

# Strategic Planning Data Workshop Briefs

## NOCE Overall

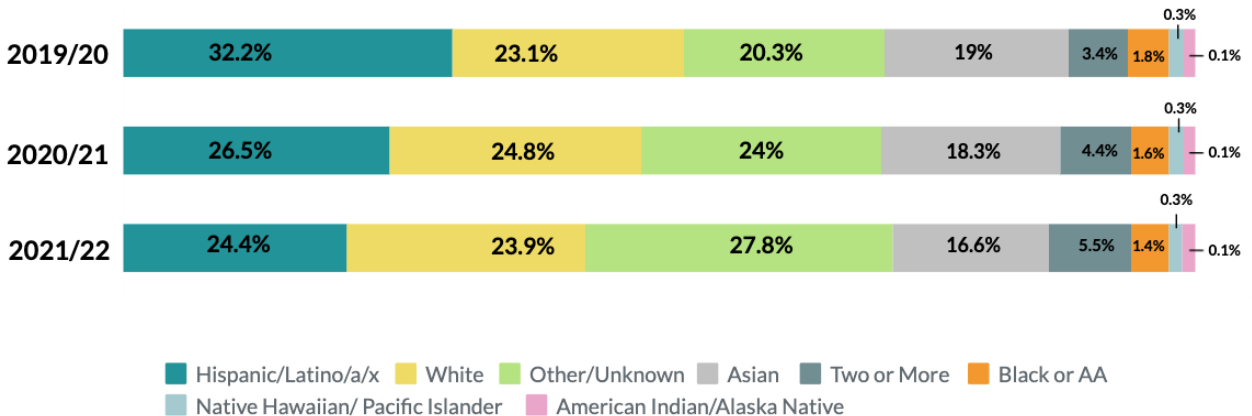
### Introduction/Purpose

In preparation for NOCE's 3-year strategic planning retreat taking place on September 30, 2022, NOCE's Office of Institutional Research and Planning (OIRP) developed a series of data briefs that provide a wide-scope of NOCE data for the last three academic years (2019/20, 2020/21, 2021/22). The intent of these data briefs is to help facilitate strategic planning conversations across NOCE stakeholders. The data briefs are intended to be utilized during the data workshop and the strategic planning retreat and provide both quantitative metrics, in addition to findings from NOCE students, faculty, and staff from the Gensler Education Engagement Index which was the district-wide survey that was conducted in spring 2022. The information provided below can also be publicly accessible via NOCE's Institutional Effectiveness Indicator Tableau dashboards via the NOCE OIRP website at <https://noce.edu/tableau-dashboards>.

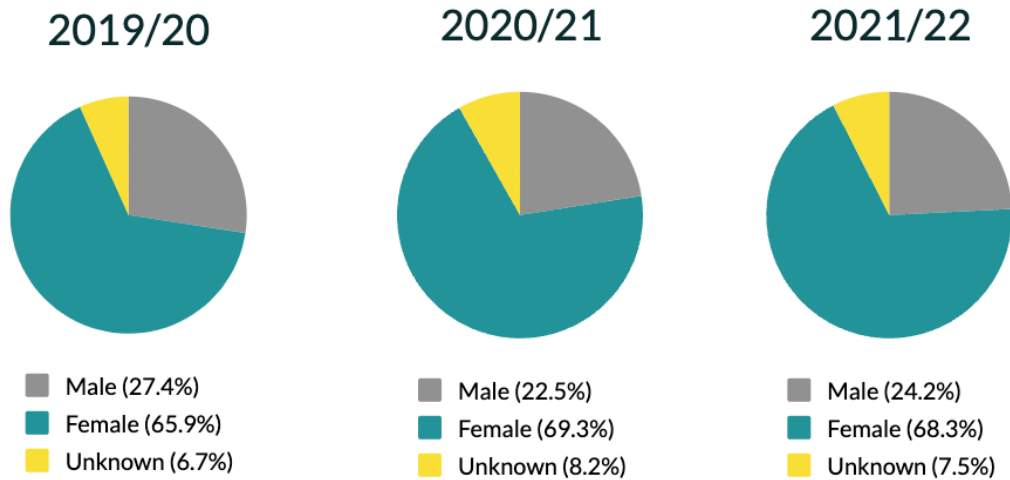
### Quantitative Student Data

#### Student Demographics

##### Race/Ethnicity



## Gender



## Age

	2019-20	2020-21	2021-22
Unknown	0.1%	0.1%	0.1%
0-17	3.8%	0.1%	0.1%
18-24	9.3%	7.5%	7.6%
25-34	12.9%	11.6%	11.2%
35-44	11.7%	10.1%	10.8%
45-54	10.2%	8.1%	7.8%
55+	52.2%	62.54%	62.5%

## Goal

	2019-20	2020-21	2021-22
Basic Skills	12.6%	10%	11.4%
Career Exploration	6.2%	5.8%	5.5%
Certificate Seeking	1.3%	1.8%	2.1%
Degree Seeking	1.5%	1.5%	1.3%
Diploma Seeking	5.1%	5%	4.1%
Educational Enrichment	12.8%	13.6%	13%
Skills Builder	4.4%	3.7%	3.8%
Transfer Seeking	5.8%	5%	4.5%
Undecided	8.7%	10%	9.7%
Unknown	41.7%	43.5%	44.7%

## Educational Level

	2019-20	2020-21	2021-22
Not a high school graduate and not currently enrolled in HS	9.5%	7.9%	7.7%
Currently in K-12	0.7%	0.5%	0.6%
Not a HS grad and currently enrolled in adult ed	3.8%	3.4%	2.7%
Earned a U.S. HS Diploma or HS equivalency (GED)	19.3%	19.4%	17.3%
Foreign Secondary school diploma/certificate of grad (HS or university)	9%	7.4%	7.9%
Received an Associate Degree	3%	3.3%	4.8%
Bachelor's Degree or Higher (4 yr U.S. college degree)	9.9%	10.8%	11.1%
Unknown/Unreported	44.7%	47.3%	47.9%

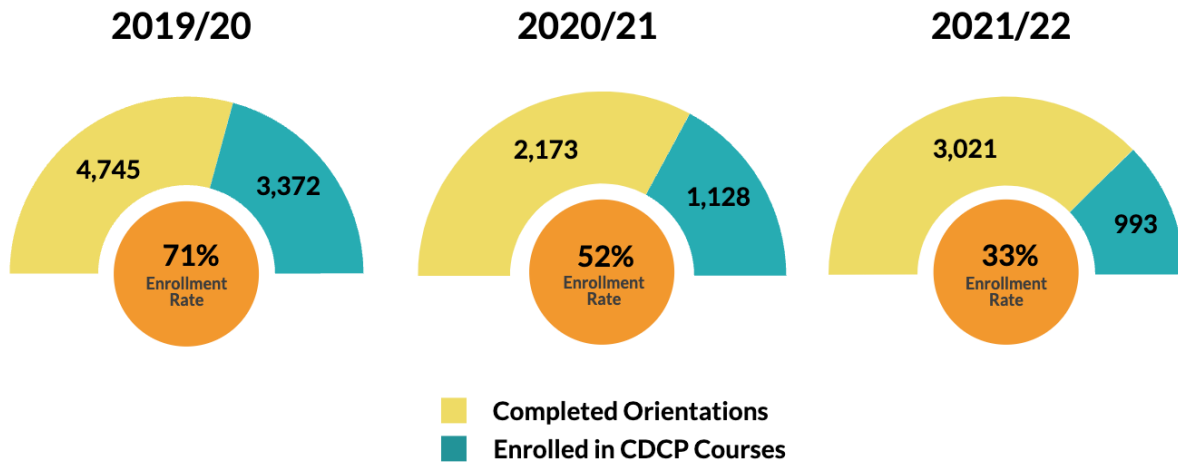
## Enrollments

### By Program

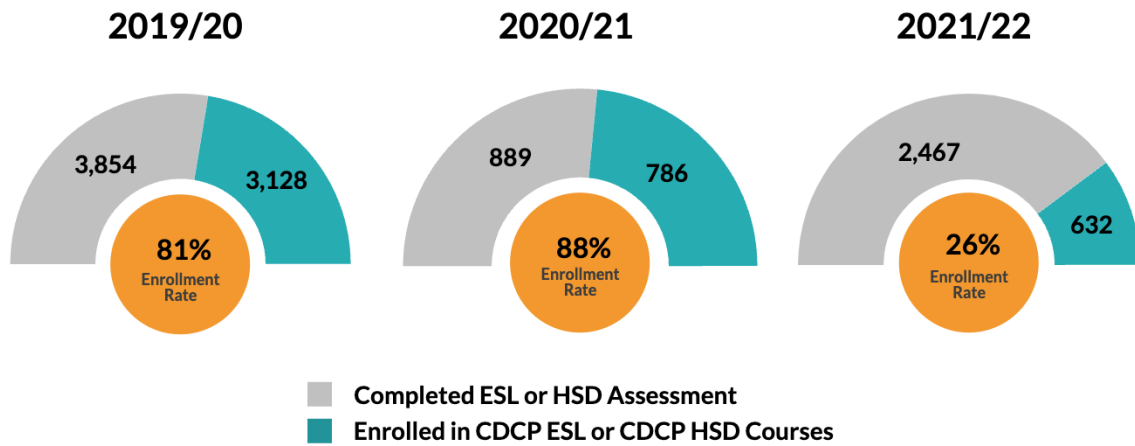
	2019-20			2020-21		2021-2022	
	Fall	Winter	Spring	Fall	Spring	Fall	Spring
<b>Basic Skills</b>	2,778	2,464	1,825	1,477	1,401	793	580
<b>CTE</b>	2,932	2,623	1,845	2,326	2,415	2,486	2,407
<b>DSS</b>	1,029	1,041	923	787	808	768	765
<b>ESL</b>	5,576	6,598	4,169	3,655	4,158	3,478	2,424
<b>LEAP</b>	22,719	20,167	25,073	20,038	16,846	11,979	8,861
<b>Totals</b>	35,034	32,893	33,835	28,253	25,628	19,504	15,037

## Student Services

### Orientations (CTE, ESL, HSD)

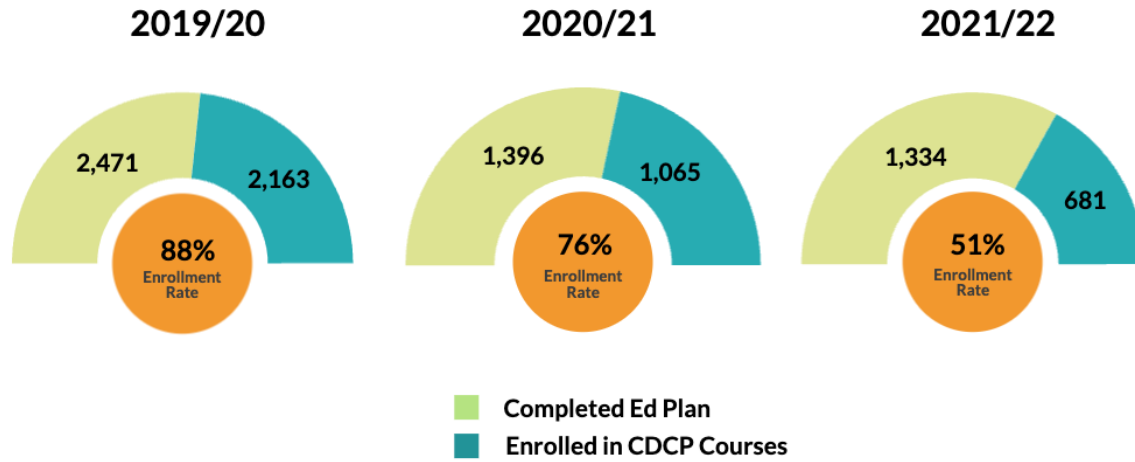


### Assessments (ESL, HSD)



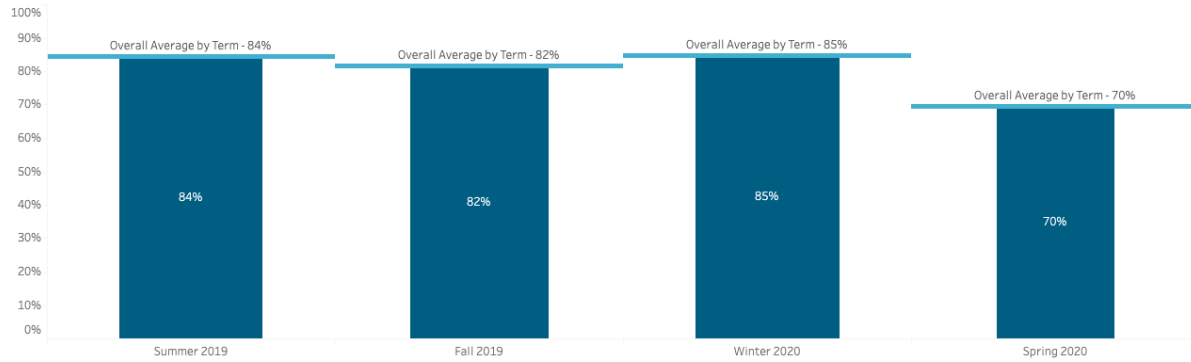
- Only the ESL program required students to complete an assessment in 2020/21 and 2021/22.

Educational Plan (optional for all students)

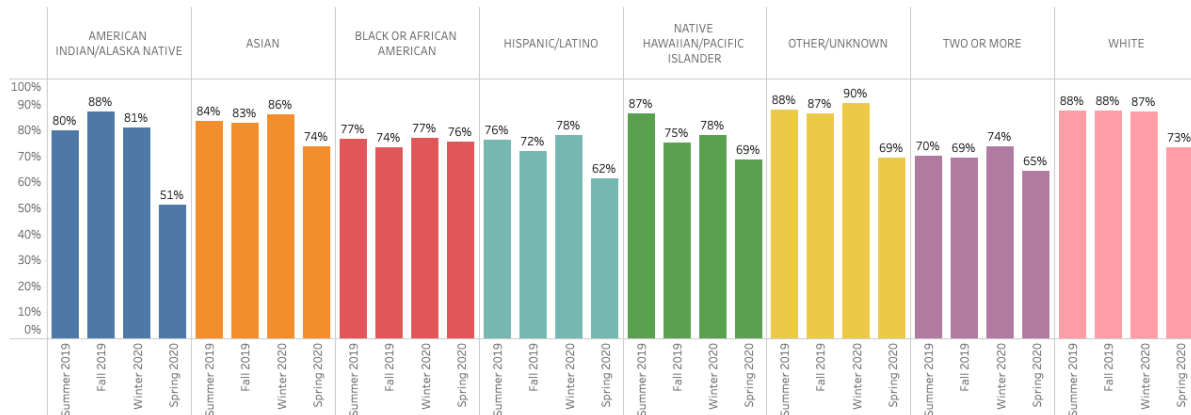


Course Success

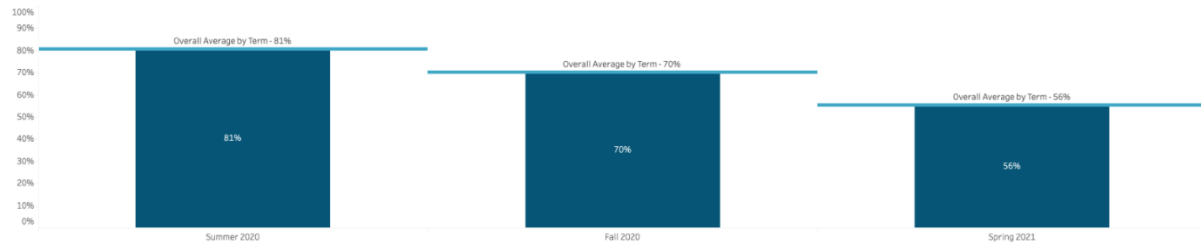
Course Success for 2019/20



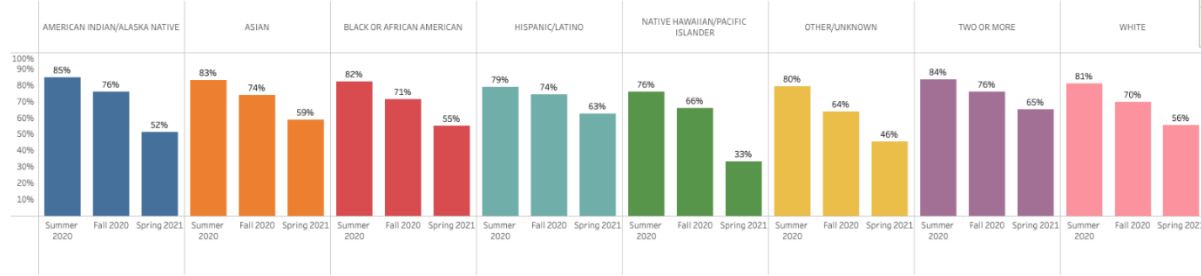
Course Success by Race/Ethnicity



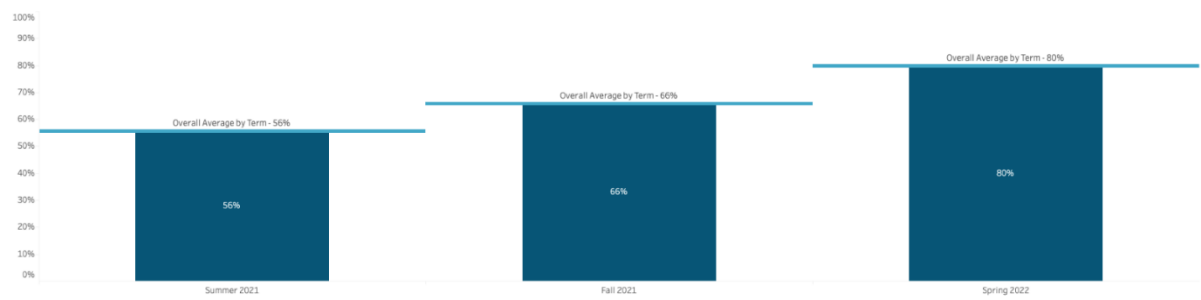
### Course Success for 2020/21



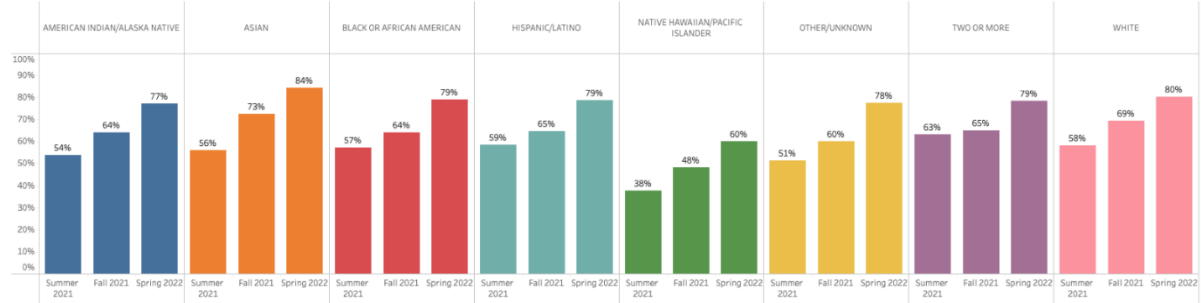
### Course Success by Race/Ethnicity



### Course Success for 2021/22



### Course Success by Race/Ethnicity



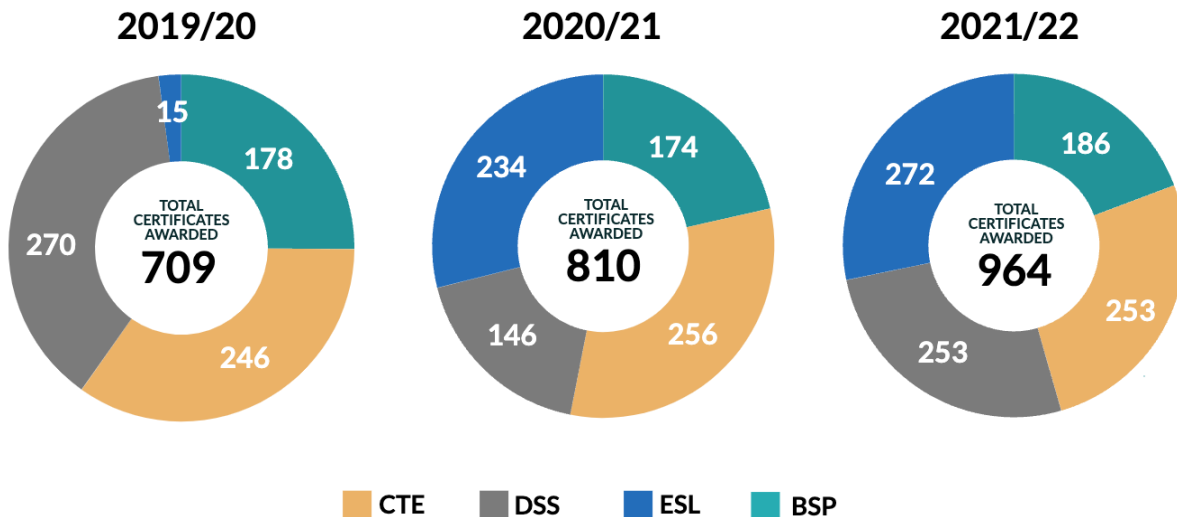
## Fall-to-Spring Retention

	2019-20	2020-21	2021-2022
American Indian/Alaska Native	58%	92%	60%
Asian	71%	78%*	49%
Black or AA	55%*	77%	39%*
Hispanic/Latino/a/x	57%*	67%*	47%
Native Hawaiian/Pacific Islander	64%	76%	40%
Other/Unknown	81%	87%	48%
Two or More	54%*	64%*	47%
White	76%	85%	50%
NOCE Overall	69%	80%	48%

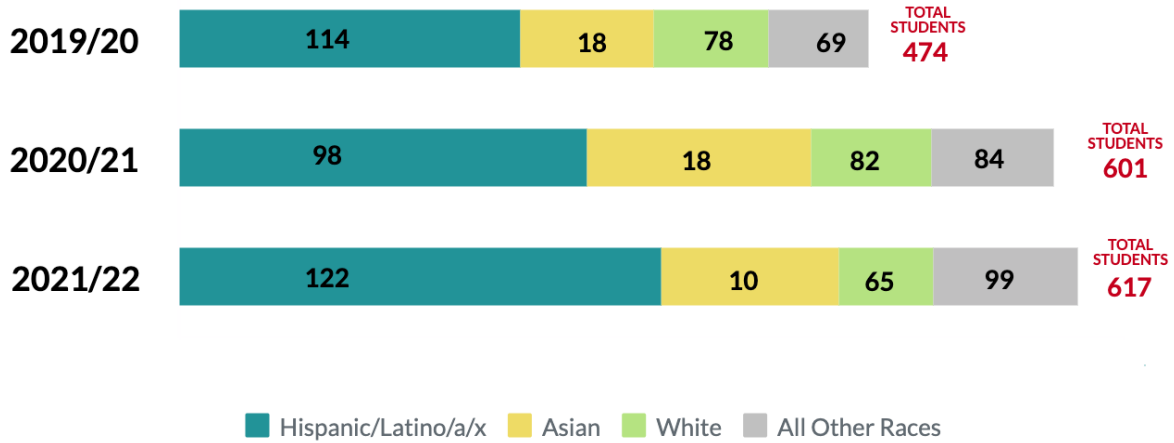
\* Indicates race/ethnic group has been identified to be disproportionately impacted (DI) for that year for this specific metric in NOCE's 2022-2025 Student Equity and Achievement Program (SEAP) plan. Male NOCE students were also identified as a DI group for the 2019-20, 2020-21, and 2021-2022 academic years.

## Completion/Graduates

### By Program



## Race/Ethnicity



Disproportionately Impacted Groups for SEAP completion metrics:

- Hispanic/Latinx students were DI for the 2019-20 and 2020-21 academic year.
- Native Hawaiian/Pacific Islander students were DI for the 2020-21 academic year.
- Male students were DI for the 2019-20, 2020-21, and 2021-22 academic year.

## Qualitative Data

### Student Barriers

NOCE has surveyed its students over the years to collect feedback about their experiences and/or challenges they may face:

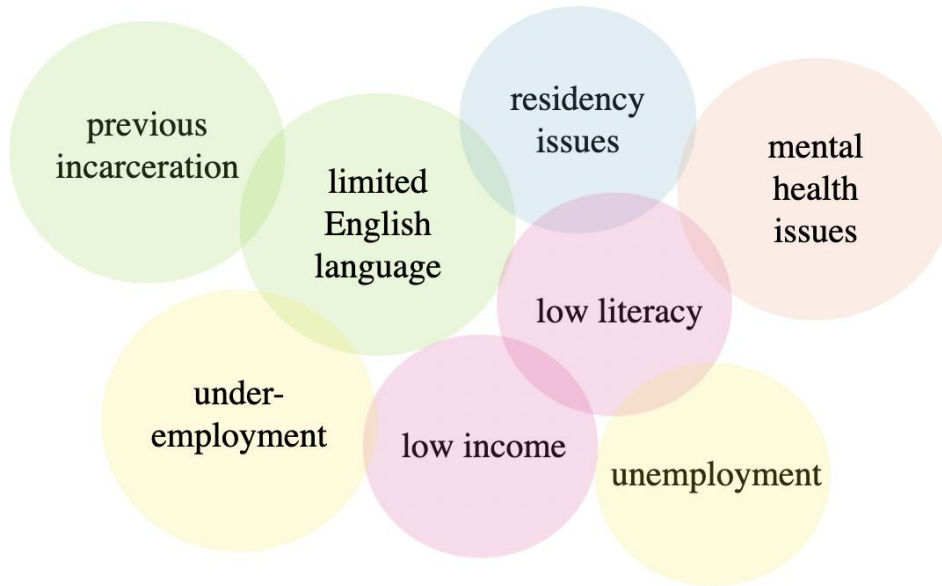
- [2020 Campus Climate Survey](#) (N=741)
- [2020 NOCE Remote Instruction Needs Student Survey](#) (N=170)
- [2020 Distance Education Student Survey](#) (N=955)
- [2021 Return to Campus Student Survey](#) (N=589)



Below is a list of barriers identified in surveys by students that impacted their educational journey at NOCE:

scheduling conflicts	single parenting	transportation
job commitment	homelessness	technology barriers
lack of childcare	food insecurity	personal and family responsibilities
lack of access to technology for remote courses		

Additional barriers that NOCE students face have been identified in *NOCE's Enrollment Recovery Strategies Report*, which include:



Students requested additional assistance and/or resources with meals, emotional support, housing, childcare, and overall health and well-being. Additionally, due to the COVID-19 pandemic, students also shared health and safety concerns that prevent them from taking in-person classes.

### Future of Learning at NOCE

In spring 2022, as the COVID-19 pandemic began subsiding, the district was interested in defining what the future of North Orange County Community College District for students and employees looked like after transitioning to a remote setting for more than 2 years. The intent of this data gathering effort was to utilize one district-wide survey that would capture both student and employee return to campus preferences. District leadership was clear that both quantitative and qualitative data was needed to gather a full picture of what the district's future looked like. The Gensler Education Engagement Index Survey was utilized to capture quantitative data from

district students, staff, and faculty. Qualitative data at NOCE was captured through student focus groups that were conducted in summer 2022. NOCCCD values the input of all stakeholders including students, faculty, and staff to define a student-centered future for the district.

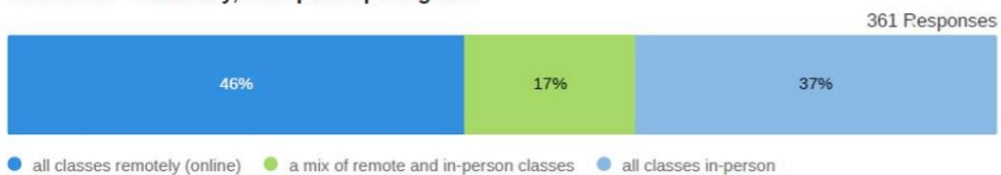
## Gensler Survey

The Gensler Education Engagement Index Survey was administered to students, faculty, and staff within the North Orange County Community College District between April 26th and May 13th, 2022. Employees received an email that contained a link to the electronic survey. NOCE students received emails and Canvas messages that provided the link to the survey and encouraged them to participate. In addition, social media posts, flyers, and in-class announcements promoted student participation. The survey focused on six areas: effectiveness of learning experience, current teaching/learning/working experiences, drivers for coming to campus, motivation & well-being factors, preferences for teaching/learning/working in the future, and demographics. A total of 6,176 responses were captured district-wide with NOCE contributing a total of 543 responses. Among those 543 NOCE responses, 361 were from students, 51 were from faculty, and 131 were from staff. Below are some overall findings across all three groups.

# CURRENT MODES

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### STUDENT - Currently, I am participating in...



### FACULTY - Currently, I am teaching...



### STAFF / MANAGER - Currently, I am working...



# SATISFACTION: REMOTE RESPONDENTS

STUDENT - Overall, your level of satisfaction participating in all classes remotely is...



FACULTY - Overall, your level of satisfaction teaching all classes remotely is...



Note: Data not displayed for remote staff and managers due to small sample size.

# SATISFACTION: IN-PERSON RESPONDENTS

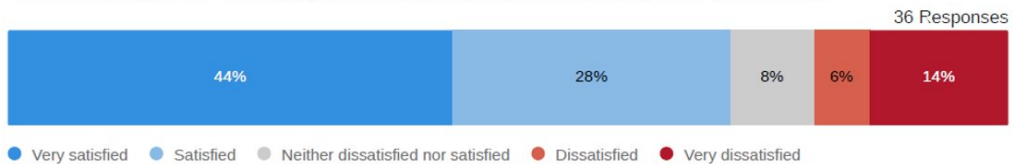
STUDENT - Overall, your level of satisfaction participating in all classes in-person is...



FACULTY - Overall, your level of satisfaction teaching all classes in-person is...

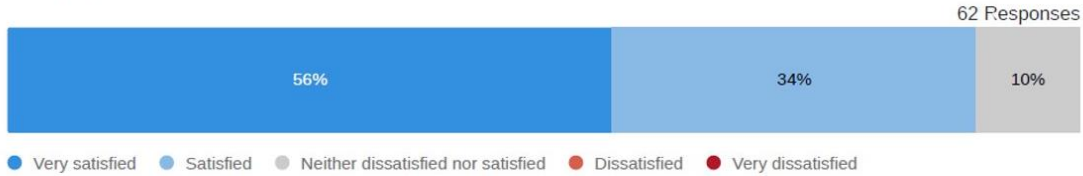


STAFF / MANAGER - Overall, your level of satisfaction working all in-person is...



# SATISFACTION: HYBRID RESPONDENTS

**STUDENT - Overall, your level of satisfaction participating in a mix of remote and in-person classes is...**



**FACULTY - Overall, your level of satisfaction teaching a mix of remote and in-person classes is...**

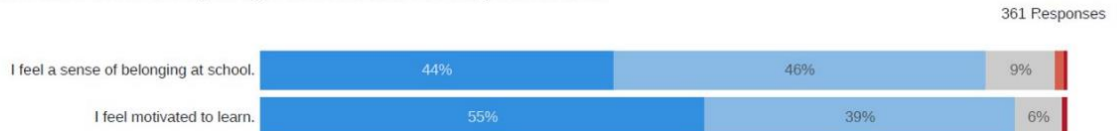


**STAFF / MANAGER - Overall, your level of satisfaction working hybrid is...**

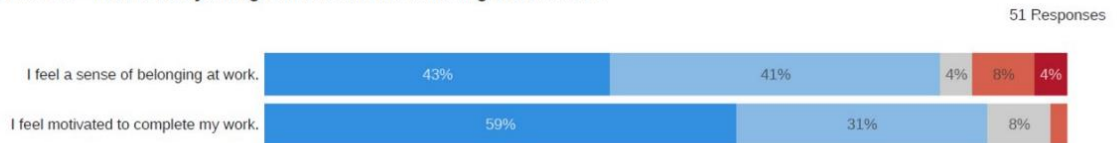


# BELONGING AND MOTIVATION

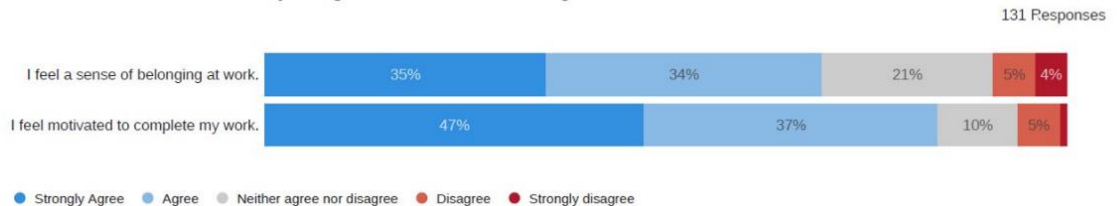
**STUDENT - Please rate your agreement with the following statements...**



**FACULTY - Please rate your agreement with the following statements...**



**STAFF / MANAGER - Please rate your agreement with the following statements...**



# CAMPUS PURPOSE

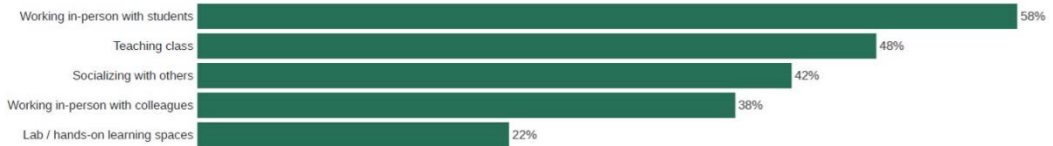
STUDENT - In the future, for which of the following reasons is it most important to come to campus?

348 Responses



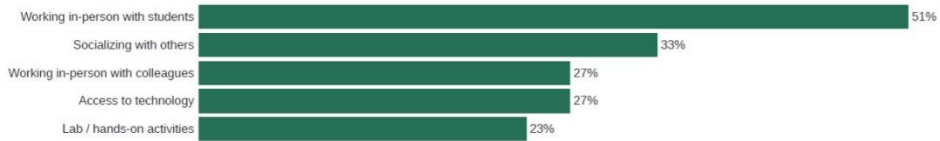
FACULTY - In the future, for which of the following reasons is it most important to come to campus?

50 Responses



STAFF / MANAGER - In the future, for which of the following reasons is it most important to come to campus?

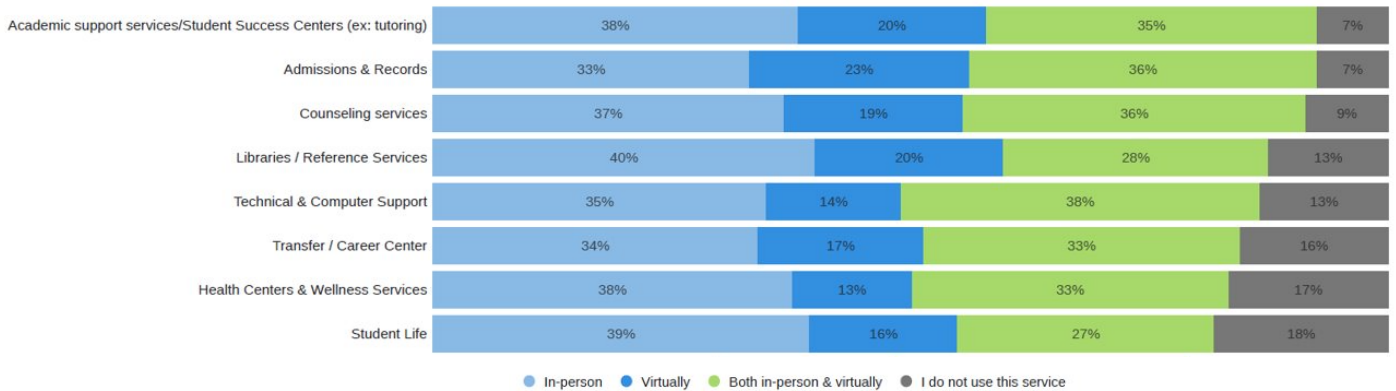
128 Responses



# STUDENT SERVICES PREFERENCES

STUDENT - In the future, how would you like to access or receive support for the following student services?

335 Responses



# FUTURE MODES

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STUDENT - In the future, ideally what type of learning experience would you like to have?

360 Responses

● Fully remote (virtual) ● a mix of in-person and remote (Hybrid) ● Fully in-person (on campus)



FACULTY - In the future, ideally what type of teaching experience would you like to have?

51 Responses

● Fully remote (virtual) ● a mix of in-person and remote (Hybrid) ● Fully in-person (on campus)



STAFF / MANAGER - In the future, ideally what type of working experience would you like to have?

131 Responses

● Fully remote (virtual) ● a mix of in-person and remote (Hybrid) ● Fully in-person (on campus)



## Future of Learning Student Focus Group Interviews

The Office of Institutional Research and Planning facilitated two online focus groups in June 2022 to gather NOCE student feedback on how they envision the future of learning at NOCE. The first focus group was held with students who were asked in-person if they were willing to participate in a focus group, and another was held with student leaders. Below is a summary of the themes that were discussed during these two focus groups. A total of nine questions about what NOCE's future of learning model would look like were posed to the groups.

Themes below are bolded:

- **Development:** Students expressed how they desire to be more prepared both academically and professionally in the workforce. One student mentioned they want to specifically increase their vocabulary, while another student expressed that they want to personally develop during their time at NOCE. A student mentioned that they enjoy helping other students at NOCE.
- **Some classes do not translate well to online format:** All students from the second focus group mentioned how they believe some courses require an in-person class. Whether it be because of a multi-level class, or the productivity of an in-person discussion, the students shared their sentiment about how some classes are more productive and provide a deeper connection in person.
- **Technology issues:** Some students from the second focus group discussed the difficulties with technology being in an online format. Students mentioned struggles navigating through Canvas, recording videos, or even access to technology devices.

- **Prefer hybrid classes:** There was a consensus that the hybrid model would work best for most students. One student mentioned, “the students appreciate that, and I personally would like to see NOCE continue offering a variety of online courses”.
  - **Class-specific requirements:** students mentioned that some classes would be better in person due to low levels of computer skills.
  - **Other life-commitments:** Students mentioned variety of reasons why hybrid would work best; transportation costs, working full-time, to learning styles, every student would appreciate the hybrid model of NOCE classes.
- **Student services online:** Students expressed that counseling, resume, and other career services appointments could be offered online through zoom or email.
  - **Advertisement:** one student mentioned the importance of, “(letting) students know that these services are available in these modalities” as we are transitioning to a hybrid format.
- **Provided opportunity:** Students mentioned that the education at NOCE has helped them to develop and achieve goals personally and professionally. A student mentioned that NOCE has offered opportunities, “through various programs...” and students were supported through their educational experiences.
- **Office hours with professors:** students mentioned they desired to have individual time with professors to engage with the students since programs are moving online. Whether it be through a 1-2-hour session on Zoom or a virtual chat with the professor, students hoped to have more interaction with the professor outside of class time.

Focus group participants were asked to describe how they envision the future of learning at NOCE in one word. Below are statements by students to this question:

- *“A new door that is open for more inclusivity and equity in the institution”*
- *“Opportunity to be part of leadership”*
- *“Good quality education”*
- *“Committee of diversity and anti-racism”*
- *“Lecture in forms of videos (parenting classes)” or “Discussion boards”*
- *“Digital learning”*
- *“Effective”, “Diverse”, “Dynamic”*



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