL programs had lower Fall to Winter and Fall to Spring retention rates compared to NOCE overall for the last three 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. The lower retentions rates for CTE students may be due to students obtaining employment, thus, not enrolling in subsequent terms. More data is required to explore this further.

 Student Voices

*"I had to drop classes because I have to work and sometimes my school schedule doesn't fit with my work schedule."*

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Table 62

*Term to Term Retention Rates for Programs*

	2016-17	2017-18	2018-19
<b>Career Technical Education (CTE)</b>			
Starting Fall Cohort	1,358	1,328	1,590
Retained in Winter	49.48%	50.75%	54.78%
Retained in Spring	37.48%	35.47%	42.52%
<b>Disability Support Services (DSS)</b>			
Starting Fall Cohort	547	501	641
Retained in Winter	91.22%	90.62%	90.02%
Retained in Spring	81.72%	84.03%	83.78%
<b>English as a Second Language (ESL)</b>			
Starting Fall Cohort	5,206	4,867	4,160
Retained in Winter	60.32%	61.15%	60.48%
Retained in Spring	45.95%	45.04%	45.17%
<b>High School Diploma/GED Program (HSDP)</b>			
Starting Fall Cohort	1,633	1,624	1,907
Retained in Winter	47.34%	49.14%	50.97%
Retained in Spring	36.37%	41.13%	41.27%
<b>Lifeskills Education Advancement Program (LEAP)</b>			
Starting Fall Cohort	10,163	9,126	9,722
Retained in Winter	77.73%	77.28%	74.20%
Retained in Spring	65.37%	70.00%	67.87%

## Transition within NOCE



Goal 2 of NOCE's Strategic Plan focuses on Guided Pathways, which seeks to create and maintain educational pathways, partly to increase the likelihood of transition into other educational options. In order to examine these educational pathways, transition data within NOCE was explored. NOCE offers multiple pathways to students within its programs. Thus, two types of transition were explored – transition from NOCE's ESL program into the NOCE High School Diploma Program and transition from NOCE's ESL and HSDP programs into the NOCE Career Technical Education Program. Due to the necessity of two-years of data to measure this metric, 2015, 2016, and 2017 Fall cohorts were examined.

### ESL Transition to High School Diploma Program



The first type of transition explored was from NOCE's ESL program to NOCE's High School Diploma Program. This definition was inspired by the Adult Education Pipeline dashboard metric definition of transition from ESL or Adult Basic Education (ABE) to

Adult Secondary Education (ASE)<sup>7</sup>. The ESL transition cohort consists of all students enrolled in NOCE’s ESL program in the selected academic year who completed 12 or more instructional contact hours in the ESL program within that year. This cohort excludes students with prior enrollments in HSDP. The transition rate is calculated as the number of ESL students out of the cohort who enrolled in HSDP courses for the first time ever in the same or subsequent year. It is important to note that since this metric examines all students, students may be in more than one cohort. For example, if a student is enrolled in ESL in both 2015-16 and 2016-17, that student will be in both the 2015-16 and 2016-17 cohorts. If that student transitions during the 2017-18 year, that student’s transition outcome would be recorded for the 2016-17 year but not for the 2015-16 year.

Table 63 below displays the transition rates for students included in the 2015-16, 2016-17, and 2017-18 cohorts. Transition rates into the High School Diploma Program for each cohort increased since 2015-16. It is interesting to note that the proportion of ESL students who transitioned into the High School Diploma Program is greater than the proportion of ESL students who declare they are seeking a diploma as an educational goal (about 2%). This may suggest that outreach efforts encouraging ESL students enroll in the High School Diploma Program may be opening new pathways for ESL students that they had not considered or that ESL students may have had more than one educational goal.

Table 63

*ESL Transition to HSDP*

	<b>2015-16 Cohort</b>	<b>2016-17 Cohort</b>	<b>2017-18 Cohort</b>
N	7,869	7,020	6,583
Students Transitioned to HSDP/GED	210	211	224
Transition Rate	2.67%	3.01%	3.40%

*Ethnicity*



As seen in Table 64, which presents ESL to HSDP transition rates by ethnicity, Black or African American students had the highest transition rates of all ethnic groups.

However, it must be noted that the sample size of the Black or African American ethnic group is somewhat small. The ethnic group with the next highest transition rates was Hispanic or Latino. Transition rates for Hispanic or Latino students were consistently higher than average and increased over time.

<sup>7</sup> California Community Colleges Chancellor’s Office Adult Education Pipeline LaunchBoard. (2019). Retrieved from <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

Table 64

*ESL Transition to HSDP by Ethnicity*

	<b>2015-16 Cohort</b>	<b>2016-17 Cohort</b>	<b>2017-18 Cohort</b>
Asian	1,747	1,619	1,615
Transitioned	26	22	39
Transition Rate	1.49%	1.36%	2.41%
Black or African American	71	79	51
Transitioned	3	5	5
Transition Rate	4.23%	6.33%	9.80%
Hispanic or Latino	5,053	4,406	4,020
Transitioned	164	171	159
Transition Rate	3.25%	3.88%	3.96%
Native Hawaiian or Pacific Islander	10	12	19
Transitioned	0	0	2
Transition Rate	0.00%	0.00%	10.53%
Other or Unknown	345	257	238
Transitioned	4	2	5
Transition Rate	1.16%	0.78%	2.10%
Two or More	138	136	136
Transitioned	4	8	4
Transition Rate	2.90%	5.88%	2.94%
White	505	511	504
Transitioned	9	3	10
Transition Rate	1.78%	0.59%	1.98%
<b>Overall Transition Rate</b>	<b>2.67%</b>	<b>3.01%</b>	<b>3.40%</b>

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

*Gender*

Table 65 below highlights transition from ESL into HSDP by gender for the last three cohort years. The transition rates for both males and females increased between 2015-16 and 2017-18.

Table 65

*ESL Transition to HSDP by Gender*

	<b>2015-16 Cohort</b>	<b>2016-17 Cohort</b>	<b>2017-18 Cohort</b>
Female	5,105	4,531	4,313
Transitioned	140	133	158
Transition Rate	2.74%	2.94%	3.66%
Male	2,491	2,225	2,021

Transitioned	66	75	63
Transition Rate	2.65%	3.37%	3.12%
Unknown	273	264	249
Transitioned	4	3	3
Transition Rate	1.47%	1.14%	1.20%
Overall Transition Rate	2.67%	3.01%	3.40%

## ESL and HSDP Transition to Career Technical Education Program (CTE Pathway)



The second type of transition explored was from NOCE's ESL and HSDP/GED programs to NOCE's CTE Program. This definition was inspired by the Adult Education Pipeline dashboard metric definition of transition from ESL or Adult Basic Education (ABE) or Adult Secondary Education (ASE) to Postsecondary<sup>8</sup>. The ESL and HSDP/GED transition cohort consists of all students enrolled in NOCE's ESL, HSDP, and GED programs in the selected academic year who completed 12 or more instructional contact hours in the ESL or HSDP or GED programs within that year. This cohort excludes students with prior enrollments in the CTE program or enrollments in the Math Co-Lab. The transition rate is calculated as the number of ESL, HSDP or GED students out of the cohort who enrolled in CTE courses for the first time ever in the same or subsequent year. Like the ESL transition to HSDP cohort, it is important to note that since this metric examines all students, students may be in more than one cohort. For example, if a student is enrolled in ESL and/or HSDP in both 2015-16 and 2016-17, that student will be in both the 2015-16 and 2016-17 cohorts. If that student transitions during the 2017-18 year, that student's transition outcome would be recorded for the 2016-17 year but not for the 2015-16 year.

Table 66 below displays the transition rates for students included in the 2015-16, 2016-17, and 2017-18 cohorts. Transition rates into the CTE program for each cohort increased since 2015-16.

Table 66

### ESL and HSDP Transition to CTE

	2015-16 Cohort	2016-17 Cohort	2017-18 Cohort
N	9,281	8,283	7,818
Students Transitioned to CTE	331	320	363
Transition Rate	3.57%	3.86%	4.64%

<sup>8</sup> California Community Colleges Chancellor's Office Adult Education Pipeline LaunchBoard. (2019). Retrieved from <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>



## Ethnicity



Transition rates for Asian, Black or African American, and Hispanic or Latino students have increased, while the transition rates of Native Hawaiian or Pacific Islander, Multiethnic, and White students have decreased (Table 67). In 2017-18, students who identified as being Black or African American had the highest transition rate into the CTE program. Although transition rates have been increasing for Hispanic or Latino students across the three cohort years, their transition rates into CTE have consistently been lower than those of all other ethnic groups.

Table 67

### ESL and HSDP Transition to CTE by Ethnicity

	2015-16 Cohort	2016-17 Cohort	2017-18 Cohort
Asian	1,735	1,629	1,641
Transitioned	75	64	97
Transition Rate	4.32%	3.93%	5.91%
Black or African American	126	129	103
Transitioned	7	7	8
Transition Rate	5.56%	5.43%	7.77%
Hispanic or Latino	6,130	5,329	4,919
Transitioned	169	172	191
Transition Rate	2.76%	3.23%	3.88%
Native Hawaiian or Pacific Islander	19	26	30
Transitioned	3	2	2
Transition Rate	15.79%	7.69%	6.67%
Other or Unknown	358	274	254
Transitioned	12	3	6
Transition Rate	3.35%	1.09%	2.36%
Two or More	262	243	254
Transitioned	18	18	16
Transition Rate	6.87%	7.41%	6.30%
White	651	653	617
Transitioned	47	54	43
Transition Rate	7.22%	8.27%	6.97%
Overall Transition Rate	3.57%	3.86%	4.64%

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

## Gender



The transition rate of females from ESL/HSDP into CTE have increased annually over the three cohort years, while the transition rates of males have remained roughly unchanged (Table 68). The transition rate of females into CTE has consistently been much higher than the transition rate of males.

Table 68

### *ESL and HSDP Transition to CTE by Gender*

	<b>2015-16 Cohort</b>	<b>2016-17 Cohort</b>	<b>2017-18 Cohort</b>
Female	5,853	5182	4935
Transitioned	239	236	287
Transition Rate	4.08%	4.55%	5.82%
Male	3,140	2826	2617
Transitioned	85	79	73
Transition Rate	2.71%	2.80%	2.79%
Unknown	288	275	266
Transitioned	7	5	3
Transition Rate	2.43%	1.82%	1.13%
Overall Transition Rate	3.57%	3.86%	4.64%

# 5 Student Success

## 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 Goal 2 of the Strategic 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 2016-17 academic year but does not apply and receive approval for their certificate or diploma until the 2017-18 academic year, that student would be considered a completer for 2017-18, not 2016-17.

In this analysis, only Career Development and College Preparation (CDCP), Disability Support Services certificates and high school 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.

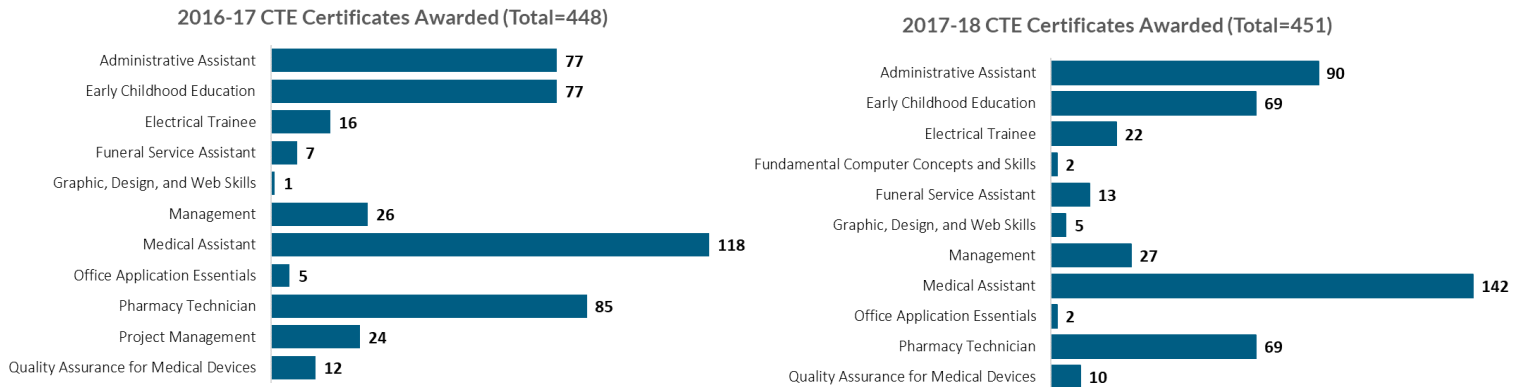
### Student Voices

*"Yes [I had to drop a class] because I didn't have reliable transportation and enough time to go after work, but I am determined to finish the program I started."*

## Career Technical Education (CTE) Certificates Awarded

Figure 18 presents the CTE certificates awarded for the last three academic years. CTE has seen a decrease in the number of certificates awarded in the past three years. Between 2017-18 and 2018-19, CTE saw a 7.5% decrease in overall CTE certificates awarded. Three CTE programs saw a decrease in the number of certificates awarded between 2017-18 and 2018-19, Administrative Assistant, Funeral Services Assistant and Pharmacy Technician program. Despite the overall decrease in CTE certificates awarded, CTE saw an increase in most programs for certificates awarded between 2017-18 and 2018-19. Additionally, the Medical Assistant program has seen a constant increase in certificate awards the last three academic years, increasing 28% in certificates awarded between 2016-17 and 2018-19.

Figure 18. CTE Certificates Awarded by Academic Year



### Ethnicity



CTE certificates awarded by ethnic breakdown are presented in table 69 below.

Although students may receive more than one CTE certificate in an academic year, the table below accounts for the unduplicated counts of students. Additional information on ethnic breakdown for certificates can be found in appendix A (Table 57). To protect student privacy, small sample sizes have been included in the Other or Unknown category. Almost half of the CTE certificates awarded in 2018-19 were to students who identify as Hispanic or Latino. Both Hispanic or Latino and Asian students saw the biggest increase in certificates awarded between 2017-18 and 2018-19. There was a decrease of three percentage points in the proportion of White students receiving CTE certificates in the same time frame.

Table 69

*CTE Certificates Awarded by Ethnicity*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Asian	26.85%	23.22%	25.61%
Hispanic or Latino	44.91%	47.59%	49.02%
Other or Unknown	5.32%	5.98%	2.68%
Two or More	5.79%	6.44%	8.54%
White	17.13%	16.78%	14.15%
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 70 shows the proportion of CTE certificates awarded for the last three academic years by gender. For the past three years, CTE has seen an increase in the proportion of females that receive a CTE certificate. The disparity between males and females receiving CTE certificates continues to widen into 2018-19. Further exploration needs to take place to understand the factors contributing to this disparity

Table 70

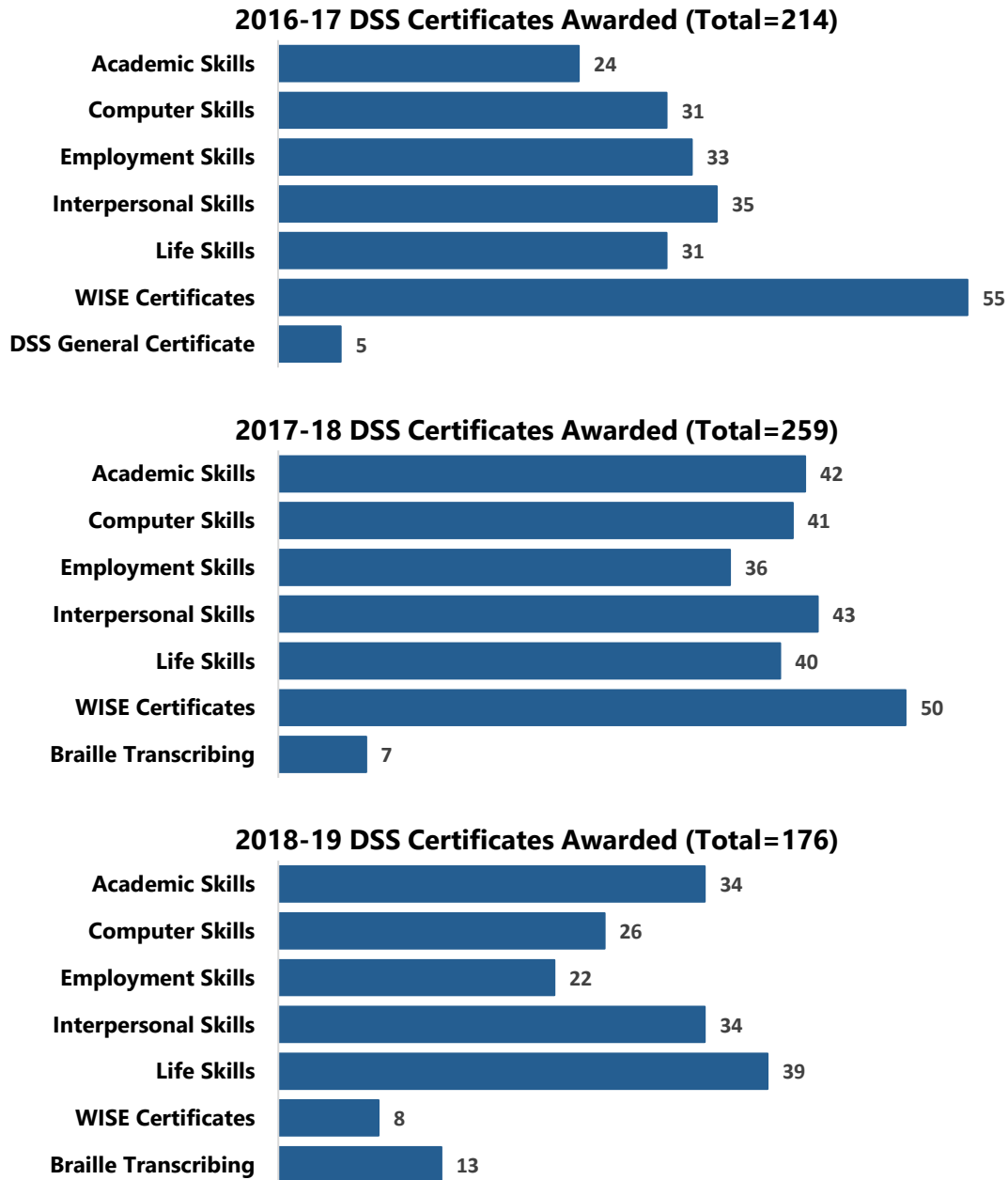
*CTE Certificates Awarded by Gender*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	79.86%	80.46%	81.46%
Male	17.13%	15.86%	15.37%
Unknown	3.01%	3.68%	3.17%
Total Students Who Received CTE Certificates	100.00%	100.00%	100.00%

**DSS Certificates Awarded**

Figure 19 provides a breakdown of DSS certificates awarded between 2016-17 and 2018-19. DSS saw an increase of 21% in overall certificates awarded between 2016-17 and 2017-18 but saw a decrease of 32% from 2017-18 and 2018-19. The number of DSS certificates awarded declines except for Braille Transcribing, which saw an 85% increase between 2017-18 and 2018-19. 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 appendix A (Tables 59-60).

Figure 19. DSS Certificates Awarded by Academic Year



## HSDP Diplomas Awarded

Figure 20 presents the number of high school diplomas awarded between 2016-17 and 2018-19. Graduation checks for the High School Diploma Program must be completed prior to the graduation check deadline, which is usually between early May and early June, so that a student may graduate that same academic year. Because of the nature of the graduation process, some students who finish in the spring have their graduation delayed and are not counted until the

following academic year. Between 2017-18 and 2018-19, there was a 17% decrease in the number of high school diplomas awarded to NOCE students.

Figure 20. High School Diplomas Awarded by Academic Year



### Ethnicity



Table 71 presents the ethnic breakdown of high school diplomas awarded over the past three academic years. The Asian student population continued to see a growth over the past three years, whereas both White and Hispanic or Latino students saw a slight decrease in their proportions among high school diploma recipients.

Table 71

### High School Diplomas Awarded by Ethnicity

	2016-17	2017-18	2018-19
Asian	5.93%	7.89%	9.46%
Hispanic or Latino	66.40%	69.55%	66.22%
Other or Unknown	4.74%	4.14%	5.86%
Two or More	9.88%	6.77%	8.56%
White	13.04%	11.65%	9.91%
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 72, the proportion of females that received high school diplomas has increased between 2017-18 and 2018-19, while the proportion of males receiving them has decreased in the same time frame. Like previous years, female HSDP enrollments continue to increase, while male enrollments continue to decrease.

Table 72

*High School Diplomas Awarded by Gender*

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	51.38%	50.75%	52.70%
Male	47.83%	47.74%	44.59%
Unknown	0.79%	1.50%	2.70%
Total Students Who Received High School Diplomas	100.00%	100.00%	100.00%

 Student Voices

*“I want to mention that English is my second language; I had many challenges to reach my goals. I was very lucky because there are many kind staff in the learning center that I could get help from them. I never forget their kindness because if I had not their help, I could be not be successful in this process.”*



## 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 Strategic Plan Goal 2, which looks at creating or maintaining educational pathways to increase the likelihood of student transition to credit programs and beyond. About 6% of NOCE students had declared their educational goal to obtain an associate 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 NOCE students complete a local application, 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 Cypress (CC) or Fullerton (FC) Colleges.

The noncredit to credit transition metric definition is inspired by the Adult Education Pipeline Dashboard metric definition of transition to postsecondary<sup>9</sup>. 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 ESL courses (ESL Intermediate, Advanced, or Academic Success). The noncredit to credit transition rate is calculated as the number of students who enrolled in a community college course within NOCCCD (CC or FC) for the first time ever in the same or subsequent year. Students who co-enrolled in their first term at NOCE and the credit colleges or had previous enrollments at CC or FC were excluded. Due to the necessity of two-years of data to measure this metric, 2015, 2016, and 2017 Fall cohorts were examined.

Over the past three academic years, NOCE has seen an increase in the transition rate of those who started at NOCE and successfully transitioned over to a credit institution within NOCCCD either in the same or subsequent year. For the 2017 Fall cohort, 7% successfully transitioned from noncredit to a credit institution in the district (Table 73).

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<sup>9</sup> California Community Colleges Chancellor's Office Adult Education Pipeline LaunchBoard. (2019). Retrieved from <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

Table 73

*Noncredit to Credit Transition Rates*

	Fall 2015 to 2016-17	Fall 2016 to 2017-18	Fall 2017 to 2018-19
Number of Students in the Cohort	883	752	757
Transitioned	54	47	53
Transition Rate	6.12%	6.25%	7.00%

Note. Cohorts were tracked for two years. For example, the 2015 Fall Cohort was tracked from Fall 2015 to 2016-17.

*Ethnicity*



Transition rates were further broken down by ethnicity (Table 74). Despite being the largest ethnic group served by the institution, Hispanic and Latino students rank sixth regarding their transition rate compared to other ethnic groups. Students who identify as Asian ranked first for both the 2015 Fall and 2017 Fall cohorts. For the 2016 Fall cohort, students who identified as White ranked first. Additionally, students who identified as Asian, Two or More or Other or Unknown were the only ethnic groups that had higher transition rates than the overall NOCE population.

Table 74

*Noncredit to Credit Transition Rates by Ethnicity*

	Fall 2015 to 2016-17	Fall 2016 to 2017-18	Fall 2017 to 2018-19
Asian	243	210	245
Transitioned	22	18	29
Transition Rate	9.05%	8.57%	11.84%
Black or African American	16	18	17
Transitioned	1	1	0
Transition Rate	6.25%	5.56%	0.00%
Hispanic or Latino	443	350	340
Transitioned	18	11	13
Transition Rate	4.06%	3.14%	3.82%
Other or Unknown	21	19	13
Transitioned	0	0	1
Transition Rate	0.00%	0.00%	7.69%
Two or More	41	34	31
Transitioned	3	3	3
Transition Rate	7.32%	8.82%	9.68%
White	119	121	111

Transitioned	10	14	7
Transition Rate	8.40%	11.57%	6.31%
NOCE Overall Transition Rate	6.12%	6.25%	7.00%

### Gender



For both the 2015 Fall and 2016 Fall cohorts, females transitioned at a higher rate compared to males. For the 2017 Fall cohort, males transitioned at higher rates when compared to females. As seen in table 75, both females and males have seen an increase in transition rates over the past three years.

Table 75

### Noncredit to Credit Transition Rates by Gender

	Fall 2015 to 2016-17	Fall 2016 to 2017-18	Fall 2017 to 2018-19
Female	563	453	463
Transitioned	34	29	33
Transition Rate	6.04%	6.40%	7.13%
Male	299	272	277
Transitioned	17	17	20
Transition Rate	5.69%	6.25%	7.22%
Unknown	21	27	17
Transitioned	3	1.00	0
Transition Rate	14.29%	3.70%	0.00%
NOCE Overall Transition Rate	6.12%	6.25%	7.00%

### Student Voices

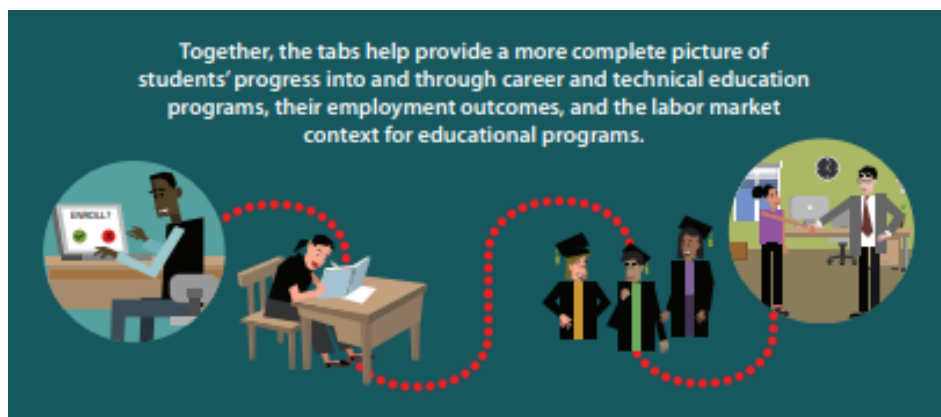
*"I came to [NOCE] to take ESL classes at Wilshire, and now NOCE facilitated my transition to college. It took me from just wanting to function in my daily life to graduating with a BA in psychology."*

# 6 Adult Ed Initiatives

The final chapter in this year's IER displays a variety of metrics as presented in the California Community College's Chancellor's Office's (CCCCO) LaunchBoard. The LaunchBoard is a data visualization system that houses a suite of dashboards that provides data on student progress, employment, and earnings for community college pathways, adult education, and K14 career pathways. Its intent is to provide metrics through the student's journey to facilitate local, regional and statewide conversations. Some dashboards are focused on accountability, such as the Student Success Metrics (SSM) and Strong Workforce Program (SWP), which have funding tied to their metrics. The Adult Ed Pipeline dashboard is not designed primarily to be used for accountability and reporting.

The LaunchBoard is supported by the Chancellor's Office and hosted by Cal-PASS Plus. The tool was practitioner driven and informed by several stakeholders in the field to construct data points. The dashboards are designed for program planning and improvement. The system is free and accessible to the public through their website. Due to the Family Educational Rights and Privacy Act (FERPA), data for cohorts smaller than 10 students is not displayed. The development team that helped build and continues to support the LaunchBoard includes Educational Results Partnership, WestEd, The RP Group, and the Centers of Excellence.

The LaunchBoard leverages several existing public data sets to populate and calculate metrics including the Chancellor's Office Management Information System (MIS), Employment Development Department (EDD), Economic Modeling Specialists International (EMSI), Comprehensive Adult Student Assessment Systems (CASAS, TopsPro), CTE Outcomes Survey and Cal-PASS Plus. All the data presented in the dashboards are a snapshot of the student journey within an academic year.



Source: <https://launchboard-resources.wested.org/resources/29>

Below is an infographic presented by the Chancellor's Office on the LaunchBoard data sources.

## The Launchboard Draws on Multiple Sources of Data



## Each Launchboard Tab Draws on Several Sources

Community College Pipeline	Student Success Metrics & Strong Workforce Program	K-12 Strong Workforce Program	Guided Pathways	Adult Education Pipeline
<ul style="list-style-type: none"> <li>• MIS</li> <li>• EDD</li> <li>• EMSI</li> <li>• CTEOS</li> </ul>	<ul style="list-style-type: none"> <li>• MIS</li> <li>• EDD</li> <li>• CTEOS</li> </ul>	<ul style="list-style-type: none"> <li>• CALPADS</li> <li>• MIS</li> </ul>	<ul style="list-style-type: none"> <li>• MIS</li> </ul>	<ul style="list-style-type: none"> <li>• CASAS</li> <li>• MIS</li> <li>• EDD</li> </ul>

Source: <https://launchboard-resources.wested.org/resources/29>

NOCE LaunchBoard data will be presented for three statewide initiatives: Strong Workforce Program, Adult Education Pipeline, and Student Success Metrics. Please refer to the crosswalk matrix presented in chapter 1 to see detailed definitions of metrics by initiative, along with their alignment with IER metrics. Data is presented through the institution level filter, which will display data reported specifically for NOCE.

## Strong Workforce Program

The state of California's 2016-17 state budget allotted a total of \$200 million in ongoing funding to the CCCC to create a new career technical education (CTE) program. The purpose of the Strong Workforce Program is to improve the availability and quality of CTE programs leading to certificates, degrees, and credentials<sup>10</sup>. Funds are distributed to stimulate CTE programs in the "nation's largest workforce development system of 113 colleges<sup>11</sup>." The focus of the initiative is in seven target areas: student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding. SWP tries to build upon existing regional partnerships formed through other initiatives such as the federal Workforce Innovation and Opportunity Act (WIOA), state Adult Education Program (CAEP) and public school CTE programs.

Data is presented at an overall level for SWP in this report, but additional drill downs are available on LaunchBoard itself. If interested, users can drill down by benchmarks to see comparisons state-wide and across micro and macro regions. In addition, data can be drilled down by demographic information for each metric, such as age group, economically disadvantaged, gender, and race/ethnicity.

## Students Served

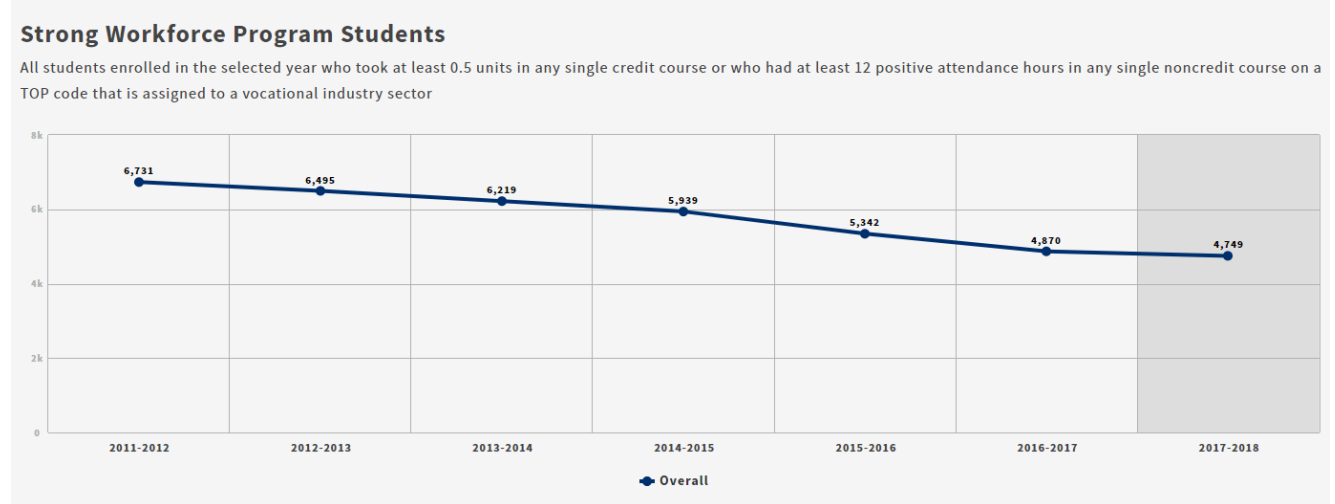
Similar to overall NOCE enrollments, over the last several years, there has been a decrease in the number of students who are considered SWP students (Figure 21). Note that students must complete at least 12 positive attendance hours in a single noncredit course within a TOP code that is assigned to a vocational sector in order to be considered a SWP student. In the 2017-18 academic year, NOCE SWP students made up 18% of the overall district wide SWP student population of 26,932.

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<sup>10</sup> An Overview of the California Community Colleges Strong Workforce Program as presented by the Legislative Analyst's Office in March 2018.

<sup>11</sup> CCCC website on What is Strong Workforce: <https://www.cccc.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program/CTE-Faculty-Resource-Hub---Career-Technical-Education-Information/What-is-Strong-Workforce>

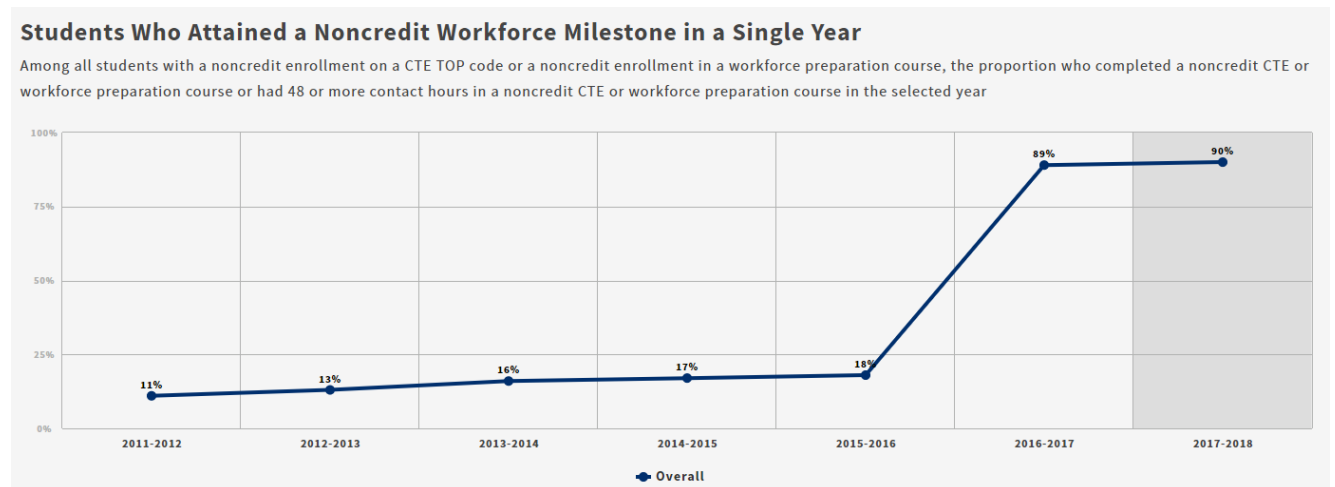
Figure 21. Strong Workforce Program Students



## CTE Milestones

The CTE milestones metric examines students with noncredit enrollments in CTE who either completed 48 or more hours in a CTE course, passed a CTE course, or passed a workforce preparation course within the selected year. As seen in figure 22, over the past two academic years, the rate at which NOCE CTE students complete a milestone has increased significantly from prior years to around 90%. One reason that may explain this significant uptick is that NOCE did not begin submitting course grades to the Chancellor’s Office until the 2016-17 academic year. In addition, the lower completion rates in prior years may have only captured students who completed 48 or more hours in CTE courses. For the 2017-18 academic year, NOCE’s CTE Milestone rate (90%) was higher than the statewide rate (56%), the micro regions rate (Orange, 82%) and the macro regions rate (LA/Orange County, 64%).

Figure 22. SWP Students Who Attained a Noncredit Workforce Milestone



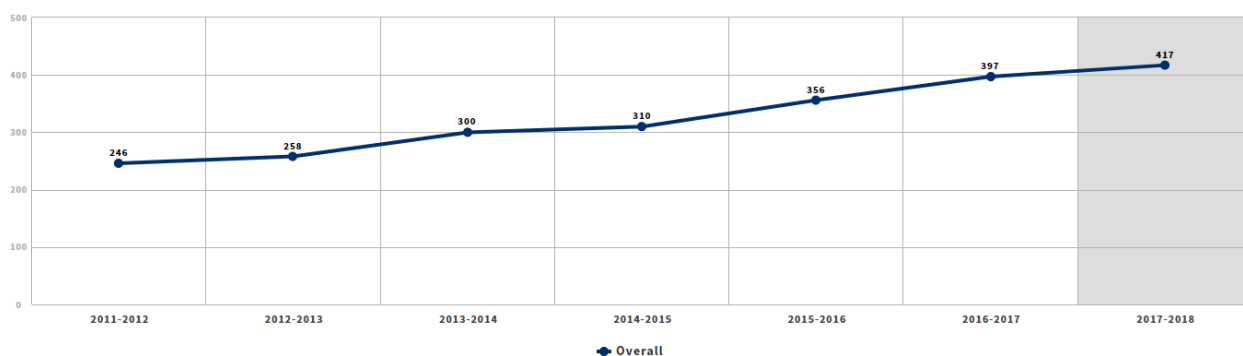
## Completions

Over the past several years, NOCE has seen a constant increase in the number of unduplicated SWP students who earned a noncredit certificate, Chancellor’s Office approved certificate, associate degree, and or baccalaureate degree in a TOP code<sup>12</sup> assigned to a vocational sector (Figure 23). In 2018-19, NOCE SWP completers made up 23% of the overall SWP completers for NOCCCD.

Figure 23. SWP Students who earned a Degree or Certificate or Attained Apprenticeship Status

### SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated Strong Workforce Program students who earned a noncredit certificate, Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program



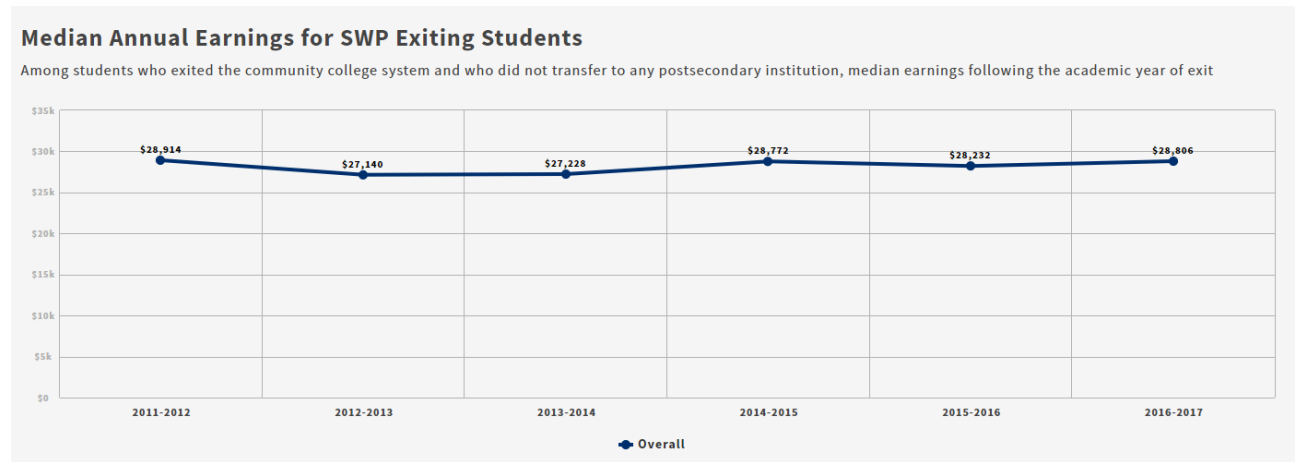
## Median Earnings

Figure 24 presents the median annual earnings for NOCE SWP students who entered the workforce after exiting completely from the community college system and not transferring to any postsecondary institution. Overall, NOCE SWP student’s median annual earnings has remained stable around \$28,000 for the past three years. Earnings data is gathered from the EDD unemployment insurance (UI) data set, which means if an SWP student does not have a method in which to be matched to this EDD file, such as through a social security number, they will not appear in the outcome metric. Because earnings data has a time lag on the release date, the most recent data for this metric is 2016-17.

<sup>12</sup> Taxonomy of Programs (TOP) codes are used for every course, degree, and certificate to help identify the program of study. TOP codes are specific to the California Community College system. They are used as a proxy for programs, which impacts LaunchBoard and any effort to compare outcomes across the state.



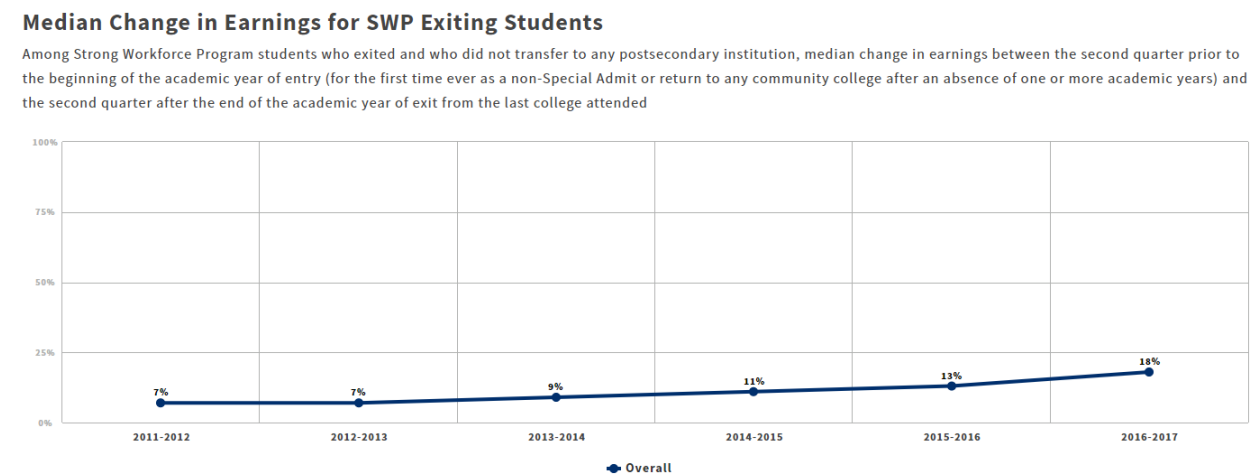
Figure 24. Median Annual Earnings for SWP Students



### Median Change in Earnings

Between 2011-12 and 2016-17, NOCE SWP students saw a 7% increase in their median earnings after exiting the educational system and entering the workforce (Figure 25).

Figure 25. Median Change in Earnings for SWP Exiting Students

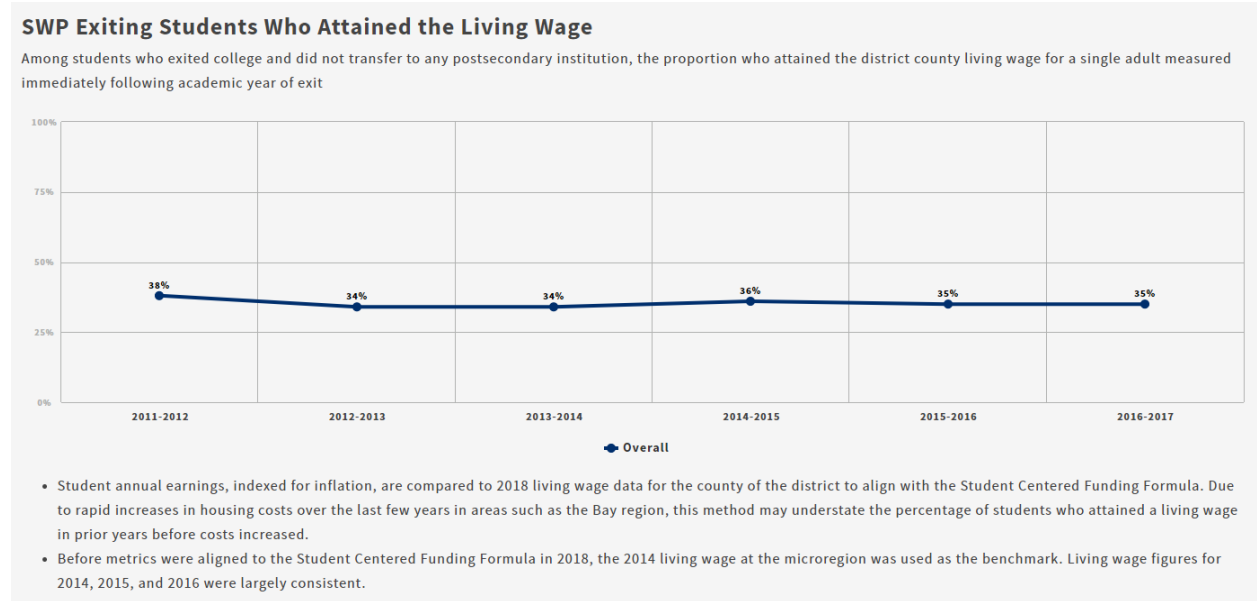


### Living Wage

For the last two most recent years with data, over one-third (35%) of NOCE SWP students have attained a living wage (Figure 26). This metric examined outcomes only for students who have exited the community college system and not have transferred to any postsecondary institution. In addition, this metric takes into consideration the proportion of SWP students who attained the district county living wage for a single adult measured immediately following the academic year of exit. This means that for NOCE SWP students, living wage is calculated for Orange County. According to the Insight Center for Community and Economic Development, which is

the source utilized by LaunchBoard, the living wage in Orange County for a single individual with no children is \$36,655.

Figure 26. Living Wage Attainment



## Adult Education Pipeline

The LaunchBoard Adult Education Pipeline dashboard presents data on enrollments, progress, and outcomes for adult education, including the California Adult Education Program (CAEP). According to the State Chancellor's Office, "more than a million students that enroll in noncredit community colleges and K12 adult education programs funded by CAEP have an opportunity for moving on to transfer-level coursework and/or the workforce<sup>13</sup>." CAEP is a result of two legislative Assembly Bills – (1) AB 86, which established regional consortia throughout the state to implement the expansion of adult education, and (2) AB 104, passed in 2015, which financially supported regional consortia with over \$500 million in funding to 72 community college districts and more than 300 K12 districts and county offices of education.

In 2018, the Adult Education Pipeline became accessible in LaunchBoard to track a variety of metrics for regions, consortia, and institutions that provide adult education. The dashboard presents data for students by the type of program they participate in: English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE) students with high employment potential, including those in workforce preparation, pre-apprenticeship training programs and short-term CTE, programs for adult with disabilities (AWD), and adults training to support child school success. Students are also broken down into two categories: adults served and participants. Adults served are those who are at least 16 years of age at the time of entry and receive any support services or participate in at least one instructional contact hour at a K12 adult school or noncredit community college program that is part of an adult education consortium<sup>14</sup>. Participants are considered reportable individuals who receive 12 or more instructional contact hours within the academic year<sup>15</sup>. The 12 contact hours can come from enrollment in any combination of CAEP programs. Participants are counted within a program area when there is at least one program flag or one instructional contact hour matching the program criteria. Progress and outcome metrics are only calculated for participants.

Like the Strong Workforce dashboard, data can be drilled down by demographics such as ethnicity, age, gender and some by program. The most recent data presented in the adult education pipeline dashboard is 2017-18 for academic outcomes and 2016-17 for employment outcomes.

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<sup>13</sup> CCCCO website on What is CAEP: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/California-Adult-Education-Program>

<sup>14</sup> Note. Students under age of 18 are eligible as emancipated minors to enroll in adult education.

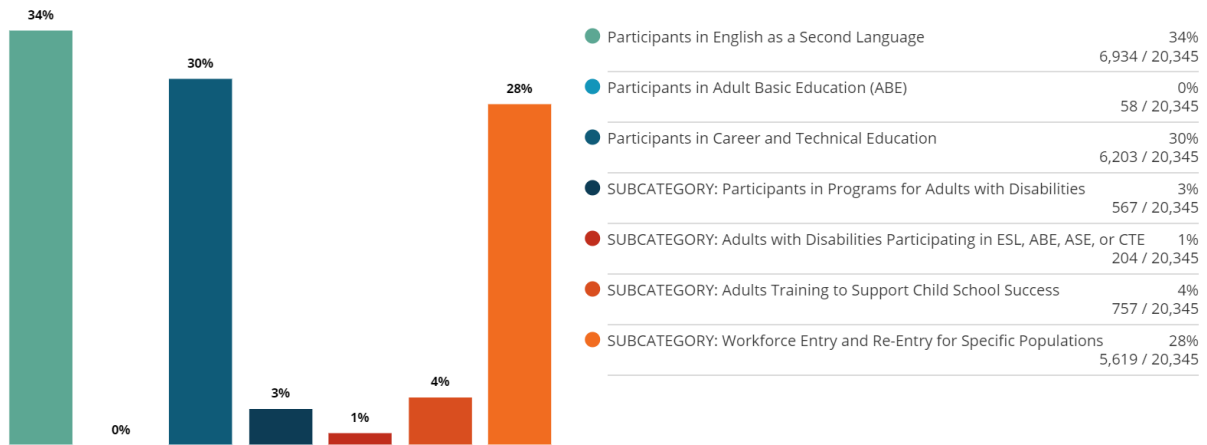
<sup>15</sup> Data is displayed on the Adult Education Pipeline dashboard according to program year (PY). This term is interchangeable with academic year.

## Students Served

In the 2017-18 PY, NOCE is reported as serving a total of 26,664 adults and 20,345 participants. Figure 27 shows the breakdown for the 2017-18 PY by program area. ESL participants made up the largest proportion of participants at 34%, followed by CTE at 30%.

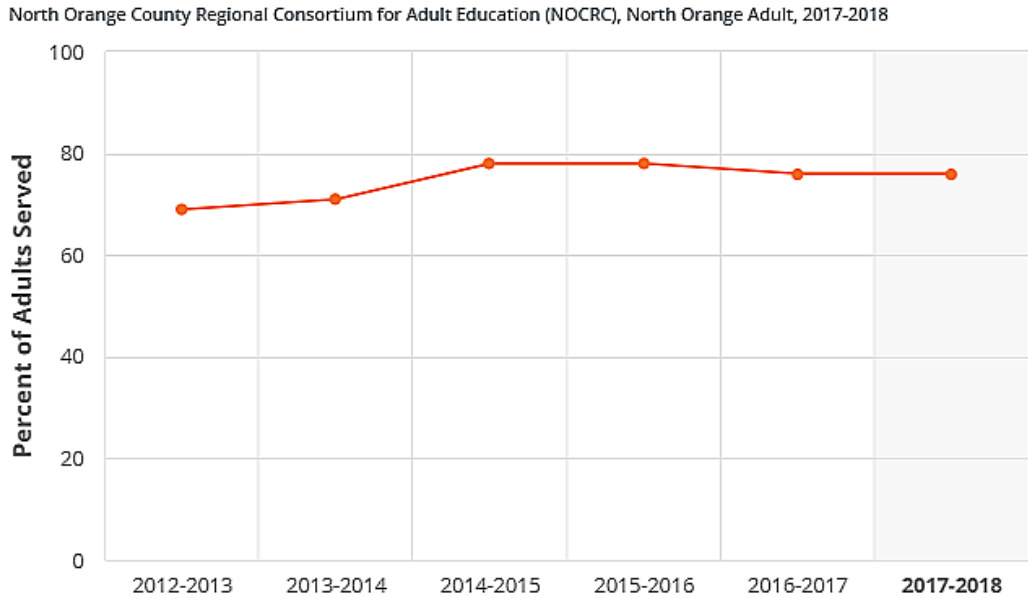
Figure 27. CAEP Participants for NOCE in 2017-18 PY

76% of 20,345 adults served had 12 + contact hours (participants) in 2017-2018



Between 2016-17 and 2017-18, NOCE has been reported as having 76% of their total adults served population be categorized as participants (Figure 28).

Figure 28. CAEP Participants for NOCE in 2017-18 PY



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

**Time Trend**

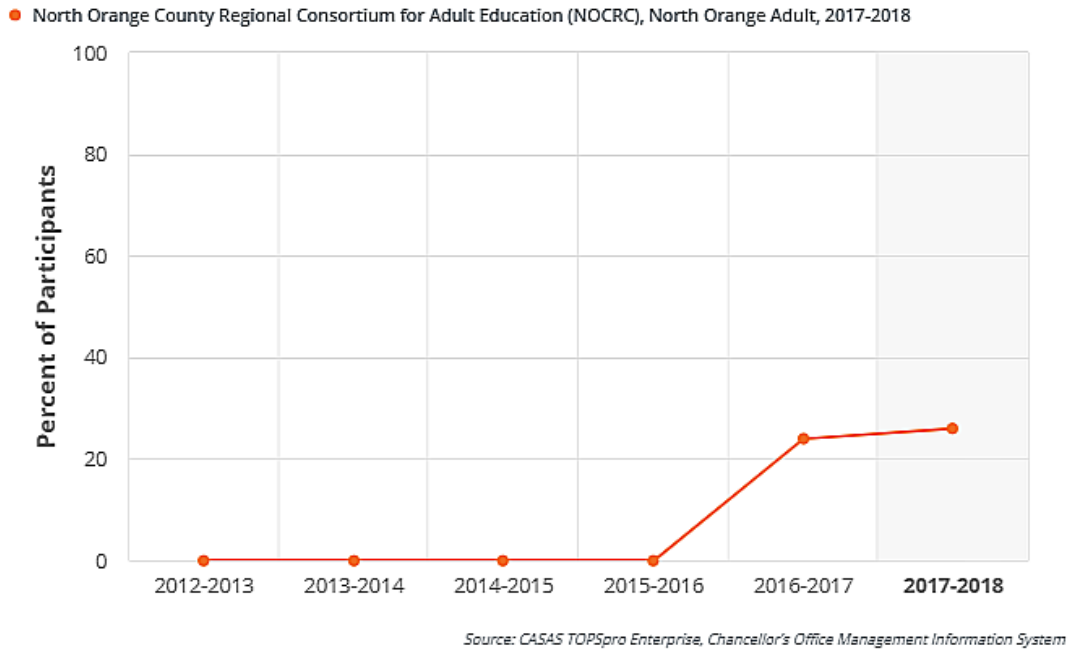
2012-2013	69%
	23,336 / 33,743
2013-2014	71%
	23,413 / 33,122
2014-2015	78%
	23,762 / 30,626
2015-2016	78%
	22,631 / 28,849
2016-2017	76%
	21,626 / 28,577
2017-2018	76%
	20,345 / 26,664

### Occupational Skills Gain

The completion of an occupation skills gain is measured among all participants in the selected year who completed a CTE technical skills course or training milestone in the same year. A drill down is available by program for CTE. This metric is specifically looking at the proportion of CTE students who successfully passed a course that has a vocational flag. As noted in the CTE milestones metric for SWP, NOCE did not begin submitting grades to the Chancellor's Office until the 2016-17 academic year, and this is clearly reflected through the dashboard. Hence, data

is only available for this metric for 2016-17 and 2017-18, where about a quarter of participants completed an occupational skills gain (Figure 29).

Figure 29. Completed an Occupational Skills Gain



**Time Trend**

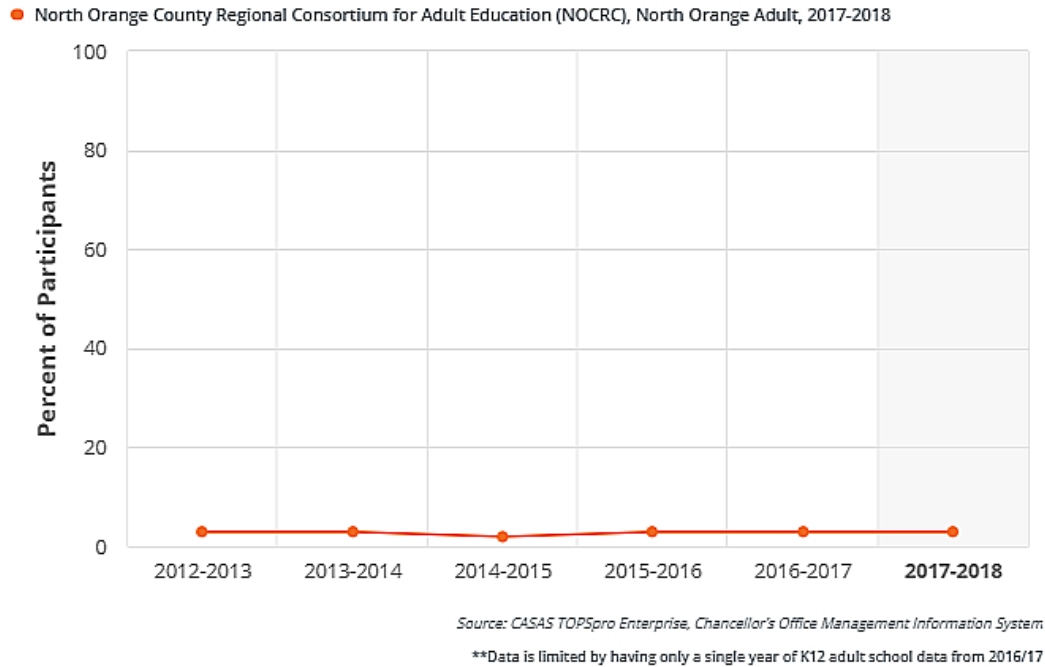
2012-2013	0%	0 / 23,336
2013-2014	0%	0 / 23,413
2014-2015	0%	0 / 23,762
2015-2016	0%	0 / 22,631
2016-2017	24%	5,223 / 21,626
2017-2018	26%	5,300 / 20,345

## Completions

There are two types of completions reported in the Adult Ed Pipeline dashboard, participants who earned a diploma, GED, or HSE within the selected year and participants who earned a postsecondary CTE certificate in the same or subsequent year. A known data issue with the dashboard is the fact that high school diplomas do not have a designated data element in MIS. This has resulted in a lack of data for adult education institutions within community college

districts to provide high school diploma completion data to display in the dashboard. Figure 30 presents the second type of completions presented in the dashboard which looks at postsecondary CTE certificates. Between 2015-16 and 2017-18, over 600 participants have earned a CTE certificate in the same or subsequent year.

Figure 30. Participants who earned a Postsecondary CTE Certificate



**Time Trend**

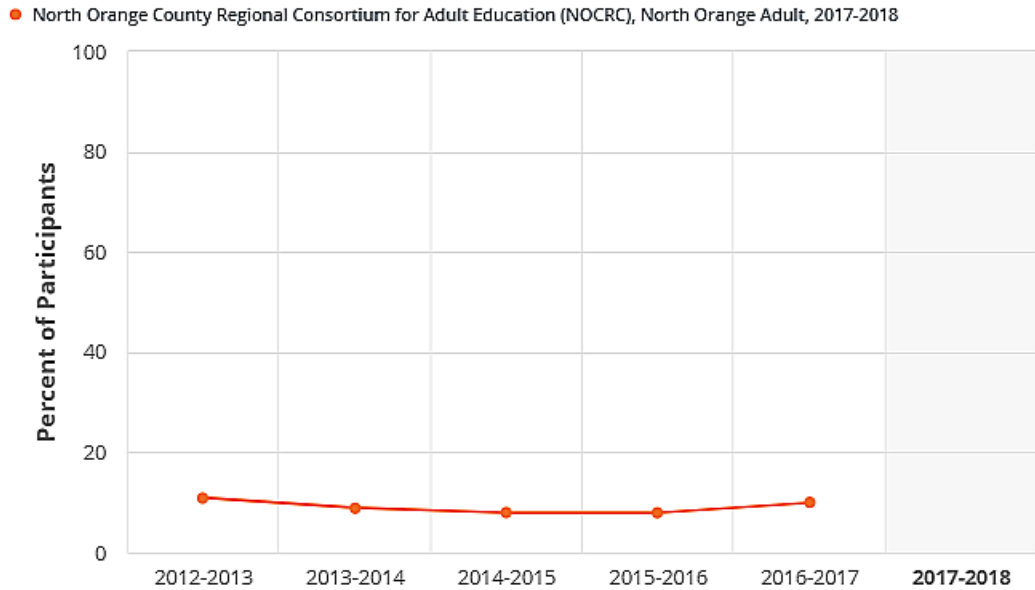
2012-2013	3%	653 / 23,336
2013-2014	3%	663 / 23,413
2014-2015	2%	574 / 23,762
2015-2016	3%	615 / 22,631
2016-2017	3%	676 / 21,626
2017-2018	3%	650 / 20,345

### Transition to Postsecondary

Although three types of transitions reported in the dashboard, only one (transition to postsecondary) is presented in the report due to lack of NOCE data available for the other two. Figure 31 presents the transition rate among NOCE participants from 2012-13 to 2016-17. This

metric examines the number of participants who enroll in either a K12 adult education or college CTE course, or a non-developmental credit college course within one year from the selected year. In 2016-17, it was reported that 10% of NOCE participants successfully transitioned to postsecondary. This has been an increase from the previous three years.

Figure 31. Transition to Postsecondary



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Transition data only available for students transitioning from college noncredit programs due to single year of K12 enrollment data.

**Time Trend**

2012-2013	11%
	959 / 8,369
2013-2014	9%
	796 / 8,566
2014-2015	8%
	737 / 8,979
2015-2016	8%
	688 / 8,338
2016-2017	10%
	720 / 7,484
2017-2018	-

## Employment

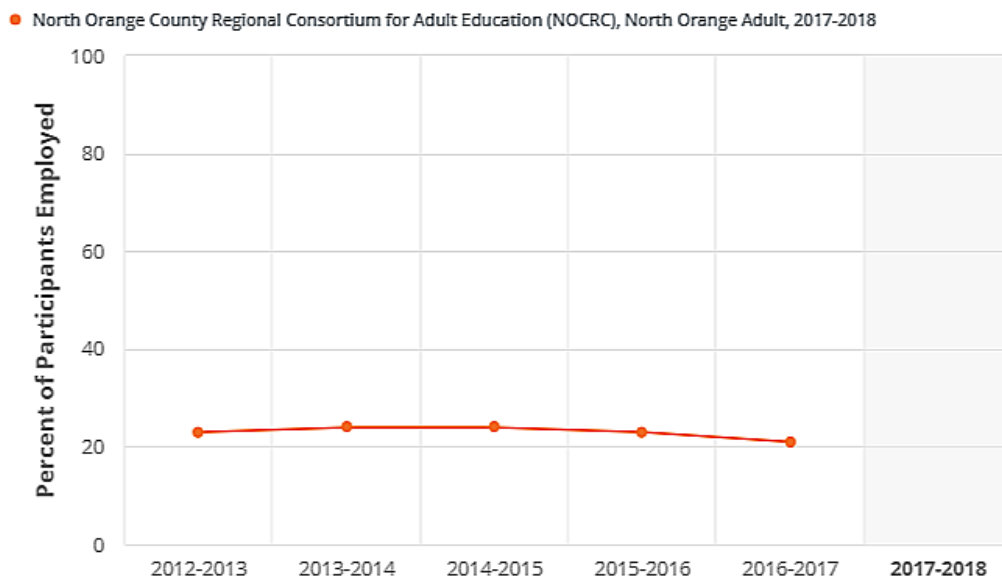
LaunchBoard presents two types of employment outcomes, participants who were employed two and four fiscal quarters after exiting adult school. An exiter for both employment and earning metrics include students who no longer appear in CASAS or MIS in the subsequent year,



did not transfer to any postsecondary institution in the subsequent year, and does not have any valid course enrollment reported by California State Universities (CSU), Universities of California (UC), and the National Student Clearinghouse in the subsequent year. Like SWP, employment outcomes utilize the data provided by the EDD UI wage file, and students may not appear in the file due to the lack of a reportable social security number.

Figure 32 presents the number of participants who were employed two fiscal quarters after exiting adult school. The LaunchBoard reports for the 2016-17 PY, 21% of NOCE participants were employed in the second quarter after exiting adult school. For the same program year, the statewide rate was reported as 23%.

Figure 32. Second Quarter Employment



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

\*\*Data is limited by having only noncredit college data available

**Time Trend**

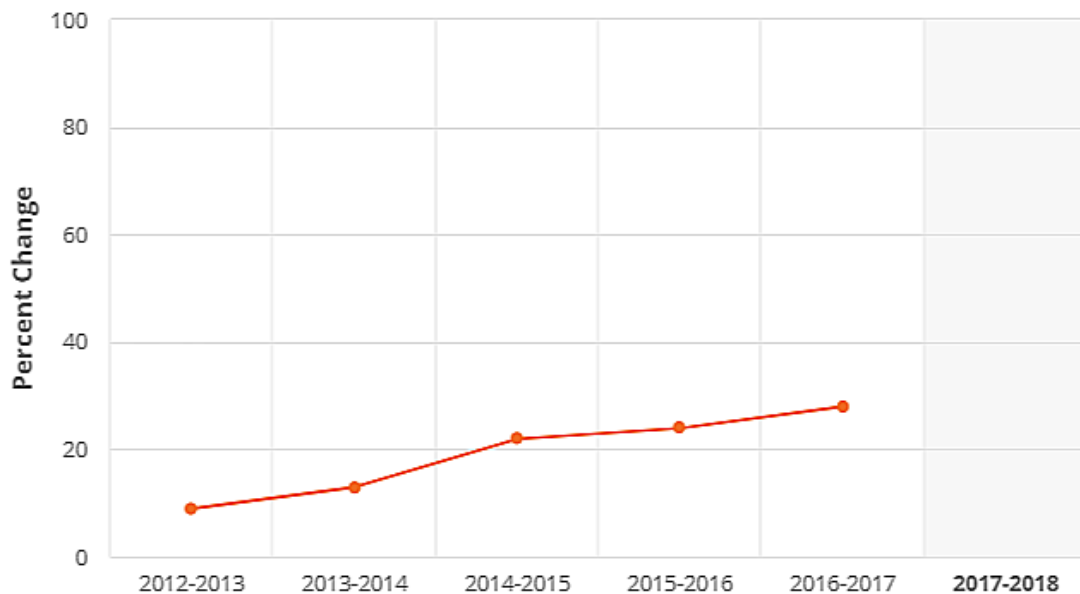
2012-2013	23%	5,416 / 23,066
2013-2014	24%	5,491 / 23,132
2014-2015	24%	5,519 / 23,474
2015-2016	23%	5,154 / 22,348
2016-2017	21%	4,575 / 21,333
2017-2018	-	-

## Median Change

Figure 33 presents the median change in earnings of exiting participants between the second quarter prior to the academic year of entry at any college and the second quarter after the academic year of exit from the last college attended. This metric is looking at two timeframes: within the prior year for entry or reentry to determine pre-earnings and within the subsequent year for exiters to determine post-earnings. NOCE participants have seen a constant increase over the reported years in the median change among exiters. In 2016-17, the dashboard reports that NOCE participants experienced a 28% median change in earnings after exiting NOCE. At the state level, that median change was reported at 39% for the same program year.

Figure 33. Median Change in Earnings

● North Orange County Regional Consortium for Adult Education (NOCRC), North Orange Adult, 2017-2018



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

\*\*Data is limited by having only noncredit college data available

### Time Trend

2012-2013	9%
2013-2014	13%
2014-2015	22%
2015-2016	24%
2016-2017	28%
2017-2018	-

## Student Success Metrics

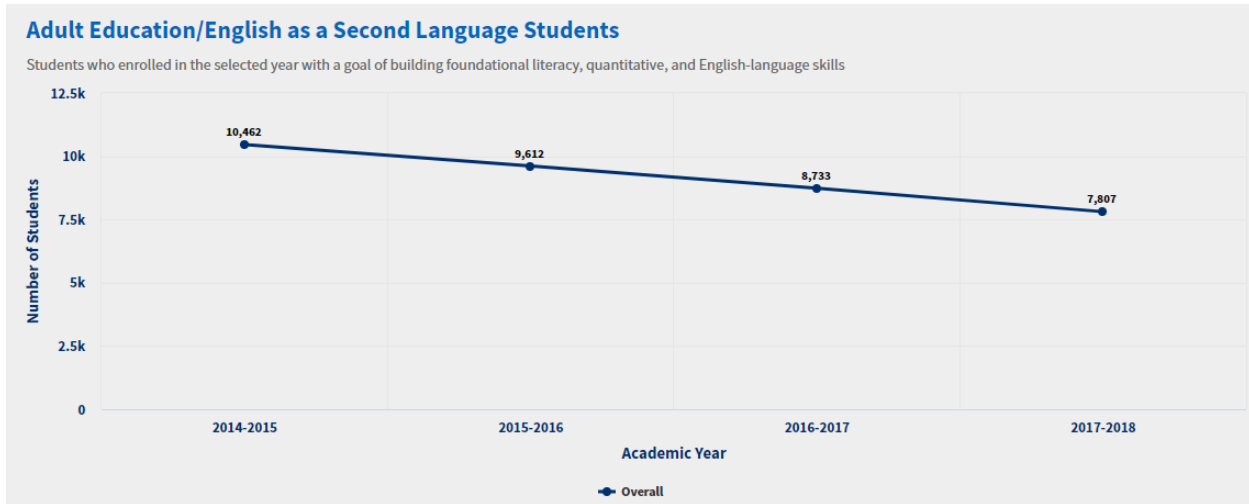
The state Chancellor's Office released the student success metrics (SSM) through the LaunchBoard in January 2019. These metrics are organized around common goals such as adult education/ESL, short-term career education, and degree/transfer. The dashboards display critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula (SCFF). These milestones in the student journey are successful enrollment, learning progress, momentum, success, employment, and earnings. This year's IER presents locally defined metrics through these same categories to intentionally align with SSM.

Like the previous two dashboards, SSM can be drilled down by numerous variables including demographics, financial aid status, and special populations. Metrics are also presented at a statewide, college, district, micro, and macro region levels. The following section of the report will review NOCE's general metrics as presented through the SSM dashboard. SSM breaks up student enrollments by student types that are reflective of the students NOCE serves – (1) adult education/ESL students and (2) short-term career education students. SSM metrics for both student journeys for NOCE will be presented. Some metrics are relevant and/or available to only one of these student journeys, but where available, metrics for both student types are presented.

## Students Served

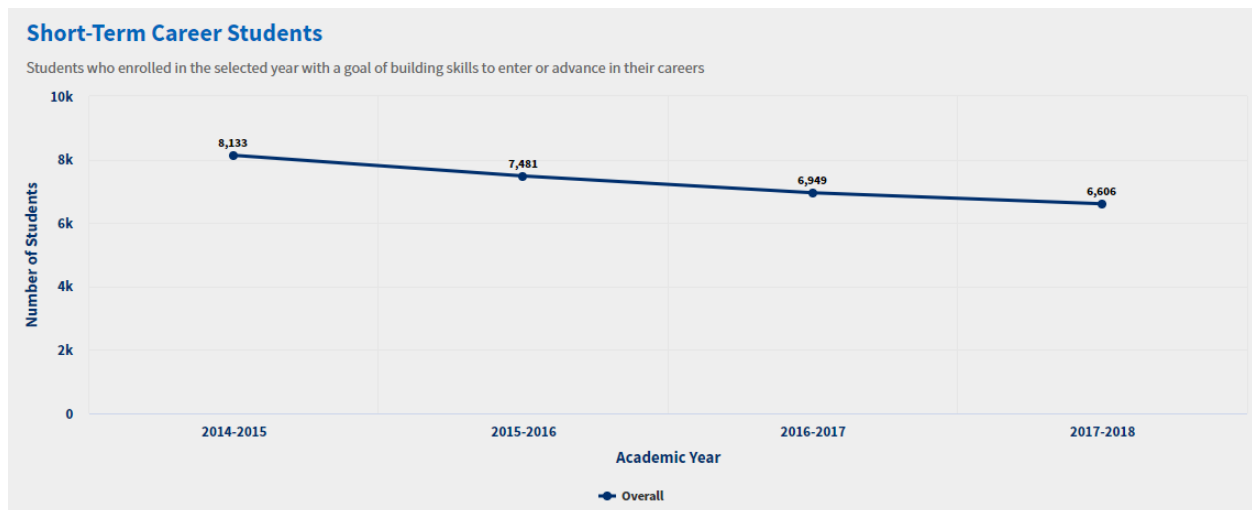
Mirroring NOCE's overall headcount trend, the number of adult education/ESL students reported by LaunchBoard for NOCE has seen a constant decrease over the last several years (Figure 34). In 2017-18 SSM reported that NOCE had a total of 7,807 students who enrolled with a goal of building of foundational literacy, quantitative, and English-language skills. Between 2016-17 and 2017-18, NOCE saw a 11% decrease in the successful enrollment for this student population. At a district level, this student population is reported at 8,277, resulting in NOCE serving 94% of the total district student population with this goal for 2017-18.

Figure 34. Successful Enrollments for Adult Education/ESL Students



For 2017-18, SSM reported that NOCE served 6,606 students who enrolled with a goal of building skills to enter or advance in their careers (Figure 35). Like overall and adult ed/ESL student enrollment trends, NOCE has seen a decrease in this successful enrollment metric for CTE. Between 2016-17 and 2017-18, NOCE saw nearly a 5% decrease in this student population. At a district level, the number of successful enrollments for CTE students for 2017-18 is reported at 11,206. For the 2017-18 year, NOCE is reported as providing 59% of CTE successful enrollments for the SSM dashboard.

Figure 35. Successful Enrollments for Short-Term Career Students Adult Education



## Workforce Milestone

Like SWP, SSM looks at the rate at which short-term career education students complete a noncredit workforce milestone in the selected year. The percent of students who are reported as completing a noncredit workforce milestone in SSM has remained stable at around 11% between 2014-15 and 2017-18 (Figure 36). Further exploration must take place to better understand why this proportion is much lower compared to the last two years of SWP (89% and 90%). Both dashboards have similar methodologies which look at the proportion of CTE students who either passed or completed 48 hours or more in a vocational course in the selected year. One thing worth noting again is that NOCE did not begin to submit course grades through the Chancellor's Office MIS file until the 2016-17 academic year, which may influence these numbers.

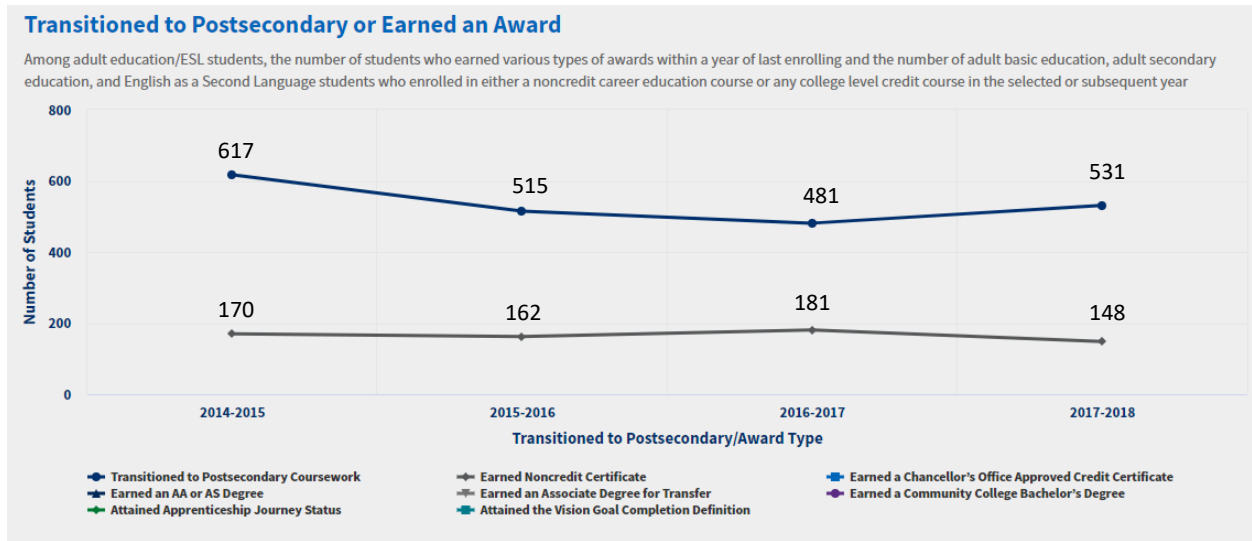
Figure 36. NOCE Students Reported Completing a Noncredit Workforce Milestone



## Completions and Transition

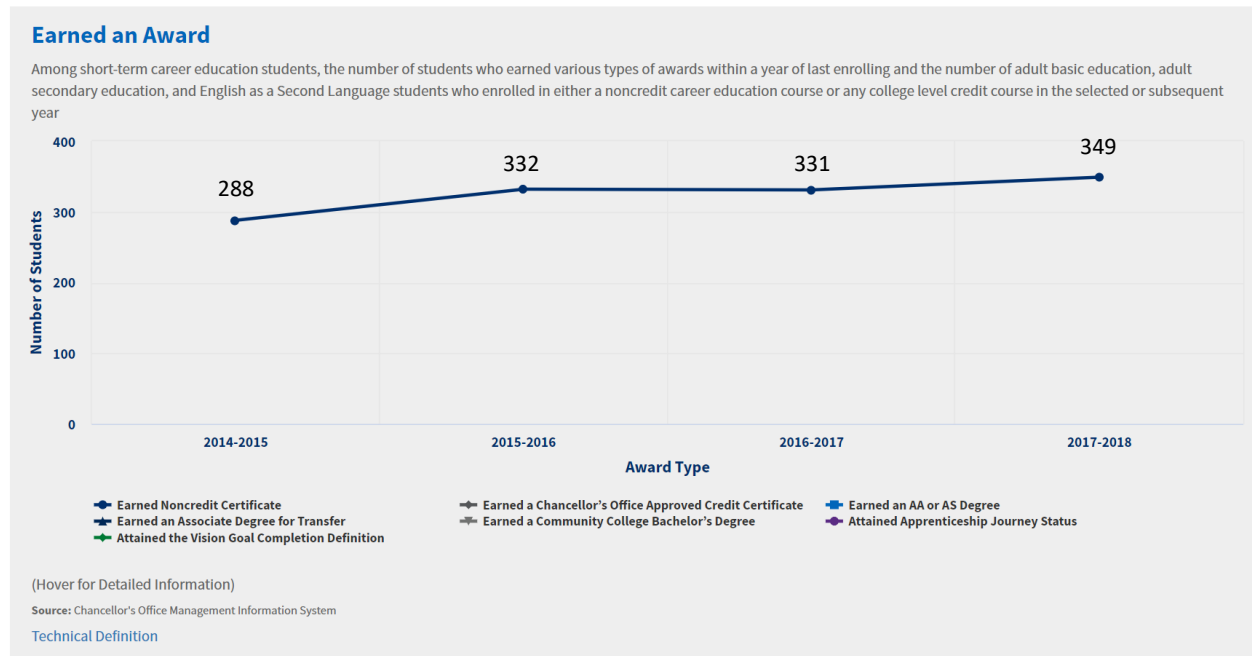
Both earned awards and transitions to postsecondary are looked at under the success milestone for SSM. Among adult education/ESL students, figure 37 presents the number of students who transitioned to postsecondary coursework or earned a noncredit certificate. For 2017-18, SSM reports that 531 NOCE adult education/ESL students transitioned to postsecondary and 148 earned a noncredit certificate. Between 2016-17 and 2017-18, SSM reports an increase in transitions to postsecondary and a decrease in earned awards. This metric is measuring among adult education/ESL students, the number of students who earned various types of awards within a year of last enrolling and the number of ABE, ASE, and ESL students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year.

Figure 37. NOCE Adult Ed/ESL Students who Transitioned to Postsecondary or Earned an Award



SSM reports that in 2017-18 a total of 349 short-term career education students earned a noncredit certificate within a year of last enrolling (Figure 38). Between 2014-15 and 2017-18, the number of short-term career education students earning a noncredit certificate has increased by 17%.

Figure 38. NOCE Short-Term Career Education Students Who Earned an Award

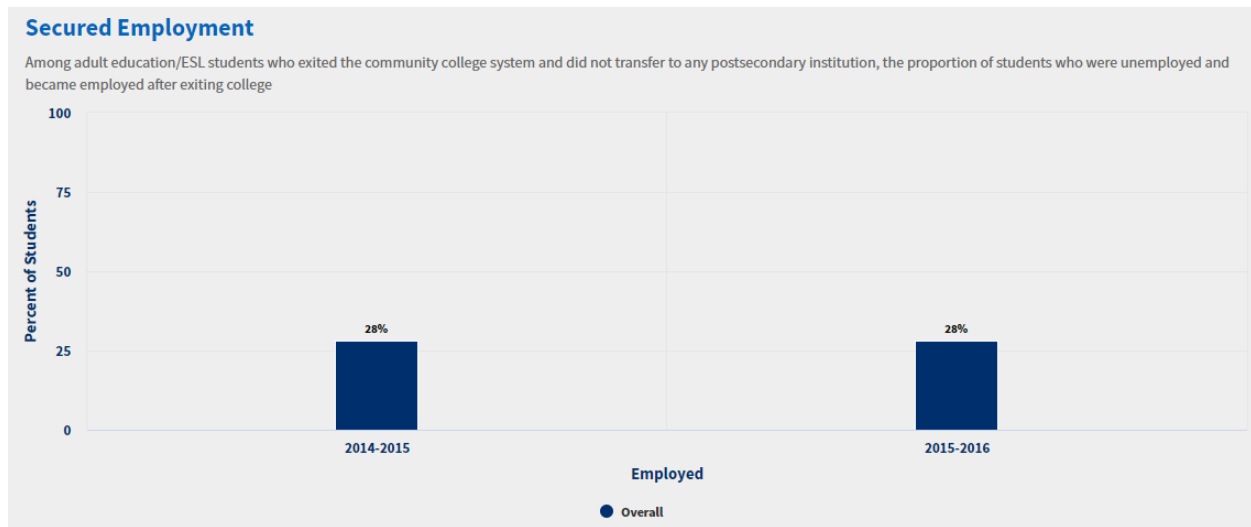


When looking at SSM district level metrics for transitions and noncredit certificates, the dashboards reflected lower numbers for both student types. Further examination of the dashboard data and methodology is needed to understand this discrepancy.

## Employment

An employment dashboard is only available for adult education/ESL student types. Figure 39 shows that for 2014-15 and 2015-16, 28% of adult education/ESL students who exited the community college system and did not transfer to any postsecondary institution became employed after exiting. At a state level, 31% of this student population was employed for the same time frame.

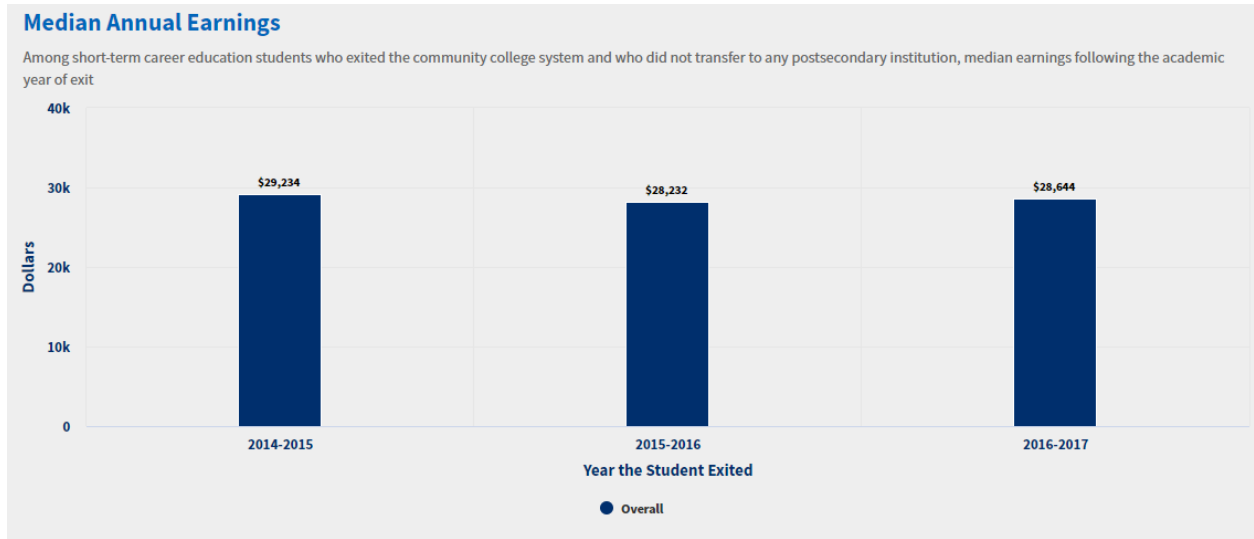
Figure 39. Secured Employment Among NOCE Adult Ed/ESL Students



## Median Annual Earnings

Median annual earnings are presented for NOCE students in short-term career education. Median annual earnings for the following academic year of exit are reported for short-term career education students who exited the community college system and who did not transfer to any postsecondary institution. SSM report the median annual earnings for NOCE short-term career education students to be \$28,644 (Figure 40). At the state level, the median annual earnings for the same student type in the same year is \$42,644.

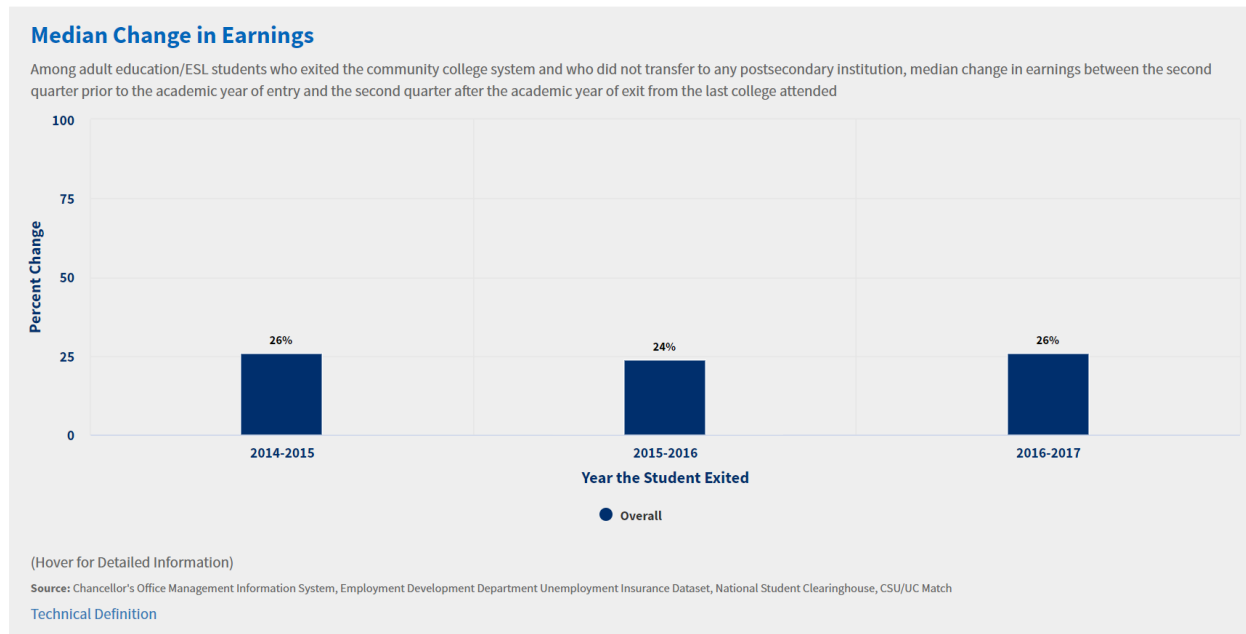
Figure 40. Median Annual Earnings Among NOCE Short-Term Career Education Students



## Median Change

Annual median change in earnings for both student types are available in the SSM dashboard. For the 2016-17 year, SSM reports NOCE adult education/ESL students saw a median change of 26% in their earnings (Figure 41). Similar to other employment and income metrics, students need to be considered exiters to be included in this metric. The median change for the same student type at the state level for 2016-17 is 32%.

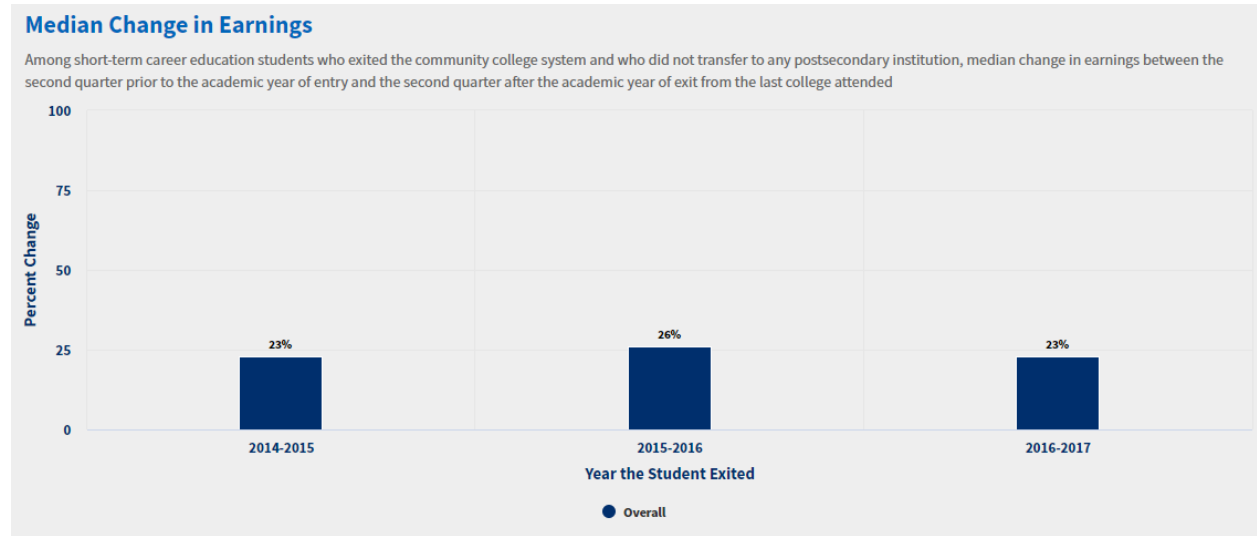
Figure 41. Median Annual Earnings Among NOCE Adult Ed/ESL Students





In 2016-17, SSM reports the median change in earnings among NOCE short-term career education students who exited the community college system and who did not transfer to any postsecondary institution at 23% (Figure 42). At a state level, the median change in earnings for this student type in the same year is 53%.

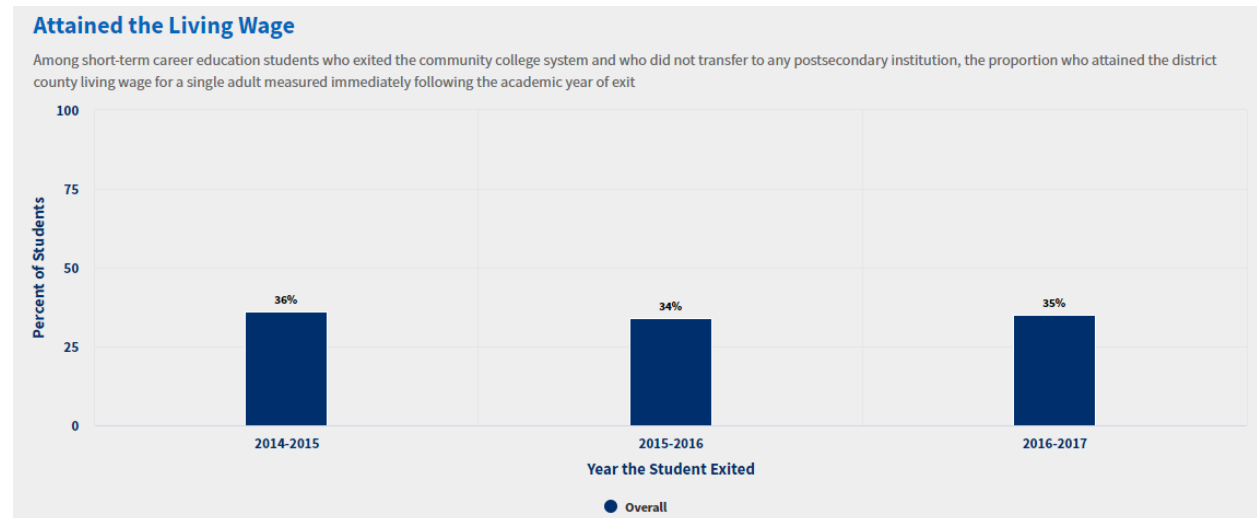
Figure 42. Median Change in Earnings Among NOCE Short-Term Career Education Students



## Living Wage

SSM reports that 35% of NOCE short-term career education students attained a living wage in 2016-17 (Figure 43). It's worth noting that the living wage is calculated for the county in which the student attended the institution in, which in NOCE's case is Orange County. At the state level, 62% of this student type attained a living wage for 2016-17.

Figure 43. NOCE Short-Term Career Education Students Who Attained a Living Wage



# 7 Conclusion

Institutional effectiveness can be measured in many ways. This year's IER presents both locally developed IE indicators along with adult education initiative metrics as reported for NOCE through LaunchBoard. The purpose of including both locally and state defined metrics is to provide the NOCE community a sense of how overall the institution is performing, in addition to presenting how the state interprets and measures NOCE data.

NOCE strives to serve the whole community. As one of the leading Adult Education institutions, NOCE has continued its commitment to its vision and mission. NOCE served over 28,000 students during the 2018-19 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.

IER 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 IER 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.

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 A  
Tabulated Raw Data for all IER Body Tables

*Table 1. Enrollments by Campus Location*

	<b>2016-17 (N=141,782)</b>	<b>2017-18 (N=137,706)</b>	<b>2018-19 (N=133,133)</b>
Anaheim	32,348	30,382	25,405
Cypress	15,764	15,407	13,044
Wilshire	12,297	11,758	9,836
Offsite	81,373	80,159	84,848
Total	141,782	137,706	133,133

*Table 2. Course Enrollment Funding Sources*

	<b>2016-17 (N=141,782)</b>	<b>2017-18 (N=137,706)</b>	<b>2018-19 (N=133,133)</b>
Apportionment	135,970	132,203	127,894
Community Service	4,889	4,202	3,592
Grants	923	1,301	1,647
Total	141,782	137,706	133,133

*Table 3. Student Enrollment Status*

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
First Time Student	10,336	9,691	9,181
Continuing Student	15,567	14,248	14,201
Returning Student	5,738	5,392	5,111
Total	31,641	29,331	28,493

Table 4. Ethnicity of Students Enrolled at NOCE

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526)</b>
American Indian or Alaska Native	51	41	41	2,169
Asian	5,694	5,613	5,322	266,214
Black or African American	652	596	548	21,125
Hispanic or Latino	11,875	10,574	9,695	331,678
Native Hawaiian or Pacific Islander	103	105	88	3,802
Other or Unknown	4,566	4,598	5,260	1,740
Two or More	868	940	940	29,367
White	7,832	6,864	6,599	311,431
Total	31,641	29,331	28,493	967,526

Table 5. Gender of Students Enrolled at NOCE

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526)</b>
Female	20,584	19,015	18,495	499,233
Male	9,522	8,672	8,111	468,293
Unknown	1,535	1,644	1,887	N/A
Total	31,641	29,331	28,493	967,526

Table 6. Age of Students Enrolled at NOCE

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526 )</b>
0-17 Years	1,733	1,504	1,203	N/A
18-24 Years	3,616	3,113	2,816	112,059
25-34 Years	4,844	4,225	3,842	190,714
35-44 Years	4,123	3,960	3,541	161,546
45-54 Years	3,419	3,116	3,038	166,228
55+ Years	13,893	13,393	14,039	336,979
Unknown	13	20	14	N/A
<b>Total</b>	<b>31,641</b>	<b>29,331</b>	<b>28,493</b>	<b>967,526</b>

Table 7. Special Student Populations Enrolled at NOCE

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>	<b>2018 Community Estimates (N=967,526)</b>
Students with Disabilities	1,410	1,387	1,385	104,731

Table 8. Citizenship Status

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
US Citizen	17,958	16,481	16,107
Permanent Resident	4,425	4,269	3,827
Temporary Resident	909	875	785
Refugees/ Asylee	366	355	290
Student Visa (F-1 or M-1 visa)	56	55	36
Other Status	4,273	3,796	3,245
Status Unknown/ Uncollected	3,654	3,500	4,203
<b>Total</b>	<b>31,641</b>	<b>29,331</b>	<b>28,493</b>

Table 9. Highest Level of Education

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
Not a high school graduate and not currently enrolled in high school	4,286	3,974	2,968
Currently enrolled in grades K-12	224	228	182
Not a high school graduate and currently enrolled in adult education	1,610	1,360	1,112
Earned a U.S. High School Diploma or high school equivalence (GED)	5,701	4,983	7,195
Foreign Secondary School Diploma or Certificate of Graduation (HS or University)	3,231	3,297	2,398
Received an Associate Degree	1,001	904	800
Bachelor Degree or Higher (4 year U.S. college degree)	2,961	2,778	2,509
Unknown/Unreported	12,627	11,807	11,329
<b>Total</b>	<b>31,641</b>	<b>29,331</b>	<b>28,493</b>

Table 10. Educational Goals of NOCE Students

	<b>2016-17 (N=31,641)</b>	<b>2017-18 (N=29,331)</b>	<b>2018-19 (N=28,493)</b>
Basic Skills	5,407	4,912	4,146
Career Exploration	1,944	1,836	1,817
Certificate Seeking	509	444	380
Degree Seeking	506	464	425
Diploma Seeking	1,737	1,543	1,459
Educational Enrichment	4,224	3,781	3,774
Skills Builder	1,353	1,295	1,230
Transfer Seeking	1,928	1,921	1,719
Undecided	2,640	2,471	2,416
Unknown	11,393	10,664	11,127
<b>Total</b>	<b>31,641</b>	<b>29,331</b>	<b>28,493</b>

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

	<b>2016-17 (12,049)</b>	<b>2017-18 (N=11,145)</b>	<b>2018-19 (N=10,034)</b>
Anaheim	11,228	10,200	9,195
Cypress	98	63	26
Wilshire	511	646	656
Offsite	212	236	157
Total	12,049	11,145	10,034

Table 12. Ethnicity of Students Enrolled in the CTE Program

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,275)</b>	<b>2018-19 (N=2,929)</b>
Asian	793	771	636
Black or African American	113	110	101
Hispanic or Latino	1,657	1521	1,447
Other or Unknown	98	81	76
Two or More	206	196	182
White	635	596	487
Total	3,502	3,275	2,929

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

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,275)</b>	<b>2018-19 (N=2,929)</b>
Female	2,452	2,316	2,108
Male	937	857	699
Unknown	113	102	122
Total	3,502	3,275	2,929

Table 14. Age of Students Enrolled in the CTE Program

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,275)</b>	<b>2018-19 (N=2,929)</b>
18-24 Years	678	589	549
25-34 Years	877	800	742
35-44 Years	623	603	537
45-54 Years	642	644	554
55+ Years	677	636	545
Unknown	5	3	2
<b>Total</b>	<b>3,502</b>	<b>3,275</b>	<b>2,929</b>

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

	<b>2016-17 (N=3,502)</b>	<b>2017-18 (N=3,272)</b>	<b>2018-19 (N=2,929)</b>
Basic Skills	241	275	220
Career Exploration	733	683	644
Certificate Seeking	264	219	179
Degree Seeking	181	154	130
Diploma Seeking	132	113	132
Educational Enrichment	194	206	188
Skills Builder	494	428	390
Transfer Seeking	553	571	489
Undecided	287	249	229
Unknown	423	374	328
<b>Total</b>	<b>3,502</b>	<b>3,272</b>	<b>2,929</b>

Table 16. DSS Enrollments by Campus Location

	<b>2016-17 (N=4,014)</b>	<b>2017-18 (N=3,545)</b>	<b>2018-19 (N=3,714)</b>
Anaheim	1,334	939	1,001
Cypress	1,304	1,360	1,385
Wilshire	981	855	781
Offsite	395	391	547
<b>Total</b>	<b>4,014</b>	<b>3,545</b>	<b>3,714</b>



Table 17. Ethnicity of Students Enrolled in the DSS Program

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
Asian	105	116	133
Black or African American	46	43	30
Hispanic or Latino	243	248	267
Other or Unknown	93	74	102
Two or More	47	48	61
White	229	190	188
Total	763	719	781

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

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
Female	302	268	302
Male	446	435	452
Unknown	15	16	27
Total	763	719	781

Table 19. Age of Students Enrolled in the DSS Program

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
18-24 Years	332	368	331
25-34 Years	230	191	221
35-44 Years	58	46	69
45-54 Years	43	38	61
55+ Years	100	76	98
Total	763	719	781

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

	<b>2016-17 (N=763)</b>	<b>2017-18 (N=719)</b>	<b>2018-19 (N=781)</b>
Basic Skills	34	38	43
Career Exploration	72	80	98
Certificate Seeking	31	31	26
Degree Seeking	31	19	19
Diploma Seeking	8	16	14
Educational Enrichment	108	95	104
Skills Builder	26	33	55
Transfer Seeking	52	50	55
Undecided	121	137	154
Unknown	280	220	213
<b>Total</b>	<b>763</b>	<b>719</b>	<b>781</b>

Table 21. ESL Enrollments by Campus Location

	<b>2016-17 (N=30,209)</b>	<b>2017-18 (N=27,718)</b>	<b>2018-19 (N=22,050)</b>
Anaheim	12,222	11,159	8,434
Cypress	7,554	7,473	6,168
Wilshire	5,147	4,952	4,135
Offsite	5,286	4,134	3,313
<b>Total</b>	<b>30,209</b>	<b>27,718</b>	<b>22,050</b>

Table 22. Ethnicity of Students Enrolled in the ESL Program

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,341)</b>	<b>2018-19 (N=7,061)</b>
Asian	2,046	1,997	1,641
Black or African American	116	82	66
Hispanic or Latino	5,694	5,085	4,413
Native Hawaiian or Pacific Islander	21	26	14
Other or Unknown	390	344	262
Two or More	129	154	159
White	676	653	506
<b>Total</b>	<b>9,072</b>	<b>8,341</b>	<b>7,061</b>

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

Table 23. Gender of Students Enrolled in the ESL Program

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,341)</b>	<b>2018-19 (N=7,061)</b>
Female	5,756	5362	4,644
Male	2,982	2664	2,128
Unknown	334	315	289
Total	9,072	8,341	7,061

Table 24. Age of Students Enrolled in the ESL Program

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,341)</b>	<b>2018-19 (N=7,061)</b>
0-17 Years	25	24	17
18-24 Years	972	931	810
25-34 Years	2,040	1,755	1,498
35-44 Years	2,401	2,309	1,770
45-54 Years	2,044	1,830	1,602
55+ Years	1,589	1,492	1,362
Unknown	1		2
Total	9,072	8,341	7,061

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

	<b>2016-17 (N=9,072)</b>	<b>2017-18 (N=8,340)</b>	<b>2018-19 (N=7,061)</b>
Basic Skills	4,692	4,205	3,379
Career Exploration	481	481	458
Certificate Seeking	91	90	71
Degree Seeking	79	81	71
Diploma Seeking	159	172	135
Educational Enrichment	465	475	495
Skills Builder	407	411	337
Transfer Seeking	364	418	351
Undecided	286	244	222
Unknown	2,048	1,763	1,542
Total	9,072	8,340	7,061

Table 26. HSDP Enrollments by Campus Location

	<b>2016-17 (N=12,306)</b>	<b>2017-18 (N=12,754)</b>	<b>2018-19 (N=10,211)</b>
Anaheim	4,661	5,377	4,341
Cypress	3,249	3,145	2,484
Wilshire	3,651	3,602	2,807
Offsite	745	630	579
Total	12,306	12,754	10,211

Table 27. Ethnicity of Students Enrolled in the HSDP Program

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
Asian	502	599	512
Black or African American	167	159	143
Hispanic or Latino	2,808	2,572	2,300
Native Hawaiian or Pacific Islander	24	23	24
Other or Unknown	124	150	134
Two or More	265	287	285
White	530	483	460
Total	4,420	4,273	3,858

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

Table 28. Gender of Students Enrolled in the HSDP Program

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
Female	2,623	2,548	2,329
Male	1,714	1,585	1,394
Unknown	83	140	135
Total	4,420	4,273	3,858

Table 29. Age of Students Enrolled in the HSDP Program

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
0-17 Years	26	20	21
18-24 Years	1,626	1,470	1,248
25-34 Years	1,335	1,242	1,090
35-44 Years	675	714	704
45-54 Years	479	492	479
55+ Years	279	328	314
Unknown	0	7	2
<b>Total</b>	<b>4,420</b>	<b>4,273</b>	<b>3,858</b>

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

	<b>2016-17 (N=4,420)</b>	<b>2017-18 (N=4,273)</b>	<b>2018-19 (N=3,858)</b>
Basic Skills	385	429	348
Career Exploration	486	471	461
Certificate Seeking	102	117	118
Degree Seeking	190	193	157
Diploma Seeking	1,344	1,176	1,097
Educational Enrichment	141	139	150
Skills Builder	176	176	161
Transfer Seeking	819	778	672
Undecided	250	266	236
Unknown	527	528	458
<b>Total</b>	<b>4,420</b>	<b>4,273</b>	<b>3,858</b>

Table 31. LEAP Enrollments by Campus Location

	<b>2016-17 (N=83,204)</b>	<b>2017-18 (N=82,544)</b>	<b>2018-19 (N=87,124)</b>
Anaheim	2,903	2,707	2,434
Cypress	3,559	3,366	2,981
Wilshire	2,007	1,703	1,457
Offsite	74,735	74,768	80,252
<b>Total</b>	<b>83,204</b>	<b>82,544</b>	<b>87,124</b>

Table 32. Ethnicity of Students Enrolled in the LEAP Program

	<b>2016-17 (N=16,087)</b>	<b>2017-18 (N=15,029)</b>	<b>2018-19 (N=15,911)</b>
American Indian or Alaska Native	29	26	24
Asian	2,801	2,774	2,894
Black or African American	278	263	262
Hispanic or Latino	2,586	2,269	2,329
Native Hawaiian or Pacific Islander	53	48	43
Other or Unknown	3,942	4,029	4,771
Two or More	328	364	368
White	6,070	5,256	5,220
Total	16,087	15,029	15,911

Table 33. Gender of Students Enrolled in the LEAP Program

	<b>2016-17 (N=16,087)</b>	<b>2017-18 (N=15,029)</b>	<b>2018-19 (N=15,911)</b>
Female	10,984	10,177	10,657
Male	4,069	3,718	3,879
Unknown	1,034	1,134	1,375
Total	16,087	15,029	15,911

Table 34. Age of Students Enrolled in the LEAP Program

	<b>2016-17 (N=16,087)</b>	<b>2017-18 (N=15,029)</b>	<b>2018-19 (N=15,911)</b>
0-17 Years	1,678	1,468	1,168
18-24 Years	298	260	238
25-34 Years	898	768	782
35-44 Years	860	785	921
45-54 Years	633	539	731
55+ Years	11,708	11,197	12,061
Unknown	12	12	10
Total	16,087	15,029	15,911

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

	<b>2016-17 (N=16,087)</b>	<b>2017-18 (N=15,029)</b>	<b>2018-19 (N=15,911)</b>
Basic Skills	524	463	536
Career Exploration	514	464	489
Certificate Seeking	103	95	80
Degree Seeking	111	110	118
Diploma Seeking	211	184	197
Educational Enrichment	3,444	3,022	3,001
Skills Builder	426	403	420
Transfer Seeking	427	439	454
Undecided	1,849	1,723	1,726
Unknown	8,478	8,126	8,890
<b>Total</b>	<b>16,087</b>	<b>15,029</b>	<b>15,911</b>

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

	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
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 37. NOCE Course Retention Rates by Ethnicity, Academic Year 2017-18

	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
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 38. NOCE Course Retention Rates by Ethnicity, Academic Year 2018-19

	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
American Indian or Alaska Native	38	48	48	42
Course Retention	38	47	43	38
Course Retention Rate	100.00%	97.92%	89.58%	90.48%
Asian	4,197	5,899	6,049	5,519
Course Retention	3,915	5,234	5,114	4,918
Course Retention Rate	93.28%	88.73%	84.54%	89.11%
Black or African American	338	495	496	471
Course Retention	311	420	422	403
Course Retention Rate	92.01%	84.85%	85.08%	85.56%
Hispanic or Latino	4,816	8,560	8,711	8,005
Course Retention	4,349	6,987	6,613	6,646
Course Retention Rate	90.30%	81.62%	75.92%	83.02%
Native Hawaiian or Pacific Islander	77	104	107	93
Course Retention	75	90	94	82
Course Retention Rate	97.40%	86.54%	87.85%	88.17%
Other or Unknown	6,004	7,512	8,162	8,293
Course Retention	5,674	6,866	7,375	7,582
Course Retention Rate	94.50%	91.40%	90.36%	91.43%
Two or More	415	790	737	686
Course Retention	365	661	597	580
Course Retention Rate	87.95%	83.67%	81.00%	84.55%
White	6,951	8,666	8,494	8,305
Course Retention	6,608	7,970	7,791	7,686
Course Retention Rate	95.07%	91.97%	91.72%	92.55%
Total	22,836	32,074	32,804	31,414

Table 39. NOCE Course Retention Rates by Gender

	Summer	Fall	Winter	Spring
<b>Academic Year 2016-17</b>				
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%
<b>Academic Year 2017-18</b>				
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%
<b>Academic Year 2018-19</b>				
Female	15,550	21,932	22,310	21,378
Course Retention	14,586	19,455	19,186	19,165
Course Retention Rate	93.80%	88.71%	86.00%	89.65%
Male	5,600	7,960	8,295	7,891
Course Retention	5,148	6,851	6,935	6,800
Course Retention Rate	91.93%	86.07%	83.60%	86.17%
Unknown	1,686	2,182	2,199	2,145
Course Retention	1,601	1,969	1,928	1,970
Course Retention Rate	94.96%	90.24%	87.68%	91.84%

Table 40. NOCE Course Retention Rates by Program

	Summer	Fall	Winter	Spring
<b>Academic Year 2016-17</b>				
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%
<b>Academic Year 2017-18</b>				
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 40. NOCE Course Retention Rates by Program (Continued)

<b>Academic Year 2018-19</b>				
CTE	923	2,290	2,207	2,333
Course Retention	747	1,769	1,801	1,763
Course Retention Rate	80.93%	77.25%	81.60%	75.57%
DSS	490	1,105	1,082	1,022
Course Retention	466	1,014	999	963
Course Retention Rate	95.10%	91.76%	92.33%	94.23%
ESL	2,289	5,504	5,930	4,348
Course Retention	2,087	4,115	3,470	3,537
Course Retention Rate	91.18%	74.76%	58.52%	81.35%
HSDP	876	1,560	1,628	1,707
Course Retention	664	1,050	1,219	1,162
Course Retention Rate	75.80%	67.31%	74.88%	68.07%
LEAP	18,258	21,615	21,957	22,004
Course Retention	17,371	20,327	20,560	20,510
Course Retention Rate	95.14%	94.04%	93.64%	93.21%

Table 41. NOCE Success Rates by Ethnicity

	<b>2016-17 (N=123,934)</b>	<b>2017-18 (N=119,623)</b>	<b>2018-19 (N=119,128)</b>
American Indian or Alaska Native	205	176	176
Success	160	146	150
Success Rate	78.05%	82.95%	85.23%
Asian	21,992	22,146	21,664
Success	17,442	18,240	18,069
Success Rate	79.31%	82.36%	83.41%
Black or African American	2,133	1,882	1,800
Success	1,575	1,418	1,367
Success Rate	73.84%	75.35%	75.94%
Hispanic or Latino	36,268	33,168	30,092
Success	23,871	23,393	22,034
Success Rate	65.82%	70.53%	73.22%
Native Hawaiian or Pacific Islander	354	415	381
Success	292	336	314
Success Rate	82.49%	80.96%	82.41%
Other or Unknown	23,322	25,252	29,971
Success	19,740	21,974	26,564
Success Rate	84.64%	87.02%	88.63%
Two or More	2,631	2,746	2,628
Success	1,794	1,965	1,911
Success Rate	68.19%	71.56%	72.72%
White	37,029	33,838	32,416
Success	31,655	29,858	28,894
Success Rate	85.49%	88.24%	89.13%
Total	123,934	119,623	119,128

Table 42. NOCE Success Rates by Gender

	<b>2016-17 (N=123,934)</b>	<b>2017-18 (N=119,623)</b>	<b>2018-19 (N=119,128)</b>
Female	85,137	82,316	81,170
Success	67,440	67,931	68,377
Success Rate	79.21%	82.52%	84.24%
Male	32,517	30,361	29,746
Success	23,941	23,442	23,928
Success Rate	73.63%	77.21%	80.44%
Unknown	6,280	6,946	8,212

Success	5,148	5,957	6,998
Success Rate	81.97%	85.76%	85.22%
Total	123,934	119,623	119,128

Table 43. CTE Success Rates by Ethnicity

	<b>2016-17 (N=8,476)</b>	<b>2017-18 (N=8,179)</b>	<b>2018-19 (N=7,753)</b>
American Indian or Alaska Native	11	14	16
Success	6	8	13
Success Rate	54.55%	57.14%	81.25%
Asian	2,162	2,118	1,907
Success	1,546	1,508	1,426
Success Rate	71.51%	71.20%	74.78%
Black or African American	270	269	223
Success	176	180	133
Success Rate	65.19%	66.91%	59.64%
Hispanic or Latino	3,868	3,659	3,606
Success	2,523	2,423	2,466
Success Rate	65.23%	66.22%	68.39%
Native Hawaiian or Pacific Islander	26	27	22
Success	18	20	18
Success Rate	69.23%	74.07%	81.82%
Other or Unknown	154	142	148
Success	104	98	102
Success Rate	67.53%	69.01%	68.92%
Two or More	479	485	505
Success	304	340	358
Success Rate	63.47%	70.10%	70.89%
White	1,506	1,465	1,326
Success	1,017	1,033	939
Success Rate	67.53%	70.51%	70.81%
Total	8,476	8,179	7,753

Table 44. CTE Success Rates by Gender

	<b>2016-17 (N=8,476)</b>	<b>2017-18 (N=8,179)</b>	<b>2018-19 (N=7,753)</b>
Female	6,285	6,132	5,708
Success	4,221	4,208	4,077
Success Rate	67.16%	68.62%	71.43%
Male	1,885	1,801	1,709
Success	1,251	1,227	1,129
Success Rate	66.37%	68.13%	66.06%
Unknown	306	246	336
Success	222	175	249
Success Rate	72.55%	71.14%	74.11%
Total	8,476	8,179	7,753

Table 45. DSS Success Rates by Ethnicity

	<b>2016-17 (N=3,990)</b>	<b>2017-18 (N=3,531)</b>	<b>2018-19 (N=3,699)</b>
Asian	596	594	649
Success	483	518	566
Success Rate	81.04%	87.21%	87.21%
Black or African American	183	205	170
Success	136	179	162
Success Rate	74.32%	87.32%	85.29%
Hispanic or Latino	1,391	1,253	1,314
Success	1,112	1,070	1,136
Success Rate	79.94%	85.40%	86.45%
Native Hawaiian or Pacific Islander	49	45	46
Success	47	38	38
Success Rate	95.92%	84.44%	82.61%
Other or Unknown	344	256	372
Success	264	224	346
Success Rate	76.74%	87.50%	93.01%
Two or More	352	293	304
Success	295	267	261
Success Rate	83.81%	91.13%	85.86%
White	1,075	885	844
Success	848	788	762
Success Rate	78.88%	89.04%	90.28%
Total	3,990	3,531	3,699

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

Table 46. DSS Success Rates by Gender

	<b>2016-17 (N=3,990)</b>	<b>2017-18 (N=3,531)</b>	<b>2018-19 (N=3,699)</b>
Female	1,417	1,257	1,354
Success	1,105	1,097	1,198
Success Rate	77.98%	87.27%	88.48%
Male	2,491	2,211	2,234
Success	2,011	1,934	1,970
Success Rate	80.73%	87.47%	88.18%
Unknown	82	63	111
Success	69	53	103
Success Rate	84.15%	84.13%	92.79%
Total	3,990	3,531	3,699

Table 47. ESL Success Rates by Ethnicity

	<b>2016-17 (N=24,404)</b>	<b>2017-18 (N=21,793)</b>	<b>2018-19 (N=18,071)</b>
Asian	5,922	5,606	4,544
Success	4,073	4,235	3,390
Success Rate	68.78%	75.54%	74.60%
Black or African American	352	175	123
Success	250	114	74
Success Rate	71.02%	65.14%	60.16%
Hispanic or Latino	14,935	13,128	11,090
Success	9,686	9,639	7,960
Success Rate	64.85%	73.42%	71.78%
Native Hawaiian or Pacific Islander	43	72	47
Success	29	66	34
Success Rate	67.44%	91.67%	72.34%
Other or Unknown	973	791	604
Success	621	556	423
Success Rate	63.82%	70.29%	70.03%
Two or More	365	435	413
Success	244	307	291
Success Rate	66.85%	70.57%	70.46%
White	1,814	1,586	1,250
Success	1,266	1,170	870
Success Rate	69.79%	73.77%	69.60%
Total	24,404	21,793	18,071

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



Table 48. ESL Success Rates by Gender

	<b>2016-17 (N=24,404)</b>	<b>2017-18 (N=21,793)</b>	<b>2018-19 (N=18,071)</b>
Female	15,948	14,666	12,418
Success	10,716	11,007	9,003
Success Rate	67.19%	75.05%	72.50%
Male	7,698	6,363	4,986
Success	4,989	4,513	3,589
Success Rate	64.81%	70.93%	71.98%
Unknown	758	764	667
Success	464	567	450
Success Rate	61.21%	74.21%	67.47%
Total	24,404	21,793	18,071

Table 49. HSDP Success Rates by Ethnicity

	<b>2016-17 (N=7,528)</b>	<b>2017-18 (N=7,485)</b>	<b>2018-19 (N=5,771)</b>
American Indian or Alaska Native	41	12	26
Success	16	2	12
Success Rate	39.02%	16.67%	46.15%
Asian	466	559	510
Success	205	231	231
Success Rate	43.99%	41.32%	45.29%
Black or African American	253	204	234
Success	100	74	83
Success Rate	39.53%	36.27%	35.47%
Hispanic or Latino	5,392	5,264	3,845
Success	1,524	1,507	1,268
Success Rate	28.26%	28.63%	32.98%
Native Hawaiian or Pacific Islander	31	34	48
Success	10	7	18
Success Rate	32.26%	20.59%	37.50%
Other or Unknown	141	165	127
Success	37	32	27
Success Rate	26.24%	19.39%	21.26%
Two or More	563	598	448
Success	222	224	175
Success Rate	39.43%	37.46%	39.06%
White	641	649	533

Success	255	237	200
Success Rate	39.78%	36.52%	37.52%
Total	7,528	7,485	5,771

Table 50. HSDP Success Rates by Gender

	<b>2016-17 (N=7,528)</b>	<b>2017-18 (N=7,485)</b>	<b>2018-19 (N=5,771)</b>
Female	4,269	4,274	3,116
Success	1,355	1,366	1,115
Success Rate	31.74%	31.96%	35.78%
Male	3,176	3,067	2,475
Success	981	913	837
Success Rate	30.89%	29.77%	33.82%
Unknown	83	144	180
Success	33	35	62
Success Rate	39.76%	24.31%	34.44%
Total	7,528	7,485	5,771

Table 51. LEAP Success Rates by Ethnicity

	<b>2016-17 (N=79,536)</b>	<b>2017-18 (N=78,635)</b>	<b>2018-19 (N=83,834)</b>
American Indian or Alaska Native	140	142	120
Success	132	129	112
Success Rate	94.29%	90.85%	93.33%
Asian	12,846	13,269	14,054
Success	11,135	11,748	12,456
Success Rate	86.68%	88.54%	88.63%
Black or African American	1,075	1,029	1,050
Success	913	871	915
Success Rate	84.93%	84.65%	87.14%
Hispanic or Latino	10,682	9,864	10,237
Success	9,026	8,754	9,204
Success Rate	84.50%	88.75%	89.91%
Native Hawaiian or Pacific Islander	205	237	218
Success	188	205	206
Success Rate	91.71%	86.50%	94.50%
Other or Unknown	21,723	23,906	28,734
Success	18,720	21,071	25,679
Success Rate	86.18%	88.14%	89.37%
Two or More	872	935	958
Success	729	827	826
Success Rate	83.60%	88.45%	86.22%
White	31,993	29,253	28,463
Success	28,269	26,630	26,123
Success Rate	88.36%	91.03%	91.78%
Total	79,536	78,635	83,834

Table 52. LEAP Success Rates by Gender

	<b>2016-17 (N=79,536)</b>	<b>2017-18 (N=78,635)</b>	<b>2018-19 (N=83,834)</b>
Female	57,218	55,987	58,574
Success	50,043	50,253	52,984
Success Rate	87.46%	89.76%	90.46%
Male	17,267	16,919	18,342
Success	14,709	14,855	16,403
Success Rate	85.19%	87.80%	89.43%
Unknown	5,051	5,729	6,918
Success	4,360	5,127	6,134
Success Rate	86.32%	89.49%	88.67%
Total	79,536	78,635	83,834

Table 53. Term to Term Retention Rates for NOCE

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Number of Students in the Cohort	18,243	17,842	17,174
Retained in Winter	12,770	12,476	11,849
Retained in Spring	10,477	10,580	10,306

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

	Fall Cohort	Retained in Winter	Retained in Spring
<b>2016 Fall Cohort</b>			
Asian	3,132	69.60%	59.10%
Black or African American	319	64.89%	54.86%
Hispanic or Latino	6,299	61.66%	48.23%
Native Hawaiian or Pacific Islander	62	62.90%	54.84%
Other or Unknown	2,978	76.36%	60.95%
Two or More	392	65.05%	53.06%
White	5,061	77.30%	65.99%
NOCE Overall	18,243	70.00%	57.43%
<b>2017 Fall Cohort</b>			
Asian	3,343	70.36%	58.48%
Black or African American	334	67.66%	56.89%
Hispanic or Latino	6,144	63.48%	50.57%
Native Hawaiian or Pacific Islander	64	75.00%	59.38%
Other or Unknown	2,968	74.26%	66.98%
Two or More	506	63.64%	55.14%
White	4,483	75.98%	67.52%
NOCE Overall	17,842	69.92%	59.30%
<b>2018 Fall Cohort</b>			
Asian	3,122	69.31%	59.55%
Black or African American	289	64.71%	56.75%
Hispanic or Latino	5,628	61.74%	51.44%
Native Hawaiian or Pacific Islander	58	70.69%	60.34%
Other or Unknown	3,244	76.63%	68.09%
Two or More	518	62.16%	51.16%
White	4,315	73.14%	66.40%
NOCE Overall	17,174	68.99%	60.01%

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
<b>2016 Fall Cohort</b>			
Female	12,186	71.43%	59.51%
Male	5,133	66.37%	52.17%
Unknown	924	71.32%	59.20%
NOCE Overall	18,243	70.00%	57.43%
<b>2017 Fall Cohort</b>			
Female	11,957	71.00%	60.75%
Male	4,916	66.33%	54.37%
Unknown	969	74.92%	66.36%
NOCE Overall	17,842	69.92%	59.30%
<b>2018 Fall Cohort</b>			
Female	11,477	69.87%	61.15%
Male	4,537	66.12%	56.47%
Unknown	1,160	71.55%	62.59%
NOCE Overall	17,174	68.99%	60.01%

Table 56. Term to Term Retention Rates for Programs

	2016-2017	2017-2018	2018-2019
<b>Career Technical Education (CTE)</b>			
Starting Fall Cohort	1,358	1,328	1,590
Retained in Winter	672	674	871
Retained in Spring	509	471	676
<b>Disability Support Services (DSS)</b>			
Starting Fall Cohort	547	501	641
Retained in Winter	499	454	577
Retained in Spring	447	421	537
<b>English as a Second Language (ESL)</b>			
Starting Fall Cohort	5,206	4,867	4,160
Retained in Winter	3,140	2,976	2,516
Retained in Spring	2,392	2,192	1,879
<b>High School Diploma/GED Program (HSDP)</b>			
Starting Fall Cohort	1,633	1,624	1,907
Retained in Winter	773	798	972
Retained in Spring	594	668	787
<b>Lifeskills Education Advancement Program (LEAP)</b>			
Starting Fall Cohort	10,163	9,126	9,722
Retained in Winter	7,900	7,053	7,214
Retained in Spring	6,644	6,388	6,598

Table 57. CTE Certificates Awarded by Academic Year by Ethnicity

	2016-17	2017-18	2018-19
Asian	116	101	105
Hispanic or Latino	194	207	201
Other or Unknown	23	26	11
Two or More	25	28	35
White	74	73	58
Total Students who Received CTE Certificates	432	435	410

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

Table 58. CTE Certificates Awarded by Academic Year by Gender

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	345	350	334
Male	74	69	63
Unknown	13	16	13
Total Students who Received CTE Certificates	432	435	410

Table 59. DSS Certificates Awarded by Academic Year by Ethnicity

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Hispanic or Latino	25	22	17
Other or Unknown	19	21	27
White	14	20	13
Total Students who Received DSS Certificates	58	63	57

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

Table 60. DSS Certificates Awarded by Academic Year by Gender

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	19	26	16
Male	39	36	41
Unknown	0	1	0
Total Students who Received DSS Certificates	58	63	57

Table 61. High School Diplomas Awarded by Ethnicity

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Asian	15	21	21
Hispanic or Latino	168	185	147
Other or Unknown	12	11	13
Two or More	25	18	19
White	33	31	22
Total Students Who Received High School Diplomas	253	266	222

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



Table 62. High School Diplomas Awarded by Gender

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	130	135	117
Male	121	127	99
Unknown	2	4	6
Total Students Who Received High School Diplomas	253	266	222

Appendix B  
Institutional Effectiveness Report Acronyms Dictionary

<b>Index</b>	<b>Explanation</b>
A&R	Admission and Records
ABE	Adult Basic Education
ACS	American Community Survey
AEP	Adult Education Program
ASE	Adult Secondary Education
AWD	Adults with Disabilities
CA	Canceled After Class Starts
CAEP	California Adult Education Program
CALPADS	California Longitudinal Pupil Achievement Data System
CASAS	Comprehensive Adult Student Assessment Systems
CC	Cypress College
CCCCO	California Community Colleges Chancellor's Office
CDCP	Career Development College Preparatory
CSU	California State Universities
CTE	Career Technical Education
CTEOS	Career Technical Education Employment Outcomes Survey
DC	Drop After Class Starts
DN	Drop for Non-Payment
DO	Drop Online
DSS	Disability Support Services
DT	Drop from CTE Program
EDD	Employment Development Department
EL Civics	English Literacy and Civics
EMSI	Economic Modeling Specialists International
ESL	English as a Second Language
FC	Fullerton College
FERPA	Family Education Rights and Privacy Act
GED	General Educational Development
HSDP	High School Diploma Program
HSE	High School Equivalency
IER	Institutional Effectiveness Report
LEAP	Lifeskills Education Advancement Program
MIS	Management Information Systems
NG	No Grade
NOCCCD	North Orange County Community College District
NOCE	North Orange Continuing Education
NP	No Pass
OIRP	Office of Institutional Research and Planning
P	Pass

PL/SQL	Procedural Language extensions to the Structured Query Language
PUMA	Public Use Microdata Area
PUMS	Public Use Microdata Sample
RE	Register in Person
RW	Register Web/Online
SCFF	Student Centered Funding Formula
SLO	Student Learning Outcomes
SP	Satisfactory Progress
SSM	Student Success Metrics
SSSP	Student Success and Support Program
SWP	Strong Workforce Program
TOPSpro	Tracking of Programs and Students
UC	Universities of California
WA	Withdrawal by Administrative
WASC	Western Association of Schools and Colleges
WIOA	Workforce Innovation Opportunity Act
WW	Withdrawal Web/Online