

A photograph of two women sitting at a desk in a computer lab. The woman on the left is wearing a black hijab and a pink lace headscarf. The woman on the right is wearing a dark blue button-down shirt and glasses. They are both looking at their computer monitors. The desk has several keyboards, mice, and a headset. A large white circle is overlaid on the bottom half of the image, containing the title text.

**2019/20
Institutional
Effectiveness
Report**

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Message from the President

Throughout 2019–2020, NOCE remained focused on student success, provided basic needs to students, and found new ways to connect to faculty, staff, and students. Even through the global COVID-19 pandemic and subsequent economic downturn, NOCE offered services, refined classes, and provided critical need items to students. We are pleased that these efforts resulted in students having the ability to continue with their education as they studied remotely. Following the campus closure on March 16, 2020, NOCE remained operational and continued offering instruction and student services in a remote setting. Developing a virtual campus infrastructure became the main goal of all NOCE departments, including the Office of Institutional Research and Planning (OIRP). This report showcases ongoing efforts to gather student, faculty, and staff data to inform institutional planning while transitioning to a remote setting. The student survey administered at the beginning of the pandemic revealed food insecurity and other necessities. In response, NOCE shifted our efforts to provide student engagement and support. Within a month-timeframe, NOCE launched the Emergency Aid Initiative, Drive-Through Food Pantry, and Laptop Loan Distribution, which were decisions informed by student feedback.

Unlike many credit colleges, NOCE did not have an established Distance Education (DE) Program at the time of the campus closure. Therefore, gathering and analyzing feedback from students and faculty was critical in designing a DE instructional model that considers both the content of NOCE's noncredit programs and the unique needs of its students. Student communication and surveys were offered in a variety of languages to allow for a broader sample.

Thriving in an emergency environment meant designing new data collection, validation, and reporting systems to account for remote learning. OIRP were the architects of such systems at the local level and contributors at the state level.

Besides addressing emergency needs, NOCE continued working on long-term institutional goals to develop a continuous improvement system. The Program Review Taskforce was initiated at the beginning of the 2020 Spring Semester to develop a structure for comprehensive analysis of all instructional, student services, and administrative units. Once implemented, the Program Review cycle will align with the institution's accreditation timeline and will inform the resource allocation model.

Equity in student access and success can only be achieved if there is clear understanding of achievement gaps. To this end, all NOCE's institutional effectiveness indicators, which are used to assess the completion of the Strategic Plan, are disaggregated by race/ethnicity, and gender.

Much gratitude goes to OIRP for the preparation of the 2019/20 Institutional Effectiveness Report and for their tremendous efforts to gather data, support the campuses' emergency response planning, and for ensuring accuracy of the data reported to the state.



Valentina Purtell



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NOCE 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.

NOCE 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.

NOCE Core Values



Integrity

- through a commitment to our mission and vision statements
- by encouraging a climate of honesty 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





INSTITUTIONAL STUDENT LEARNING OUTCOMES

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

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

The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal community, critical thinking, and problem-solving skills, as well as an understanding of the value of diversity.

The Office of Institutional Research and Planning



Mission Statement

The Office of Institutional Research and Planning's mission is to provide transparency and digestible data to build a bridge of understanding for all NOCE constituents and the overall community.



Vision Statement

The 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.

1 Introduction

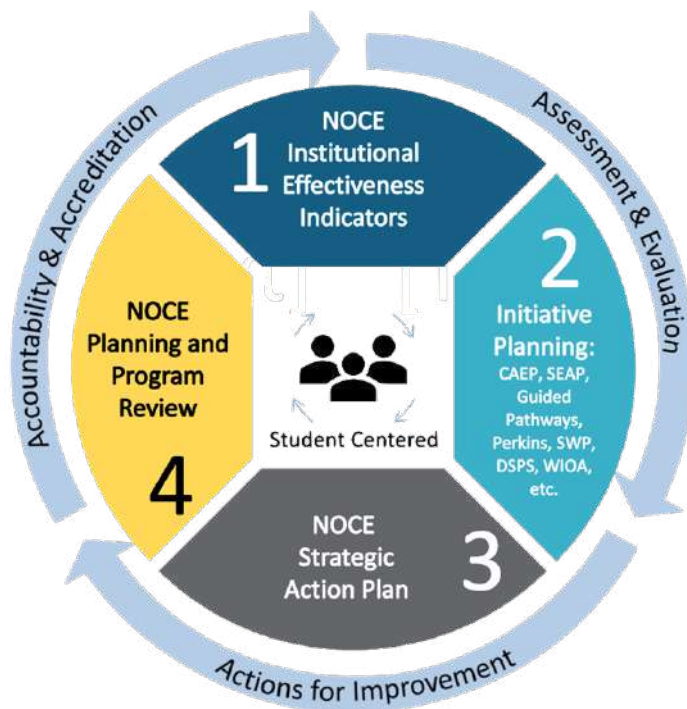


Purpose

The purpose of the NOCE Institutional Effectiveness Report (IER) is to provide metrics and data trends for decision-making processes related to strategic planning, resource allocation, and institutional prioritization. Through this transparent evaluative process, data is reviewed as an overall institution, by program, and by subprogram (where feasible). The IER is an internal report prepared annually and contributes to NOCE's practice of continuous improvement. Locally developed institutional effectiveness (IE) indicators demonstrate how NOCE is making measured progress toward its Strategic Action Plan goals and overall institutional mission. Lastly, the IER serves as a guiding document to meet Criterion 10 of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), which highlights the importance of ongoing improvement in a systematic manner.

Institutional Effectiveness Model

Figure 1. NOCE Institutional Effectiveness Model



1 NOCE's institutional effectiveness model (Figure 1) begins with the annual analysis and reporting of the IE indicators. These indicators that have collaboratively been defined by NOCE's Office of Institutional Research and Planning (OIRP), the Institutional Effectiveness Committee (IEC) and other institutional stakeholders continue to serve as meaningful measurements that help NOCE assess progress toward achieving its vision, mission, and institutional goals. IE indicators aim to help NOCE track the effectiveness of campaigns, initiatives, and strategies that have been implemented. This first component of the institutional effectiveness model analyzes data at a variety of levels, including institution-wide, program and sub-program (where applicable). In addition, data is disaggregated by race/ethnicity and gender where feasible, with the intent to shed light on and better understand achievement gaps that may exist for individual student populations. This first step includes the creation of this IER, which documents and reports out IE indicators to the NOCE community. The IER is the foundation for making data-driven decisions during strategic, operational, and fiscal planning and is intended to serve as a catalyst for the ongoing improvement of NOCE in a systematic, continuous, and documented manner.

2

The second component of NOCE’s IE model is initiative planning. Although the implementation and outcome indicators may differ across NOCE initiatives (Figure 2), resources and planning must still align with the capacity of the institution. OIRP provides data reports, trainings, and documentation to support initiative planning and decision-making. Trainings and documentation have focused on data gathering processes, data literacy, and the development of key performance indicators. Initiative planning supports NOCE’s ability to leverage resources and align initiative goals with institutional values and Strategic Action Plan goals.

Figure 2. NOCE’s Funding Sources



3

NOCE's Strategic Action Plan is the third component of the IE model. The Strategic Action Plan, which was finalized in spring of 2019, was collaboratively developed by NOCE stakeholders, including students, classified staff, managers, and faculty. The plan provides clarity on NOCE's goals and creates opportunity for discussion on the direction of the institution. Key objectives provide concrete deliverables that measure NOCE's progress toward achieving overall goals. It is the intent of the IEC to begin discussing the best approach in identifying methods for tracking and reporting the progress and achievement of key objectives. Figure 3 presents the goals and key objectives of NOCE's Strategic Action Plan and how they align with IE indicators shared in this report. The complete plan also includes action steps under each key objective, a timeline for achieving those action steps, and identifies an NOCE champion that is responsible for leading action steps¹.

Figure 3. Goals and Key Objectives of NOCE'S Strategic Action Plan

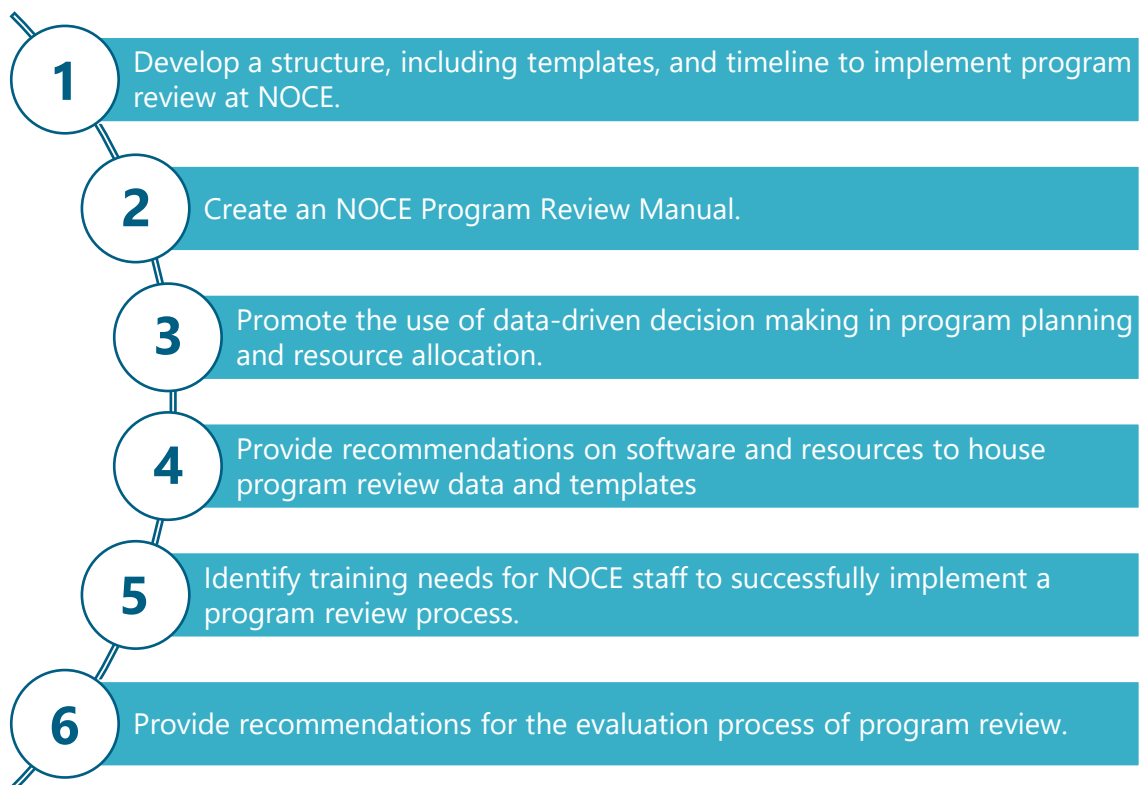
| | Institutional Effectiveness | Guided Pathways | Capacity | Equity |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> 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. 2. Utilize technology as a tool to measure Institutional Effectiveness. 3. Offer professional development activities to promote Institutional Effectiveness. | <ol style="list-style-type: none"> 1. Develop curriculum and expand offerings that promote greater transition into the workforce and credit-bearing programs and other education options. 2. Develop effective ways to communicate academic and career pathways to students. 3. Provide intensive support to help underprepared students succeed in college-level courses. 4. Facilitate and accelerate onboarding process of orientation, assessment, and placement. 5. Implement support services that increase student retention and transition. 6. Incorporate college and workforce readiness skills into curriculum. 7. Increase targeted professional development for all NOCE constituents. | <ol style="list-style-type: none"> 1. Enhance effectiveness of marketing and communication to promote awareness, enrollment, and partnerships. 2. Expand new and emerging student services at NOCE Center, NOCRC, and community partners. 3. Develop a plan for facility improvement to best serve students. 4. Enhance facilities for increased safety measures. 5. Review technology for maximized effectiveness, efficiency, and school-wide use. | <ol style="list-style-type: none"> 1. Identify essential student service gaps within the District service area and develop plans to meet those community needs. 2. Implement effective strategies to engage community members whose primary language is not English. 3. Identify roadblocks that prevent students from completing courses and programs and/or transitioning and develop plans to increase success and transitioning. 4. Develop an equity-minded culture in all areas of NOCE. |
| Institutional Effectiveness Indicators | <ul style="list-style-type: none"> • Student Services • Course Retention • Course Success • Term-to-Term Retention • Completions • Transitions | <ul style="list-style-type: none"> • Students Served (HC/ Enrollment) | <ul style="list-style-type: none"> • Disaggregation of enrollment, progress and outcome data by demographics. | |

¹ https://noce.edu/wp-content/uploads/2020/09/NOCE_Strategic_Plan_6.18.19.pdf

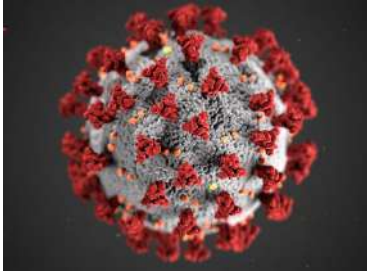
4

The final component of NOCE's IE model is planning and program review. Beginning in the spring of 2020, NOCE initiated the Program Review Taskforce which is composed of members from the IEC. This included participants from student leadership, classified, management, and faculty constituency groups. The purpose of the taskforce is to provide structure, guidance, and recommendations on NOCE's program review process and implementation. As a key component of institutional planning and resource allocation, program review provides systematic and data-driven information that allows NOCE to examine the overall effectiveness of the institution.

NOCE Program Review Taskforce Goals



Program review will provide a mechanism for NOCE to take a comprehensive look at all aspects of the institution's functions, including academic, student support services, and administrative services. This process allows NOCE and its departments to identify operational and personnel priorities, in addition to directing departmental activities toward NOCE's strategic goals. Units are asked to complete a program review template every four years and a program planning template every year in between. The completion of these templates are intended to assist units in strategic planning, preparing funding and personnel requests, and fulfilling the reporting requirements under Criterion 10 of the WASC accreditation self-study. Most importantly, this data-driven process will help move NOCE forward to meet its priority of student success.



COVID-19 Pandemic Impact

The COVID-19 pandemic toward the end of the 2020 Winter Term required NOCE to make significant changes in a short amount of time, including the conversion of all 2020 Spring Term courses to be completely offered in an online/remote modality, along with providing all student services in a remote setting. This abrupt transition created new challenges for students, faculty, and staff. Additionally, this transition impacted the collection of attendance hours which are utilized for the IER and other institutional and state/federal reporting. As NOCE transitioned over to a remote setting beginning March 16, 2020, the collection of attendance hours halted as NOCE focused its efforts on providing support to students and faculty to continue instruction for the 2020 Spring Term in a remote modality. As a result, attendance hours were only captured for 80% of the 2020 Winter Term and none of NOCE's 2020 Spring Term. For the 2019/2020 IER, any IE indicators that took attendance hours into account have been revised (See Table 1 crosswalk for revisions).

Beginning 2020 Spring Term, OIRP surveyed students, staff, and faculty to assess and shed light on successes and barriers they experienced during the transition to distance education. Results are summarized and presented in the final chapter of this report. Despite these challenges, NOCE was able to quickly adapt and become functional as a completely remote institution.

Report Structure

NOCE's annual IER continues to present findings and indicators through the lens of the student journey. Report chapters align with the **Student Success Metrics (SSM)** from the California Community College Chancellor's Office (CCCCO). IER chapters two through five focus on the first four momentum points from the CCCCCO SSM: Successful Enrollment, Learning Progress, Momentum, and Success. Additionally, chapter two provides community data along with NOCE student services data. The last chapter of the report focuses on findings from student and faculty surveys to gather feedback from both groups on their transition to remote learning and student services. Inclusion of both quantitative and qualitative data provides a comprehensive examination of the unprecedented academic year NOCE experienced in 2019/20.

Institutional Effectiveness Indicators

Institutional Effectiveness (IE) indicators continue to be locally defined to measure and report institutional effectiveness for NOCE. Indicators are informed by federal and state-wide data dashboards that are utilized to measure effectiveness and progress for noncredit/adult education programs. These include the Workforce Innovations Opportunity ACT (WIOA), the California Adult Education Program (CAEP), Strong Workforce Program (SWP), and the CCCC Student Success Metrics (SSM). Indicators are discussed and vetted through IEC and are aligned with NOCE's Strategic Action Plan. To illustrate this alignment, IE indicators are labeled with the following icons:



GUIDED PATHWAYS

These indicators align with the Guided Pathways component of NOCE's strategic plan and 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

IE indicators tagged with the capacity icon illustrate their alignment with the Capacity aspect of the strategic plan and Goal III: Using relevant data to develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community with the District's service area.



EQUITY

Understanding IE indicators through an equity lens is vital to NOCE's success. Indicators that are disaggregated in a manner that contribute to gaining a deeper understanding of these equity gaps are labeled with this icon and align with strategic plan Goal IV: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.

Five years ago, OIRP produced its first version of the annual IER to convey NOCE's efforts to fulfilling its institutional mission. That document set the standard for comprehensiveness in using data to show the degree to which NOCE succeeds in meeting intended student outcomes and utilizes resources to meet institutional goals. NOCE remains thoroughly committed to measuring performance by not only tracking student outcomes along the NOCE student journey, but also to incorporate student, faculty, and staff voices in this process. Both pieces provide valuable data that illustrate the successes, challenges, and lessons learned at NOCE. In the same way that NOCE's efforts to achieve their vision and mission continues to evolve, this document (IER) has evolved as well. OIRP and IEC examine IE indicator definitions and calculations (Table 1) annually to ensure that relevant data points comprehensively convey what NOCE does, how NOCE does it, and where NOCE can grow.



Table 1

2018/19 and 2019/20 IER Indicator Definitions

| Indicator | 2018/19 IER Definitions | 2019/20 IER Definitions |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | Student registered for any class session in a given term. Registration codes included in the enrollment definitions are CA, DC, DT, RE, RW, WA, and WW. |
| Student Services | Enrollment rates for students who completed an orientation, assessment or educational plan. Orientation, assessment or educational plan rates of student who enrolled in Career Development College Preparatory (CDCP) courses in a selected year. | Enrollment rates in CDCP Basic Skills, High School Diploma, GED/HiSET and College Prep (BSP), Career Technical Education (CTE), or English as a Second Language (ESL) courses for students who completed an orientation (BSP, CTE, or ESL), assessment (BSP or ESL) or educational plan in a selected year. |
| 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 Skills Lab, and any courses wherein no grades were awarded during that year are excluded from the denominator. | Remains the same. Data is disaggregated at the overall, program, and subprogram levels. |
| Course Success | Students receiving a final grade of A, B, C, D, Pass (P), or Satisfactory Progress (SP) in courses where grades are awarded. The High School Diploma subprogram is the only program that assigns A-F grades. | Remains the same. Data is disaggregated at the overall, program, and subprogram levels. |
| 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 Cypress College (CC)/Fullerton College (FC) in the same year. | Remains the same and continues with the cohort model. Data is disaggregated at the overall, program, and subprogram levels. |
| 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. | Remains the same. |

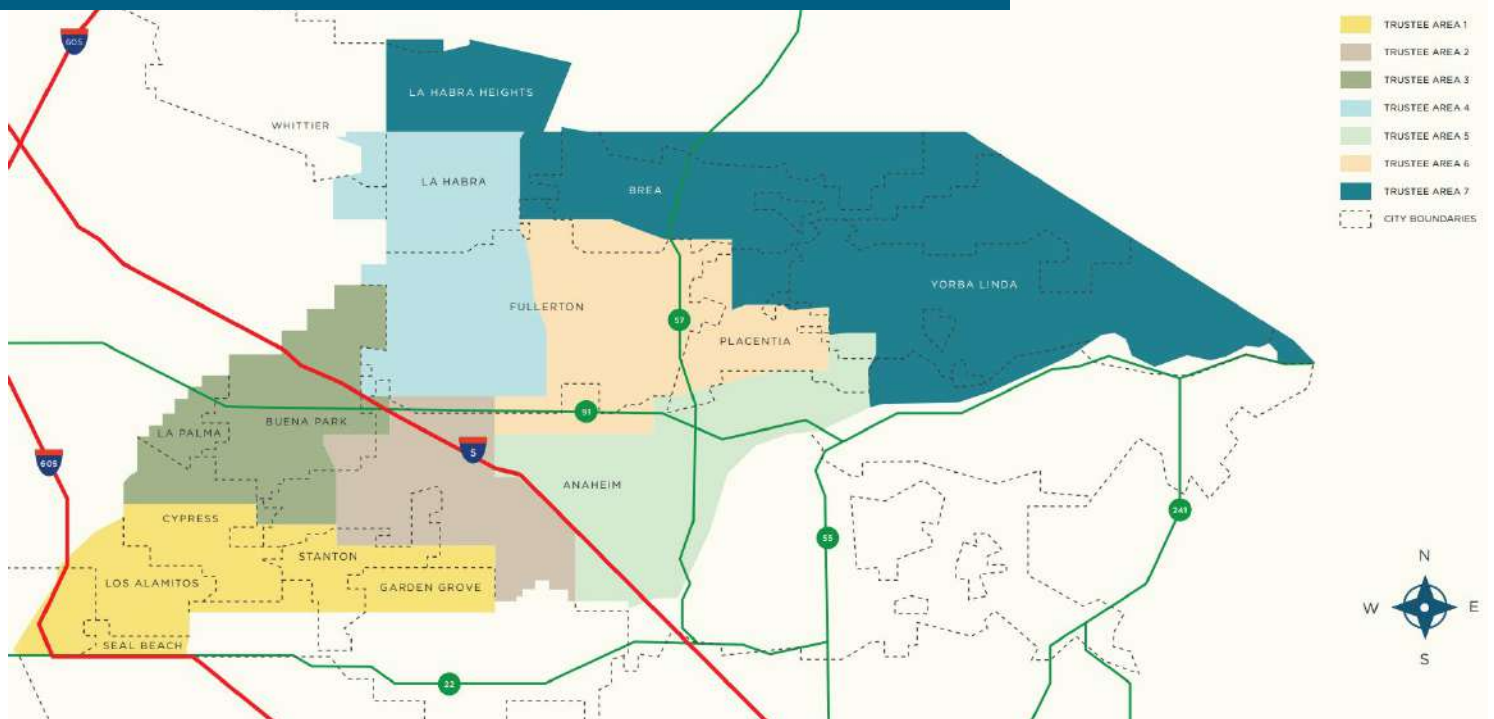
| Indicator | 2018/19 IER Definitions | 2019/20 IER Definitions |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transition | <p>ESL to HSDP: 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>ESL/HSDP to CTE (CTE Pathway): 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.</p> <p>Noncredit-to-Credit Transition: 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> | <p>ESL to Adult Secondary Education (ASE): Among all ESL students who enrolled at NOCE in the selected year (2018/19), whether students enrolled in BSP courses for the first time in the same or subsequent year, excluding students with prior BSP enrollments.</p> <p>ESL, Adult Basic Education (ABE), and ASE to CTE (CTE Pathway): Among all ESL and BSP students who enrolled at NOCE in the selected year (2018/19), whether students enrolled in CTE courses for the first time in the same or subsequent year, excluding students with prior CTE enrollments.</p> <p>Noncredit-to-Credit Transition: Among all new students who enrolled at NOCE for the first time in the 2018 Fall Term and who completed 12 or more instructional contact hours in that year in CTE, BSP, 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> |

2 Successful Enrollment

Community Profile

NOCE is a member of North Orange County Community College (NOCCCD), a multi-college district which is comprised of two credit colleges, Cypress College and Fullerton College, and one institution solely dedicated to noncredit instruction, NOCE. 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 Census data regarding the communities served within the NOCCCD service area.

North Orange County Community College School District



The community profile (Figure 4) is based on the U.S. Census Bureau’s 2019 American Community Survey (ACS) 1-Year estimates based on the 2010 Census data. The 2019 estimates are used instead of the 2010 Census data because 2019 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 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 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.

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 (3.8% in 2019/20) of the total student population.

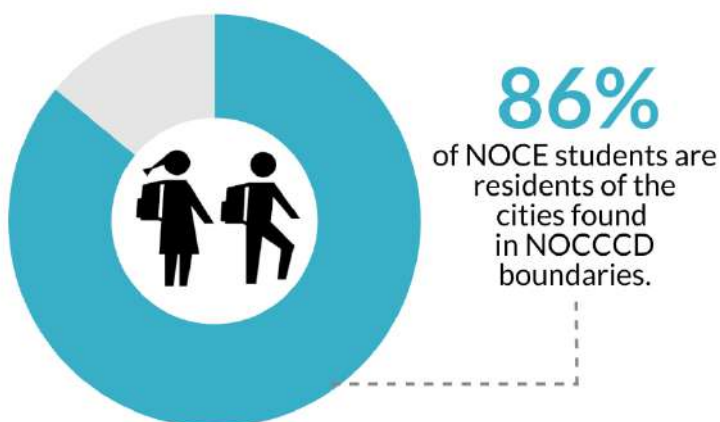
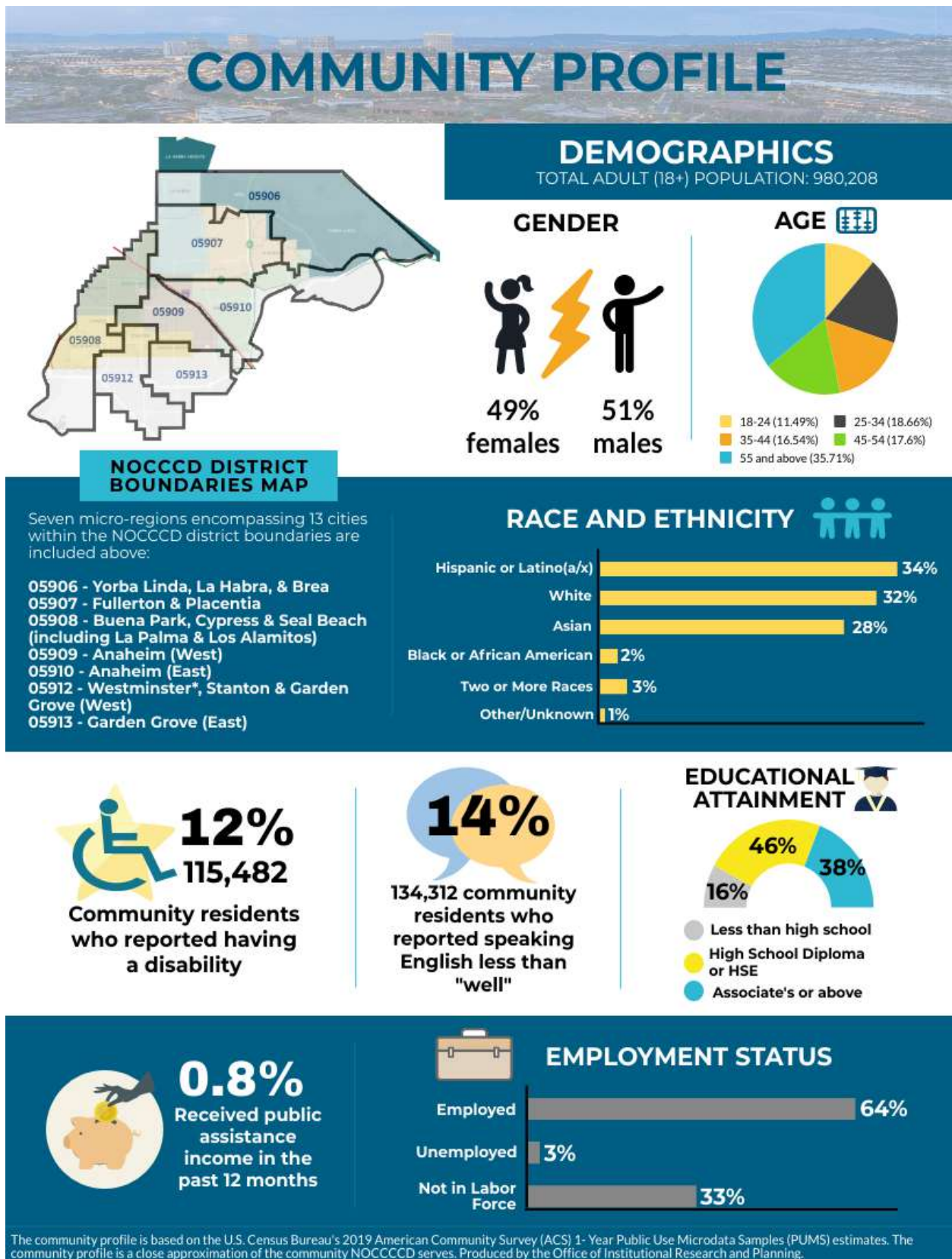


Figure 4. NOCCCD Community Profile



Student Services



One of the key objectives in the NOCE Strategic Action 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 including orientation, assessment, and educational planning, leading to greater student access and success. Students enrolled in Career Development and College Preparation (CDCP) courses in NOCE's three academic programs: (1) Basic Skills, High School Diploma, GED/HiSET Preparation, and College Preparation (BSP), (2) Career Technical Education (CTE), or (3) English as a Second Language (ESL) are required to complete some of the student services listed above. CTE, ESL, and the High School Diploma (HSD) subprogram within BSP are required to complete an orientation, and only ESL and HSD students are required to take an assessment. Students in the three programs are highly encouraged to meet with a counselor and create an educational plan to map their educational journey at NOCE. NOCE counselors are available to meet NOCE students to assist them at any point of their education journey, and within 2019/20, counselors within the Counseling and Student Services department served 4,033 students via onsite and offsite appointments².



² The data on the number of students served through counseling appointments is provided by the Counseling and Student Services department. The headcount does not include students served by the Disability Support Services.

Data was examined to determine the number of students who completed an orientation, assessment, or educational plan in 2019/20. Enrollment rates were examined for these students to determine if they enrolled in CDCP courses in CTE, ESL, or HSD in the same academic year. Students in non-CDCP courses (e.g., community education, emeritus subprogram, etc.) are not required to complete any of these services, thus, the enrollment rates were captured only for programs where these services are a requirement. Although the Basic Skills Learning Center, GED/HiSET Preparation Open Lab, Computer and Business Skills Lab, and the 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.

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 data was further broken down at a program level to examine the enrollment rates of students in specific programs based on their completion of program-specific orientation or assessment.

Orientation

Table 2 describes the number of students who completed a general orientation or an ESL orientation in 2019/20, and of those, the proportion of students who also enrolled in CDCP courses in CTE, ESL, or HSD within the same year. Nearly 30% of the students who completed an orientation did not enroll in CDCP courses in the same year.

Table 2

2019/20 Enrollment Rates of Students Who Completed an Orientation (CTE, ESL, HSD)

| | 2019/20 |
|--------------------------|----------------|
| Completed Orientation | 4,745 |
| Enrolled in CDCP Courses | 3,372 |
| Enrollment Rate | 71.06% |

Both the CTE program and HSD subprogram require students to complete a general NOCE orientation. The exception to this is the CTE Pharmacy Technician subprogram, which has its own separate orientation. To examine this data in greater detail in the future, it is recommended to be able to distinguish between students completing the orientation with the intention of enrolling in CTE versus HSD. Since orientation data cannot be parceled out between CTE and HSD, data was only disaggregated for the ESL program. Table 3 describes the number of students who completed an ESL orientation in 2019/20 and those who also enrolled in CDCP ESL courses within the same year. About 16% of the students who completed an ESL orientation did

not enroll in CDCP ESL courses in the same year, lower than the NOCE overall enrollment rate of those who completed an orientation. This may be due to students receiving their orientation post assessment and placement, at the time of receipt of their class schedule.

Table 3

2019/20 Enrollment Rates of Students in ESL Who Completed an ESL Orientation

| | 2019/20 |
|------------------------------|----------------|
| Completed an ESL Orientation | 2,468 |
| Enrolled in ESL Courses | 2,059 |
| Enrollment Rate | 83.43% |

Assessment

Only ESL and HSD require students to complete an assessment. Table 4 presents the number of students who completed an ESL or HSD assessment in 2019/20 and enrolled in CDCP ESL or HSD courses within the same year. About 20% of the students who completed an assessment did not end up enrolling in CDCP courses in the same year.

Table 4

2019/20 Enrollment Rates of Students Who Completed an Assessment (ESL, HSD)

| | 2019/20 |
|-------------------------------------|----------------|
| Completed an ESL or HSD Assessment | 3,854 |
| Enrolled in CDCP ESL or HSD Courses | 3,128 |
| Enrollment Rate | 81.16% |

Table 5 breaks the data further down for both programs that require an assessment. For ESL, the table examines the number of students who completed an ESL assessment and enrolled in CDCP ESL courses in the same year. For HSD, it describes those who completed an HSD assessment and enrolled in HSD courses in the same year.

Table 5

2019/20 Enrollment Rates of Students Who Completed Program Specific Assessment (ESL, HSD)

| | ESL | HSD |
|--------------------------|------------|------------|
| Completed Assessment | 3,332 | 560 |
| Enrolled in CDCP Courses | 2,714 | 429 |
| Enrollment Rate | 81.45% | 76.61% |

Educational Plan

Table 6 below shows the number of students who completed an educational plan, and of those, who enrolled in NOCE CDCP courses in CTE, ESL, or HSD during the same academic year. Students may complete 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. Since the educational plan is created for the overall student journey, data is not disaggregated at the program level.

Table 6

2019/20 Enrollment Rates of Students Who Completed an Educational Plan

| | 2019/20 |
|--------------------------|----------------|
| Completed Education Plan | 2,471 |
| Enrolled in CDCP Courses | 2,163 |
| Enrollment Rate | 87.54% |



NOCE as a Whole



This section of the report provides headcount and enrollments for NOCE. Enrollments are broken down by funding sources. 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. Enrollment is defined locally for NOCE, and a student is considered enrolled if they 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 codes³. Headcount is defined as an unduplicated count of students enrolled at NOCE. In 2019/20, NOCE served nearly 26,000 students with a total of about 127,000 enrollments (Table 7) in 373 unique courses and 3,290 course sections.

Table 7

2019/20 NOCE Headcount and Enrollments

| | 2019/20 |
|------------------------|----------------|
| Unduplicated Headcount | 25,828 |
| Total Enrollments | 126,760 |

³ The following registration status codes were considered for enrollment: CA, DC, DT, RE, RW, WA, WW.

Enrollments: Apportionment vs. Community Service vs. Grants



The majority of NOCE courses receive state apportionment, and for the 2019/20 academic year, nearly 96% of course enrollments were apportionment (Table 8). The remaining course enrollments were either the community service courses, which are tuition-based courses, or courses by grants such as the California Adult Education Program (CAEP) or Perkins.

Table 8

2019/20 Course Enrollment Funding Sources

| | Count | Percent |
|----------------------|----------------|---------------|
| Apportionment | 121,497 | 95.85% |
| Community Service | 2,696 | 2.13% |
| Grants | 2,567 | 2.03% |
| Total | 126,760 | 100.00% |

Student Enrollment Status



Student enrollment status identifies whether a student is new to NOCE, continually enrolling, or returning to NOCE after an extended period of absence. The definition for this indicator was adapted from the Management Information System (MIS) Data Element Dictionary provided by the California Community Colleges Chancellor's Office (CCCCO)⁴. Student enrollment status is based on a student's first term of enrollment in a given year. *First-time students* are those who enrolled at NOCE for the first time. *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 2019 Fall Term, he or she would be considered a continuing student if he or she enrolled in one or more of the following terms: 2018 Fall, 2019 Winter, or 2019 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. For 2019/20, over half of the students were continuing students, and less than one-fifth of the students were returning students (Table 9).

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

Table 9

2019/20 Student Enrollment Status

| | Count | Percent |
|---------------------------|---------------|----------------|
| First-Time Student | 7,587 | 29.38% |
| Continuing Student | 13,799 | 53.43% |
| Returning Student | 4,442 | 17.20% |
| Total | 25,828 | 100.00% |

Student Ethnicity



Table 10 presents the ethnic distribution of NOCE students enrolled in 2019/20. A large proportion of NOCE students identified themselves as Hispanic or Latino(a/x). The second largest group was White, about one-quarter of the NOCE student population. NOCE's ethnic distribution is reflective of the North Orange Community it serves which includes 34% Hispanic/Latino(a/x) adults, 32% White, and 28% Asian. One-fifth of NOCE students' ethnicity was either Other or Unknown. 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 10

2019/20 Student Ethnicity

| | Count | Percent |
|-------------------------------------|--------------|----------------|
| American Indian or Alaska Native | 35 | 0.14% |
| Asian | 4,853 | 18.79% |
| Black or African American | 457 | 1.77% |
| Hispanic or Latino(a/x) | 8,313 | 32.19% |
| Native Hawaiian or Pacific Islander | 80 | 0.31% |
| Other or Unknown | 5,231 | 20.25% |
| Two or More | 884 | 3.42% |
| White | 5,975 | 23.13% |
| Total | 25,828 | 100.00% |

Student Gender



While the gender breakdown in the North Orange Community is nearly split in half (females [49%] and males [51%]), female students make up two-thirds of the NOCE student population as presented in Table 11. Gender is unknown for 7% of the students enrolled in 2019/20. It is important to note that missing gender information does impact the data reported for some state initiatives since gender identification is a key component of data matching across various data sources.

Table 11

2019/20 Student Gender

| | Count | Percent |
|---------------|---------------|----------------|
| Female | 17,028 | 65.93% |
| Male | 7,082 | 27.42% |
| Unknown | 1,718 | 6.65% |
| Total | 25,828 | 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 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 (Table 12), which is also the largest age group within the North Orange County community (35%). The second largest age group within NOCE (13%) and within the community (19%) is 25 to 34 years old.

Table 12

2019/20 Student Age Categories

| | Count | Percent |
|------------------|---------------|----------------|
| 0-17 Years | 980 | 3.79% |
| 18-24 Years | 2,389 | 9.25% |
| 25-34 Years | 3,329 | 12.89% |
| 35-44 Years | 3,010 | 11.65% |
| 45-54 Years | 2,622 | 10.15% |
| 55+ Years | 13,476 | 52.18% |
| Unknown | 22 | 0.09% |
| Total | 25,828 | 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 Disability Support Services (DSS) Program when students seek their services and/or take a course. Based on the data available on students with disabilities, NOCE serves nearly 5% students with disabilities (Table 13), and about 12% of community residents reported having a disability on the U.S. Census.

Table 13

2019/20 Students with Disabilities

| | Count | Percent |
|----------------------------|--------------|----------------|
| Students with Disabilities | 1,284 | 4.97% |

Student Citizenship Status

On NOCE's Application for Admission, students are asked to indicate their citizenship status. At the time of completing their application, nearly 70% of students enrolled in courses in 2019/20 identified themselves as US citizens and permanent residents (Table 14). A small proportion self-reported as temporary residents, refugees, or on a student visa. Over 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 14

2019/20 Student Citizenship Status

| | Count | Percent |
|--------------------------------|---------------|----------------|
| US Citizen | 14,641 | 56.69% |
| Permanent Resident | 3,202 | 12.40% |
| Temporary Resident | 654 | 2.53% |
| Refugees/Asylee | 252 | 0.98% |
| Student Visa (F-1 or M-1 visa) | 36 | 0.14% |
| Other Status | 2,741 | 10.61% |
| Status Unknown/Uncollected | 4,302 | 16.66% |
| Total | 25,828 | 100.00% |

Students' Highest Level of Education

Within the North Orange County community, 16% of adults reported having less than high school education, 46% having completed their high school diploma or equivalency, and 38% with an associate degree or higher. Table 15 displays the highest level of education reported by students on their Application for Admission. A large majority of students (45%) did not report their highest level of education. It is important to note that due to the large number of students not reporting their highest level of education, it is difficult to compare NOCE student educational levels to those within the community.

Table 15

2019/20 Students' Highest Level of Education

| | Count | Percent |
|----------------------------------------------------------------------------------|---------------|----------------|
| Not a high school graduate and not currently enrolled in high school | 2,444 | 9.46% |
| Currently enrolled in grades K-12 | 185 | 0.72% |
| Not a high school graduate and currently enrolled in adult education | 969 | 3.75% |
| Earned a U.S. High School Diploma or high school equivalence (GED) | 4,994 | 19.34% |
| Foreign Secondary School Diploma or Certificate of Graduation (HS or University) | 2,332 | 9.03% |
| Received an Associate Degree | 786 | 3.04% |
| Bachelor's Degree or Higher (4-year U.S. college degree) | 2,563 | 9.92% |
| Unknown/Unreported | 11,555 | 44.74% |
| Total | 25,828 | 100.00% |



Student Educational Goals

About 42% 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 educational enrichment and obtaining basic skills such as improving their skills in English, reading, or math (Table 16). This is reflected in the NOCE course enrollments since the two largest programs at NOCE are the Lifeskills Education Advancement Program (LEAP) and ESL. The third largest group is of those who are undecided as to why they are attending NOCE.

Table 16

2019/20 Student Educational Goals

| | Count | Percent |
|-------------------------------|---------------|----------------|
| Basic Skills | 3,263 | 12.63% |
| Career Exploration | 1,609 | 6.23% |
| Certificate Seeking | 326 | 1.26% |
| Degree Seeking | 383 | 1.48% |
| Diploma Seeking | 1,327 | 5.14% |
| Educational Enrichment | 3,293 | 12.75% |
| Skills Builder | 1,129 | 4.37% |
| Transfer Seeking | 1,485 | 5.75% |
| Undecided | 2,233 | 8.65% |
| Unknown | 10,780 | 41.74% |
| Total | 25,828 | 100.00% |

Note. The educational goal of 'Taking courses for 4 year degree 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: (1) Basic Skills, High School Diploma, GED/HiSET Preparation, and College Preparation (BSP), (2) Career Technical Education (CTE), (3) Disability Support Services (DSS), (4) English as a Second Language (ESL), and (5) Lifeskills Education Advancement Program (LEAP). Table 17 presents the number of students enrolled in the five programs in 2019/20 and their course enrollments in each program. The largest program at NOCE is LEAP, followed by the ESL program.

Table 17

2019/20 Program Headcount and Enrollments

| | 2019/20 |
|------------------------------------------------------------------------------------------|----------------|
| Basic Skills, High School Diploma, GED/HiSET Preparation, and College Preparation | |
| Headcount | 3,312 |
| Enrollments | 8,512 |
| Career Technical Education | |
| Headcount | 2,487 |
| Enrollments | 8,534 |
| Disability Support Services | |
| Headcount | 746 |
| Enrollments | 3,453 |
| English as a Second Language | |
| Headcount | 5,640 |
| Enrollments | 18,481 |
| Lifeskills Education Advancement Program | |
| Headcount | 15,310 |
| Enrollments | 87,780 |
| Overall | |
| Overall NOCE Headcount | 25,828 |
| Overall NOCE Enrollments | 126,760 |

Note. The sum of the headcount of all NOCE programs may be greater than the overall NOCE headcount due to students being enrolled in multiple programs.



Basic Skills, High School Diploma, GED/HiSET Preparation, and College Preparation Program (BSP)

BSP Headcount and Enrollments by Subprogram



When asked the highest level of education that an individual has completed on the U.S. Census, 16% of North Orange Community residents reported having completed less than a high school education. NOCE’s BSP offers courses and academic support to help adults obtain their high school diploma, GED, or HiSET certificate. Students who want to advance in higher education can build their foundational skills in math, reading, and writing with the College Preparation subprogram. Students can receive additional support and tutoring through one of NOCE’s Learning Centers. In collaboration with Cypress College, BSP offered through the Math Co-Lab to provide additional opportunities to credit college students to accelerate their completion of basic skills mathematics. Table 18 displays the 2019/20 headcount and enrollment for the subprograms offered by NOCE’s BSP, which served over 3,300 students in 43 unique courses and 339 course sections. The High School Diploma (HSD) subprogram served the most students, followed by the Basic Skills Learning Center.

Table 18

2019/20 BSP Headcount and Enrollments by Subprogram

| | Headcount (N=3,312) | Enrollments (N=8,512) |
|------------------------------|--------------------------------|----------------------------------|
| Basic Skills Learning Center | 1,270 | 2,377 |
| College Preparation | 109 | 138 |
| GED/HiSET | 273 | 500 |
| High School Diploma (HSD) | 1,814 | 4,737 |
| Math Co-Lab | 93 | 148 |

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

BSP Student Ethnicity



Hispanic or Latino(a/x) is the largest ethnicity served by BSP (Table 19), with Asian and White as the second and third largest ethnic groups, respectively.

Table 19

2019/20 Ethnicity of Students Enrolled in BSP

| | Count | Percent |
|-------------------------------------|--------------|----------------|
| Asian | 446 | 13.47% |
| Black or African American | 136 | 4.11% |
| Hispanic or Latino(a/x) | 1,977 | 59.69% |
| Native Hawaiian or Pacific Islander | 15 | 0.45% |
| Other or Unknown | 95 | 2.87% |
| Two or More | 263 | 7.94% |
| White | 380 | 11.47% |
| Total | 3,312 | 100.00% |

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

BSP Student Gender



BSP gender breakdowns continue to mirror NOCE's overall gender populations, with 60% of the program's enrollment being female students (Table 20).

Table 20

2019/20 Gender of Students Enrolled in BSP

| | Count | Percent |
|---------------|--------------|----------------|
| Female | 2,035 | 61.44% |
| Male | 1,198 | 36.17% |
| Unknown | 79 | 2.39% |
| Total | 3,312 | 100.00% |

BSP Student Age



Nearly one-third of the BSP student population is between the ages of 18 to 24 years (Table 21). Both DSS and BSP 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 21

2019/20 Age of Students Enrolled in BSP

| | Count | Percent |
|--------------------|--------------|---------------|
| 0-17 Years | 15 | 0.45% |
| 18-24 Years | 1,078 | 32.55% |
| 25-34 Years | 954 | 28.80% |
| 35-44 Years | 569 | 17.18% |
| 45-54 Years | 394 | 11.90% |
| 55+ Years | 299 | 9.03% |
| Unknown | 3 | 0.09% |
| Total | 3,312 | 100.00% |

BSP Student Educational Goals

The primary goal of BSP students is to earn their high school diploma (Table 22). About one in six BSP students identified transferring to a college or university as their educational goal. Career exploration is the third most common goal indicated by BSP students.

Table 22

2019/20 Educational Goals of Students Enrolled in BSP

| | Count | Percent |
|------------------------|--------------|---------------|
| Basic Skills | 264 | 7.97% |
| Career Exploration | 417 | 12.59% |
| Certificate Seeking | 81 | 2.45% |
| Degree Seeking | 137 | 4.14% |
| Diploma Seeking | 1,008 | 30.43% |
| Educational Enrichment | 137 | 4.14% |
| Skills Builder | 137 | 4.14% |
| Transfer Seeking | 567 | 17.12% |
| Undecided | 191 | 5.77% |
| Unknown | 373 | 11.26% |
| Total | 3,312 | 100.00% |



Career Technical Education Program (CTE)

CTE Headcount and Enrollments by Subprogram



In 2019/20, the Career Technical Education (CTE) Program served nearly 2,500 students throughout their various subprograms and offered 78 unique courses with 285 course sections. NOCE's CTE program offers several short-term training programs for students to learn skills and earn certificates that meet industry needs. While nearly two-thirds of the adults within the North Orange Community reported being employed, the training offered within the CTE program can prepare students who are interested in learning specific skills, looking for a career change, or qualify for other career opportunities. Table 23 examines the 2019/20 headcount and enrollment data for all subprograms that are offered by NOCE's CTE program. Most students in the CTE program enrolled in a computer skills course or accessed the Computer/Business Skills Lab. This likely is due to many CTE subprograms having a computer skills component as part of their elective 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

2019/20 CTE Headcount and Enrollments by Subprogram

| | Headcount (N=2,487) | Enrollments (N=8,534) |
|--------------------------------------------------|--------------------------------|----------------------------------|
| Administrative Assistant/Office Technician | 327 | 743 |
| Computer/Business Skills Lab | 1,013 | 1,384 |
| Computers | 968 | 1,913 |
| Early Childhood Education | 325 | 835 |
| Electrical Trainee | 134 | 256 |
| Funeral Service Assistant | 37 | 110 |
| Management | 281 | 863 |
| Medical Assistant | 587 | 1,323 |
| Pharmacy Technician | 542 | 1,024 |
| Quality Assurance Management for Medical Devices | 50 | 83 |

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 Student Ethnicity

Table 24 presents the ethnic breakdown of students enrolled in the CTE program in 2019/20. 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(a/x) students continue to make up nearly half of the students in the CTE program.

Table 24

2019/20 Ethnicity of Students Enrolled in CTE

| | Count | Percent |
|--------------------------------|--------------|----------------|
| Asian | 562 | 22.60% |
| Black or African American | 78 | 3.14% |
| Hispanic or Latino(a/x) | 1,175 | 47.25% |
| Other or Unknown | 73 | 2.94% |
| Two or More | 195 | 7.84% |
| White | 404 | 16.24% |
| Total | 2,487 | 100.00% |

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

CTE Student Gender



Like the overall NOCE student population, females make up the majority of the CTE student population (Table 25). Females make up a larger proportion (75%) of CTE students compared to the overall NOCE student population, where females make up 66%.

Table 25

2019/20 Gender of Students Enrolled in CTE

| | Count | Percent |
|---------------|--------------|---------------|
| Female | 1,862 | 74.87% |
| Male | 548 | 22.03% |
| Unknown | 77 | 3.10% |
| Total | 2,487 | 100.00% |

CTE Student Age



The largest age group among CTE students are those between the ages of 25 and 34 (Table 26). This differs from the overall NOCE student population where the largest age group are those 55 and above.

Table 26

2019/20 Age of Students Enrolled in CTE

| | Count | Percent |
|--------------------|------------|---------------|
| 18-24 Years | 454 | 18.25% |
| 25-34 Years | 672 | 27.02% |
| 35-44 Years | 453 | 18.21% |
| 45-54 Years | 443 | 17.81% |
| 55+ Years | 460 | 18.50% |
| Unknown | 5 | 0.20% |
| Total | 2,487 | 100.00% |

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

CTE Student Educational Goals

Based on their Application for Admission, the top goal identified by students enrolled in CTE courses in 2019/20 is career exploration, followed by transfer seeking and then skills building (Table 27). NOCE's CTE program may serve as a point of entry in the academic journey of those who aspire to transition to credit college, transfer to a four-year university, further their career technical education, and/or shift to a new career.

Table 27

2019/20 Educational Goals of Students Enrolled in CTE

| | Count | Percent |
|---------------------------|--------------|----------------|
| Basic Skills | 189 | 7.60% |
| Career Exploration | 603 | 24.25% |
| Certificate Seeking | 137 | 5.51% |
| Degree Seeking | 117 | 4.70% |
| Diploma Seeking | 102 | 4.10% |
| Educational Enrichment | 167 | 6.71% |
| Skills Builder | 324 | 13.03% |
| Transfer Seeking | 411 | 16.53% |
| Undecided | 181 | 7.28% |
| Unknown | 256 | 10.29% |
| Total | 2,487 | 100.00% |



Disability Support Services Program (DSS)

DSS Headcount and Enrollments by Subprogram


 The DSS academic program within NOCE provides students courses in various tracks in which students can learn skills to succeed in school, build social skills, train in current technology, learn job skills, and build self-sufficiency through independent living. In 2019/20, over 700 adults with disabilities were enrolled in 74 DSS courses and 149 course sections. Table 28 provides the 2019/20 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. Additionally, the DSS program offers a Braille Transcribing certificate that prepares adults to become a braille transcriber.

Table 28

2019/20 DSS Headcount and Enrollments by Subprogram

| | Headcount (N=749) | Enrollments (N=3,453) |
|----------------------|------------------------------|----------------------------------|
| Academic Skills | 146 | 344 |
| Braille Transcribing | 30 | 80 |
| Computer Skills | 140 | 394 |
| Core | 141 | 433 |
| Employment | 217 | 531 |
| Interpersonal Skills | 105 | 270 |
| Lifeskills | 243 | 765 |
| Other | 368 | 636 |

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 Student Ethnicity



Over one-third of the DSS students identified as Hispanic or Latino(a/x), which is the largest ethnic group within the DSS program (Table 29). Their proportion (34%), mirrors that of the overall NOCE student population. Compared to the general NOCE student population, there is a larger proportion of DSS students who identify as Black or African American.

Table 29

2019/20 Ethnicity of Students Enrolled in DSS

| | Count | Percent |
|--------------------------------|--------------|----------------|
| Asian | 141 | 18.90% |
| Black or African American | 26 | 3.49% |
| Hispanic or Latino(a/x) | 254 | 34.05% |
| Other or Unknown | 97 | 13.00% |
| Two or More | 43 | 5.76% |
| White | 185 | 24.80% |
| Total | 746 | 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 17% (Table 30).

Table 30

2019/20 Gender of Students Enrolled in DSS

| | Count | Percent |
|-------------|--------------|----------------|
| Female | 295 | 39.54% |
| Male | 420 | 56.30% |
| Unknown | 31 | 4.16% |
| Total | 746 | 100.00% |

DSS Student Age



About 71% of students served in the DSS program were between the ages of 18 and 34 (Table 31). This age breakdown does not mirror that of the overall NOCE student population, which mostly serves students 55 years of age or older.

Table 31

2019/20 Age of Students Enrolled in DSS

| | Count | Percent |
|--------------------|------------|---------------|
| 18-24 Years | 302 | 40.48% |
| 25-34 Years | 230 | 30.83% |
| 35-44 Years | 69 | 9.25% |
| 45-54 Years | 62 | 8.31% |
| 55+ Years | 83 | 11.13% |
| Total | 746 | 100.00% |

DSS Student Educational Goals

For 2019/20, about 14% of DSS students identified educational enrichment as their educational goal (Table 32). However, about one in five DSS students were undecided on their educational goal, and over one-quarter of students did not report their educational goal.

Table 32

2019/20 Educational Goals of Students Enrolled in DSS

| | Count | Percent |
|------------------------|------------|---------------|
| Basic Skills | 38 | 5.09% |
| Career Exploration | 95 | 12.73% |
| Certificate Seeking | 27 | 3.62% |
| Degree Seeking | 25 | 3.35% |
| Diploma Seeking | 12 | 1.61% |
| Educational Enrichment | 105 | 14.08% |
| Skills Builder | 66 | 8.85% |
| Transfer Seeking | 49 | 6.57% |
| Undecided | 138 | 18.50% |
| Unknown | 191 | 25.60% |
| Total | 746 | 100.00% |



English as a Second Language Program (ESL)

ESL Headcount and Enrollments by Subprogram



About 14% of the North Orange County community residents reported on the U.S. Census that they speak English less than “well.” In order to meet the community need, NOCE’s ESL program offers ESL classes to adults, at various community locations, to learn or improve their English skills. The ESL program offers various subprograms that focus on preparing students to meet their specific goals such as leaning English to gain workforce preparation skills, prepare for college, and focus on specific skills to develop English language fluency. Additionally, the ESL program also offers a Citizenship Preparation program to prepare students for the U.S. citizenship process. Table 33 displays the headcount and enrollment for the subprograms offered through the ESL program, which served over 5,600 students in 2019/20 in 27 unique courses and 410 course sections. Most students were enrolled in Civics and Core/Fundamentals courses.

Table 33

2019/20 ESL Headcount and Enrollments by Subprogram

| | Headcount (N=5,640) | Enrollments (N=18,481) |
|----------------------------|--------------------------------|-----------------------------------|
| Academic Success | 190 | 334 |
| Citizenship | 263 | 474 |
| Civics | 2,730 | 4,847 |
| Core/Fundamentals | 3,177 | 4,780 |
| ESL Learning Center | 1,022 | 1,375 |
| Multilevel/Family Literacy | 1,505 | 3,383 |
| Specialty | 1,286 | 3,250 |
| Vocational | 38 | 38 |

ESL Student Ethnicity



Like NOCE overall, the ESL program's largest ethnic group were those who identified as Hispanic or Latino(a/x), followed by Asian (Table 34). 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 34

2019/20 Ethnicity of Students Enrolled in ESL

| | Count | Percent |
|--------------------------------|--------------|---------------|
| Asian | 1,304 | 23.12% |
| Black or African American | 42 | 0.74% |
| Hispanic or Latino(a/x) | 3,533 | 62.64% |
| Other or Unknown | 233 | 4.13% |
| Two or More | 149 | 2.64% |
| White | 379 | 6.72% |
| Total | 5,640 | 100.00% |

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

ESL Student Gender



The gender makeup of the ESL program is similar to that of NOCE overall, with ESL program serving two-thirds of female (Table 35).

Table 35

2019/20 Gender of Students Enrolled in ESL

| | Count | Percent |
|---------------|--------------|---------------|
| Female | 3,723 | 66.01% |
| Male | 1,717 | 30.44% |
| Unknown | 200 | 3.55% |
| Total | 5,640 | 100.00% |

ESL Student Age



The ESL program mostly serves students between the age of 25 and 54 (Table 36). Students who are 35 to 44 years old make up the largest proportion (25%) of that group among ESL students.

Table 36

2019/20 Age of Students Enrolled in ESL

| | Count | Percent |
|--------------------|--------------|---------------|
| 18-24 Years | 655 | 11.61% |
| 25-34 Years | 1,169 | 20.73% |
| 35-44 Years | 1,397 | 24.77% |
| 45-54 Years | 1,289 | 22.85% |
| 55+ Years | 1,115 | 19.77% |
| Unknown | 15 | 0.27% |
| Total | 5,640 | 100.00% |

Note. Due to small sample size, students in 0-17 years of age category are included with Unknown.

ESL Student Educational Goals

In 2019/20, nearly half of ESL students identified improving basic skills in English, reading or math as their educational goal for attending NOCE (Table 37). This is no surprise, given that most ESL students attend NOCE to improve their English comprehension. Nearly a quarter (24%) of students did not identify their educational goal. The second most common identified educational goal among ESL students was educational enrichment, with over 7% identifying this goal at the time of completing their Application for Admission.

Table 37

2019/20 Educational Goals of Students Enrolled in ESL

| | Count | Percent |
|------------------------|--------------|---------------|
| Basic Skills | 2,530 | 44.86% |
| Career Exploration | 371 | 6.58% |
| Certificate Seeking | 63 | 1.12% |
| Degree Seeking | 43 | 0.76% |
| Diploma Seeking | 92 | 1.63% |
| Educational Enrichment | 401 | 7.11% |
| Skills Builder | 314 | 5.57% |
| Transfer Seeking | 291 | 5.16% |
| Undecided | 179 | 3.17% |
| Unknown | 1,356 | 24.04% |
| Total | 5,640 | 100.00% |



Lifeskills Education Advancement Program (LEAP)

LEAP Headcount and Enrollments by Subprogram


 NOCE’s LEAP program encompasses various subprograms that range from serving kids and teens within the Kids’ College & Teen Program, adults through the Community Education and Parenting programs, and the Emeritus subprogram. In 2019/20, the LEAP program offered 151 unique courses with 2,107 course sections. Table 38 provides a breakdown of the 2019/20 headcount and enrollments for LEAP by subprograms. By far, the Emeritus subprogram served the highest number of individual students among the LEAP subprograms. The second largest subprogram in LEAP was Parenting for the 2019/20 academic year. LEAP makes up 59% of NOCE’s overall headcount and 69% of NOCE’s overall enrollments.

Table 38

2019/20 LEAP Headcount and Enrollments by Subprogram

| | Headcount (N=15,310) | Enrollments (N=87,780) |
|--------------------------------|---------------------------------|-----------------------------------|
| Community Education | 707 | 1,049 |
| Emeritus | 12,258 | 80,782 |
| Kids’ College and Teen Program | 950 | 1,533 |
| Parenting | 1,434 | 4,416 |

LEAP Student Ethnicity



LEAP continues to be the only NOCE program where the largest ethnic group identified as White (32%, Table 39). The proportion of students who identified as Other or did not report their ethnicity, i.e., Unknown, is the second largest group for LEAP. The non-reporting of race/ethnicity in LEAP could be contributed to a few reasons. First, LEAP students may have been continuing at NOCE for many years and may not have reported their race/ethnicity when initially filling out their NOCE Application for Admission. These students may not have updated their information since. Secondly, most classes for the Emeritus subprogram are offered at offsite locations. New students to the Emeritus subprogram may fill their Application for Admission at the offsite location and may not answer all demographic questions as they are not required.

Table 39

2019/20 Ethnicity of Students Enrolled in LEAP

| | Count | Percent |
|-------------------------------------|--------------|---------------|
| American Indian or Alaska Native | 21 | 0.14% |
| Asian | 2,845 | 18.58% |
| Black or African American | 216 | 1.41% |
| Hispanic or Latino(a/x) | 2,178 | 14.23% |
| Native Hawaiian or Pacific Islander | 48 | 0.31% |
| Other or Unknown | 4,817 | 31.46% |
| Two or More | 339 | 2.21% |
| White | 4,846 | 31.65% |
| Total | 15,310 | 100.00% |

LEAP Student Gender



The proportion of females being served by LEAP is similar to NOCE overall, accounting for two-thirds of the student population (Table 40).

Table 40

2019/20 Gender of Students Enrolled in LEAP

| | Count | Percent |
|---------------|---------------|---------------|
| Female | 10,394 | 67.89% |
| Male | 3,539 | 23.12% |
| Unknown | 1,377 | 8.99% |
| Total | 15,310 | 100.00% |

LEAP Student Age



LEAP serves a wide range of ages, from children in Kids' College courses to older adults in the Emeritus subprogram. In 2019/20, over three-quarters (77%) of the students served by LEAP were 55 or older (Table 41). The next largest age group served by LEAP are children and youth (0-17 years of age).

Table 41

2019/20 Age of Students Enrolled in LEAP

| | Count | Percent |
|------------------|---------------|---------------|
| 0-17 Years | 957 | 6.25% |
| 18-24 Years | 205 | 1.34% |
| 25-34 Years | 680 | 4.44% |
| 35-44 Years | 882 | 5.76% |
| 45-54 Years | 738 | 4.82% |
| 55+ Years | 11,835 | 77.30% |
| Unknown | 13 | 0.08% |
| Total | 15,310 | 100.00% |

LEAP Student Educational Goals

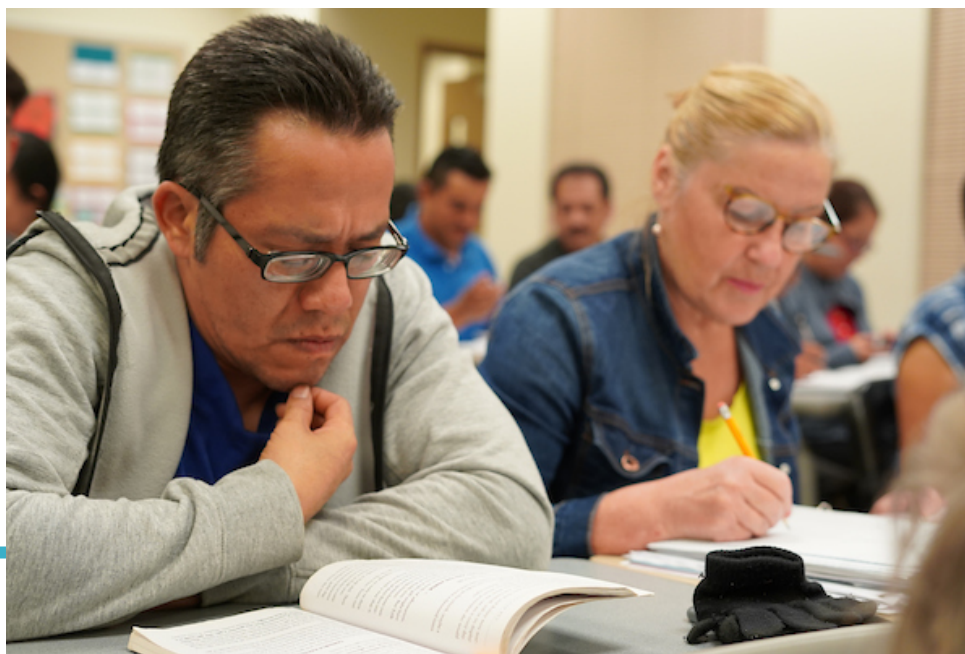
Over half of LEAP students did not identify their educational goal on their Application for Admission (Table 42). This is mostly due to the nature of the program, wherein this information is not required. As expected, close to one-fifth (17%) of LEAP students marked educational enrichment as their educational goal in 2019/20.

Table 42

2019/20 Educational Goals of Students Enrolled in LEAP

| | Count | Percent |
|-------------------------------|--------------|---------------|
| Basic Skills | 541 | 3.53% |
| Career Exploration | 449 | 2.93% |
| Certificate Seeking | 81 | 0.53% |
| Degree Seeking | 123 | 0.80% |
| Diploma Seeking | 192 | 1.25% |
| Educational Enrichment | 2,611 | 17.05% |
| Skills Builder | 410 | 2.68% |
| Transfer Seeking | 396 | 2.59% |
| Undecided | 1,662 | 10.86% |
| Unknown | 8,845 | 57.77% |
| Total | 15,310 | 100.00% |

3 Learning Progress



Course Retention =

Registration Status Code of RE or RW with Grade of A,B,C,D,F,IP,NP,P,SP,NG
Enrollment

Note. Grades of “NG” are only included for the ESL, BSP, and Emeritus programs and only if the student registers for the same course in the subsequent term.

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 goals identified in the Strategic Action Plan. Inspired by the

CCCCO definition of retention⁵, a student is considered as retained in a course if the student receives a valid evaluative grade at the end of a term. Due to the open-ended and rolling nature of ESL, BSP, and Emeritus courses, a student is 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.

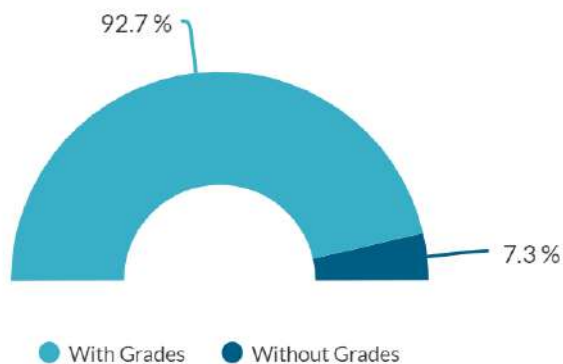
Enrollments from Community Service courses, orientations, assessment, learning centers, Business/Computer Skills Lab, and any courses wherein no grades were awarded during that year were excluded from the denominator. Because there are no evaluative symbols provided to students for these courses, OIRP 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 43, about 7% of the course enrollments in 2019/20 met the exclusion criteria. The remaining course enrollments were included in the denominator for the course retention rate and course success calculations.

Table 43

2019/20 Number of Course Enrollments with a Grade

| | 2019/20 |
|----------------------------------------------------------|----------------|
| Total Enrollments | 126,760 |
| Enrollments in Courses that Receive Grades | 117,523 |
| Proportion of Enrollments in Courses that Receive Grades | 92.71% |

NOCE Course Enrollments for 2019/2020



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

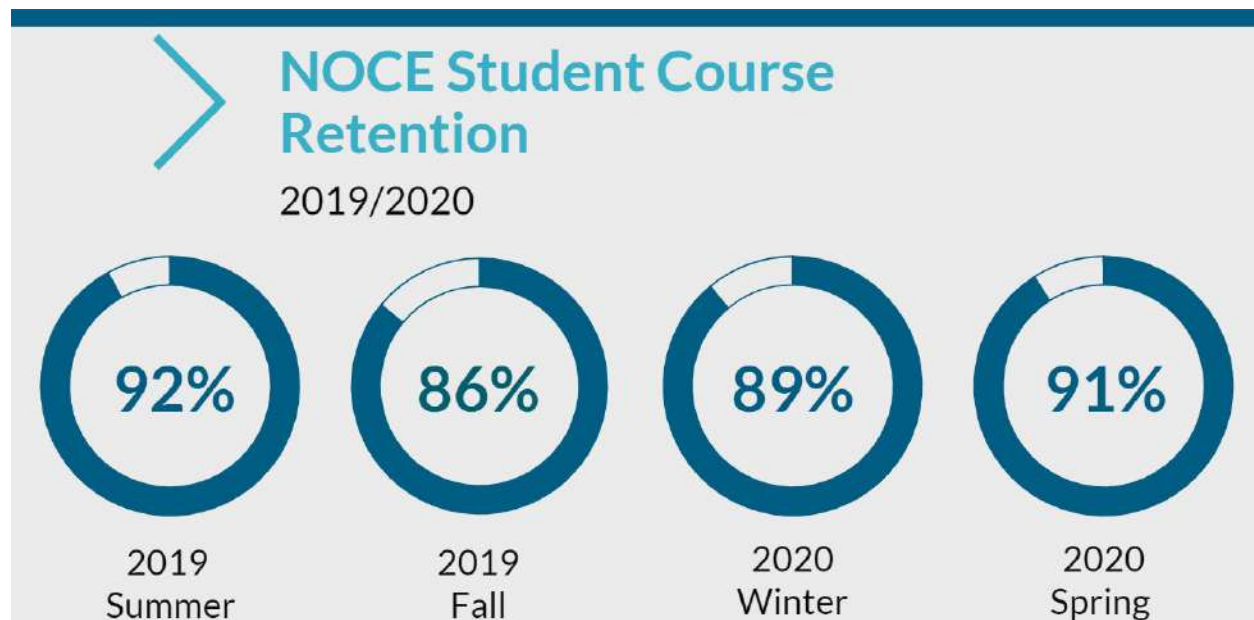
NOCE Overall Course Retention

Table 44 presents the course retention rates for each of the terms within 2019/20. Over 85% of students have consistently been retained in courses throughout each NOCE term indicating that students continue to be motivated to complete their NOCE coursework. Summer continues to see the highest retention rates. It is possible that 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. Another speculation is that since summer sessions are shorter than primary terms, students may have stayed in the course until the end of the term. NOCE's spring term has the second highest retention rate.

Table 44

2019/20 NOCE Student Course Retention

| | Summer | Fall | Winter | Spring |
|-----------------------|---------------|-------------|---------------|---------------|
| Academic Year 2019/20 | | | | |
| N | 22,613 | 31,826 | 30,216 | 32,868 |
| Course Retention | 20,797 | 27,472 | 26,924 | 30,033 |
| Course Retention Rate | 91.97% | 86.32% | 89.11% | 91.37% |

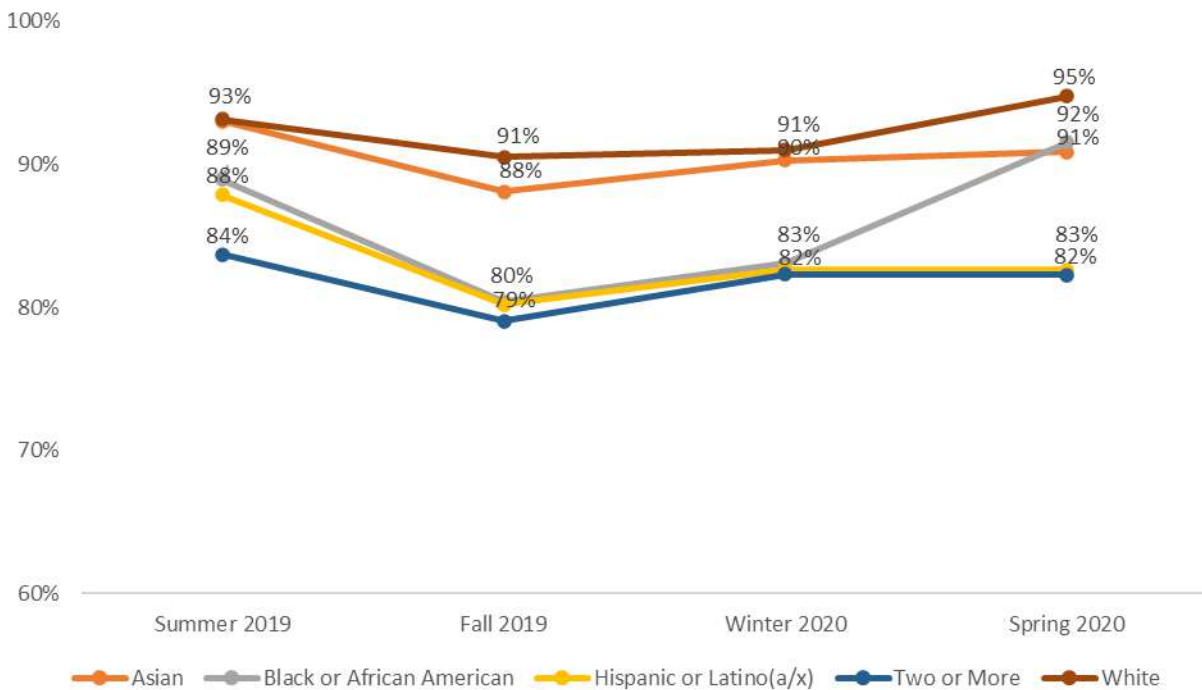


Ethnicity



As seen in Figure 5, 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 four terms in 2019/20. Students who identified as Asian were the second group with the highest course retention rates compared to other ethnic groups. Hispanic or Latino(a/x) students consistently had the lowest retention rates among student ethnic groups for the same time frame, despite being the largest ethnic group NOCE serves. Retention rates for all ethnicities can be found in the appendix (see Appendix A Table 1).

Figure 5. 2019/20 NOCE Course Retention Rates by Ethnicity

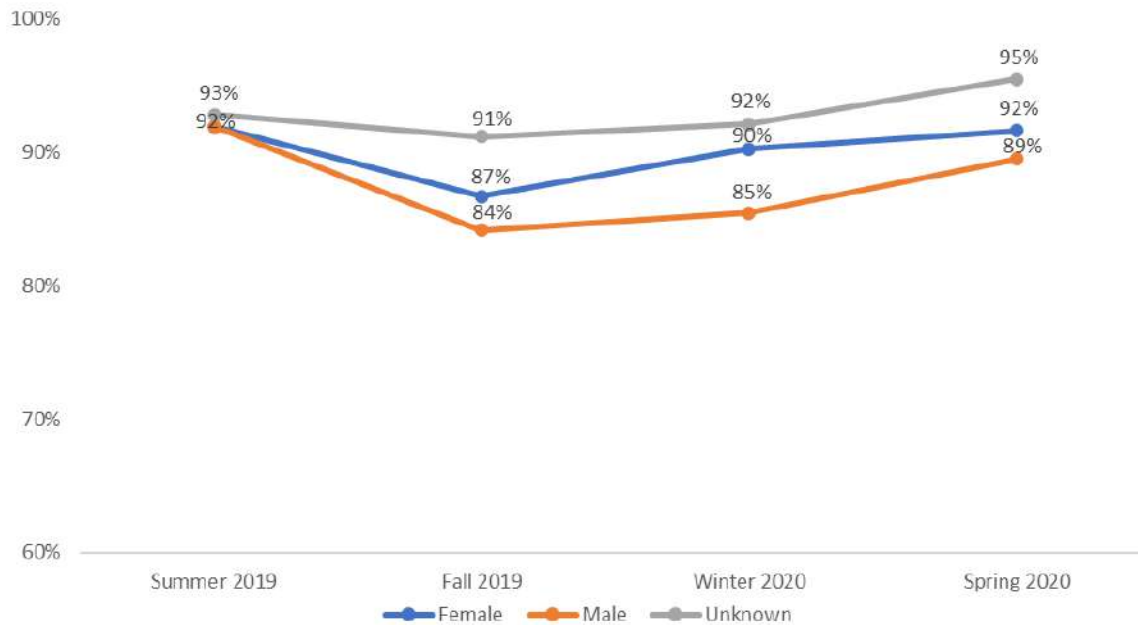


Gender



Females have surpassed males in every primary term for course retention (Figure 6). However, it is students who have missing gender information that have consistently had the highest course retention rates.

Figure 6. 2019/20 NOCE Course Retention Rates by Gender

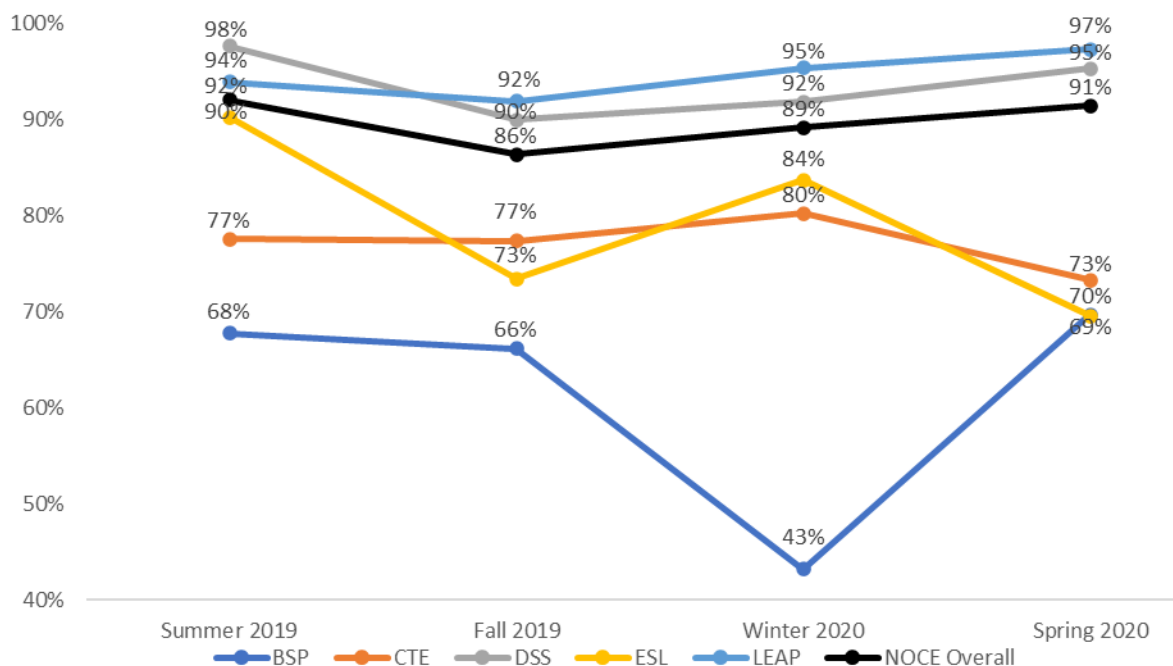


Course Retention by Program

When breaking down course retention by NOCE program, there is some disparity that can be seen in Figure 7. LEAP continues to have the highest retention rates in the primary terms among all NOCE programs, followed by DSS, whereas, DSS had the highest retention rate in 2019 Summer Term. LEAP retention remains high ranging from 92% to 97%, possibly due to the nature of LEAP courses which are mostly taken for leisure and/or are fee-based. NOCE's three other major academic programs (CTE, ESL and BSP) all have lower retention rates compared to NOCE overall. The BSP has the lowest retention rates across all terms, which could be due to the open-entry/open-exit lab structure of BSP courses. BSP saw a drop in its course retention rates for Winter 2020, which could be explained by the way in which NG grades are examined in the calculation. For courses in which students received NG grades in winter, data was examined to identify whether students enrolled in the same course in spring. Due to campus closure and limited course offerings, not all BSP courses that were offered in 2020 Winter Term were offered online in 2020 Spring Term. Students who may have received an NG in winter but were not able to take the same course in spring were identified as not retained based on the course retention calculation.

Course retention is further broken down by subprogram for each of the NOCE academic programs (see Appendix A Tables 4-8). Not every subprogram offered courses in each of the terms in 2019/20, therefore, course retention was not calculated for those subprograms in those terms, as denoted by N/A in the tables.

Figure 7. 2019/20 NOCE Course Retention Rates by Program



Course Success



$$\text{Course Success} = \frac{A,B,C,D,P,SP}{\text{Enrollments in Courses that Receive Grades}}$$



The development and reporting of a noncredit student success indicator is one of the Strategic Action 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 Action Plan focuses on increasing the likelihood of completion; the course success rate metric provides a measure of progress toward student 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 in courses in which grades were awarded. The definition is adapted from the CCCCO definition of course success⁶, and modified to include the evaluative grade of SP, which is a progress indicator. BSP is the only program that assigns A through F grades, and to align with the K-12, a grade of “D” is considered passing.

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

Overall NOCE Course Success

Over three-fourths of NOCE students continue to be successful in their coursework in the 2019/20 academic year (Table 45).

Table 45

2019/20 NOCE Student Course Success

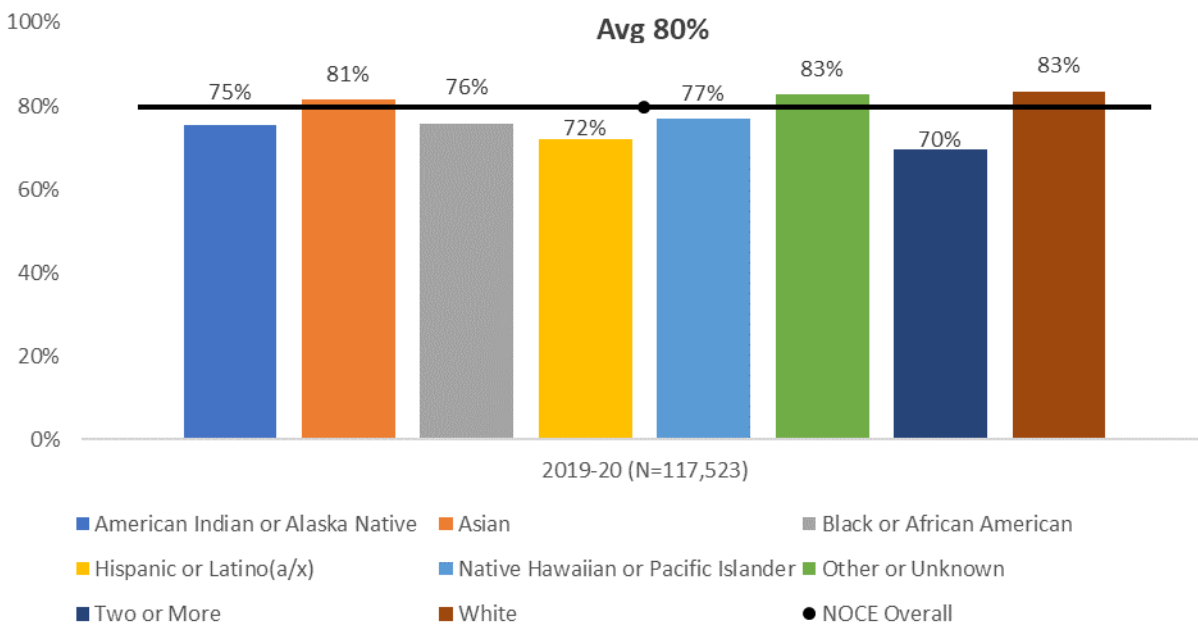
| | 2019/20 |
|----------------------------------------------------------------------------|----------------|
| Enrollments in Courses that Receive Grades (Course Success Denominator) | 117,523 |
| Success | 93,579 |
| Success Rate | 79.63% |

Ethnicity



Figure 8 illustrates the success rates for all ethnic groups at NOCE. White and the Other and Unknown students had the highest success rates compared to other ethnic groups. This population along with Asian students exceeded the success rate of NOCE overall. Students in the Two or More category had the lowest success rate, followed by Hispanic or Latino(a/x) students.

Figure 8. 2019/20 NOCE Success Rates by Ethnicity



Gender

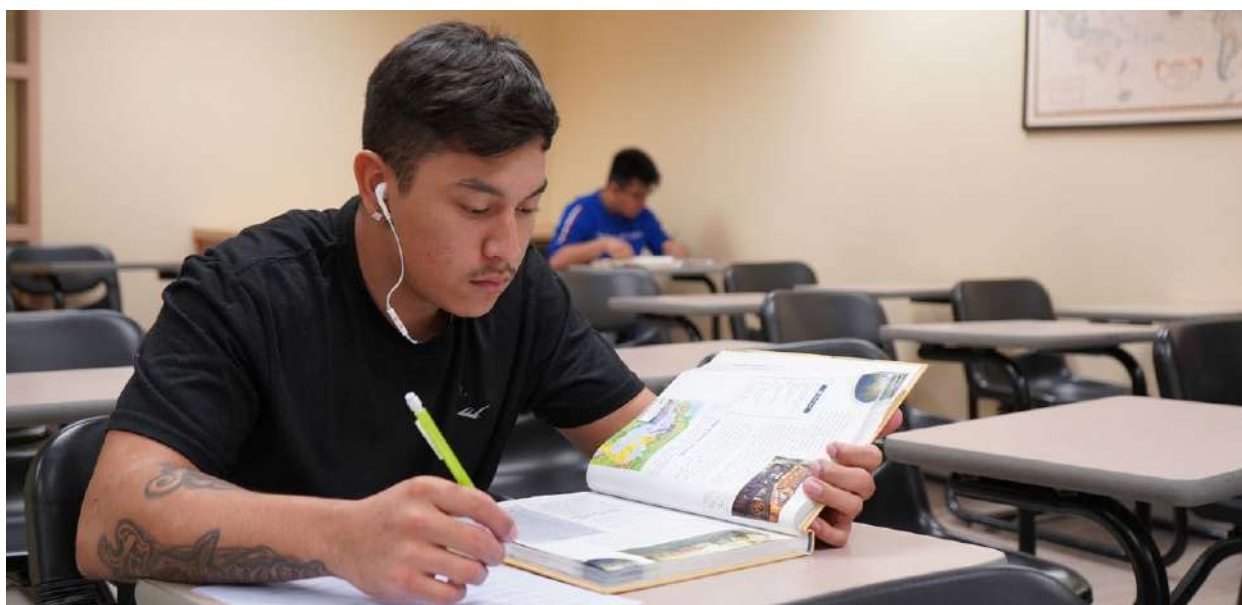


Females had higher success rates compared to males (Table 46). However, students with missing demographic information had the highest success rates.

Table 46

2019/20 Success Rates by Gender

| | Course Success Denominator | Success | Success Rate |
|---------|----------------------------------|---------|-----------------|
| Female | 84,467 | 65,962 | 78.09% |
| Male | 32,401 | 23,324 | 71.99% |
| Unknown | 5,400 | 4,406 | 81.59% |



Basic Skills Program (BSP) Course Success

BSP 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, BSP had the lowest success rates compared to NOCE overall and all other programs (Table 47). To measure the progress of BSP students, it is recommended that some sort of evaluative symbol, such as “SP”, is 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 47

2019/20 BSP Student Course Success

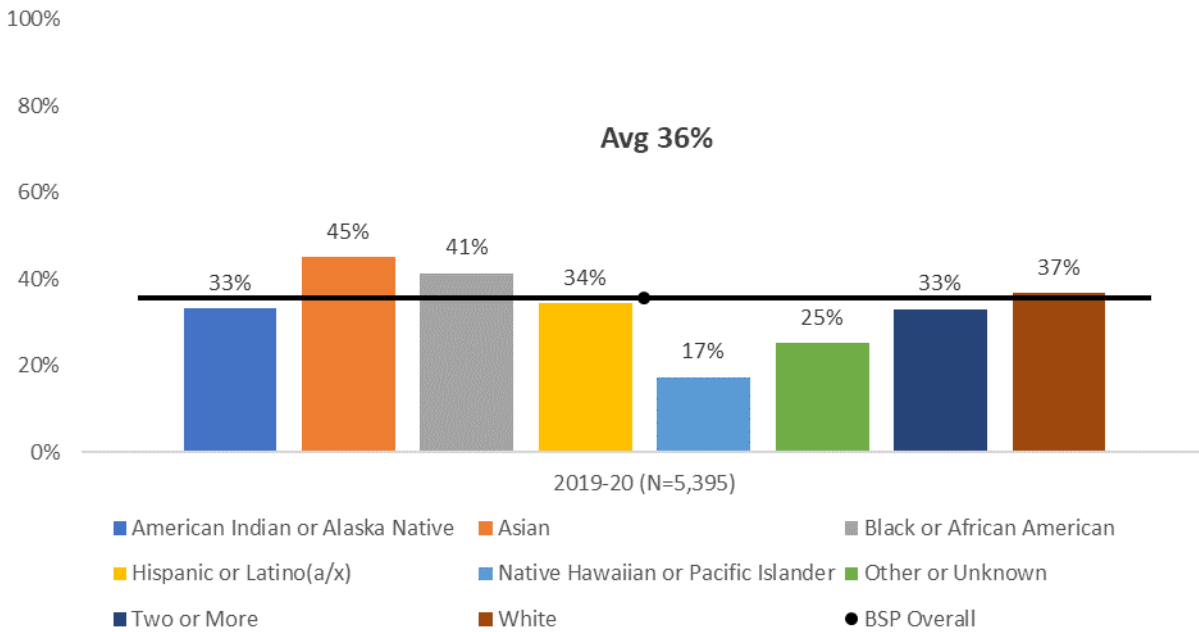
| | 2019/20 |
|------------------------------------------------|---------|
| Enrollments in BSP Courses that Receive Grades | 5,395 |
| Success | 1,918 |
| Success Rate | 35.55% |

Ethnicity



The success rates for Asian, Black or African American, and White students were above the BSP overall average (Figure 9). Students who identify as Native Hawaiian or Pacific Islander had the lowest success rates.

Figure 9. 2019/20 BSP Success Rates by Ethnicity



Gender



Females had the highest success rates compared to males and unknowns in BSP (Table 48).

Table 48

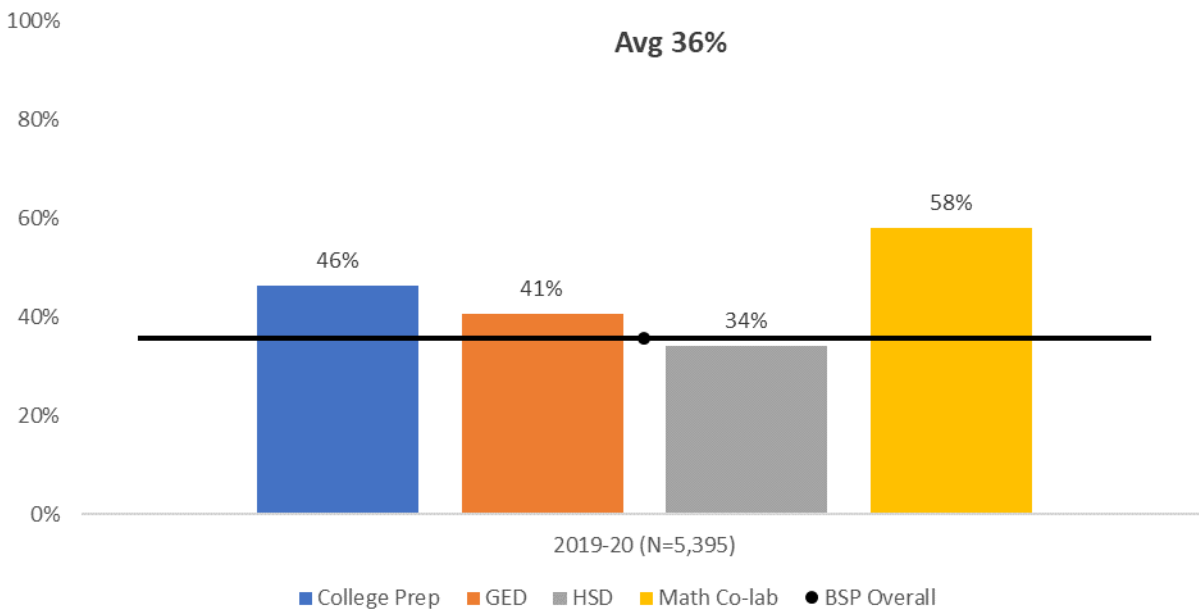
2019/20 BSP Student Course Success by Gender

| | BSP Course Success Denominator | Success | Success Rate |
|---------|--------------------------------|---------|--------------|
| Female | 3,045 | 1,124 | 36.91% |
| Male | 2,250 | 768 | 34.13% |
| Unknown | 100 | 26 | 26.00% |

BSP Course Success by Subprograms

As seen in Figure 10, three of the four subprograms had higher success rates than that of the BSP overall. The success rates of students in the Math Co-Lab were the highest, while the HSD subprogram had the lowest success rates.

Figure 10. 2019/20 BSP Course Success by Subprograms





Career Technical Education (CTE) Program Course Success

CTE success rates was about 15% lower compared to the NOCE overall success rates (Table 49) in 2019/20.

Table 49

2019/20 CTE Student Course Success

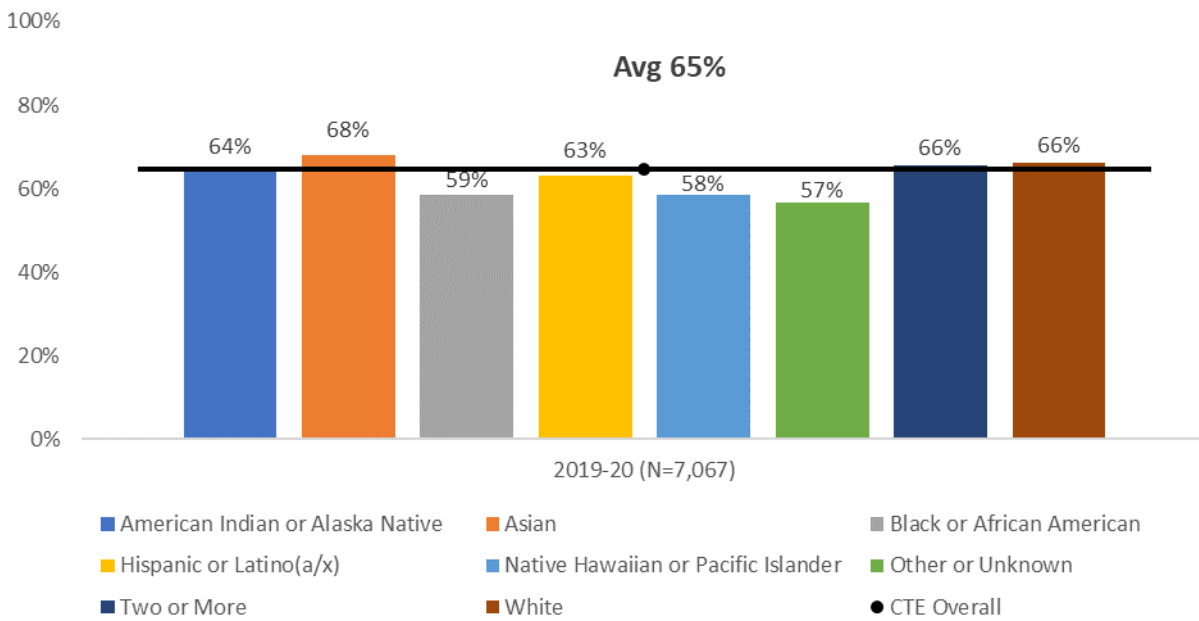
| | 2019/20 |
|------------------------------------------------|----------------|
| Enrollments in CTE Courses that Receive Grades | 7,067 |
| Success | 4,575 |
| Success Rate | 64.74% |

Ethnicity



As seen in Figure 11, which displays CTE success rates by ethnicity, Asian students had the highest success rate. White students and students with Two or More ethnicities also had higher success rates compared to the overall CTE success rate. While students in the Other or Unknown category had one of the highest success rates in NOCE overall, they had the lowest course success rate in CTE. Similarly, Native Hawaiian or Pacific Islander and Black or African American students display lower success rates compared to the other ethnic groups.

Figure 11. 2019/20 CTE Success Rates by Ethnicity



Gender



The majority of students who enrolled in CTE courses were female (Table 50). Females had a slightly higher success rate than males, and students in the unknown category had the lowest course enrollments with the highest success rate.

Table 50

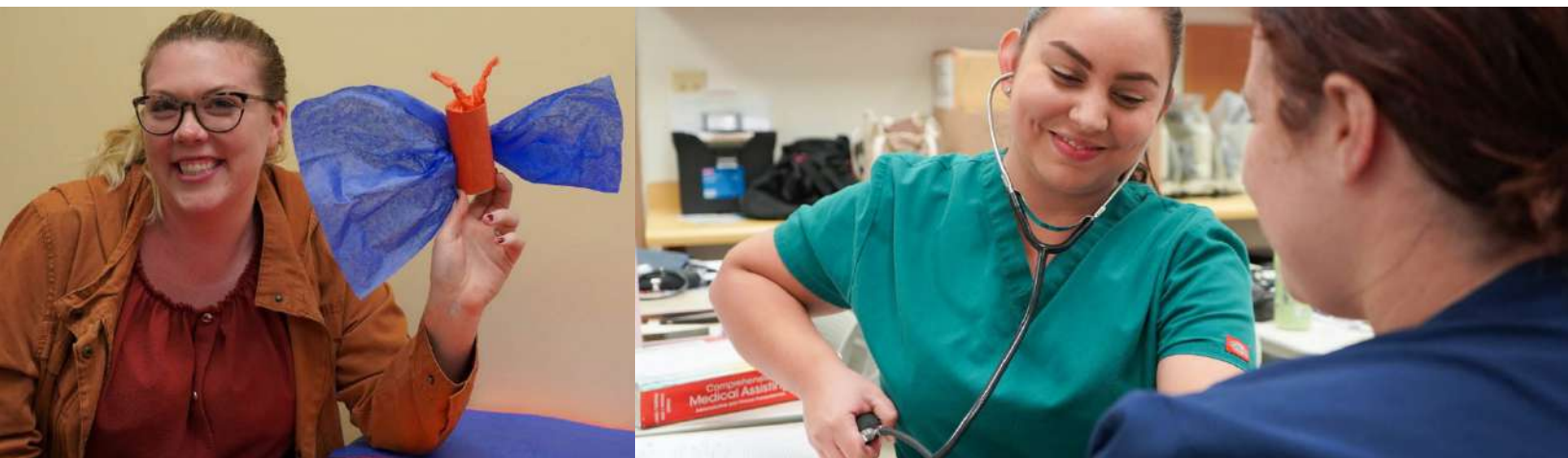
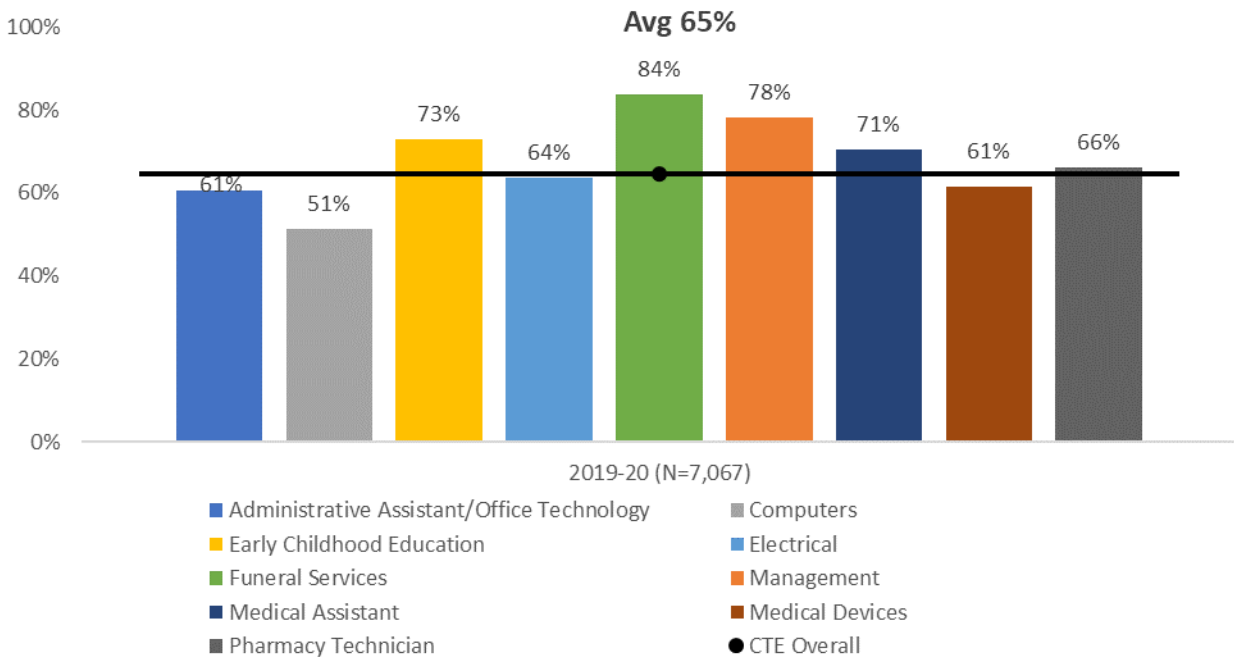
2019/20 CTE Course Success Rates by Gender

| Gender | CTE Course Success Denominator | Success | Success Rate |
|---------|--------------------------------|---------|--------------|
| Female | 5,470 | 3,556 | 65.01% |
| Male | 1,386 | 876 | 63.20% |
| Unknown | 211 | 143 | 67.77% |

CTE Course Success by Subprograms

Figure 12 shows the success rate of each subprogram in CTE. Funeral Services had one of the lowest course enrollments compared to the other subprograms, but the highest success rate followed by Management. While Computers subprogram had the highest course enrollment in CTE, the subprogram displayed the lowest success rate at 51%. Five of the nine subprograms had a higher success rate than the overall CTE success rate.

Figure 12. 2019/20 CTE Course Success by Subprograms





Disability Support Services (DSS) Program Course Success

The success rates of students in the DSS program are higher than NOCE’s overall success rate. Compared to all programs, DSS had the highest success rate with the lowest course enrollments (Table 51).

Table 51

2019/20 DSS Student Course Success

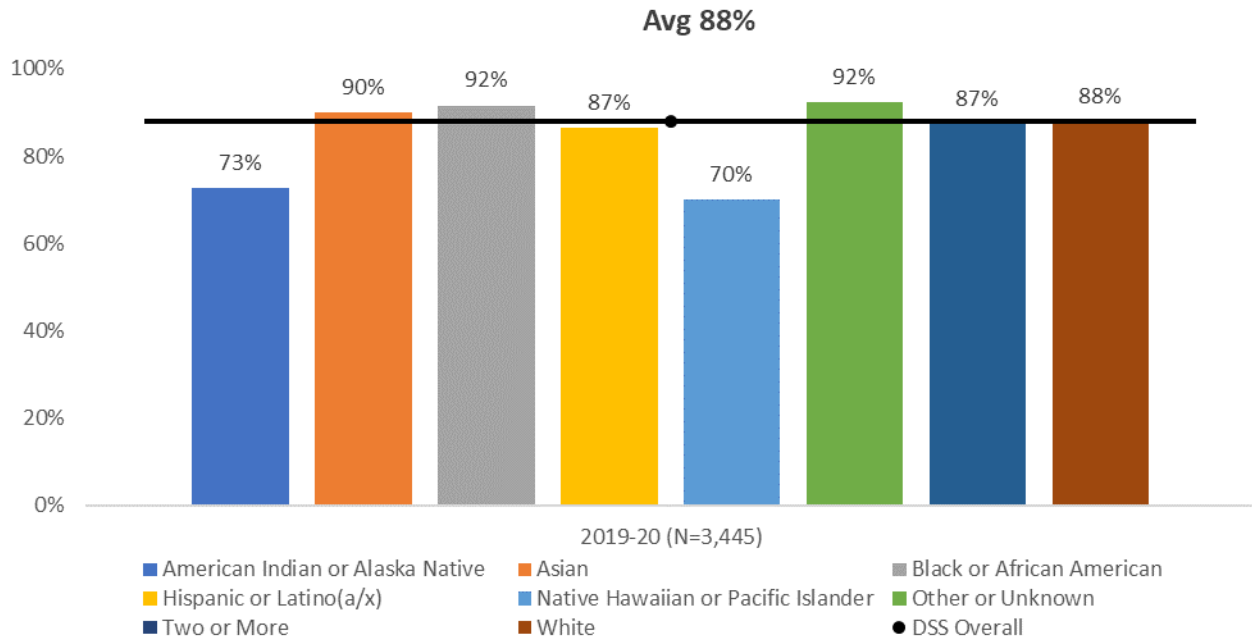
| | 2019/20 |
|------------------------------------------------|----------------|
| Enrollments in DSS Courses that Receive Grades | 3,445 |
| Success | 3,034 |
| Success Rate | 88.07% |

Ethnicity



The success rates of most ethnic groups were near or above the overall DSS success rate (Figure 13). Black or African American students and those in the Other and Unknown category displayed the highest success rate. However, Native Hawaiian or Pacific Islander and American Indian or Alaska Native had the lowest success rates, ranging from 15% to 18% below the overall DSS program success rate.

Figure 13. 2019/20 DSS Success Rates by Ethnicity



Gender



Students in the Unknown category had the highest success rates (Table 52). Both female and male DSS students have roughly equal success rates.

Table 52

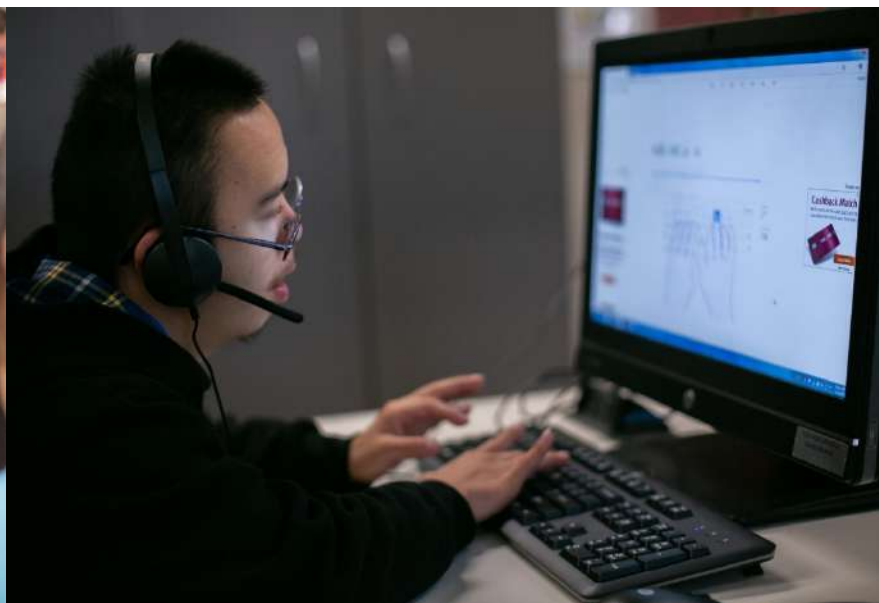
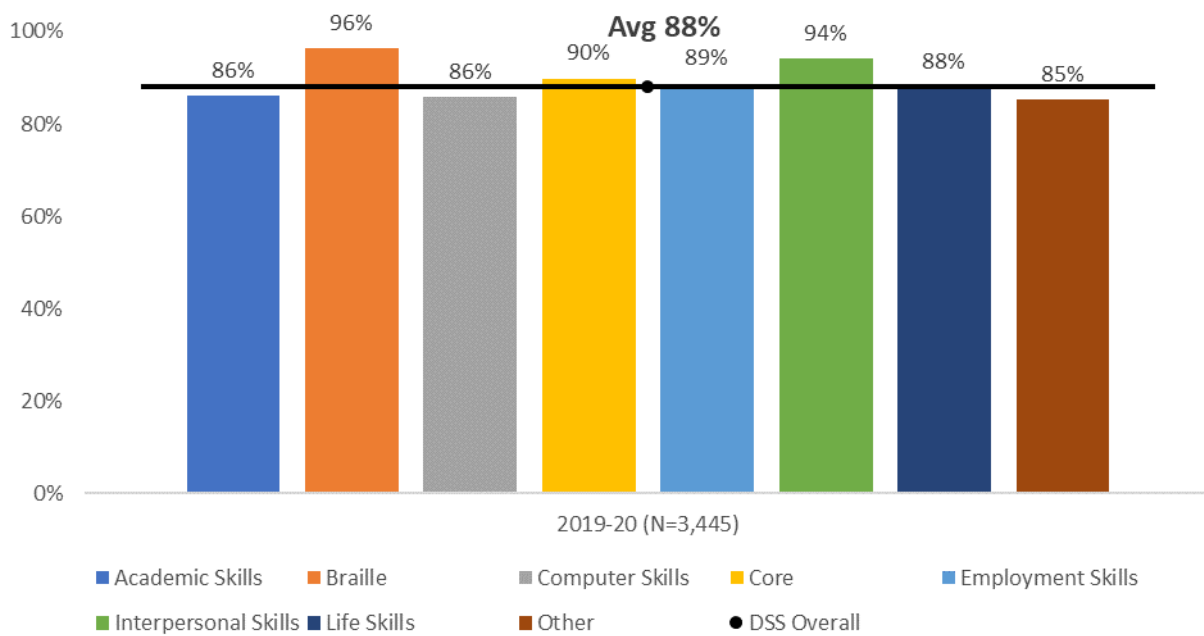
2019/20 DSS Student Course Success

| | DSS Course Success Denominator | Success | Success Rate |
|---------|--------------------------------|---------|--------------|
| Female | 1,229 | 1,078 | 87.71% |
| Male | 2,097 | 1,848 | 88.13% |
| Unknown | 119 | 108 | 90.76% |

DSS Course Success by Subprograms

As seen in Figure 14, students in Braille and Interpersonal Skills courses had the highest success rates in the DSS program. Although the Other subprogram had one of the higher course enrollments, these students displayed the lowest success rates. This may be in part due to the lower course retention rates experienced by students enrolled in DSS courses in the Other subprogram during the 2019 Fall and 2020 Winter Terms. Five of the eight subprograms had success rates above or near the overall DSS success rate.

Figure 14. 2019/20 DSS Course Success by Subprograms





English as a Second Language (ESL) Program Course Success

While having one of the higher course enrollments among all NOCE programs, the overall success rate for the ESL program was close to 74% (Table 53). In 2019/20, the ESL program success rate has been slightly lower than NOCE’s overall success rate.

Table 53

2019/20 ESL Student Course Success

| | 2019/20 |
|------------------------------------------------|---------|
| Enrollments in ESL Courses that Receive Grades | 17,071 |
| Success | 12,601 |
| Success Rate | 73.82% |

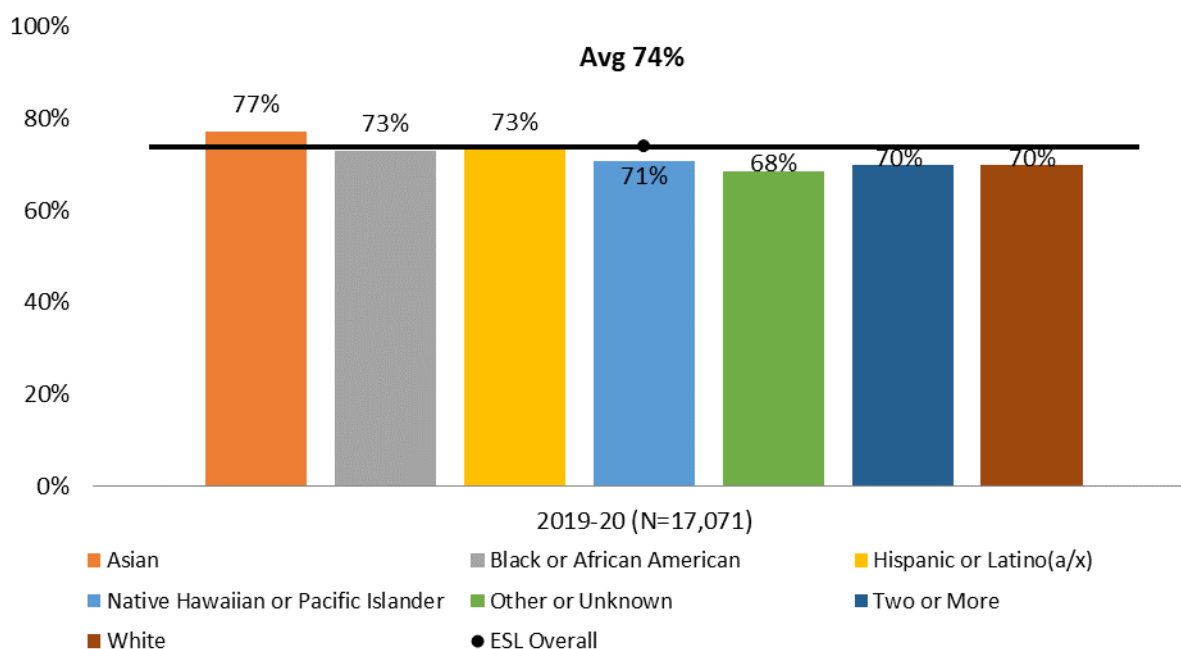
Ethnicity



Most ethnic groups in ESL displayed success rates slightly below overall ESL program success rate (Figure 15). The exception to this is the success rates for Asian students, whose success rates were about 3% higher than the overall program average.

American Indian or Alaska Natives did have graded enrollments in 2019/20, but due to the low number of enrollments, their success rates were incorporated into Other and Unknown. Students who identified in this ethnic group had the lowest success rates compared to others in ESL.

Figure 15. 2019/20 ESL Success Rates by Ethnicity



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

Gender



Females had higher success rates than males and unknowns (Table 54). Their success rates were also higher than the overall ESL program.

Table 54

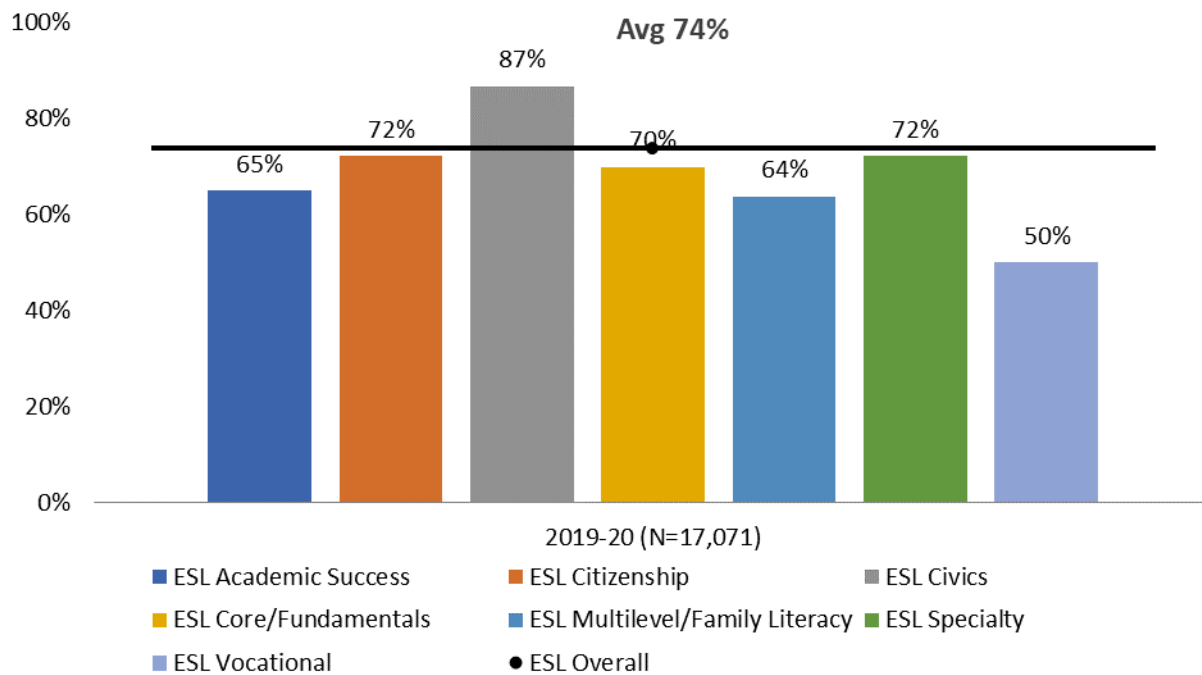
2019/20 ESL Program Student Course Success

| | ESL Course Success Denominator | Success | Success Rate |
|---------|--------------------------------------|---------|-----------------|
| Female | 11,796 | 8,796 | 74.57% |
| Male | 4,735 | 3,453 | 72.93% |
| Unknown | 540 | 352 | 65.19% |

ESL Course Success by Subprograms

In Figure 16, which displays the success rates of students by subprograms, all but one subprogram had success rates below the overall ESL program. Not only did ESL Civics have the highest number in course enrollments, but the success rates of students of this subprogram far exceeded the overall program success rate. Conversely, ESL Vocational had the lowest course enrollments with the lowest success rates within the ESL program.

Figure 16. 2019/20 ESL Course Success by Subprograms





Lifeskills Education Advancement Program (LEAP) Course Success

Of NOCE’s five major programs, LEAP had the highest overall success rate (Table 55). In 2019/20, students in LEAP courses had a success rate of about 85%.

Table 55

2019/20 LEAP Student Course Success

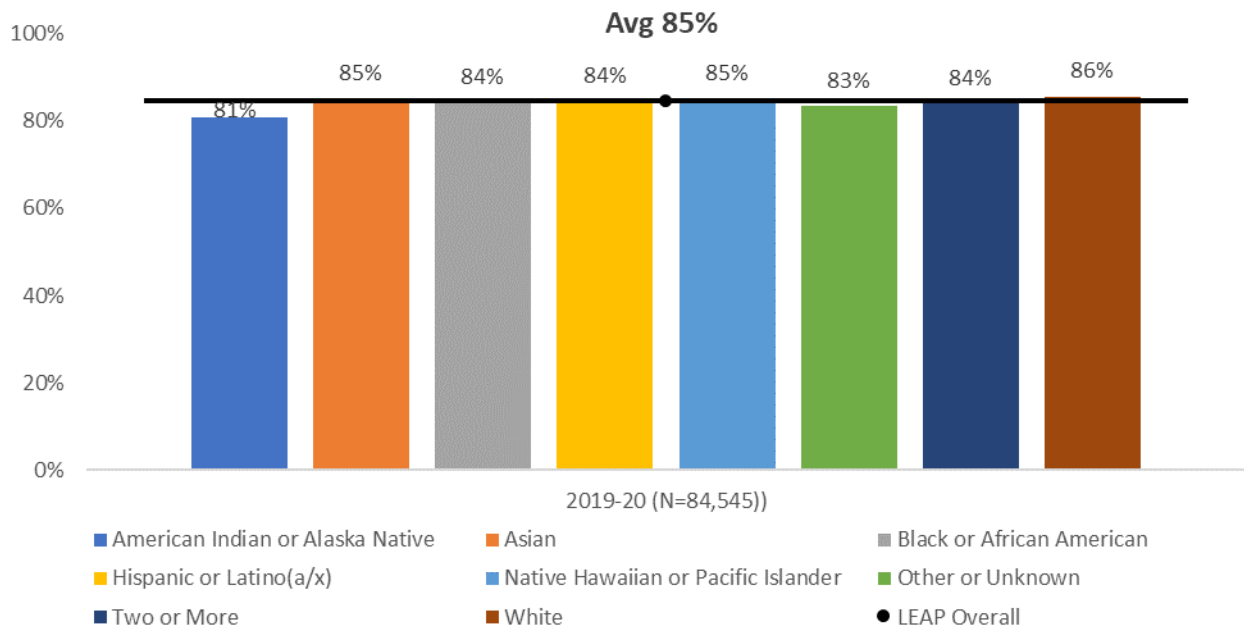
| | 2019/20 |
|-------------------------------------------------|----------------|
| Enrollments in LEAP Courses that Receive Grades | 84,545 |
| Success | 71,451 |
| Success Rate | 84.51% |

Ethnicity



The success rates of nearly all ethnic groups were either near or above the overall LEAP success rate, as displayed in (Figure 17). American Indian or Alaska Native students had the lowest success rates, about 4% lower than the overall LEAP success rate average.

Figure 17. 2019/20 LEAP Success Rates by Ethnicity



Gender



The success rates of females were slightly higher than unknowns and males (Table 56).

Table 56

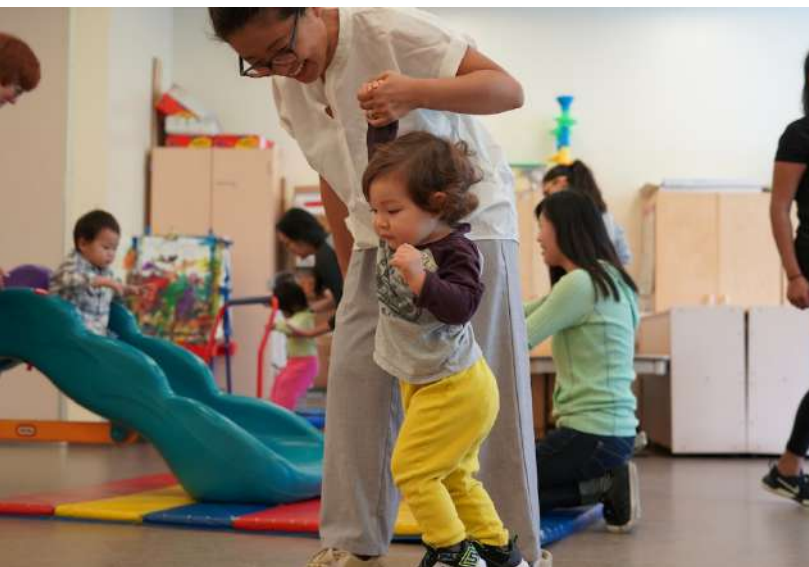
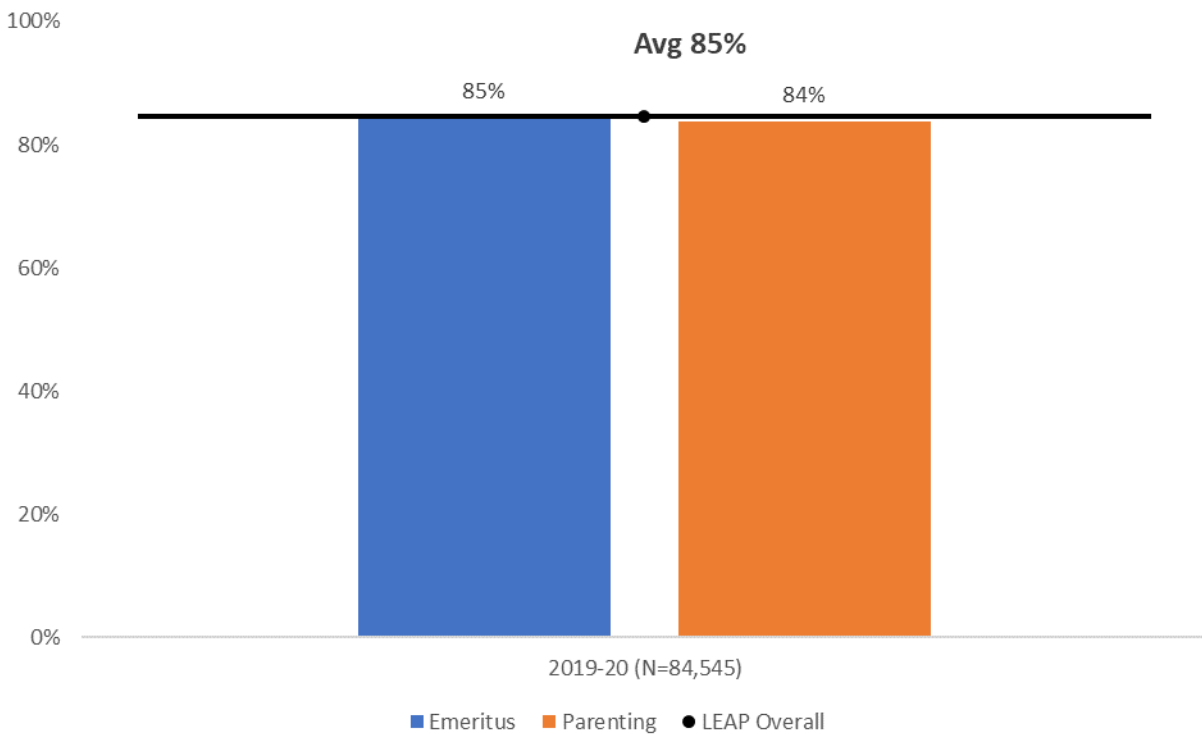
2019/20 LEAP Student Course Success by Gender

| | LEAP Course Success Denominator | Success | Success Rate |
|---------|---------------------------------------|---------|-----------------|
| Female | 58,688 | 49,812 | 84.88% |
| Male | 18,612 | 15,495 | 83.25% |
| Unknown | 7,245 | 6,144 | 84.80% |

LEAP Course Success by Subprograms

Kids' College and Teen Program and Community Education subprograms were excluded from the course success calculation because these subprograms do not require a grade submission. With the two LEAP subprograms that do collect grades, the Emeritus subprogram was slightly higher (1%) than in the Parenting (Figure 18).

Figure 18. 2019/20 LEAP Course Success by Subprograms



4 Momentum

Term-to-Term Retention



How well NOCE retains 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 Action 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 enrolled at Cypress College 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 2019 Fall Term, does not enroll in the 2020 Winter Term, and re-enrolls in the 2020 Spring Term, that student would be considered retained in the 2020 Spring Term but not for the 2020 Winter Term.

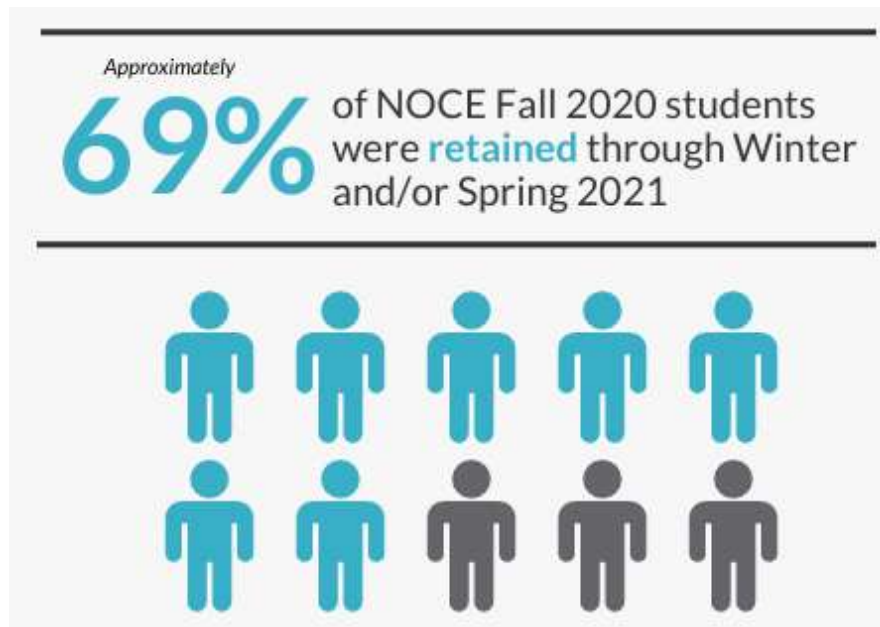
Overall NOCE Term-to-Term Retention

In 2019/20, NOCE had 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 fall enrollment (Table 57). Based on the student feedback received, NOCE students shared several reasons that could impact their decision to return or not return to NOCE, including family/personal responsibilities, conflicting job schedules, lack of course offerings, and lack of transportation. Due to the campus closure in 2020 Winter Term, students have also identified the inability to take in-person classes as another barrier in continuously enrolling term to term.

Table 57

2019/20 Term-to-Term Retention Rates for NOCE

| | 2019/20 |
|----------------------------------|----------------|
| Number of Students in the Cohort | 15,745 |
| Retained in Winter | 69.58% |
| Retained in Spring | 69.01% |



The retention rates were further broken down by ethnicity and gender. For the 2019 Fall Term cohort, Other or Unknown students had higher retention rates at 75% and 81% in winter and spring, respectively (Table 58). Only those who identified as Asian, Other or Unknown, and White had higher fall-to-winter and fall-to-spring retention rates than NOCE overall. White students and Other or Unknown students were the only two groups who had higher retention rates in spring than in winter.

Table 58

2019/20 NOCE Term-to-Term Retention Rates by Ethnicity

| | 2019 Fall Cohort | Retained in Winter | Retained in Spring |
|-------------------------------------|-------------------------|---------------------------|---------------------------|
| American Indian or Alaska Native | 19 | 63.16% | 57.89% |
| Asian | 2,891 | 70.88% | 70.81% |
| Black or African American | 242 | 60.74% | 54.55% |
| Hispanic or Latino | 4,993 | 62.69% | 56.78% |
| Native Hawaiian or Pacific Islander | 44 | 63.64% | 63.64% |
| Other or Unknown | 3,462 | 74.99% | 80.53% |
| Two or More | 450 | 64.44% | 54.22% |
| White | 3,644 | 74.20% | 76.29% |
| NOCE Overall | 15,745 | 69.58% | 69.01% |

While females had higher retention rates compared to males, students with an unknown gender were retained at the highest rates compared to both males and females and NOCE overall (Table 59).

Table 59

2019/20 NOCE Term-to-Term Retention Rates by Gender

| | 2019 Fall Cohort | Retained in Winter | Retained in Spring |
|----------------|-------------------------|---------------------------|---------------------------|
| Female | 10,584 | 70.36% | 70.90% |
| Male | 4,114 | 67.02% | 62.06% |
| Unknown | 1,047 | 71.82% | 77.17% |
| NOCE Overall | 15,745 | 69.58% | 69.01% |

Term-to-Term Retention by Program

Term-to-term retention was also broken down by NOCE program. Compared to NOCE overall, DSS and LEAP continue to have the highest fall-to-winter and fall-to-spring retention rates (Table 60). The higher retention rates in DSS may be due to the structure in which DSS classes are offered in a sequence from fall-to-spring terms. For LEAP, the Emeritus subprogram continuously enrolled their students from term-to-term which might explain their higher retention rates compared to NOCE overall.

The BSP, CTE, and ESL programs had lower fall-to-winter and fall-to-spring retention rates compared to overall NOCE retention rates in 2019/20. The lower retention rates for BSP are expected due to its self-paced and open lab setting structure for students. Students can attend BSP courses at their convenience and during the open lab hours. The lower retention rates for CTE students may be due to students obtaining employment, thus, not enrolling in subsequent terms. Courses in 2020 Spring Term were offered remotely, which could explain the lower retention rates in spring compared to winter since not all students were ready to continue their education journey in an online platform, as voiced by students on various surveys conducted by OIRP.

Table 60

2019/20 Term-to-Term Retention Rates for Programs

| | 2019 Fall Cohort | Retained in Winter | Retained in Spring |
|----------------------------------------------------------------------------------|-----------------------------|-------------------------------|-------------------------------|
| Basic Skills, High School Diploma, GED/HiSET Preparation, and College Prep (BSP) | 1,513 | 46.07% | 36.02% |
| Career Technical Education (CTE) | 1,152 | 54.08% | 34.03% |
| Disability Support Services (DSS) | 531 | 88.70% | 74.76% |
| English as a Second Language (ESL) | 3,678 | 62.75% | 56.96% |
| Lifeskills Education Advancement Program (LEAP) | 9,522 | 73.90% | 79.01% |

Transition within NOCE



Goal 2 of NOCE’s Strategic Action Plan focuses on Guided Pathways, which seeks to create and maintain educational pathways, partly to increase the likelihood of transition into other educational options. 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 English as a Second Language (ESL) program into the NOCE High School Diploma Program (HSDP) and transition from NOCE’s ESL and HSDP programs into the NOCE CTE program. Due to the measurement of this metric requiring data for the cohort year and subsequent year, 2018 Fall Term cohorts were examined since the subsequent year data was not available for the 2019 Fall Term cohort at the time of writing this report.

ESL Transition to Adult Secondary Education (ASE)



The first type of transition explored was from NOCE’s English as a Second Language (ESL) program to NOCE’s BSP subprograms that provide Adult Secondary Education (ASE). The ASE subprograms offered at NOCE includes the HSD, GED/HiSET, and College Preparation subprograms. This definition was inspired by the Adult Education Pipeline dashboard metric definition of transition from ESL or Adult Basic Education (ABE) to ASE⁷. 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 BSP courses. The transition rate is calculated as the number of ESL students out of the cohort who enrolled in BSP courses for the first time ever in the same or subsequent year.

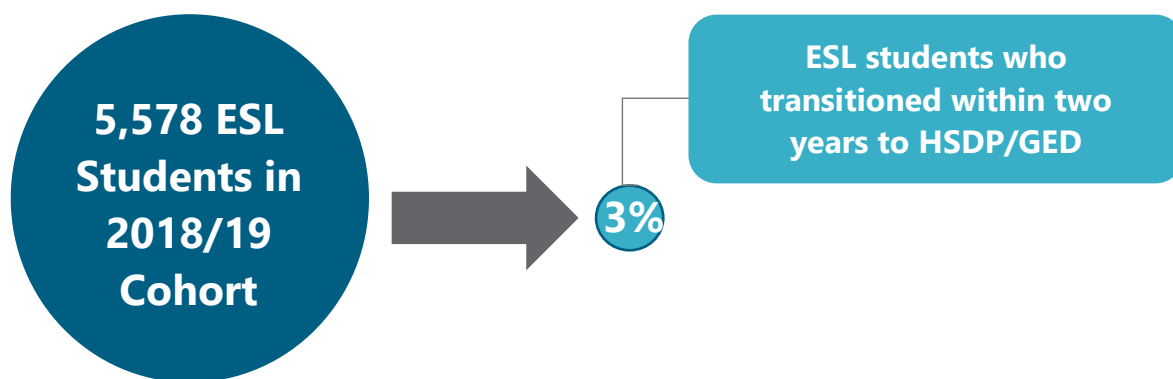
Table 61 below displays the transition rates for students included in the 2018/19 cohort. It is interesting to note that of those who transitioned from ESL to BSP, they were also more likely to indicate on their Application for Admission that they were seeking to transfer or earn a certificate, degree or diploma.

This may suggest that outreach efforts encouraging ESL students to enroll in the BSP Program may be opening new pathways for ESL students that they may have not considered or that ESL students may have had more than one educational goal.

Table 61

2018/19 ESL Cohort Transition to HSDP

| | 2018/19 Cohort |
|-----------------------------------|-----------------------|
| N | 5,578 |
| Students Transitioned to HSDP/GED | 159 |
| Transition Rate | 2.85% |



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

Ethnicity



As seen in Table 62, 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, which likely impacted the transition rate. Transition rates for White and Hispanic or Latino(a/x) students were higher than the overall student population.

Table 62

2018/19 ESL Cohort Transition to HSDP by Ethnicity

| | 2018/19 Cohort | Transitioned | Transition Rate |
|---------------------------|---------------------------|---------------------|------------------------|
| Asian | 1,320 | 32 | 2.42% |
| Black or African American | 39 | 3 | 7.69% |
| Hispanic or Latino(a/x) | 3,514 | 105 | 2.99% |
| Other or Unknown | 182 | 4 | 2.20% |
| Two or More | 149 | 3 | 2.01% |
| White | 374 | 12 | 3.21% |
| Overall Transition Rate | 5,578 | 159 | 2.85% |

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

Gender



As presented in Table 63, transition rate for females was higher compared to males and the overall student cohort.

Table 63

2018/19 ESL Cohort Transition to HSDP by Gender

| | 2018/19 Cohort | Transitioned | Transition Rate |
|-------------------------|---------------------------|---------------------|------------------------|
| Female | 3,680 | 113 | 3.07% |
| Male | 1,677 | 44 | 2.62% |
| Unknown | 221 | 2 | 0.90% |
| Overall Transition Rate | 5,578 | 159 | 2.85% |

ESL, ABE, and ASE Transition to Career Technical Education Program (CTE Pathway)

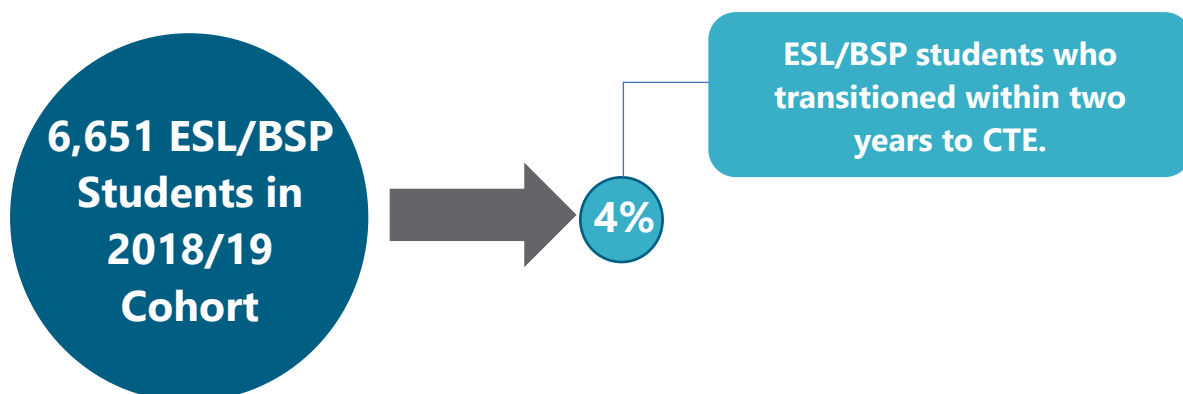


The second type of transition explored was from NOCE’s ESL and BSP programs to NOCE’s CTE program. This definition was inspired by the Adult Education Pipeline dashboard metric definition of transition from ESL, ABE, or ASE to Postsecondary⁸. The ESL and BSP transition cohort consists of all students enrolled in NOCE’s ESL and BSP programs in the selected academic year who completed 12 or more instructional contact hours in those programs within that year. This cohort excludes students with prior enrollments in the CTE program or enrollments in the Math Co-Lab or the Computer/Business Skills Lab. The transition rate is calculated as the number of ESL and BSP students out of the cohort who enrolled in CTE courses for the first time ever in the same or subsequent year. Table 64 below displays the transition rates for students in the 2018/19 cohort.

Table 64

2018/19 ESL and BSP Cohort Transition to CTE

| | 2018/19 Cohort |
|------------------------------|---------------------------|
| N | 6,651 |
| Students Transitioned to CTE | 292 |
| Transition Rate | 4.39% |



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

Ethnicity



Most ethnic groups had higher transition rates compared to the overall cohort (Table 65). The transition rates for Native Hawaiian or Pacific Islander and Black or African American students are much higher compared to other ethnic groups, which could be due to their small sample size relative to other groups.

Table 65

2018/19 ESL and BSP Cohort Transition to CTE by Ethnicity

| | 2018/19 Cohort | Transitioned | Transition Rate |
|-------------------------------------|---------------------------|---------------------|------------------------|
| Asian | 1,351 | 72 | 5.33% |
| Black or African American | 90 | 7 | 7.78% |
| Hispanic or Latino(a/x) | 4,271 | 150 | 3.51% |
| Native Hawaiian or Pacific Islander | 17 | 4 | 23.53% |
| Other or Unknown | 183 | 6 | 3.28% |
| Two or More | 262 | 15 | 5.73% |
| White | 473 | 37 | 7.82% |
| Overall Transition Rate | 6,651 | 292 | 4.39% |

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

Gender



The transition rate of females from ESL and BSP into CTE is much higher than the transition rate of males and the overall cohort (Table 66).

Table 66

2018/19 ESL and BSP Cohort Transition to CTE by Gender

| | 2018/19 Cohort | Transitioned | Transition Rate |
|-------------------------|---------------------------|---------------------|------------------------|
| Female | 4,222 | 228 | 5.40% |
| Male | 2,186 | 55 | 2.52% |
| Unknown | 243 | 9 | 3.70% |
| Overall Transition Rate | 6,651 | 292 | 4.39% |

5 Student Success

Completion



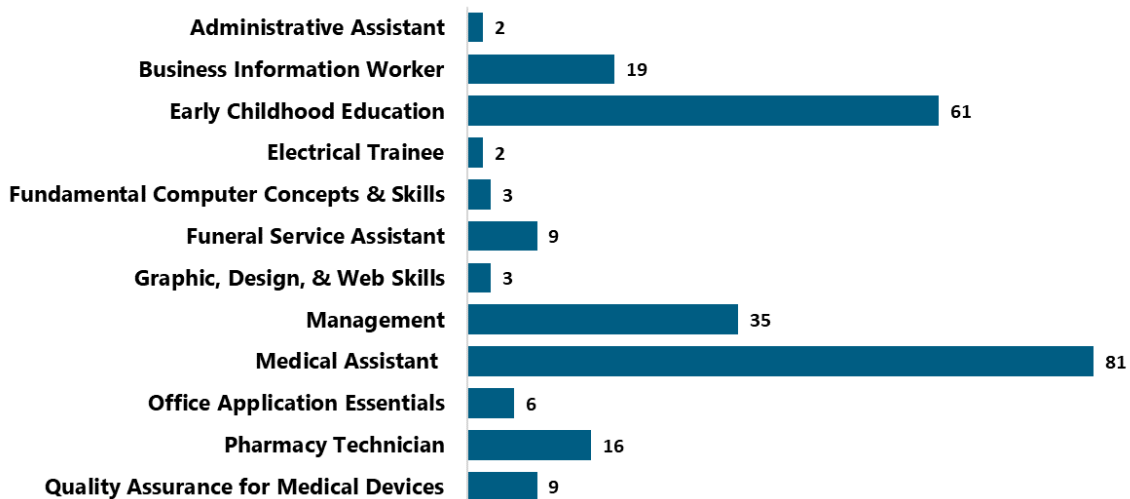
Certificate and diploma completion examines the number of certificates and diplomas awarded to students each year. This indicator is indicative of the effectiveness of program offerings toward guiding students through their chosen educational pathway, aligning with Goal 2 of the Strategic Action Plan. This section provides counts of the number of certificates and diplomas awarded in 2019/20 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 2018/19 academic year but does not apply and receive approval for their certificate or diploma until the 2019/20 academic year, that student would be considered a completer for 2019/20, not 2018/19, the year they may have completed their requirements.

In this analysis, only Career Development and College Preparation (CDCP), local Disability Support Services (DSS) program 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.

Career Technical Education (CTE) Certificates Awarded

A total of **246** CTE certificates were awarded in 2019/20 (Figure 19). Most CTE certificates were awarded in the Medical Assistant and Early Childhood Education subprograms. The low completion rates for the Administrative Assistant certificate may be because the CTE program had stopped offering the Administrative Assistant certificate in 2019/20, and instead had started offering the Business Information Worker certificate. Additionally, it is important to note that certificate programs such as the Pharmacy Technician, that requires students to complete a lab component, may not have offered this component in the 2020 Spring Term. This may have impacted students' ability to complete the certificate within the 2019/20 academic year.

Figure 19. 2019/20 CTE Certificates Awarded



Ethnicity



CTE certificates awarded by ethnic breakdown are presented in Table 67 below. Although students may receive more than one CTE certificate in an academic year, the table below accounts for the unduplicated counts of students. To protect student privacy, small sample sizes have been included in the Other or Unknown category.

Table 67

2019/20 CTE Certificates Awarded by Ethnicity

| | Count | Percent |
|----------------------------------------------|--------------|----------------|
| Asian | 64 | 26.56% |
| Hispanic or Latino(a/x) | 99 | 41.08% |
| Other or Unknown | 10 | 4.15% |
| Two or More | 22 | 9.13% |
| White | 46 | 19.09% |
| Total Students Who Received CTE Certificates | 241 | 100.00% |

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

Gender



Table 68 shows the proportion of CTE certificates awarded by gender, and the majority of the CTE certificates are awarded to females. Females make up a larger proportion (75%) of CTE students, which may explain the disparity between males and females receiving CTE certificates.

Table 68

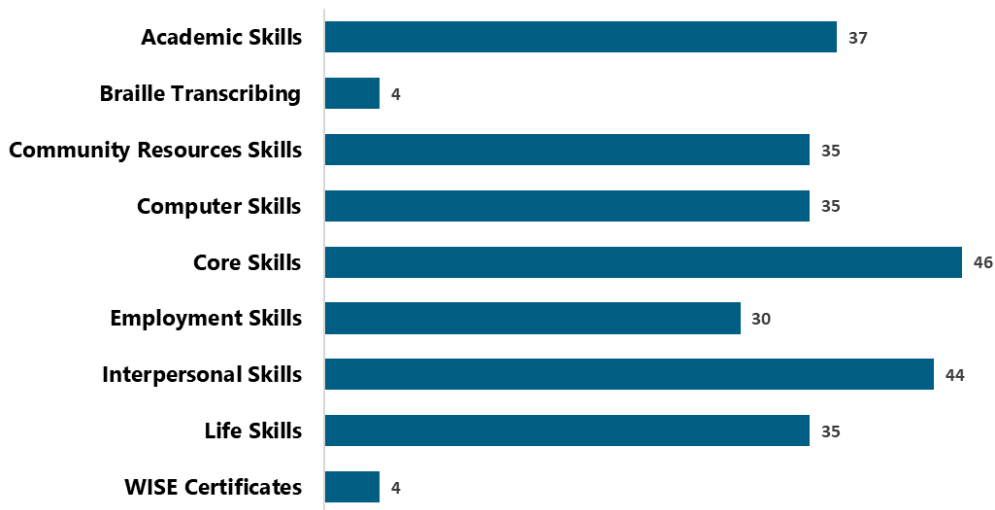
2019/20 CTE Certificates Awarded by Gender

| | Count | Percent |
|----------------------------------------------|--------------|----------------|
| Female | 198 | 82.16% |
| Male | 35 | 14.52% |
| Unknown | 8 | 3.32% |
| Total Students Who Received CTE Certificates | 241 | 100.00% |

Disability Support Services (DSS) Program Certificates Awarded

NOCE's DSS program awards local certificates to students who complete all the course requirements within specific subprograms. Only the Braille Transcribing certificate issued by the DSS program is identified as a CDCP certificate and recognized by the CCCC. In 2019/20, the DSS program awarded 270 certificates. Figure 20 provides a breakdown of DSS certificates awarded. Apart from the Braille Transcribing and WISE subprograms, the distribution of certificates awarded was relatively similar across other subprograms, with the Core Skills and the Interpersonal Skills subprograms awarding slightly more certificates.

Figure 20. 2019/20 DSS Certificates Awarded



Ethnicity



The DSS certificates were further broken down by ethnicity (Table 69). To protect student privacy, data was combined from the ethnic groups with fewer than 10 students with the Other or Unknown category.

Table 69

2019/20 DSS Certificates Awarded by Ethnicity

| | Count | Percent |
|----------------------------------------------|--------------|----------------|
| Asian | 12 | 20.34% |
| Hispanic or Latino(a/x) | 24 | 40.68% |
| Other or Unknown | 8 | 13.56% |
| White | 15 | 25.42% |
| Total Students Who Received DSS Certificates | 59 | 100.00% |

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

Gender



Males make up a slightly larger proportion of DSS certificates awarded in 2019/20 (Table 70), which could be due to the fact that 56% of the DSS student population is male.

Table 70

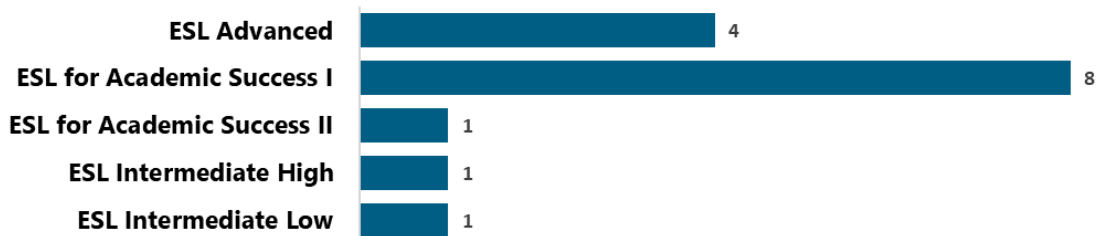
2019/20 DSS Certificates Awarded by Gender

| | Count | Percent |
|----------------------------------------------|--------------|----------------|
| Female | 28 | 47.46% |
| Male | 30 | 50.85% |
| Unknown | 1 | 1.69% |
| Total Students Who Received DSS Certificates | 59 | 100.00% |

ESL Certificates Awarded

The English as a Second Language (ESL) program awarded 15 Career Development and College Preparation (CDCP) certificates in 2019/20. In addition to the CDCP ESL Program's Academic Success certificates, the ESL programs awarded several new CDCP certificates within the Core/Fundamentals subprogram (Figure 21). Due to the small number of students receiving ESL certificates, ethnicity, and gender breakdowns are not reported.

Figure 21. 2019/20 ESL Academic Success Certificates Awarded



High School Diplomas and College Preparation Certificates Awarded

In 2019/20, in addition to the high school diplomas, the Basic Skills Program (BSP) also awarded CDCP College Preparation (CP) certificates (Figure 22). Graduation checks for the High School Diploma subprogram 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. The 2019/20 academic year is the first time CDCP College Preparation subprogram was offered, which could explain the small number of certificates awarded.

Figure 22. 2019/20 High School Diplomas and College Preparation Certificates Awarded



Ethnicity



Table 71 presents the ethnic breakdown of high school diplomas and college preparation certificates awarded in 2019/20. The majority of the diplomas and certificates were awarded to Hispanic or Latino(a/x) students.

Table 71

2019/20 High School Diplomas and College Preparation Certificates Awarded by Ethnicity

| | Count | Percent |
|----------------------------------------------------------------------------|--------------|----------------|
| Asian | 18 | 10.11% |
| Hispanic or Latino(a/x) | 114 | 64.04% |
| Other or Unknown | 10 | 5.62% |
| Two or More | 19 | 10.67% |
| White | 17 | 9.55% |
| Total Students Who Received High School Diplomas/Basic Skills Certificates | 178 | 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 and college preparation certificates was higher compared to males.

Table 72

2019/20 High School Diplomas and College Preparation Certificates Awarded by Gender

| | Count | Percent |
|----------------------------------------------------------------------------|--------------|----------------|
| Female | 103 | 57.87% |
| Male | 72 | 40.45% |
| Unknown | 3 | 1.69% |
| Total Students Who Received High School Diplomas/Basic Skills Certificates | 178 | 100.00% |

Noncredit-to-Credit Transition



The noncredit-to-credit transition rates provide a measure of how many of NOCE students are moving through their educational pathways. This indicator aligns with the Strategic Action Plan Goal 2, which looks at creating or maintaining educational pathways to increase the likelihood of student transition to credit programs and beyond. About 7% of NOCE students had declared their educational goal to obtain an associate 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 the North Orange Community College District (NOCCCD). Since OIRP does not have access to student data beyond NOCCCD, it is a challenge to track the education pathways of NOCE students beyond NOCCCD. Thus, the noncredit-to-credit transition rate is calculated only for students who transitioned to Cypress College (CC) or Fullerton College (FC).

The noncredit-to-credit transition metric definition is inspired by the Adult Education Pipeline Dashboard metric definition of transition to postsecondary⁹. 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, BSP, or 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, only 2018 Fall Term cohorts were examined.

For the 2018 Fall Term cohort, over 6% of students successfully transitioned from noncredit to a credit institution in the district (Table 73).

Table 73

2018/19 Fall Cohort Noncredit-to-Credit Transition Rates

| | 2018 Fall to 2019/20 |
|----------------------------------|---------------------------------|
| Number of Students in the Cohort | 566 |
| Transitioned | 36 |
| Transition Rate | 6.36% |

Note. Cohorts were tracked for two years. For example, the 2018 Fall Cohort was tracked from 2018 Fall Term to 2019/20.

NOCE Transition Rate to Credit Colleges within District



⁹ 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 were further broken down by ethnicity (Table 74). Despite being the largest ethnic group served by the institution, Hispanic and Latino(a/x) students rank fourth regarding their transition rate compared to other ethnic groups. Students who identified as Asian ranked first. Additionally, students who identified as Asian, Black or African American, or White were the only ethnic groups that had higher transition rates than the overall cohort.

Table 74

2018/19 Fall Cohort Noncredit-to-Credit Transition Rates by Ethnicity

| | 2018 Fall to 2019/20 | Transitioned | Transition Rate |
|---------------------------|---------------------------------|---------------------|------------------------|
| Asian | 142 | 18 | 12.68% |
| Black or African American | 16 | 2 | 12.50% |
| Hispanic or Latino(a/x) | 288 | 11 | 3.82% |
| Other or Unknown | 19 | 0 | 0.00% |
| Two or More | 28 | 1 | 3.57% |
| White | 73 | 4 | 5.48% |
| Overall Transition Rate | 566 | 36 | 6.36% |

Note. Other or Unknown include American Indian/Alaska Natives.



Gender



For the 2018 Fall Term cohort, females transitioned at a higher rate compared to males and the overall cohort (Table 75).

Table 75

2018/19 Fall Cohort Noncredit-to-Credit Transition Rates by Gender

| | 2018 Fall to 2019/20 | Transitioned | Transition Rate |
|------------------------------|---------------------------------|---------------------|------------------------|
| Female | 336 | 26 | 7.74%% |
| Male | 184 | 10 | 5.43% |
| Unknown | 46 | 0 | 0.00% |
| NOCE Overall Transition Rate | 566 | 36 | 6.36% |

Noncredit-to-Credit transition was also broken down by the three programs included in the overall cohort (CTE, ESL, and BSP) (Table 76). Compared to NOCE overall, only the ESL program had higher noncredit-to-credit transition rates, which may in part be due to the ESL program offering the ESL Academic Success subprogram that focuses on helping students improve English skills and prepare them to continue their higher-level education.

Table 76

2018/19 Fall Cohort Noncredit-to-Credit Transition Rates by Program

| | 2018 Fall to 2019/20 | Transitioned | Transition Rate |
|------------------------------|---------------------------------|---------------------|------------------------|
| BSP | 121 | 6 | 4.96% |
| CTE | 216 | 13 | 6.02% |
| ESL | 237 | 20 | 8.44% |
| NOCE Overall Transition Rate | 566 | 36 | 6.36% |

6 NOCE Voices during COVID-19 Transition

The 2020 year was unlike any other, with the World Health Organization declaring coronavirus (COVID-19) a worldwide pandemic in March 2020. On March 16, 2020, NOCCCD, like many other post-secondary institutions across the country, closed their campuses for in-person instruction. NOCE was about 80% into its winter term at the time of closure. This chapter of the Institutional Effective Report (IER) presents findings from NOCE's ongoing efforts to gather student, faculty, and staff feedback as the institution transitioned to a remote setting. Below is a timeline of milestones and feedback surveys that NOCE implemented as it navigated the distance education (DE) platform during the COVID-19 pandemic. Please note that survey data goes beyond the 2019/2020 academic year.

NOCE's Effort in Transitioning to Remote Instruction



The findings presented in this chapter are a meta-analysis of five surveys that were administered to either NOCE students or faculty with the intent to gather valuable data about NOCE's transition to a remote setting. In addition, all surveys had open-ended questions which provided an opportunity to capture qualitative data from students and faculty about their needs, experiences, and recommendations. Below is a list of the five data sources:

NOCE Distance Education Surveys

March 2020 to July 2020

- ### 1 Student Remote Needs Survey

An online survey was available to students in English and Spanish from March 25 - May 1, 2020. It was sent to students currently-enrolled NOCE students to assess their needs due to the large-scale changes in the new remote learning environment. A total of **235 survey responses** were collected from students.
- ### 2 Faculty Survey Regarding Student Participation

In May 2020, OIRP sent a survey to current faculty who were teaching courses at NOCE in 2020 Spring Term. Faculty were asked about the number of students on their current roster and of those, the number that were currently *active* participants. A total of **146 faculty** participated in the survey across all five NOCE programs. Data on a total of 187 course sections was gathered through the survey. BSP, ESL, and LEAP faculty were given the option to identify *if* they could provide a count of actively participating students. Due to the nature of the programs and course delivery, some faculty indicated that they would not be able to provide a count of active students in a completely remote environment.
- ### 3 DE Experience Student Survey

OIRP surveyed students about their experiences with taking NOCE courses through a distance education (DE) instructional method. The survey was available in both English and Spanish from June 17 - July 12, 2020. A total of **955 NOCE students** completed the online survey and represented all five of NOCE's programs, with 812 (85%) in English and 143 (15%) in Spanish. Students from ESL, CTE, and BSP, made up close to three-quarters (74%) of survey respondents.
- ### 4 Online Teaching Certificate Faculty Survey

NOCE launched its first three cohorts for the online teaching certificate (OTC) bootcamp beginning in May 2020. All participating faculty were asked to complete a survey to provide feedback on their training. A total of **98 survey responses** were collected for the summer 2020 cohorts.
- ### 5 Emergency Aid Form

Beginning in June 2020, NOCE offered students emergency aid due to the COVID-19 pandemic. Students had to apply to receive aid in the form of available school and community resources, such as food vouchers, when available, to help them stay enrolled in classes and continue making progress toward completing their educational goals.

Highlights from NOCE Surveys

Needs Among NOCE Students during COVID-19

NOCE conducted a Remote Needs Survey for students in the 2020 Spring Term. Approximately one in five (21%, n=49) students indicated needing assistance with meals¹⁰. In addition to meal assistance, students also indicated a need for counseling-emotional support (18%, n=42) and assistance with health and wellbeing (16%, n=37).



Student surveys also shed light on the equipment needs of NOCE students during COVID-19. Several (9%, n=20) indicated the need for equipment to continue their studies in a remote setting. Some of the equipment needs included hotspots, faster internet speeds, computers, printers, and web cameras. Additionally, the Remote Needs Survey results indicated one in five NOCE students (19%, n=220) did not have a computer to use for remote instruction. OIRP also noticed a correlation between students who indicated not having a computer at home and those needing assistance with meals. When examining populations with respect to accessibility to a computer, 33% students who reported not having access to a computer also responded that they needed assistance with meals, whereas only 17% of students who indicated having a computer needed assistance with meals. This may suggest a correlation between a lack of computer access and a necessity for basic needs.

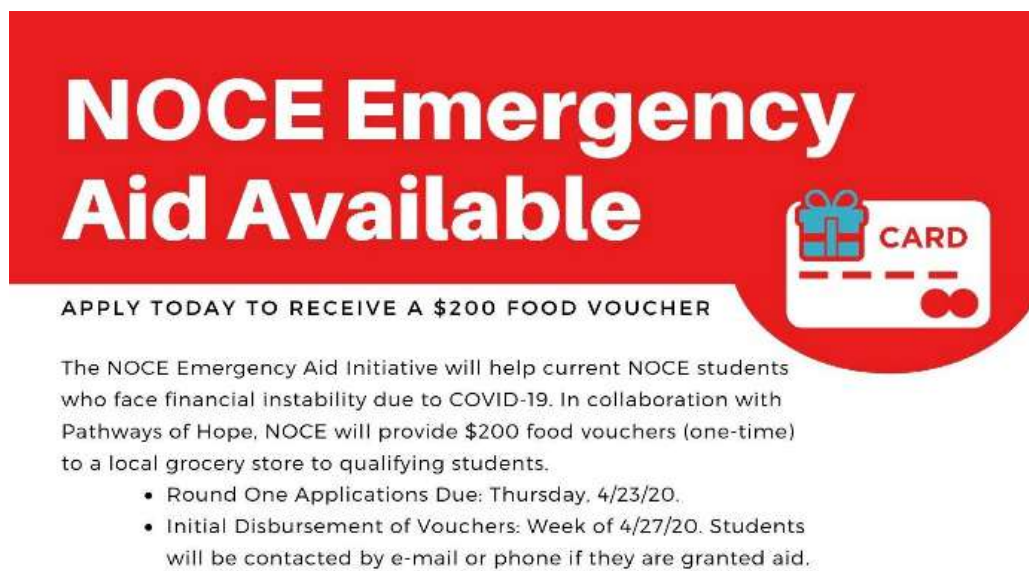
"I am not equipped in any way for online classes, I don't have the equipment or the skills for this type of schooling. My computer is old, my iPhone is 2006. I cannot afford new equipment at this time..."

NOCE Student Voice from Remote Needs Survey

¹⁰ Among NOCE students, concerns of meeting basic needs such as food and housing had been identified in the Temple University HOPE Center Survey in 2018.

To address these needs, NOCE launched a variety of student services programs to assist students with both their basic and technology needs. In April 2020, NOCE launched the Emergency Aid Initiative, which was intended to help current NOCE students who faced reduced financial resources due to COVID-19. Students were asked to complete an emergency aid application online, and those eligible were provided a \$200 food voucher for a local grocery store. Over 300 applications were completed for the first round of vouchers. A total of 218 applications were completed for the second round of vouchers (with 181 being brand new applicants).

For their application, students were asked to select all unforeseen financial expenses they were experiencing at the beginning of the pandemic. The top unforeseen expenses NOCE students experienced during COVID-19 were related to **rent, family emergency, car repairs, and technology**. Most students indicated that they wanted to find out more information on how to access NOCE's **food pantry** services. Other popular responses included **rental assistance, utility assistance, and housing**.




NOCE Emergency Aid Available

APPLY TODAY TO RECEIVE A \$200 FOOD VOUCHER

The NOCE Emergency Aid Initiative will help current NOCE students who face financial instability due to COVID-19. In collaboration with Pathways of Hope, NOCE will provide \$200 food vouchers (one-time) to a local grocery store to qualifying students.

- Round One Applications Due: Thursday, 4/23/20.
- Initial Disbursement of Vouchers: Week of 4/27/20. Students will be contacted by e-mail or phone if they are granted aid.



By October 2020, NOCE had established a streamlined process for students to complete and submit an emergency aid application online. The program benefits expanded beyond the \$200 food voucher. Students received information about additional resources, invitations to workshops covering topics regarding NOCE and community resources available to students experiencing hardships, and service navigation assistance in partnership with Pathways of Hope.

NOCE opened the Anaheim Campus Food Pantry in partnership with Pathways of Hope in September 2019. The pantry was accessible to currently enrolled students two days a week (11 a.m. – 6:30 p.m.) at the Anaheim Campus. During the COVID-19 campus closures, NOCE developed a socially distanced method to distribute food to students from the pantry. Beginning in October 2020, NOCE successfully launched the **Anaheim Campus Food Pantry Drive-Throughs**. Students enrolled at NOCE were able to make weekly reservations to access food and personal hygiene items for the pantry drive-throughs that occurred bi-monthly. The food pantry drive-throughs have since been institutionalized and is now an ongoing event. Additionally, NOCE students were also invited to access the Cypress College food pantry on a weekly basis.



995

NOCE students were served by the Food Pantry Drive-Throughs at both Anaheim Campus and Cypress Campus between September and December 2020.



NOCE Anaheim Campus is offering on-campus "drive-through" food distribution twice per month on Fridays from 9 a.m.-12 p.m.

Distribution Fridays: October 9 and 23; November 6 and 20; December 4 and 18.

Students will receive:

- Non-perishable and fresh food items.
- Additional personal hygiene items may be requested or made available upon request if in stock.

Anaheim Campus Food Pantry

1830 W. Romney Drive,
Anaheim, CA 92801

Drive-Through Hours
Twice per month on Fridays
9 a.m. - 12 p.m.

By Reservation Only:



To address the high need for equipment as shared by students in the Remote Needs Survey, NOCE announced the availability of a **Student Laptop Loan Program** in May 2020. This program was open to all currently enrolled NOCE students while supplies lasted. Distribution days were identified and promoted online via social media, e-mail, the NOCE website, on StarHelp-the Admissions and Records helpline, and in classes via faculty members. Students were asked to complete a Student Laptop Loan Agreement Form prior to the distribution day. Distribution days began solely at NOCE's Anaheim Campus, but by the 2020 Fall Semester, distributions were also taking place at the Cypress Center.

**NEED A COMPUTER?
NOCE CAN HELP!**

STUDENT LAPTOP LOAN PROGRAM

NOCE will host a drive-in event at the Anaheim Campus for students to check-out a computer to use for their class work!

JOIN US FOR LAPTOP DISTRIBUTION DAY!

- Wednesday, May 27, 2020
- Two sessions at 9 a.m. - 12 p.m. or 2 p.m. - 5 p.m.
- NOCE Anaheim Campus (1830 W. Romneya Drive, Anaheim, CA 92801)
- Laptops are available while supplies last



Students who participated in the 2020 Fall Semester DE Experience Survey were asked about their awareness of NOCE’s Laptop Loan Program. Among the 105 students who indicated that they use a school-issued laptop for their online NOCE courses, 87% (n=91) indicated that they received a laptop from the NOCE Student Laptop Loan program. Survey data was also analyzed at a program level (Table 77). Respondents who indicated they were in ESL and LEAP were much less likely to have access to their own personal computer or laptop (37% and 36%, respectively).

Table 77

2020 DE Experience Survey Respondent Computer Access by Program

| Program | Has a Personal Laptop/Computer | |
|-------------|--------------------------------|------------|
| | No | Yes |
| CTE | 28% | 72% |
| DSS | 36% | 64% |
| ESL | 63% | 37% |
| BSP | 42% | 58% |
| LEAP | 64% | 36% |

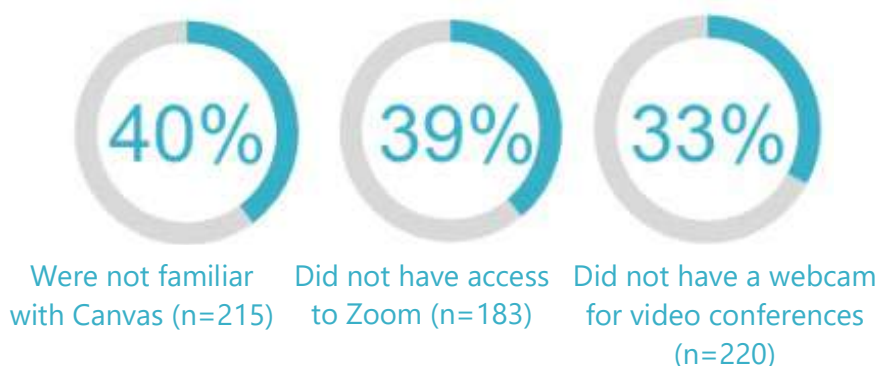
Of the 955 students surveyed about their distance education experience, 70% (n=668) indicated being aware that NOCE had implemented a Laptop Loaner Program. Respondents who indicated not being aware of the Laptop Loaner Program (27%), were asked a follow-up question regarding whether they would be interested in borrowing a laptop through the program. Among the 255 respondents that were asked this follow-up question, 34% indicated interest in participating in the program.

Several students shared that they could not attend or obtain a laptop on the day of distribution due to personal responsibilities, limited transportation, scheduling issues, and/or work obligations. Some students opted to not borrow a laptop because they did not want to be liable for any damages that may occur, shared concerns for personal safety with respect to COVID-19, not having internet connection at home, or were unsure if they needed a laptop.

Distance Education Experience for NOCE Students during COVID-19

In NOCE's first COVID-19 student survey, the Remote Needs Survey, which gathered feedback from students between end of March and end of April 2020, students were asked about their access to equipment, software, and other resources necessary in preparation for NOCE to offer remote instruction. Most students shared they had access to reliable internet or a quiet place for schoolwork. As mentioned above, nearly one-fifth of students did not have a computer they could use at that time for their NOCE courses. The survey results also revealed that over a third of respondents were not familiar with Canvas, did not have access to Zoom, or did not have a webcam for video conferencing (Figure 23).

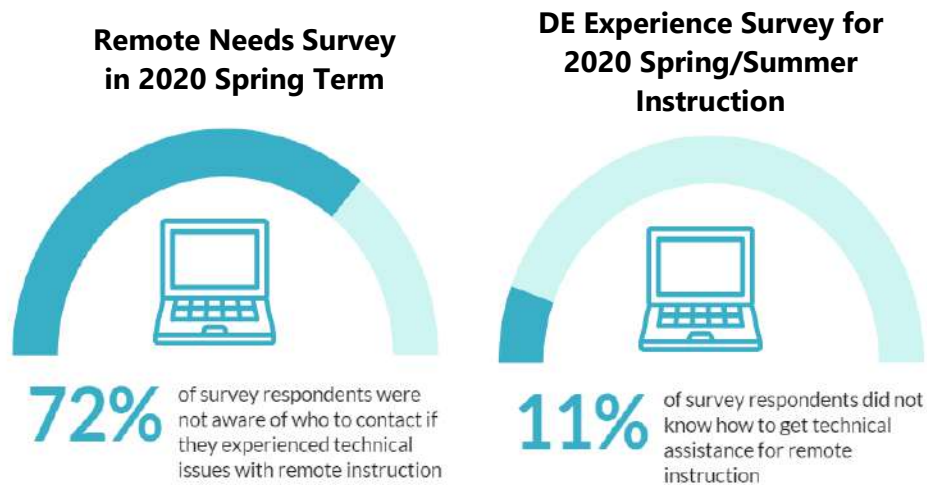
Figure 23. *Remote Needs Survey Findings: Preparation for Remote Instruction*



The need to provide students **technical assistance** surfaced from both faculty and student surveys conducted post COVID-19 closures. The Remote Needs Survey from 2020 Spring Semester indicated that close to three-quarters of participants (72%, n=170) were not aware of who to contact if they experienced technical issues with remote instruction (Figure 24). The Faculty Survey Regarding Student Participation results also supported these findings with over half (60%) of the 140-faculty surveyed shared that inefficient/insufficient technical support for students was a barrier to the implementation of effective online education at NOCE. Other factors that were identified by faculty as barriers were insufficient time for development (56%) and inadequate technology infrastructures (51%).

To gather feedback regarding student experiences with DE, students were surveyed at the end of 2020 Spring Term. Almost half (49%, n=467) of student respondents shared not having any technological challenges related to their NOCE remote classes. Survey results showed that the top three technology-related challenges faced by students were not knowing how to get technical assistance (11%, n=105), not knowing how to use the software needed for their classes (9%, n=85), and not knowing what software is needed for their classes (9%, n=85).

Figure 24. Knowledge of Who to Contact for Technical Assistance Among NOCE Students



Students were also asked to share what they liked the least about NOCE DE. Some students shared that technical glitches with Zoom and Canvas, lack of the necessary equipment for distance education, and unstable internet connection impacted their remote learning experience.

"I don't have a printer at home, which means, I have to hand write all worksheets that are supposed to be printed and filled out. It makes a lot more work than if I had a printer at home."

NOCE Student Voice from DE Experience Survey

"...I don't have a stable Wi-Fi connection every day and that I have to share the computer because it does not belong to me, and I have to be asking for the computer to do my work."

NOCE Student Voice from DE Experience Survey

In the Remote Needs Survey, students were asked about the **academic support services** they may need for remote learning. The top three services selected were access to a Learning Center (32%, n=75), Academic Counseling (31%, n=72), and access to a Computer Lab (30%, n=70). Students shared their need for guidance in navigating remote instruction at NOCE, which included the need to get additional information about classes that were offered remotely, how to access remote courses, and counseling. For the 2020 Spring Term, counselors were available via telephone appointments to assist students with services such as educational plans, course planning, career exploration, and referrals to community resources. In April 2020, NOCE also launched the StarHelp Customer Service Remote Helpdesk.



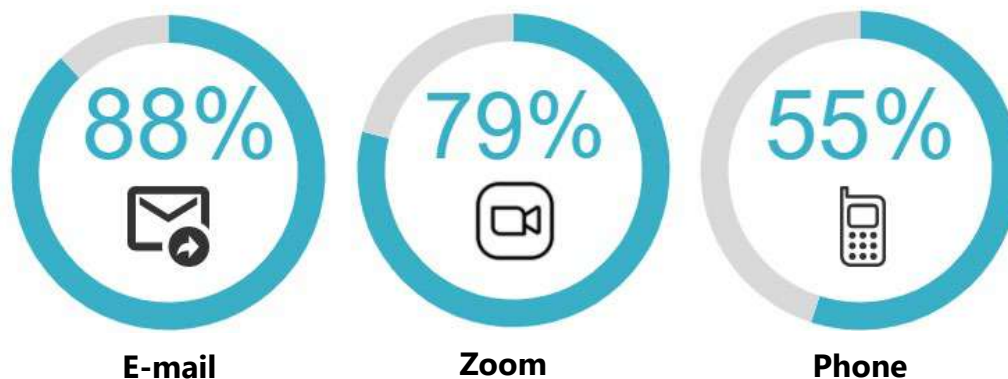
What is StarHelp?

NOCE developed a remote helpdesk to support all students, faculty, and staff: StarHelp. This team is made up of Admissions and Records staff as well as a few other knowledgeable student support staff to serve in one remote system, offered through Ring Central. StarHelp is a centralized tool for the work that these customer service superstar staff members have been doing all along: gathering details about problems, troubleshooting, and providing solutions and guidance.

Source: April 2020 NOCE President Board Report

Findings from the Faculty Survey Regarding Student Participation in 2020 Spring Term shed light on the methods of delivery and platforms used to offer remote instruction to NOCE students. Survey findings showed that the most common format that faculty utilized to deliver remote instruction during the 2020 Spring Term was E-mail (88%), Zoom (79%), and Phone Calls (55%) (Figure 25). When further broken down by NOCE program, both BSP and CTE primarily used Canvas for their courses, while LEAP used Zoom, DSS used Email and ESL primarily used phone calls as their method of delivering course content. This finding emphasized the unique needs among students and methods of delivery by program. In tracking noncredit attendance post COVID-19 shutdown, NOCE saw the largest decrease in student enrollments among the DSS program, ESL program and Emeritus subprogram¹¹.

Figure 25. 2020 Spring Term Faculty Survey Findings: Top Software used at NOCE

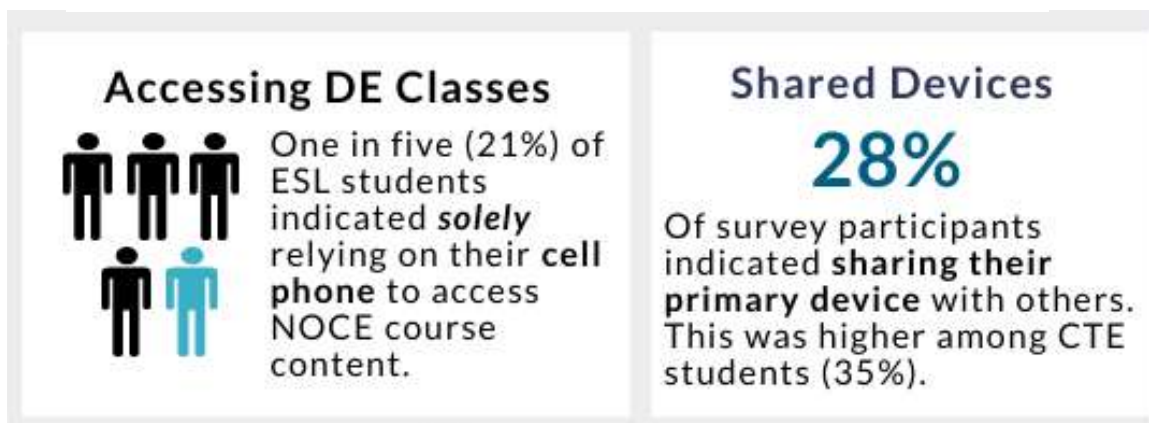


Device usage among NOCE students to access remote courses during the 2020 Spring and Summer Terms was captured through the DE Experience Survey. About 70% of survey respondents shared that they were utilizing a laptop or computer to access their NOCE remote coursework. Laptops or computers could have been their own, borrowed, or issued by a school. Over one-third of participants (37%, n=353) stated they were exclusively using a cellphone to

¹¹ [NOCE Fall 2020 Enrollment Tableau Dashboard](#)

access their remote courses. When further examining device utilization by program, responses indicated that students in ESL and LEAP were much less likely to have access to their own personal computers or laptops. A startling finding that surfaced was that among survey participants of the DE Experience Survey, over a quarter (28%, n=10) of LEAP students and over a fifth (21%, n=61) of ESL students were solely relying on a cell phone to access NOCE course content.

DE Experience Survey Findings: Device Usage



The intent of the NOCE DE Experience Survey was to capture the experiences of students as NOCE transitioned most of its course offerings to a DE platform. Overall, on a one-to-five-point scale, with one being the lowest rating and five being the highest, most NOCE students who completed the survey ranked their **overall NOCE DE experience** a four or five, with the average response being a 4.3. When broken down by program, over 90% of BSP students rated their experience as four or five (Table 78).

Table 78

2020 DE Experience Survey Findings: Overall DE Experience by Program

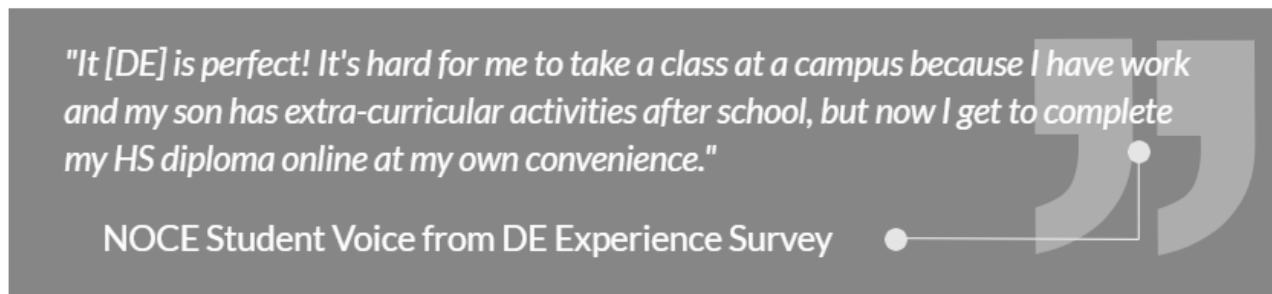
| Program | Overall rating of 4 or 5 |
|-------------|--------------------------|
| BSP | 93% |
| DSS | 88% |
| ESL | 83% |
| CTE | 77% |
| LEAP | 75% |

To better understand what worked well and what did not in a remote setting for NOCE students, survey participants for the DE Experience Survey were asked to share about their experiences. Approximately 65% of the 955 respondents provided feedback related to what they **liked most about NOCE DE**. Three themes surfaced to the top from the survey results:

Flexibility of Schedule: Students shared liking the flexibility of working at their own pace.



Ease and Convenience: Students also shared that they enjoyed the convenience of taking classes in a remote setting and from the comfort of their home. Students who are parents mentioned ease of not having to find reliable childcare while taking their classes.

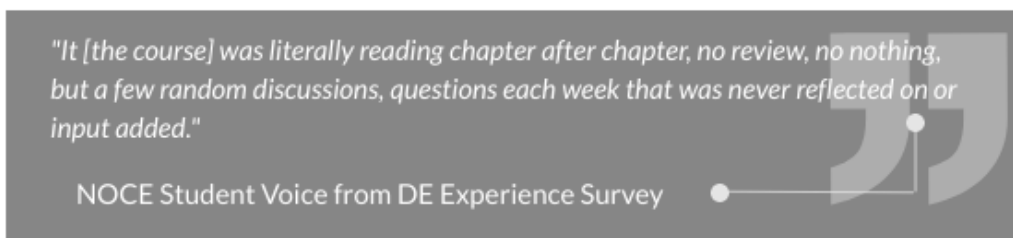


Class Format: Comments also indicated that survey participants appreciated the online platforms in which DE courses were being offered, which also allowed for students to view course recordings on their own time, if needed.

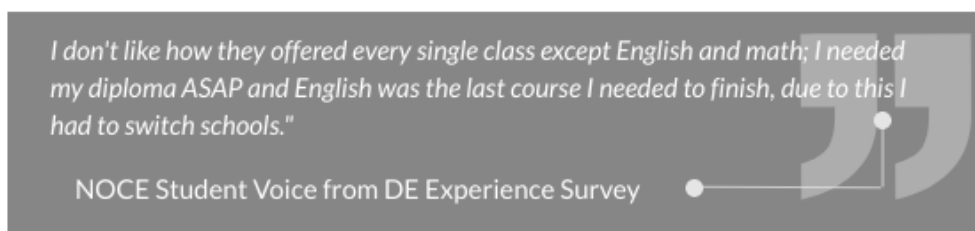


When asked about what they **liked least about their NOCE remote classes**, survey responses focused around three themes:

Course Components: For some NOCE students, how the courses were structured were discouraging to them as they transitioned to remote instruction. Some students shared experiences about not receiving clear directions about assignments, while others discussed the lack of hands-on work and difficulties asking questions in a remote setting.



Course Offerings: Several students commented on the lack of course offerings in a remote setting. This was particularly the experience for students in the BSP program.



Learning Curve: Some students shared their struggles in learning and navigating the new software and online platforms.

"... I'm being honest, the system for me was new, perhaps because the lack of resources, not having enough time before, but now during these times, it's like riding a bike, if you never practice, you don't get better. I'm using this laptop for practicing."

NOCE Student Voice from DE Experience Survey

Findings from the DE Experience Survey also revealed that students miss the human interaction component of in-person instruction. Some students shared that they missed interacting with classmates and faculty. A handful of students also mentioned their preference for in-person classes. Despite this preference, over half of survey respondents (51%, n=487) indicated that they are *very likely* to continue taking classes remotely at NOCE once the pandemic is over. This was particularly true for BSP students, with 60% indicating they are *very likely* to continue DE post-pandemic.

"It would be very convenient to have remote class even after the pandemic is over as it would allow us [students] to use the time for work or etc. and do the learning at our own time."

NOCE Student Voice from DE Experience Survey



"I hope that in the near future we can have some kind of hybrid classes, because the human interaction is also essential and sometimes it can help with the learning process."

NOCE Student Voice from DE Experience Survey

Several **student recommendations** on how to improve NOCE DE instruction were captured on this survey as well. Student comments themed around continuing remote instruction post-pandemic, the need to offer more online courses at NOCE, and how to improve the DE student experience. Below are some student recommendations:

"I think that it's important to set up the Canvas in a more standardized way, because not all classes are using the same features or not using them at all, like assignments."

NOCE Student Voice from DE Experience Survey

"It would be nice that all instructors have at least one live orientation to meet and direct us [students] through some of the course or questions we may have."

NOCE Student Voice from DE Experience Survey



Faculty Training for Distance Education at NOCE

In preparation for offering courses in a remote setting, NOCE began to offer the **Online Teaching Certificate (OTC) Boot Camp** to faculty. This boot camp was designed to help faculty learn more about Canvas, online pedagogy, and assist in developing strategies to create engaging course content. As part of the OTC process, faculty were asked to complete three components: The Canvas Kickoff and Challenge, three synchronous Hands-on Sessions, and the Post Challenge.

NOCE launched their first of three OTC training cohorts in May 2020. The following two cohorts took place in June and July 2020. After the completion of the 21-day training, faculty were asked to complete a post-training survey. Most survey participants indicated not having experience in teaching online. Overall, 68% of surveyed faculty were either very satisfied or satisfied with the OTC training that took place in the summer of 2020.

Most Useful Components of OTC Training:

Learning the ins and outs of Canvas: *"Learning the Canvas system and what it has to offer..."*

Accessibility functions: *"The most useful tool was the accessibility checker to make sure the online class is compliant..."*

Hands-on component: *"The hands-on activities were good for me to get used to actually using Canvas..."*

Platform navigation: *"All the possible features on the navigation bar that can be used."*

Training structure: *"Self-paced assignment were most useful in developing and teaching online courses."*

Resources: *"The links, resources, and videos"*

—NOCE Faculty Voices from OTC Survey

Lessons for the Field

Our retrospective analysis of NOCE's COVID-related strategies yields key lessons that can inform other noncredit programs and institutions, and organizations that serve similar student populations.

| Lesson | How this helped NOCE |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Take stock of needs among your student population | The Remote Needs Survey conducted in March 2020 shed light on the basic needs NOCE students were experiencing at the beginning of the pandemic. Findings indicated students were food insecure and needed laptops and reliable internet. These findings triggered a chain reaction which caused NOCE to quickly establish student programs to help address these needs. The launch of the Emergency Aid Initiative, Drive-Through Food Pantry, and Laptop/Wi-Fi Hotspot Loaner programs were informed by gathering valuable student feedback on their needs. Additionally, NOCE examined equitable access to these programs to assure that the highest need students had access to available resources. |
| Consider alternative methods for noncredit instruction | As NOCE launched into a remote setting, it was clear that each academic program would have their unique barriers and needs during this transition. For some programs, Canvas was unfamiliar to students and faculty. Alternative platforms such as e-mail and telephone served other student populations more appropriately in a remote setting. As surveys indicated, for some students accessing distance education via a computer was not feasible due to a variety of barriers. To best serve students in a remote environment, NOCE had to look beyond Canvas and assess the best method of instruction whether it be an alternative to Canvas or a platform that lends itself to students that may not have access to a computer. |
| Gather feedback from students and faculty on a regular basis | NOCE's commitment to gathering feedback was crucial in implementing a DE program for noncredit students. Gathering feedback at different points of implementation also served NOCE well, as it sometimes revealed which strategies worked well and which were not serving the needs of the students. Because NOCE serves such a diverse student population, communication, and surveys (where feasible) offered in a variety of languages allowed a broader sample of students to participate in these efforts. |

Appendix A
Tabulated Raw Data for all IER Body Tables

Table 1. 2019/20 NOCE Course Retention Rates by Ethnicity

| | Summer | Fall | Winter | Spring |
|-------------------------------------|---------------|-------------|---------------|---------------|
| American Indian or Alaska Native | 30 | 40 | 37 | 35 |
| Course Retention | 27 | 33 | 34 | 32 |
| Course Retention Rate | 90.00% | 82.50% | 91.89% | 91.43% |
| Asian | 4,042 | 5,833 | 5,745 | 6,163 |
| Course Retention | 3,761 | 5,138 | 5,188 | 5,600 |
| Course Retention Rate | 93.05% | 88.09% | 90.30% | 90.86% |
| Black or African American | 317 | 439 | 426 | 414 |
| Course Retention | 282 | 353 | 354 | 379 |
| Course Retention Rate | 88.96% | 80.41% | 83.10% | 91.55% |
| Hispanic or Latino(a/x) | 4,395 | 8,482 | 8,569 | 7,431 |
| Course Retention | 3,863 | 6,804 | 7,084 | 6,140 |
| Course Retention Rate | 87.90% | 80.22% | 82.67% | 82.63% |
| Native Hawaiian or Pacific Islander | 67 | 85 | 74 | 74 |
| Course Retention | 63 | 72 | 64 | 72 |
| Course Retention Rate | 94.03% | 84.71% | 86.49% | 97.30% |
| Other or Unknown | 7,021 | 8,481 | 7,406 | 9,349 |
| Course Retention | 6,557 | 7,501 | 7,024 | 8,992 |
| Course Retention Rate | 93.39% | 88.44% | 94.84% | 96.18% |
| Two or More | 387 | 806 | 786 | 728 |
| Course Retention | 324 | 637 | 647 | 599 |
| Course Retention Rate | 83.72% | 79.03% | 82.32% | 82.28% |
| White | 6,354 | 7,660 | 7,173 | 8,674 |
| Course Retention | 5,920 | 6,934 | 6,529 | 8,219 |
| Course Retention Rate | 93.17% | 90.52% | 91.02% | 94.75% |
| Total | 22,613 | 31,826 | 30,216 | 32,868 |

Table 2. 2019/20 NOCE Course Retention Rates by Gender

| | Summer | Fall | Winter | Spring |
|-----------------------|---------------|---------------|---------------|---------------|
| Female | 15,494 | 21,747 | 20,408 | 22,579 |
| Course Retention | 14,239 | 18,847 | 18,414 | 20,681 |
| Course Retention Rate | 91.90% | 86.66% | 90.23% | 91.59% |
| Male | 5,415 | 8,028 | 7,824 | 7,813 |
| Course Retention | 4,977 | 6,756 | 6,683 | 6,989 |
| Course Retention Rate | 91.91% | 84.16% | 85.42% | 89.45% |
| Unknown | 1,704 | 2,051 | 1,984 | 2,476 |
| Course Retention | 1,581 | 1,869 | 1,827 | 2,363 |
| Course Retention Rate | 92.78% | 91.13% | 92.09% | 95.44% |
| Total | 22,613 | 31,826 | 30,216 | 32,868 |

Table 3. 2019/20 NOCE Course Retention Rates by Program

| | Summer | Fall | Winter | Spring |
|-------------------------------------------------|---------------|---------------|---------------|---------------|
| Basic Skills Program (BSP) | 929 | 1,728 | 1,578 | 1,160 |
| Course Retention | 629 | 1,142 | 682 | 808 |
| Course Retention Rate | 67.71% | 66.09% | 43.22% | 69.66% |
| Career Technical Education (CTE) | 804 | 2,371 | 2,092 | 1,800 |
| Course Retention | 623 | 1,833 | 1,677 | 1,319 |
| Course Retention Rate | 77.49% | 77.31% | 80.16% | 73.28% |
| Disability Support Services (DSS) | 452 | 1,029 | 1,041 | 923 |
| Course Retention | 441 | 925 | 955 | 879 |
| Course Retention Rate | 97.57% | 89.89% | 91.74% | 95.23% |
| English as a Second Language (ESL) | 1,823 | 5,083 | 6,021 | 4,144 |
| Course Retention | 1,644 | 3,729 | 5,036 | 2,880 |
| Course Retention Rate | 90.18% | 73.36% | 83.64% | 69.50% |
| Lifeskills Education Advancement Program (LEAP) | 18,605 | 21,615 | 19,484 | 24,841 |
| Course Retention | 17,460 | 19,843 | 18,574 | 24,147 |
| Course Retention Rate | 93.85% | 91.80% | 95.33% | 97.21% |
| Total | 22,613 | 31,826 | 30,216 | 32,868 |

Table 4. 2019/20 NOCE Course Retention Rates by Subprograms, Basic Skills Program (BSP)

| | Summer | Fall | Winter | Spring |
|-----------------------|---------------|-------------|---------------|---------------|
| College Preparation | 6 | 61 | 9 | 62 |
| Course Retention | 3 | 33 | 9 | 20 |
| Course Retention Rate | 50.00% | 54.10% | 100.00% | 32.26% |
| GED/HiSET Preparation | 126 | 88 | 80 | 93 |
| Course Retention | 42 | 47 | 47 | 43 |
| Course Retention Rate | 33.33% | 53.41% | 58.75% | 46.24% |
| High School Diploma | 758 | 1,533 | 1,446 | 985 |
| Course Retention | 554 | 1,031 | 604 | 735 |
| Course Retention Rate | 73.09% | 67.25% | 41.77% | 74.62% |
| Math Co-Lab | 39 | 46 | 43 | 20 |
| Course Retention | 30 | 31 | 22 | 10 |
| Course Retention Rate | 76.92% | 67.39% | 51.16% | 50.00% |
| Total | 929 | 1,728 | 1,578 | 1,160 |

Table 5. 2019/20 NOCE Course Retention Rates by Subprograms, Career Technical Education (CTE)

| | Summer | Fall | Winter | Spring |
|--------------------------------------------|---------------|-------------|---------------|---------------|
| Administrative Assistant/Office Technician | 131 | 214 | 211 | 187 |
| Course Retention | 106 | 168 | 173 | 124 |
| Course Retention Rate | 80.92% | 78.50% | 81.99% | 66.31% |
| Computers | 242 | 674 | 570 | 413 |
| Course Retention | 180 | 461 | 414 | 280 |
| Course Retention Rate | 74.38% | 68.40% | 72.63% | 67.80% |
| Early Childhood Education | 102 | 255 | 184 | 228 |
| Course Retention | 83 | 208 | 161 | 180 |
| Course Retention Rate | 81.37% | 81.57% | 87.50% | 78.95% |
| Electrical Trainee | N/A | 104 | 106 | 46 |
| Course Retention | N/A | 82 | 85 | 19 |
| Course Retention Rate | N/A | 78.85% | 80.19% | 41.30% |
| Funeral Service Assistant | N/A | 36 | 39 | 35 |
| Course Retention | N/A | 31 | 33 | 35 |
| Course Retention Rate | N/A | 86.11% | 84.62% | 100.00% |
| Management | 80 | 308 | 282 | 193 |
| Course Retention | 65 | 277 | 238 | 132 |

| | | | | |
|-----------------------------------------------------|--------|--------|--------|--------|
| Course Retention Rate | 81.25% | 89.94% | 84.40% | 68.39% |
| Medical Assistant | 145 | 380 | 357 | 438 |
| Course Retention | 116 | 311 | 310 | 337 |
| Course Retention Rate | 80.00% | 81.84% | 86.83% | 76.94% |
| Pharmacy Technician | 104 | 337 | 323 | 260 |
| Course Retention | 73 | 250 | 254 | 212 |
| Course Retention Rate | 70.19% | 74.18% | 78.64% | 81.54% |
| Quality Assurance Management for Medical Devices | N/A | 63 | 20 | N/A |
| Course Retention | N/A | 45 | 9 | N/A |
| Course Retention Rate | N/A | 71.43% | 45.00% | N/A |
| Total | 804 | 2,371 | 2,092 | 1,800 |

Table 6. 2019/20 NOCE Course Retention Rates by Subprograms, Disability Support Services (DSS)

| | Summer | Fall | Winter | Spring |
|----------------------------|---------------|-------------|---------------|---------------|
| DSS – Academic Skills | N/A | 120 | 131 | 93 |
| Course Retention | N/A | 95 | 130 | 90 |
| Course Retention Rate | N/A | 79.17% | 99.24% | 96.77% |
| DSS – Braille Transcribing | N/A | 26 | 27 | 27 |
| Course Retention | N/A | 26 | 27 | 24 |
| Course Retention Rate | N/A | 100.00% | 100.00% | 88.89% |
| DSS – Computer Skills | N/A | 132 | 129 | 125 |
| Course Retention | N/A | 122 | 125 | 116 |
| Course Retention Rate | N/A | 92.42% | 96.90% | 92.80% |
| DSS - Core | N/A | 143 | 149 | 141 |
| Course Retention | N/A | 135 | 141 | 136 |
| Course Retention Rate | N/A | 94.41% | 94.63% | 96.45% |
| DSS – Employment Skills | 69 | 168 | 171 | 123 |
| Course Retention | 66 | 155 | 163 | 118 |
| Course Retention Rate | 95.65% | 92.26% | 95.32% | 95.93% |
| DSS – Interpersonal Skills | 31 | 82 | 79 | 78 |
| Course Retention | 30 | 81 | 78 | 76 |
| Course Retention Rate | 96.77% | 98.78% | 98.73% | 97.44% |
| DSS – Life Skills | 44 | 248 | 243 | 230 |
| Course Retention | 44 | 238 | 213 | 217 |
| Course Retention Rate | 100.00% | 95.97% | 87.65% | 94.35% |
| DSS – Other | 308 | 110 | 112 | 106 |

| | | | | |
|-----------------------|--------|--------|--------|--------|
| Course Retention | 301 | 73 | 78 | 102 |
| Course Retention Rate | 97.73% | 66.36% | 69.64% | 96.23% |
| Total | 452 | 1,029 | 1,041 | 923 |

Table 7. 2019/20 NOCE Course Retention Rates by Subprograms, English as a Second Language (ESL)

| | Summer | Fall | Winter | Spring |
|----------------------------------|--------|--------|--------|--------|
| ESL – Academic Success | N/A | 101 | 123 | 110 |
| Course Retention | N/A | 85 | 101 | 59 |
| Course Retention Rate | N/A | 84.16% | 82.11% | 53.64% |
| ESL - Citizenship | 84 | 145 | 122 | 123 |
| Course Retention | 81 | 73 | 110 | 95 |
| Course Retention Rate | 96.43% | 50.34% | 90.16% | 77.24% |
| ESL - Civics | 1,092 | N/A | 3,736 | N/A |
| Course Retention | 971 | N/A | 3,033 | N/A |
| Course Retention Rate | 88.92% | N/A | 81.18% | N/A |
| ESL – Core/Fundamentals | 123 | 2,568 | 150 | 1,939 |
| Course Retention | 108 | 1,784 | 89 | 1,415 |
| Course Retention Rate | 87.80% | 69.47% | 59.33% | 72.98% |
| ESL – Multilevel/Family Literacy | 219 | 1,102 | 968 | 1,094 |
| Course Retention | 208 | 960 | 924 | 692 |
| Course Retention Rate | 94.98% | 87.11% | 95.45% | 63.25% |
| ESL – Specialty | 305 | 1,167 | 922 | 856 |
| Course Retention | 276 | 827 | 779 | 608 |
| Course Retention Rate | 90.49% | 70.87% | 84.49% | 71.03% |
| ESL – Vocational | N/A | N/A | N/A | 22 |
| Course Retention | N/A | N/A | N/A | 11 |
| Course Retention Rate | N/A | N/A | N/A | 50.00% |
| Total | 1,823 | 5,083 | 6,021 | 4,144 |

Table 8. 2019/20 NOCE Course Retention Rates by Subprograms, Lifeskills Education Advancement Program (LEAP)

| | Summer | Fall | Winter | Spring |
|-----------------------|--------|--------|--------|--------|
| Emeritus | 17,988 | 20,520 | 18,263 | 24,011 |
| Course Retention | 16,928 | 18,868 | 17,386 | 23,338 |
| Course Retention Rate | 94.11% | 91.95% | 95.20% | 97.20% |
| Parenting | 617 | 1,095 | 1,221 | 830 |

| | | | | |
|-----------------------|--------|--------|--------|--------|
| Course Retention | 532 | 975 | 1,188 | 809 |
| Course Retention Rate | 86.22% | 89.04% | 97.30% | 97.47% |
| Total | 18,605 | 21,615 | 19,484 | 24,841 |

Table 9. 2019/20 NOCE Success Rates by Ethnicity

| | NOCE Course Success Denominator | Success | Success Rate |
|-------------------------------------|------------------------------------------------|----------------|---------------------|
| American Indian or Alaska Native | 142 | 107 | 75.35% |
| Asian | 21,783 | 17,739 | 81.44% |
| Black or African American | 1,596 | 1,208 | 75.69% |
| Hispanic or Latino(a/x) | 28,877 | 20,760 | 71.89% |
| Native Hawaiian or Pacific Islander | 300 | 231 | 77.00% |
| Other or Unknown | 32,257 | 26,723 | 82.84% |
| Two or More | 2,707 | 1,884 | 69.60% |
| White | 29,861 | 24,927 | 83.48% |
| Total | 117,523 | 93,579 | 79.63% |

Table 10. 2019/20 BSP Success Rates by Ethnicity

| | BSP Course Success Denominator | Success | Success Rate |
|-------------------------------------|-----------------------------------------------|----------------|---------------------|
| American Indian or Alaska Native | 6 | 2 | 33.33% |
| Asian | 465 | 210 | 45.16% |
| Black or African American | 215 | 89 | 41.40% |
| Hispanic or Latino(a/x) | 3,625 | 1,250 | 34.48% |
| Native Hawaiian or Pacific Islander | 23 | 4 | 17.39% |
| Other or Unknown | 99 | 25 | 25.25% |
| Two or More | 441 | 146 | 33.11% |
| White | 521 | 192 | 36.85% |
| Total | 5,395 | 1,1918 | 35.55% |

Table 11. 2019/20 CTE Success Rates by Ethnicity

| | CTE Course Success Denominator | Success | Success Rate |
|-------------------------------------|-----------------------------------------------|----------------|---------------------|
| American Indian or Alaska Native | 25 | 16 | 64.00% |
| Asian | 1,715 | 1,164 | 67.87% |
| Black or African American | 152 | 89 | 58.55% |
| Hispanic or Latino(a/x) | 3,284 | 2,072 | 63.09% |
| Native Hawaiian or Pacific Islander | 12 | 7 | 58.33% |
| Other or Unknown | 136 | 77 | 56.62% |
| Two or More | 580 | 380 | 65.52% |
| White | 1,163 | 770 | 66.21% |
| Total | 7,067 | 4,575 | 64.74% |

Table 12. 2019/20 DSS Success Rates by Ethnicity

| | DSS Course Success Denominator | Success | Success Rate |
|-------------------------------------|-----------------------------------------------|----------------|---------------------|
| American Indian or Alaska Native | 22 | 16 | 72.73% |
| Asian | 653 | 588 | 90.05% |
| Black or African American | 143 | 131 | 91.61% |
| Hispanic or Latino(a/x) | 1,323 | 1,145 | 86.55% |
| Native Hawaiian or Pacific Islander | 20 | 14 | 70.00% |
| Other or Unknown | 300 | 277 | 92.33% |
| Two or More | 219 | 191 | 87.21% |
| White | 765 | 672 | 87.84% |
| Total | 3,445 | 3,304 | 88.07% |

Table 13. 2019/20 ESL Success Rates by Ethnicity

| | ESL Course Success Denominator | Success | Success Rate |
|----------------------------------|-----------------------------------------------|----------------|---------------------|
| American Indian or Alaska Native | 6 | 6 | 100.00% |
| Asian | 4,477 | 3,448 | 77.02% |
| Black or African American | 129 | 94 | 72.87% |
| Hispanic or Latino(a/x) | 10,343 | 7,590 | 73.38% |

| | | | |
|-------------------------------------|--------|--------|--------|
| Native Hawaiian or Pacific Islander | 17 | 12 | 70.59% |
| Other or Unknown | 600 | 404 | 67.33% |
| Two or More | 462 | 323 | 69.91% |
| White | 1,037 | 724 | 69.82% |
| Total | 17,071 | 12,601 | 73.82% |

Table 14. 2019/20 LEAP Success Rates by Ethnicity

| | LEAP Course Success Denominator | Success | Success Rate |
|-------------------------------------|------------------------------------------------|----------------|---------------------|
| American Indian or Alaska Native | 83 | 67 | 80.72% |
| Asian | 14,473 | 12,329 | 85.19% |
| Black or African American | 957 | 805 | 84.12% |
| Hispanic or Latino(a/x) | 10,302 | 8,703 | 84.48% |
| Native Hawaiian or Pacific Islander | 228 | 194 | 85.09% |
| Other or Unknown | 31,122 | 25,940 | 83.35% |
| Two or More | 1,005 | 844 | 83.98% |
| White | 26,375 | 22,569 | 85.57% |
| Total | 84,545 | 71,451 | 84.51% |

Table 15. 2019/20 Term-to-Term Retention Rates for NOCE

| | 2019/20 |
|-------------------------------------------------|----------------|
| Number of Students in the 2019 Fall Term Cohort | 15,745 |
| Retained in 2020 Winter Term | 10,956 |
| Retained in 2020 Spring Term | 10,865 |

Table 16. 2019/20 Term-to-Term Retention Rates for NOCE by Ethnicity

| | 2019 Fall Term Cohort | Retained in 2020 Winter Term | Retained in 2020 Spring Term |
|-------------------------------------|----------------------------------|-----------------------------------------|-----------------------------------------|
| Asian | 2,891 | 2,049 | 2,047 |
| Black or African American | 242 | 147 | 132 |
| Hispanic or Latino(a/x) | 4,993 | 3,130 | 2,835 |
| Native Hawaiian or Pacific Islander | 44 | 28 | 28 |
| Other or Unknown | 3,481 | 2,608 | 2,799 |
| Two or More | 450 | 290 | 244 |

| | | | |
|-------|--------|--------|--------|
| White | 3,644 | 2,704 | 2,780 |
| Total | 15,745 | 10,956 | 10,865 |

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

Table 17. 2019/20 Term-to-Term Retention Rates for NOCE by Gender

| | 2019 Fall Term Cohort | Retained in 2020 Winter Term | Retained in 2020 Spring Term |
|---------|------------------------------|-------------------------------------|-------------------------------------|
| Female | 10,584 | 7,447 | 7,504 |
| Male | 4,114 | 2,757 | 2,553 |
| Unknown | 1,047 | 752 | 808 |
| Total | 15,745 | 10,956 | 10,865 |

Table 18. 2019/20 Term-to-Term Retention Rates for Programs

| | 2019 Fall Term Cohort | Retained in 2020 Winter Term | Retained in 2020 Spring Term |
|-----------------------------------------------------------------------------------------|------------------------------|-------------------------------------|-------------------------------------|
| Basic Skills, High School Diploma, GED/HiSET Preparation, and College Preparation (BSP) | 1,513 | 697 | 545 |
| Career Technical Education (CTE) | 1,152 | 623 | 392 |
| Disability Support Services (DSS) | 531 | 471 | 397 |
| English as a Second Language (ESL) | 3,678 | 2,308 | 2,095 |
| Lifeskills Education Advancement Program (LEAP) | 9,522 | 7,073 | 7,523 |

Appendix B
Institutional Effectiveness Report Acronyms Dictionary

| Index | Explanation |
|--------------|-----------------------------------------------------------------------------------|
| 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 |
| BSP | Basic Skills, High School Diploma, GED/HiSET Preparation, and College Preparation |
| 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 |
| HSD | High School Diploma |
| 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 |

| Index | Explanation |
|--------------|-----------------------------------------------------------------|
| 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 |