NOCRC
NORTH ORANGE COUNTY
REGIONAL CONSORTIUM
FOR ADULT EDUCATION

2020-21 NOCRC Evaluation Report

NOCE
NORTH ORANGE
CONTINUING EDUCATION

Introduction

The California Adult Education Program (CAEP) aims to improve adult education through the formation of 71 regional consortia as a result of the passing of Assembly Bill 86. The *North Orange County Regional Consortium (NOCRC)* is made up of ten regional members and partners:

Anaheim Union High School District | Cypress College | Fullerton College
Fullerton Joint Union High School District | Garden Grove Unified School District
Los Alamitos Unified School District | North Orange Continuing Education
North Orange County ROP | Orange County Department of Education
Placentia-Yorba Linda Unified School District

Assembly Bill 104, Section 84920 requires the California Community Colleges State Chancellor's Office and the State Superintendent of Public Instruction to measure the effectiveness of consortia providing adult education services in their region. The key outcomes identified in measuring consortia effectiveness include: (1) improved literacy skills, (2) completion of high school diploma or their recognized equivalents, (3) completion of postsecondary certificates, degree, or training programs, (4) placement into jobs, and (5) improved wages.

Purpose/Objectives of the Evaluation

The purpose of this report to examine the CAEP outcomes achieved by NOCE and NOCRC students served in the 2020-21 academic year. With this report, NOCRC seeks to understand the impact of adult education in the region, and ultimately to improve outcomes for the consortium.

The key evaluation question addressed in this report is: **How are the students served by NOCRC adult education providers contributing to California Adult Education Program outcomes?**

Datasets and Methodology

Data for examining outcomes was primarily obtained from the North Orange County Community College District (NOCCCD) student information system, Banner, through queries created using Oracle PL/SQL Developer. All NOCE student data was then aggregated, merged, and analyzed by NOCE's Office of Institutional Research and Planning (OIRP) using statistical analytical software. Student level data was not available to OIRP for the NOCROP Adult Career Education Program; therefore, strategy narrative and aggregated counts were provided by the NOCROP staff. Additionally, CAEP outcomes data for NOCROP was retrieved from CASAS TOPSpro Enterprise and provided by the NOCROP Coordinator.

Due to the COVID-19 Pandemic impacting operations in the 2020-21 academic year, there are significant limitations regarding data. Data collection efforts that were standard practice were revised as instruction and student services transitioned into a remote environment. Additionally, local data collection activities including the capture of instructional hours was limited. Due to the limited data available, participant (students served with 12+ hours of instruction) information is not calculated.

NOCE Data Definitions
Below are the technical data definitions of terms used for NOCE metrics.

Enrollment (NOCE)
Enrollment is defined as any student having a registration status that can be collected for apportionment for any course section within CAEP program areas. The following registration status codes are included as valid for enrollment: canceled after class starts (CA), dropped after class starts (DC), dropped after starting a Career Technical Education course (DT), registered (RE), registered via web (RW), administrative withdrawal (WA), withdrawal via web (WW).

New Student
A student is considered a new student if they have enrolled for the first time ever during the 2020-21 academic year within CAEP program areas. In determining new student status, prior enrollment in NOCE community education and KIDS College and Teen Program courses was excluded.

Workforce Preparation Completion
A workforce preparation completion milestone is defined as a student successfully completing (that is, receiving a grade of "P") in any NOCE Career Technical Education (CTE) Program course during the 2020-21 academic year. A student may successfully complete any number of CTE courses during the year; however, only one workforce preparation completion milestone is recorded.

High School Diploma Completion
A high school diploma completion is defined as a student earning a high school diploma from the NOCE High School Diploma Program during the 2020-21 academic year.

Career Development/College Prep Career Technical Education Certificate Completion
A Career Development/College Prep (CDCP) Career Technical Education Certificate completion is defined as a student earning a career technical education certificate from the NOCE CTE Program during the 2020-21 academic year. This includes the following NOCE CTE certificates:
- Administrative Assistant Certificate
- Administrative Professional Certificate
- Business Information Worker Certificate
- Early Childhood Education Certificate
- Fundamental Computer Concepts and Skills Certificate
- Funeral Service Assistant Certificate
- Management Certificate
- Medical Assistant Front Office Certificate
- Medical Assistant Certificate
- Office Applications Essentials Certificate
- Personal Care Aide Certificate
- Pharmacy Technician Registration Certificate
- Quality Assurance Management for Medical Devices Certificate

Career Development/College Prep Completion – Other Certificates

A Career Development/College Prep completion for other certificates is defined as a student earning a Career Development/College Prep certificate from any of NOCE's other programs during the 2020-21 academic year. This includes the following certificates:

- ESL Advanced Certificate
- ESL Beginning High Certificate
- ESL Beginning Literacy
- ESL for Academic Success I Certificate
- ESL for Academic Success II Certificate
- ESL for Workforce Preparation Advanced Certificate
- ESL Grammar Review Certificate
- ESL Intermediate High Certificate
- ESL Intermediate Low Certificate
- ESL Multiskills Certificate
- ESL Reading and Writing Skills Intermediate to Advanced Certificate
- ESL Vocabulary Review Certificate.

Transition from Basic Skills/English as a Second Language to Career Technical Education

A student is considered transitioned from Basic Skills/ESL to CTE if a student enrolled in the NOCE Basic Skills Program or ESL Program during the 2020-21 academic year enrolled for the first time ever in the CTE program during the 2020-21 academic year or any time thereafter. This outcome is only examined for students enrolled the Basic Skills Program or ESL Program; students enrolled in other program areas are excluded from this analysis.

Enrollment (Credit College)

Enrollment at credit college is defined as any student registered for and retained in a course at Cypress College or Fullerton College for at least one term during the 2020-21 academic year. A student who drops the course before census or withdraws from the course is not considered enrolled for this purpose.

Transition from Basic Skills/English as a Second Language to Credit College

A student is considered transitioned from Basic Skills/ESL to credit college if a student enrolled in the Basic Skills Program or ESL Program during the 2020-21 academic year enrolled for the first time ever in any credit college course at Cypress College or Fullerton College during the 2020-21 academic year or any time thereafter. This outcome is only examined for students enrolled the Basic Skills Program or ESL Program; students enrolled in other program areas are excluded from this analysis.

Credit College Certificate or Degree Completion

A credit college certificate or degree completion is defined as a student earning a credit award from Cypress College or Fullerton College during the 2020-21 academic year. This includes all California Community Colleges Chancellor's Office approved certificates as well as some local certificates offered by Cypress College and Fullerton College.

NOCROP Data Definitions[1]

Below are the technical data definitions of terms used for NOCROP metrics.

Other Literacy Gains

There are four literacy gains unrelated to pre/post testing: Carnegie Units/High School Credits, CDCP Certificate, Occupational Skills Gain, and Workforce Preparation Milestone. Two of the literacy gains relevant to NOCROP Adult Career Education are Workforce Preparation Milestone and Occupational Skills Gain. A *Workforce Preparation Milestone* is defined as a student completing a short-term program, which includes obtaining work experience that enables the student to receive future employment and/or completing a course. An *Occupational Skills Gain* is defined as a student either acquiring the skills taught in a short-term learning course designed to teach specific work-based skills or making a progress towards established milestones from an employer or training provider.

HSD/HSE Achieved

A high school diploma/high school equivalency completion is defined as a student earning a high school diploma, obtaining a General Educational Development (GED), passing the HiSET exam, or passing the Test Assessing Secondary Completion (TASC).

Post-Secondary Achieved

A post-secondary milestone is defined as a student earning a collegiate degree (AA/AS/BA/BS), enrolling in graduate or post-graduate studies, earning an industry-recognized training credential, obtaining an occupational skills licensure or certificate, or entering an apprenticeship.

Enter Employment Achieved

A student is considered to have achieved an employment outcome if they obtained a job, retained employment, or entered into one of the branches of the U.S. Armed Services.

Increase Wages Achieved

An increased wages outcome is achieved if a student obtains a promotion, a new job with more pay, or an increase in their total earnings that exceeds the amount they earned at the time of program entry.

Transition Post-Secondary Achieved

A transition to post-secondary milestone is defined as a student either transitioning to a noncredit CTE course or transitioning from a noncredit to a for credit community college course.

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[1] All NOCROP data definitions are retrieved from the CAEP Summary Info Sheet from https://caladulted.org/DownloadFile/841 and the CAEP Data Dictionary from https://www.casas.org/docs/default-source/caacct/wioa-ii-caep-dictionary.pdf?sfvrsn=1ca4275a_28?Status=Master

Evaluation Findings

NOCRC as a Whole

Table 1 provides an overview of the headcount and enrollment counts of students enrolled within CAEP program areas at NOCE and NOCROP in the 2020-21 academic year. The Emeritus program, which includes 71% of NOCE's enrollments, is excluded from the overall NOCE counts since it is not considered a CAEP program area. It is important to note that the enrollment counts and headcounts provided for NOCE are based on NOCE's internal definition of enrollment, which includes specific registration codes and excludes any enrollments with a missing grade. As such these numbers will differ from the Adult Education Pipeline (AEP) LaunchBoard data which uses a different methodology to calculate participants in the CAEP program areas. Additionally, the numbers provided in Table 1 are based only on course enrollments and does not consider students served through student support services. While NOCE counts are disaggregated by NOCE's academic program areas, NOCROP enrollments are not broken down by program areas since all NOCROP adult students are included within their adult career education programs.

Table 1
NOCRC Overall and Program Headcount and Enrollments

	2020-21
NOCE	
NOCE Basic Skills	
Headcount	1,502
Enrollments	3,461
NOCE Career Technical Education	
Headcount	1,529
Enrollments	5,644
NOCE Disability Support Services	
Headcount	504
Enrollments	1,936
NOCE English as a Second Language	
Headcount	2,693
Enrollments	9,364
NOCE Parenting	
Headcount	415
Enrollments	2,030
NOCE Overall*	
Overall NOCE Headcount	6,144
Overall NOCE Enrollments	22,435
NOCROP	
NOCROP Overall	
Overall NOCROP Headcount	172
Overall NOCROP Enrollments	638

Note. *The overall headcount and enrollments exclude counts from NOCE's Emeritus program. Additionally, 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.

NOCE Student Outcomes

The following section provides an overview of the outcomes achieved by students served at NOCE in 2020-21. In the 2020-21 academic year, NOCE served **6,144** students.

NOCE students' enrollment, completion, and transition outcomes were explored and reported in Table 2 and Table 3. Headcount and enrollment data (Table 2) are presented both at an overall NOCE level and NOCE program level, including Basic Skills, CTE, DSS, ESL, and Parenting:

- Student enrollments in the High School Diploma Program, GED/HiSET Test Preparation, College Preparation, and the Basic Skills Learning Center are included under **Basic Skills**.
- **CTE** includes enrollments in any of the 12 NOCE CTE subprograms, including Business/Computer Skills Lab and the Career Skills and Resource Lab.
- **DSS** includes enrollments within the DSS courses and the Braille Transcribing Program.
- **ESL** includes course enrollments in its respective program.
- **Parenting** includes course enrollments in all parenting courses.

The NOCE Noncredit Enrollments Across Programs section of Table 2 highlights that students take courses across one or more NOCE academic programs. For example, of the 1,502 students served by the Basic Skills program, 12% were co-enrolled in CTE courses, 1% in DSS courses, 8% in ESL courses, and 1% in Parenting courses. This trend is apparent for other program areas and emphasizes the importance of understanding that students are shared among NOCE programs.

Table 3 presents the completion and transition data for NOCE students, including measurable skills gains within CTE, completion of high school diploma and CDCP certificates within NOCE, transition to postsecondary both at NOCE and NOCCCD Credit Colleges for Basic Skills and ESL students, and certificate and degree completion outcomes within NOCCCD Credit Colleges.

The Transition to Postsecondary outcome was calculated only for students who had an enrollment in GED, HSD or ESL courses at NOCE in 2020-21. To align with the LaunchBoard calculations, the transition to postsecondary outcomes were examined for the same and subsequent year, meaning 2020-21 or later.

Table 2. Student Enrollment Outcomes at NOCE by NOCE CAEP Program Areas

	NOCE Program Areas					
NOCE Student Outcomes in 2020-21	**Students Served by NOCE Overall (N=6,144)**	**Students Served by NOCE Basic Skills (N=1,502)**	**Students Served by NOCE CTE (N=1,529)**	**Students Served by NOCE DSS (N=504)**	**Students Served by NOCE ESL (N=2,693)**	**Students Served by NOCE Parenting (N=415)**
Overall NOCE Noncredit Enrollments						
Headcount of Students Enrolled in NOCE Courses	6,144	1,502	1,529	504	2,693	415
Total Number of NOCE Course Enrollments	22,435	3,461	5,644	1,936	9,364	2,030
Proportion of New Students	25%	19%	33%	16%	23%	32%
NOCE Noncredit Enrollments Across Programs						
Proportion of Students Enrolled in NOCE Basic Skills Classes	24%	100%	12%	4%	4%	3%
Proportion of Students Enrolled in NOCE CTE Classes	25%	12%	100%	6%	5%	8%
Proportion of Students Enrolled in NOCE DSS Classes	8%	1%	2%	100%	0%	0%
Proportion of Students Enrolled in NOCE ESL Classes	44%	8%	8%	0%	100%	4%
Proportion of Students Enrolled in NOCE Parenting Classes	7%	1%	2%	0%	1%	100%

Table 3. NOCE Student Completion, Transition, and Credit Outcomes by NOCE CAEP Program Areas

NOCE Student Outcomes in 2020-21	NOCE Program Areas					
	Students Served by NOCE Overall (N=6,144)	Students Served by NOCE Basic Skills (N=1,502)	Students Served by NOCE CTE (N=1,529)	Students Served by NOCE DSS (N=504)	Students Served by NOCE ESL (N=2,693)	Students Served by NOCE Parenting (N=415)
Measurable Skills Gain Outcomes						
Completed a Workforce Preparation Milestone	19%	11%	75%	5%	4%	7%
Noncredit Certificate and Diploma Completers Outcomes						
Headcount of Students who Earned a High School Diploma	2%	10%	1%	0%	0%	0%
Headcount of Students who Earned a NOCE CDCP CTE Cert.	4%	4%	16%	1%	1%	1%
Headcount of Students who Earned a NOCE CDCP Other Certificates*	3%	1%	2%	0%	8%	0%
Transition to Postsecondary Outcomes						
Headcount of Basic Skills and ESL Students	4,081	1,502	N/A	N/A	2,693	N/A
Transitioned to NOCE CTE	5%	6%	N/A	N/A	5%	N/A
Transitioned to NOCCCD Credit Colleges	4%	6%	N/A	N/A	3%	N/A
Credit Outcomes						
Headcount of Students Enrolled in Credit Classes	5%	7%	8%	4%	2%	4%
Headcount of Students who Earned a Credit Certificate or Degree	0%	0%	1%	0%	0%	0%

Note. * Other CDCP Certificates awarded at NOCE in 2020-21 were from the ESL program.
** Basic Skills/ESL Transition to Postsecondary outcome is calculated only for students who had an enrollment in GED, HSD and ESL courses at NOCE in 2020-21. Students are considered transitioned if they achieved a postsecondary outcome any time in 2020-21 or later.

NOCROP Student Outcomes

The following section provides an overview of the CAEP outcomes achieved by students served at NOCROP in 2020-21. In the 2020-21 academic year, NOCROP served **172** students in the adult career education courses. Table 4 provides an overview of the outcomes achieved by the students served at NOCROP. The CAEP outcomes data provided below is retrieved from the CAEP Summary Report within CASAS TOPSpro Enterprise.

Table 4. CAEP Outcomes by NOCROP Students

CAEP Outcomes	NOCROP CTE Students (N=172)
Other Literacy Gains	27
HSD/HSE Achieved	8
Post-Secondary Achieved	6
Enter Employment Achieved	13
Increase Wages Achieved	5
Transition Post-Secondary Achieved	31

Note. The CAEP outcomes data is retrieved from CASAS TOPSpro Enterprise by NOCROP.

Outreach, Pathways, Student Support, Entry/Re-Entry, Workforce, and Program Development[2]

North Orange County Regional Occupational Program (NOCROP) equips and empowers tomorrow's innovative, civic-minded professionals through career technical education. North Orange County ROP provides high-quality career education for adult students, preparing them with the knowledge and experience to graduate workforce ready. Taught by industry-experienced instructors, students learn fundamental principles in the classroom and gain clinical experience through rigorous hands-on training inclinical facilities and clinical offices. Students can confidently earn vital certifications or state licensures to meet the demands of current labor markets.

CAEP funds were used to support students by providing augmented support in both academic and mental health to ensure their successful matriculation completion in a different pathway. NOCROP offers different learning models, synchronous and asynchronous, to address the needs of all adult students. NOCROP Adult Career Education Program utilized CAEP funds to pay for the salaries of instructors, instructional coach, custodial staff, program specialists, and a marketing and outreach specialist. Instructors providing synchronous learning, which includes in-person classes that allow students to feel a greater sense of community and connection to their peers when they learn together. Instructors providing asynchronous learning provide learning educational activities, discussions, and assignments that engage students in learning at their own pace within a time frame. In the context of the pandemic keeping the safety guidelines,instructors provided hybrid classroom model that combines face-to-face instruction with online learning. With CAEP funds, NOCROP was able to integrate virtual simulation courses and preparation materials for

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[2] The sections below are written by the North Orange County ROP staff.

students to gain the knowledge and skills to pass the National Council Licensure Examination (NCLEX) orthe Medical Assisting Certification. CAEP funds were utilized to pay for salaries for instructors to collaborate in developing a strategic plan to continue providing online instruction to all enrolled students. Additionally, instructors participated in different professional development workshop series provided by the instructional coach to increase instructors' proficiency in integrating technology and research-based instructional strategies to engage all adult learners during synchronous and asynchronous instruction.

In collaboration with the Administrator of Instructional Programs and Adult Career Education instructors,the marketing and outreach specialist was responsible for scheduling outreach activities to increase CTE programs' awareness. NOCROP collaborated with Healthy Smiles for Kids of Orange County to host a community health resource fair. This event promoted awareness of the connection between oral health and overall health while providing information on local resources. Additionally, NOCROP participated in multiple virtual career fair events, including California's most prominent college and career fair, hosted by the Anaheim Union High School District. These events provided an opportunity for instructors to share information on post-secondary education options with parents and middle and high school students in the area. NOCROP Adult Career Education instructors promoted the following career training programs during the event: Vocational Nurse, Nurse Assistant, Medical Assistant, and Dental Assistant. NOCROP also hosted its first virtual open house, which interested potential students in learning more about available CTE programs. Additionally, CAEP funds were used to create digital promotions and direct mail campaigns for NOCROP Adult Career Education programs. The following is the statistics to promote awareness of NOCROP in the community:

- Total of 14 ads
- Viewed a total of 275,763 times
- Viewed by a total of 155,881 people

NOCROP is committed to assist our adult students to succeed in our Patient Care pathways. The program specialist partially funded by CAEP provided support services for students, including assisting students in selecting the path to rank the convenience of their schedule,

assisted with the registration process that required students to navigate the student management portal, Orbund, one-to-one attention to students requiring more individualized support with orientation, technology, and support to instructors, and other support staff. Additionally, the Program Specialist worked in collaboration with the marketing and outreach specialist to update information on current labor market trends specific to the patient care pathways that ledto the Medical Assisting Certification.

In addition to the implementation of Orbund, with CAEP funds, this is the first time NOCROP implemented the used of two web-based platforms, Smarthinking and Cranium Café. Smarthinking is a platform that provides students with access to online tutoring support 24/7 across a wide range of subjects. Due to COVID-19, students have been impacted by the transition to distance learning, unpredictable work hours, and unforeseen circumstances. The Adult Career Education counselor has been using Smarthinking as a resource to provide students access to academic support services in a safe and flexible manner. Cranium Café has been a valuable resource for students to have access to counseling and support services. Furthermore, it provides the counselor accessibility keeping in compliance with FERPA and HIPAA standards.

Based on the aggregated numbers reported by NOCROP staff, the following are the count of students who received the following services:
- 380 students completed online orientation through Orbund Portal
- 307 students accessed website resources (job board, events, etc)
- 135 students accessed Orbund resources bulletin board
- 42 students received academic tutoring utilizing Smarthinking
- 27 of students placed in jobs (Dental Assisting, Medical Assisting)
- 15 of students received medical assisting certification
- 307 of students received additional support for distance learning during COVID
- 92 of students received virtual counseling workshops

Data and Accountability

Funded by CAEP, NOCROP purchased two software: 1) Orbund, student information system and 2) CASAS TOPSpro Enterprise (TE), CAEP data reporting software. Orbund allows for efficient and timely communication between instructors and students and other staff, including giving access to students to register online and make payments 24/7. At the instructor level, Orbund provides the platform with valuableelements that allows instructors to post weekly lessons, assignments, supplemental materials and discussion board posts.

The purchase of the TE software along with a scantron machine and forms that allows NOCROP data and accountability manager the ability to collect data to be in compliance with reporting requirements and provide training to staff that ensures instructors and staff's proficiency with this management tool. Using the CASAS TE software, NOCROP submitted data on 380 students enrolled within the 2020-2021. This is the second year NOCROP's data will be reflected in the Adult Education Pipeline LaunchBoard.

Workforce Development

The workforce development strategy focused on developing employee contacts by collaborating with NOCRC partner agencies and building relationships with employers to increase employment opportunities for students. In collaboration with NOCROP instructors,

administrator and project manager, we have increased the number of clinical facilities for students to complete their clinical hours for the Vocational Nursing, Nursing Assistant, Medical Assisting and Dental Assisting**.**

- Vocational Nursing and Nursing Assisting clinical sites = 10
- Medical Assisting clinical sites = 27
- Dental Assisting sites = 15

Vocation Nursing Class of 2021