

North Orange Continuing Education



RETURN TO CAMPUS STUDENT SURVEY RESULTS

MAY 2021

NOCE Office of Institutional Research & Planning

NOCE
NORTH ORANGE
CONTINUING EDUCATION



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INTRODUCTION

Background

NOCE students were asked to participate in the Return to Campus Student Survey in April 2021. The purpose of the survey was to gather information about NOCE student perspectives to inform the planning of an eventual return to in-person classes. It is important to NOCE to include student feedback into NOCE planning and decision-making processes. NOCE is planning to offer some in-person classes in the 2021 Fall Term and has established COVID safety protocols in line with CDC guidelines and state and county regulations.

At the beginning of the survey, students were provided the current NOCE protocols for in-person instruction:

- All students, faculty, and staff must wear face coverings per CDC guidelines.
- Maintain social distancing by adhering to maximum occupancy signage, one-way directional signs, and by sitting in designated student stations.
- Complete the COVID-19 Screening Form and do a temperature check prior to entering the building.

Additionally, students were provided access to the NOCE COVID-19 Guidelines and Protocols Manual and the online resource page if they required further detail and information:

COVID-19 Guidelines and Protocols Notice

"THIS COVID-19 GUIDELINES AND PROTOCOLS MANUAL OUTLINES BEST PRACTICES THAT ALIGNS WITH LOCAL, STATE, AND FEDERAL ORDERS. PLEASE NOTE THAT THE MANUAL AND OTHER RESPONSES ARE DYNAMIC AND WILL BE UPDATED AS MORE INFORMATION BECOMES AVAILABLE.

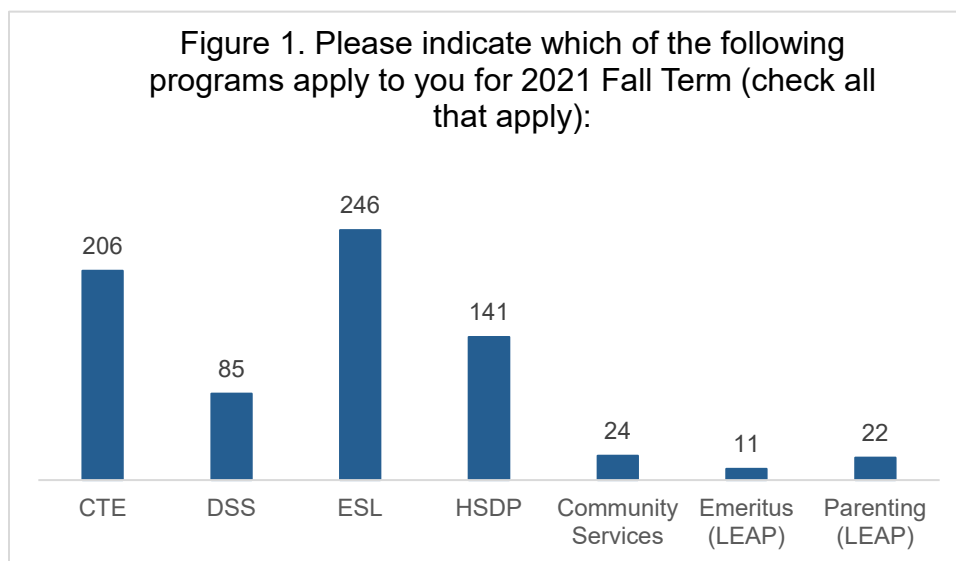
[HTTPS://NOCE.EDU/WP-CONTENT/UPLOADS/2020/12/2020-21-NOCCCD-COVID-MANUAL-FINAL.PDF](https://noce.edu/wp-content/uploads/2020/12/2020-21-NOCCCD-COVID-MANUAL-FINAL.PDF)

IF YOU WOULD LIKE TO KNOW MORE ABOUT NOCE COVID-19 ALERTS, UPDATES AND RESOURCES, PLEASE VISIT NOCE'S COVID-19 RESOURCE PAGE LOCATED HERE:

[HTTPS://NOCE.EDU/CORONAVIRUS/](https://noce.edu/coronavirus/)

NOCE students were asked to participate in the survey (Appendix A) between April 8 and May 8, 2021. The survey was disseminated electronically via an anonymous Qualtrics link. The link was placed on several platforms that were accessible by students, including the NOCE website, Canvas course modules, and social media outlets. OIRP extracted the available emails of students who had any NOCE enrollment within the last year (2020 Winter Term to 2021 Spring Term) and invited these students to participate via a direct link to the survey. Faculty were also asked to inform students about the survey during instructional hours online.

Students were able to translate the survey via Qualtrics' translation tool into one of eight language options: English, Arabic, Chinese (Simplified), Chinese (Traditional), Korean, Spanish, Spanish (Latin America), and Vietnamese. **A total of 589 participants completed the online survey and represented all NOCE programs** (Figure 1). Survey responses are reported by overall survey participants and are further broken down by program. Participants were asked to indicate which of the following programs would apply to them for the 2021 Fall Term. A participant could have chosen more than one program, and therefore they may be counted more than once across programs when data is disaggregated by program. The two largest groups of participants identified their programs as English as a Second Language (ESL) and Career Technical Education (CTE). High School Diploma/GED-HiSET Preparation (HSDP) was the third largest followed by the Disability Support Services (DSS). Given the vastly different populations served by the Lifeskills Education Advancement Program (LEAP), the survey further disaggregated the subprograms with LEAP into Community Services, Emeritus and Parenting.



Methodology and Analysis

Survey data was exported as an Microsoft Excel file from the Qualtrics platform. SPSS, a statistical analytics software, was used to obtain descriptive statistics about survey data. Data was summarized using frequency tables on participants' responses and using crosstab procedures to further break down the data at an NOCE program level. Chi-square (X^2) tests of independence were calculated for the 589 surveys to examine differences between participants' programs and survey responses. Responses were grouped by characteristics such as program. Missingness was

accounted for in responses, however the proportion of missingness per question is not displayed. Research team members independently cataloged open-ended survey responses into overarching categories to facilitate the analysis of qualitative data. Upon the completion of individualized categorization for each open-ended question, team members met to discuss common themes and align categories for content analysis. Once the category list was finalized, team members recoded open-ended responses through structured thematic analysis.

Survey Limitations

The following limitations to this study should be considered:

- *Online Only Dissemination:* The survey was only available through an online platform. This limited the reachable population to those who have access to the platforms through which the survey was disseminated. Efforts were made to market the survey widely online, including through faculty in their online courses.
- *Language Barriers:* Despite the availability of the Qualtrics translation tool, language barriers may have existed for some participants because it was only limited to those eight translation options. This may impact how a participant interprets the question and/or response options.
- *Duplicate Responses:* The survey was administered via an unlimited sharable link to provide greater access to potential participants. Some participants may have submitted the survey more than once. Survey responses were checked and removed if they were obvious duplicates to reduce the possibility of double counting a participant response.

SURVEY RESULTS

Demographics

Survey findings from the 589 valid responses are presented below. Participants were also asked demographic questions regarding their gender, race/ethnicity, and age. The majority of survey participants identified as Female (n=470, 79.8%) with less than a fifth identifying as Male (n=100, 17.0%). Fewer than 10 identified as transgender or gender non-conforming. Slightly over one percent selected “Prefer not to answer” (n=7, 1.2%). When asked to identify their race/ethnicity, participants were given the option to check all that apply. The three largest race/ethnic groups were Hispanic, Asian and White, which mirrors NOCE’s overall student population. Lastly, over a quarter of survey participants fell within the 25-34 age group (27%). The second largest age group were participants between 35 and 44 years old (25%).

Survey Responses

A primary goal of the survey was to gather initial student feedback about their thoughts and concerns related to potentially returning to in-person instruction at NOCE during the 2021 Fall Term. As seen in Table 1 below, overall, over 80% of survey participants indicated their intention in taking a course (either online or in person) at NOCE during the 2021 Fall Term. When breaking this data down by program, similar distributions are present across most programs. Of participants who identified themselves as being a part of the DSS program, the proportion that indicated their intent to take an NOCE course in 2021 Fall Term was roughly 68%, below the overall percentage. DSS survey participants also had a higher proportion indicating that they are “not sure” about their 2021 Fall Term enrollment. Please note that proportions are impacted by sample size, and participants who identified as DSS students were one of the smaller groups of participants.

Table 1. Are you planning to take a course (online/in-person) at NOCE during 2021 Fall Term (classes starting August 2021)?

Program	No	Not Sure	Yes
CTE (n=206)	4 (1.94%)	35 (16.99%)	167 (81.07%)
DSS (n=85)	6 (7.06%)	19 (22.35%)	58 (68.24%)
ESL (n=246)	5 (2.13%)	25 (15.60%)	216 (87.80%)
HSDP (n=141)	3 (2.03%)	22 (10.16%)	116 (82.27%)
Community Services (n=24)	0 (0.00%)	5 (20.83%)	19 (79.17%)
Emeritus (n=11)	0 (0.00%)	0 (0.00%)	11 (100.00%)
Parenting (n=22)	0 (0.00%)	2 (9.09%)	20 (90.91%)
Overall Participants (N=589)	12 (2.04%)	93 (15.79%)	482 (81.83%)

Participants were also asked to identify their comfort level on a 5-point Likert scale about taking an in-person class at NOCE during the 2021 Fall term (Table 2). Overall, survey participants were split between either feeling “very comfortable/comfortable” (42%) and feeling “very uncomfortable/uncomfortable” (42%). Half of the survey participants (50%) who indicated that they

were students in HSDP or the Parenting program felt “very uncomfortable or uncomfortable” to return to in-person classes at NOCE in the 2021 Fall Term.

Table 2. How comfortable do you feel about taking an in-person class at NOCE in 2021 Fall Term?

Program	Very comfortable/ comfortable	Neither uncomfortable nor comfortable	Very uncomfortable/ uncomfortable
CTE (n=206)	77 (37.56%)	36 (17.56%)	92 (44.88%)
DSS (n=85)	48 (57.14%)	12 (14.29%)	24 (28.57%)
ESL (n=246)	109 (44.31%)	40 (16.26%)	97 (39.43%)
HSDP (n=141)	52 (37.14%)	18 (12.86%)	70 (50.00%)
Community services (n=24)	13 (54.17%)	4 (16.67%)	7 (29.17%)
Emeritus (n=11)	10 (90.91%)	0 (0.00%)	1 (9.09%)
Parenting (n=22)	10 (45.45%)	1 (4.55%)	11 (50.00%)
Overall Participants (N=589)	247 (41.94%)	89 (15.11%)	249 (42.28%)

Participants who responded either “very uncomfortable”, “uncomfortable”, or “neither uncomfortable nor comfortable” (n=338) to returning to in-person instruction in the fall were asked a follow up question to identify what would increase their comfort level in attending in-person classes at NOCE. Responses were coded into one of fourteen themes. The most common responses provided by participants regarding what would make them feel more comfortable to attend in-person classes were *vaccination rates*, *the status of the COVID pandemic*, and *nothing/not sure*. One participant said, “*The data showing COVID-19 vaccinations numbers high and COVID-19 cases very low*” as a factor in influencing their decision to take in-person classes. Another participant shared, “*The level and risk of being infected with the COVID-19 virus is still at higher rate. I would still prefer to have less meeting in person.*” Lastly, several participants simply indicated “*nothing*” as increasing their comfort level, with one participant stating, “*Nothing. I simply prefer on-line. It is more time efficient and easier to work into my schedule. Classes like art and sewing, however are better done in person.*”

Other themes that surfaced from the qualitative analysis include *family/children concerns*, with one parent sharing, “*It’s more about if my kids will be back in school.*” *Social distancing* and *sanitation concerns* were also brought up by participants, with a participant sharing, “*Keeping the social distance and wearing a mask on face.*” The remaining comments were categorized into *personal reasons*, *classroom management*, *mask protocols*, *safety*, *communication*, and *overall preference for online classes*.

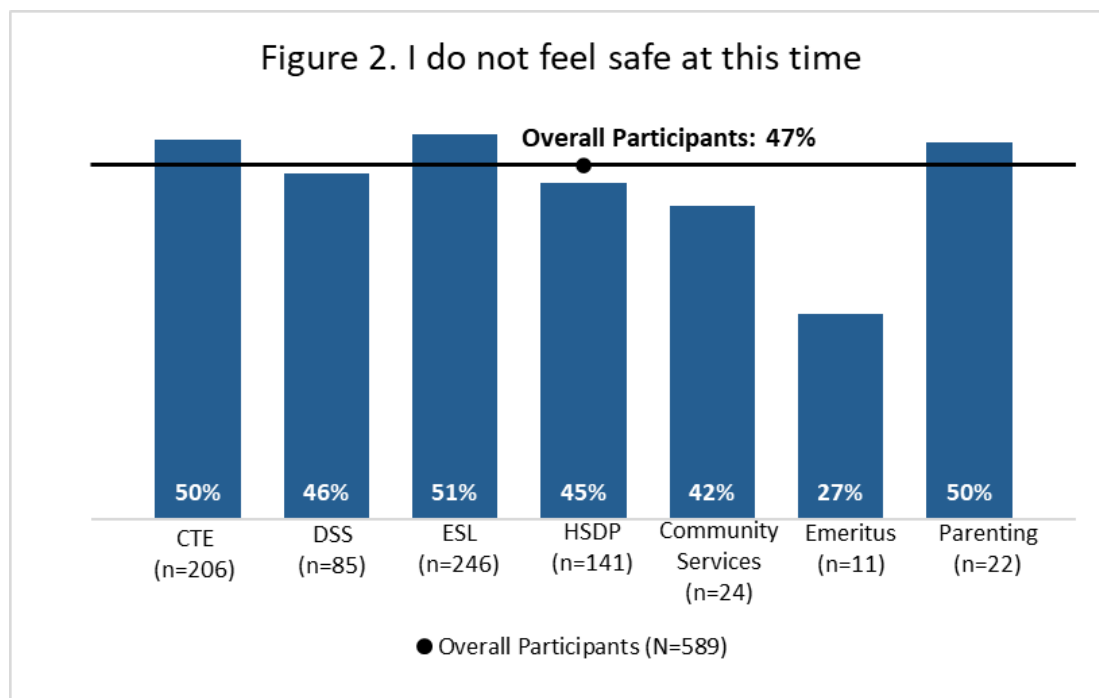
In the following question, participants were asked to select their top three reasons that would prevent them from taking an in-person class in 2021 Fall Term from a list of nine different reasons. Additionally, participants were allowed to write in an “other” response if one of their top three reasons was not listed within the nine reasons provided below:

- I do not feel safe at this time
- I am concerned that the school will not follow public health protocols that reduce the spread of COVID-19
- I am not comfortable wearing the required personal protective equipment

- My schedule does not allow time for school
- I do not have childcare/school age children have not returned to classroom instruction
- I do not want to expose a vulnerable family member to COVID-19
- My decision depends on the vaccination status of myself and/or family member
- My decision depends on the overall vaccination rate of the region
- I have completed my education goal at NOCE

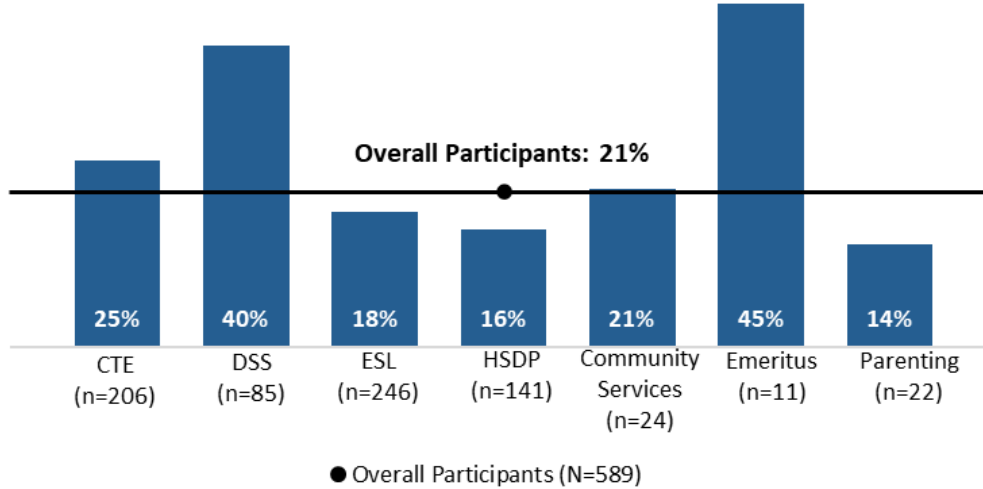
Figures two through 10 present the proportion of participants who selected the specific reason that would prevent them from taking an in-person class in the 2021 Fall Term. Additionally, the data is further disaggregated at a program level.

Nearly half of the overall participants (47%) selected “I do not feel safe at this time” as one of the reasons for not planning to take an in-person class in the 2021 Fall Term. When broken down at a program level, this observation remains consistent with most other programs with exception of Emeritus (Figure 2).



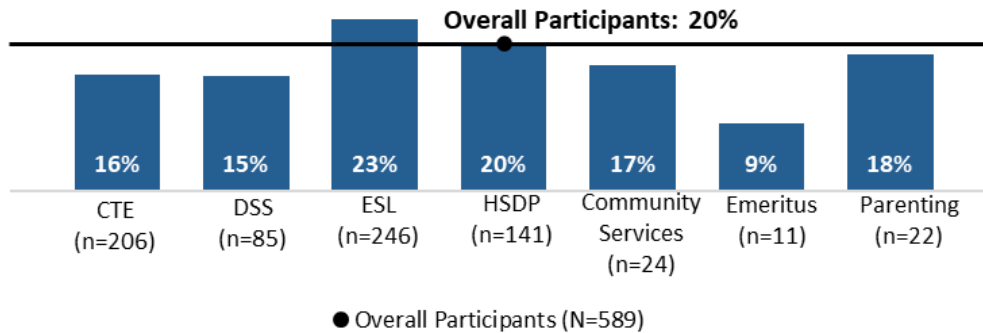
One in five survey participants selected “I am concerned that the school will not follow public health protocols that reduce the spread of COVID-19” as one of their top three reasons that would prevent them from attending in-person courses in the 2021 Fall Term. While this concern is not in the top reasons for most programs, it is one of the top reasons for participants in the DSS and Emeritus programs (Figure 3).

Figure 3. I am concerned that the school will not follow public health protocols that reduce the spread of COVID-19



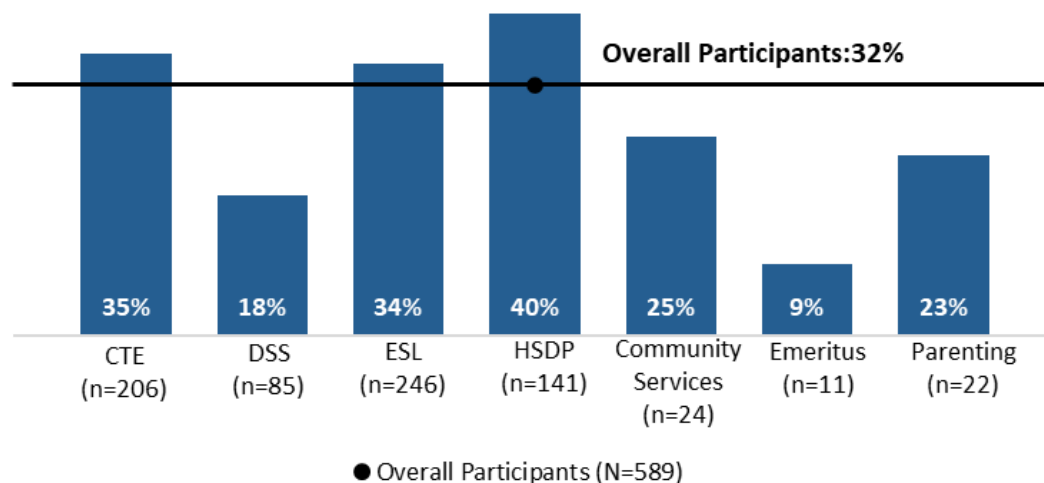
About 20% of the survey participants selected their lack of comfort in wearing the required personal protective equipment as one of their reasons for not planning to take in-person courses in the 2021 Fall Term (Figure 4).

Figure 4. I am not comfortable wearing the required personal protective equipment



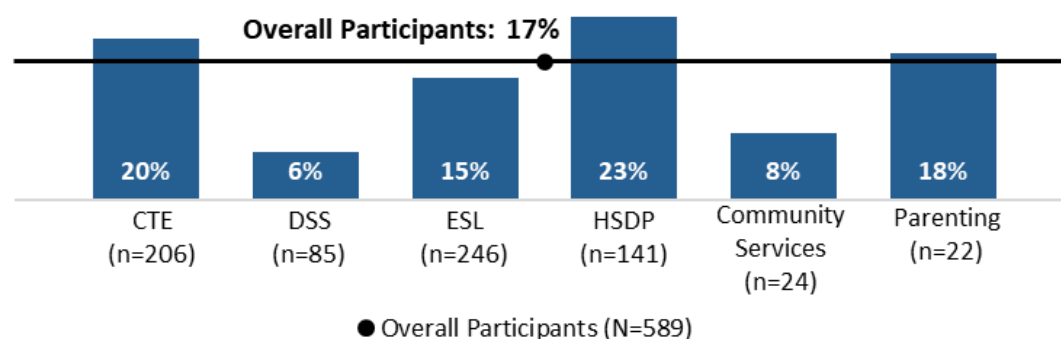
Nearly one-third of the survey participants selected schedule conflict as one of the main reasons for not planning to take in-person courses in the upcoming 2021 Fall Term (Figure 5). The proportion was relatively higher for participants in CTE, ESL, and HSDP.

Figure 5. My schedule does not allow time for school

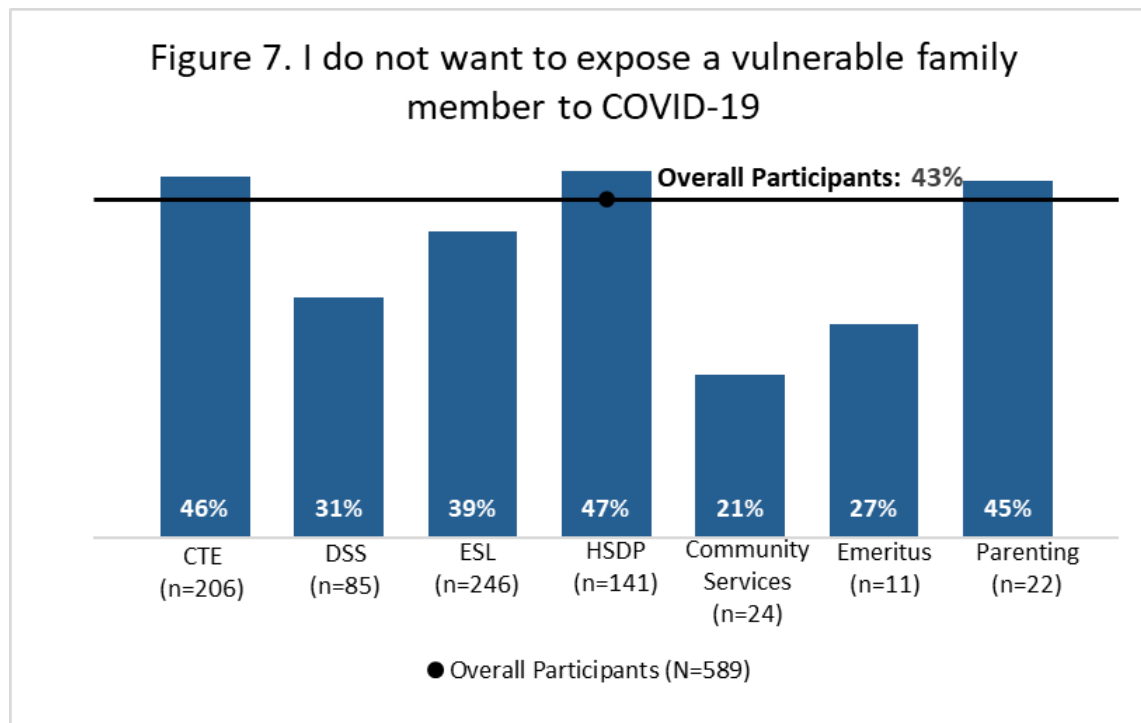


About one in six survey participants selected that since they do not have childcare or their school age children have not returned to classroom instruction, they would not be able to attend in-person courses in the 2021 Fall Term (Figure 6). The proportion of participants in the CTE, HSDP, and the Parenting programs who selected this reason is higher compared to the overall participants. No participant in the Emeritus program selected this response option thus are excluded from Figure 6.

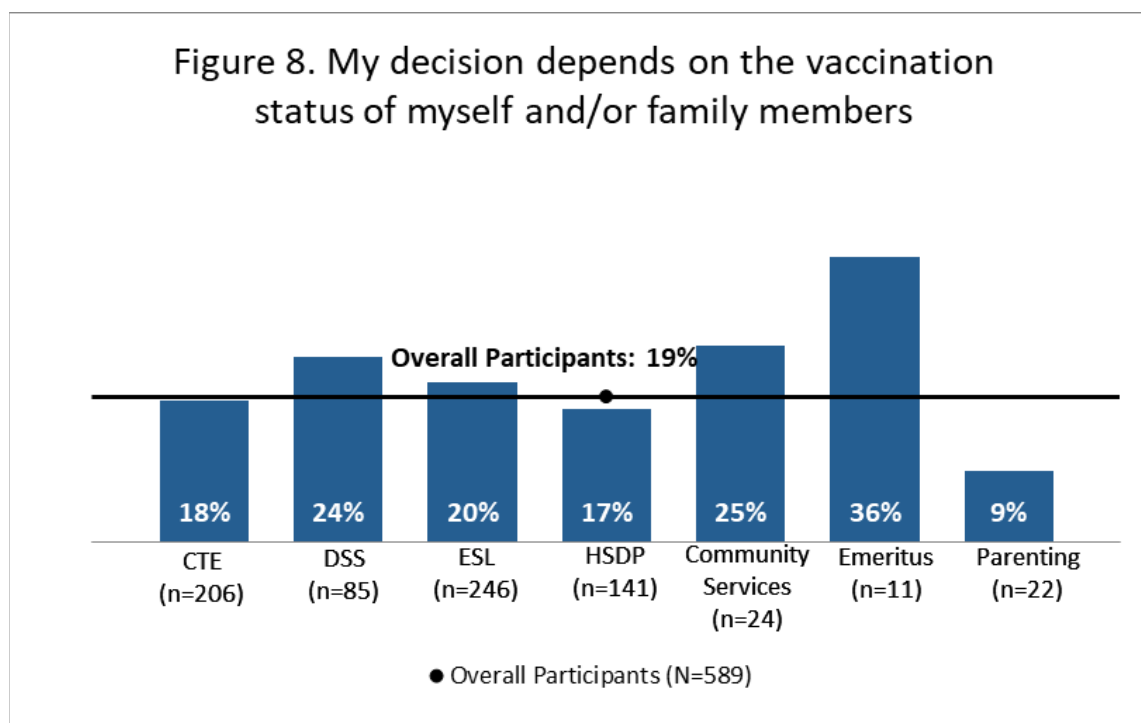
Figure 6. I do not have childcare / school age children have not returned to classroom instruction



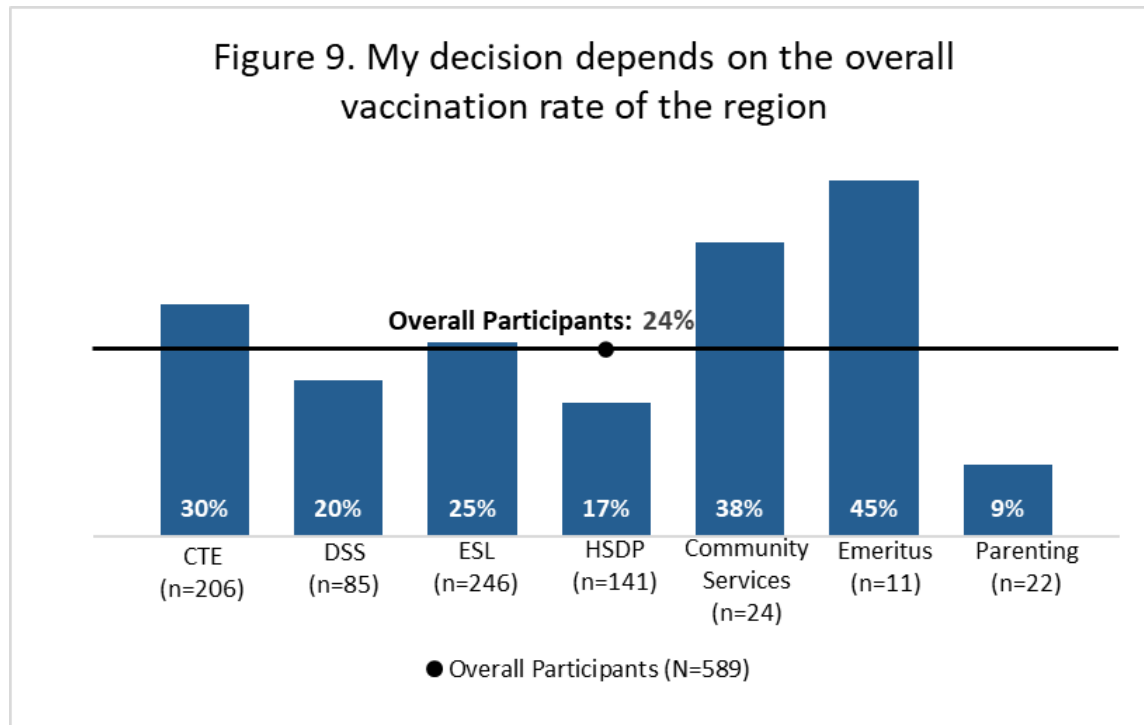
One of the main reasons that participants selected for not planning to attend in-person courses is not wanting to expose any vulnerable family member to COVID-19 (Figure 7). Over 40% of participants selected this reason, and this proportion was higher for participants in the CTE, HSDP, and the Parenting programs.



For over one-third of Emeritus participants, the decision to return to campus for in-person courses in the 2021 Fall Term was dependent on their vaccination status and/or the vaccination status of their family members. Compared to Emeritus, the proportion of participants who selected this reason was lower for the other programs.

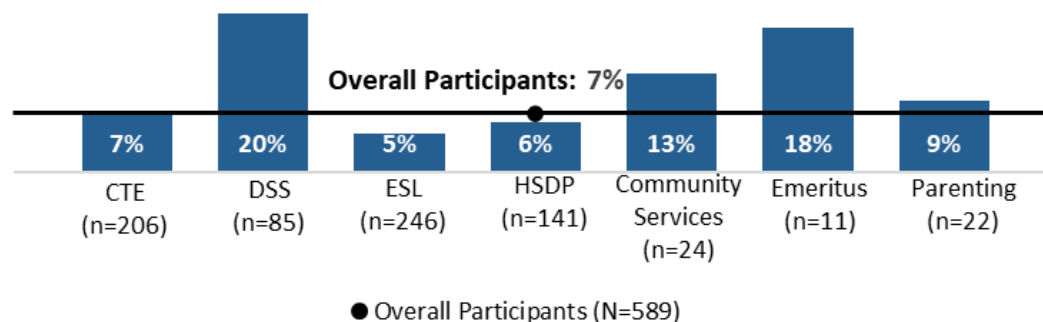


While Figure 8 examined the proportion of participants whose decision to return to in-person courses was dependent on their or their family members' vaccination status, figure 9 presents the proportion of participants whose decision was dependent on the overall vaccination rate of the region. Nearly a quarter of overall participants selected this as one of their top reasons that will determine their decision to return to in-person courses in the 2021 Fall Term. Compared to the overall proportion, a higher proportion of participants in the CTE, Community Services and Emeritus programs selected this reason (Figure 9).



Participants had the option to select whether completion of their educational goal(s) at NOCE would be one of the reasons for not taking in-person courses in the 2021 Fall Term. While the proportion of participants who selected this reason was low (7%), over one in six participants in the DSS and Emeritus programs, respectively, selected this as one of their top reasons.

Figure 10. I have completed my education goal at NOCE



Participants were given an option to provide any other reasons that would prevent them from taking in-person classes in the 2021 Fall Term. Responses were coded into four main themes:

- *Public health concerns*
 - *“I am concerned that other students will not follow public health protocols that reduce the spread of COVID-19”*
- *Transportation*
 - *“I have no transportation to go to school”*
- *Personal Health*
- *Enjoys online platform*

The main concerns were about the possibilities of others not following safety guidelines and protocols and the lack of transportation to attend in-person classes. Other themes mentioned were Asian hate crimes and lack of computer skills.

Participants were also asked to provide suggestions in open-ended questions for the types of classes they would like to see being offered at NOCE both in-person and online. Due to the campus closure, not all NOCE courses that used to be offered in-person were offered online. Table 3 presents course suggestions for in-person courses, and Table 4 presents for online courses. There are several course types that were suggested to be offered both in-person and online. If a participant was identified in more than one program area, their course suggestions were presented under each program.

Table 3 disaggregates the participants’ suggestions on the types of in-person classes NOCE should offer by program. Course topics that were suggested by more than one participant are bolded in the table. Several participants who identified CTE as their program suggested having in-person classes in computers, Early Childhood Education, lab/training, and medical billing/coding. Participants from the

ESL program suggested having in-person courses focused on conversational skills. In terms of community services courses, several participants suggested in-person cooking courses.

Table 3. What type of classes would you like to see be offered at NOCE in-person?

CTE	<ul style="list-style-type: none"> • Bookkeeping • Business Management • Career Ed • Computer • Computer Analyzer • Clinical Practice (externships) • CPR • Early childhood Ed • Electrical Technology • La work 	<ul style="list-style-type: none"> • Lab/Training • Medical Assistant back office procedures • Medical billing/coding • Mental Health • Music Production • Nutrition, Dental Assistant, Quality • Pharm Tech • Physical Therapy Program • Prep for Medical Testing Certification Exam • Real Estate, Sales
DSS	<ul style="list-style-type: none"> • Community Resources • Cooking/Higher money classes (starting with a) • Drawing • Driver's Ed course for DMV permit test 	<ul style="list-style-type: none"> • Human Sexuality • Living more independent • Math • Mobility class/ECE
ESL	<ul style="list-style-type: none"> • Conversation • Lower ESL • Modern speaking (slang) 	<ul style="list-style-type: none"> • Prep for IELTS International English Test System • Reading and writing • Real Estate
HSDP	<ul style="list-style-type: none"> • Any math class OTEC 110 • Grammar classes • Home economics 	<ul style="list-style-type: none"> • Language • LVN? • Music Production
Community Services	<ul style="list-style-type: none"> • Art • Cooking • Gardening • Music 	<ul style="list-style-type: none"> • Pet grooming • Respiratory Therapist • Sewing • Tutoring
Parenting	<ul style="list-style-type: none"> • Kids college 	

*Note. Bolded are the suggestions mentioned by multiple participants.

Table 4 presents the data on online course suggestions by program. Several participants who identified CTE as their program suggested having online classes in Early Childhood Education, keyboarding, computer, and medical billing/coding. These suggestions are similar to those presented in Table 3 for in-person courses. The participants from the DSS program suggested different course types for online courses compared to in-person. The online course types suggested by participants in the DSS program included courses focusing on grammar, speaking, writing, job skills, and relationships, which is different from in-person course suggestions focused on community resources, cooking, independent-living, and mobility courses. Some participants from the ESL program suggested having online and in-person courses focused on conversational skills.

Participants also suggested courses that may fall outside of the program area they selected that applies to them. For example, HSDP participants suggested courses in music production or LVN while participants in the ESL program suggested courses in real estate.

Table 4. What type of classes would you like to see be offered at NOCE online?

CTE	<ul style="list-style-type: none"> • Accounting • Bookkeeping • Business Information • Business Management, QuickBooks, Photoshop, Publisher 	<ul style="list-style-type: none"> • Fitness trainer, quality • Income Tax Preparation • Keyboarding/Computer • Medical assistant front office procedures • Medical billing/coding
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	<ul style="list-style-type: none"> • Classes Management • Early Childhood Ed • Electrical Technology • Excel classes 	<ul style="list-style-type: none"> • Pharm Tech • Physical Therapy program • Theory • Zoom
DSS	<ul style="list-style-type: none"> • Creating movies/videos • Grammar, speaking, writing • Job skills 	<ul style="list-style-type: none"> • Money management (starting with a) • Relationships
ESL	<ul style="list-style-type: none"> • Audio books? • Conversation • ESLA222, ESLA223 • Intermediate high; conversation • Prep for IELTS International English Test System 	<ul style="list-style-type: none"> • P5? • Reading and writing • Real Estate • Speaking class (1:1) • Vocab
HSDP	<ul style="list-style-type: none"> • Algebra • Any math class OTEC 110 • English 1, 2 and 3 • General math • Grammar classes 	<ul style="list-style-type: none"> • HiSET-GED programs • Home economics • Language • LVN? • Music Production
Community Services	<ul style="list-style-type: none"> • Air conditioning, locksmith • Cooking • Exercise classes (yoga, cardio, kickboxing) • Floral arrangements • HRC? 	<ul style="list-style-type: none"> • Interior design • Music • Pet grooming • Zoom
Parenting	<ul style="list-style-type: none"> • Child care • Parenting classes for children with autism 	<ul style="list-style-type: none"> • Zoom

*Note. Bolded are the suggestions mentioned by multiple participants.

Participants were also asked to provide information about the support services they see themselves utilizing as an NOCE student. When broken down at the program level, the Laptop Loaner Program was the most selected service for overall survey participants (30%) and for each program (Table 5). Book Vouchers was the next highest selected student service by overall participants and those in the CTE, HSDP, and Emeritus programs. The Drive-through food distribution service was the second highest for participants in the ESL program. The Wifi-Drive Up support service was not selected by many participants as one of the services they see themselves utilizing.

Table 5. What support services do you see yourself utilizing as a student at NOCE?

Program	Book Vouchers	Drive-through food distribution	Laptop Loaner program	Wifi Drive Up	Other
CTE (n=206)	54 (26.21%)	22 (10.68%)	60 (29.13%)	14 (6.80%)	20 (9.71%)
DSS (n=85)	11 (12.94%)	6 (7.06%)	30 (35.29%)	11 (12.94%)	15 (17.65%)
ESL (n=246)	36 (14.63%)	37 (15.04%)	80 (32.52%)	16 (6.50%)	36 (14.63%)
HSDP (n=141)	27 (19.15%)	21 (14.89%)	54 (38.30%)	5 (3.55%)	15 (10.64%)
Community Ed (n=24)	4 (16.67%)	2 (8.33%)	10 (41.67%)	2 (8.33%)	4 (16.67%)
Emeritus (n=11)	3 (27.27%)	0 (0.00%)	4 (36.36%)	1 (9.09%)	0 (0.00%)
Parenting (n=22)	2 (9.09%)	4 (18.18%)	10 (45.45%)	1 (4.55%)	3 (13.64%)
Overall Participants (N=589)	103 (17.49%)	78 (13.24%)	179 (30.39)	41 (6.96%)	76 (12.90%)

Note. Other including the following support services: DSS accommodations, Online home study and course testing, Learning center, Microsoft office, technology, one-on-one help, I need bus pass and book, English classes, online classes, food vouchers.

Participants were asked to indicate at which campus they would prefer to take in-person classes, if offered. An “Online only” selection was also provided to see if participants preferred to attend courses remotely. Participants could select more than one option, therefore, the sum of proportions for each campus/online type will be greater than 100% for the overall participants and for the breakdown for each program. Almost half of the survey participants indicated their preference for the Anaheim campus (45%). Close to a similar proportion (44%) prefer to take courses online. Over half of the participants who selected CTE as their program would prefer to take in-person courses at the Anaheim campus. Sixty percent of the participants in the DSS program would prefer to take in-person courses at the Cypress center.

Table 6. Please indicate at which of the following campuses you prefer to take classes if offered in-person (check all that apply):

Program	Anaheim	Cypress	Wilshire	Off-site	Online only
CTE (n=206)	116 (56.31%)	45 (21.85%)	18 (8.74%)	23 (11.17%)	102 (49.51%)
DSS (n=85)	32 (37.65%)	51 (60.00%)	11 (12.94%)	9 (10.59%)	20 (23.53%)
ESL (n=246)	119 (48.37%)	41 (16.67%)	32 (13.56%)	16 (6.50%)	110 (44.72%)
HSDP (n=141)	59 (41.84%)	32 (22.70%)	15 (10.64%)	13 (9.22%)	69 (48.94%)
Community Ed (n=24)	12 (50.00%)	7 (29.17%)	2 (8.33%)	3 (12.50%)	9 (37.50%)
Emeritus (n=11)	8 (72.73%)	6 (54.55%)	1 (9.09%)	1 (9.09%)	1 (9.09%)
Parenting (n=22)	12 (54.55%)	7 (31.82%)	1 (4.55%)	2 (9.09%)	13 (59.09%)
Overall Participants (N=589)	265 (44.99%)	151 (25.64%)	61 (10.36%)	54 (9.17%)	258 (43.80%)

Participants were asked for their preference related to taking in-person versus online courses if COVID-19 or health concerns were not an issue (Table 7). Almost four-fifths of survey participants preferred an online component to their courses, whether fully online (36%) or a combination of both (40%). Across most programs, survey participants were more in favor of taking online only classes versus in-person only classes. It is worth noting that participants were only able to access the survey via online and therefore this survey sample may consist of participants who are much more comfortable utilizing a computer and the internet. Of the programs, only participants from the DSS and Emeritus programs preferred having in-person only classes over online only classes.

Table 7. If COVID-19 or health concerns were not an issue, please tell us which class type you would prefer:

Program	Combination of in-person and online courses	In-person only	Online Only	I do not have a preference
CTE (n=206)	92 (44.66%)	34 (16.50%)	77 (37.38%)	3 (1.46%)
DSS (n=85)	27 (31.76%)	30 (35.29%)	24 (28.24%)	3 (3.53%)
ESL (n=246)	88 (35.77%)	40 (16.26%)	102 (41.46%)	12 (4.88%)
HSDP (n=141)	64 (45.39%)	27 (19.15%)	45 (31.91%)	5 (3.55%)
Community Services (n=24)	13 (54.17%)	2 (8.33%)	8 (33.33%)	0 (0.00%)
Emeritus (n=11)	5 (45.45%)	5 (45.45%)	1 (9.09%)	0 (0.00%)
Parenting (n=22)	13 (59.09%)	2 (9.09%)	6 (27.27%)	0 (0.00%)
Overall Participants (N=589)	233 (39.56%)	115 (19.52%)	214 (36.33%)	19 (3.23%)

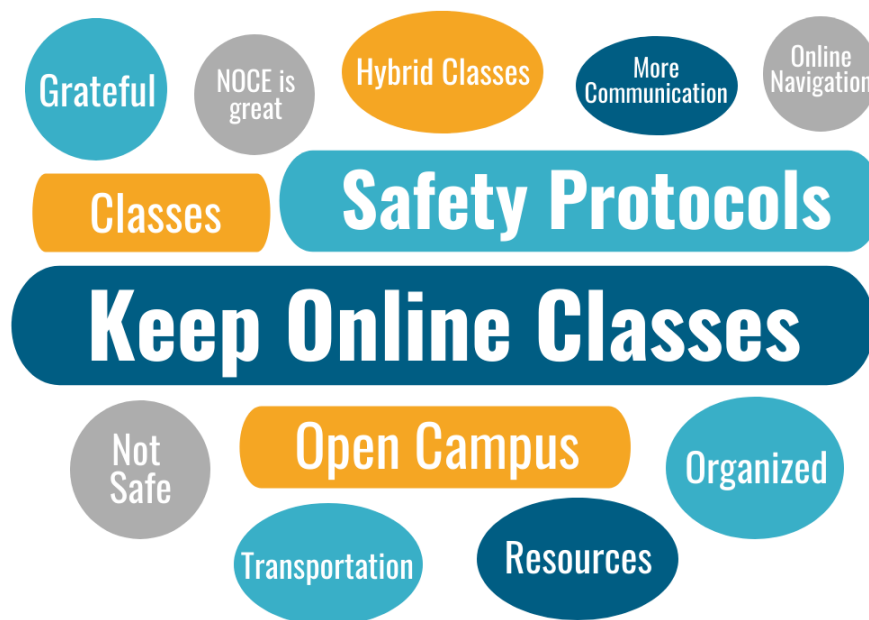
Survey participants were asked, if NOCE continued to offer mostly online courses, would they be inclined to take more or fewer classes online than if they were in-person. Over 40% of participants responded that they would take the same number of classes and 31% of participants shared that they would take more classes online than if we were in person (Table 8). Only a small proportion of participants (5%) responded that they would take a break from taking classes until classes reopen on campus.

Table 8. If NOCE continues to offer mostly online courses, what would best apply to you?

Program	I would take a break until we can meet again	I would take fewer classes than if we were in-person	I would take more classes than if we were in-person	I would take the same number of classes
CTE (n=206)	7 (3.40%)	39 (18.93%)	80 (38.83%)	76 (36.89%)
DSS (n=85)	10 (11.76%)	17 (20.00%)	11 (12.94%)	43 (50.59%)
ESL (n=246)	13 (5.28%)	40 (16.26%)	74 (30.08%)	107 (43.50%)
HSDP (n=141)	3 (2.13%)	19 (13.48%)	47 (33.33%)	69 (48.94%)
Community Services (n=24)	2 (8.33%)	3 (12.50%)	6 (25.00%)	12 (50.00%)
Emeritus (n=11)	1 (9.09%)	1 (9.09%)	1 (9.09%)	7 (63.64%)
Parenting (n=22)	0 (0.00%)	2 (9.09%)	9 (40.91%)	7 (31.82%)
Overall Participants (N=589)	30 (5.09%)	96 (16.30%)	185 (31.41%)	251 (42.61%)

Participants were asked at the end of the survey to provide any feedback, concerns, or suggestions as to how NOCE can better support them or other students in returning to in-person classes for the 2021 Fall Term. Figure 11 displays the most common themes from the feedback provided.

Figure 11. If you have feedback, concerns, or suggestions as to how NOCE can better support you or other students in returning to in-person classes for Fall 2021, please share them in the space below:



The most common theme was around [keeping online courses](#) available at NOCE. Below are several participant comments directly related to this theme:

- *“NOCE is a great place. Having a variety of other medical courses and ONLINE ONLY classes would be ideal. Courses that get you ready for workforce.”*
- *“Please keep all classes online for the people like me who are high risk and for the ones who don’t have Child care or can only take online classes. Also make some in person for the ones who want to go back.”*
- *“Please continue to make classes available online ,some people need to keep their full time positions to support their families and forcing all classes to be in person makes that impossible.”*

The second most common theme among participant responses were around [safety protocols](#):

- *“I’m hoping that things [will] be safe and is following the safety guidelines.”*
- *“I feel that some students don’t follow safety guidelines when we had in person classes. I fear that they would continue with these issues.”*
- *“My concern is that even checking temperature and taking the right precautions before entering class we can still get infected with and/or spread any variant of Covid and I say this because some people may have Covid without any symptoms showing and we have no way of knowing unless we are constantly getting tested.”*

Other themes that surfaced from the analysis of this open-ended question were [transportation needs](#), [a need to improve communication between faculty and students in a remote setting](#), and [overall positive comments](#). Some participants shared their appreciation for NOCE faculty and how the institution has supported them during the pandemic. One participant shared, *“I just want to thank you all for your current support throughout the entire COVID issue.”*


Lastly, some participants provided comments related to the [resources they need](#). Below are some of their comments:

- *“...I lost my jobs last March and had to accept a position dealing directly with the public because I needed to pay my rent and car payments and all other necessary bills or I would have become homeless. Unlike Los Angeles renters, here in Orange county we have not received help or funding to help pay our rent or utilities. I am struggling so badly to even pay my rent and I haven't even been able to pay April's rent yet. If you know of an organization that could help, I would greatly appreciate it.”*
- *“Provide online library facilities to the students.”*
- *“I had been able to continue with High School Subjects. Maybe it took a little longer. Also I have no knowledge on computer classes and had help from daughters to get going. I did get the hang of the programs, zoom classes and course modules. My [suggestion] would be a little guidebook (Paper) for any future shut-downs. Useful info.....Phone Numbers for resources. I did notice some students might have needed workbook materials other than just computer class.”*

APPENDIX A: SURVEY TOOL

English ▼

Default Question Block



Thank you for participating in this NOCE survey. The purpose of this survey is to collect information about NOCE student perspectives to inform the planning of an eventual return to in-person classes. Your responses are confidential and kept private and secure.

Including student feedback into our planning and decision-making process is important to us. NOCE is planning to offer some in-person classes for Fall 2021 and has established COVID safety protocols that align with CDC guidelines, state, and county regulations.

Current NOCE protocols for in-person instruction include:

- All students, faculty, and staff must wear face coverings per CDC guidelines.
- Maintain social distancing by adhering to maximum occupancy signage, one-way directional signs and by sitting in designated student stations.
- Complete the COVID-19 Screening Form and do a temperature check prior to entering the building.

NOCE is committed to the safety of their students, faculty, and staff. For more detailed information about NOCE COVID-19 Guidelines and Protocols, please find the Manual here:

- <https://noce.edu/wp-content/uploads/2020/12/2020-21-NOCCCD-COVID-Manual-Final.pdf>
- This COVID-19 Guidelines and Protocols Manual outlines best practices that aligns with local, state, and federal orders. Please note that the manual and other responses are dynamic and will be updated as more information becomes available.

If you would like to know more about NOCE COVID-19 alerts, updates and resources, please visit NOCE's COVID-19 resource page located here:

- <https://noce.edu/coronavirus/>

This survey takes approximately 5 minutes to complete.

Q1) Are you planning to take a course (online/in-person) at NOCE during Fall 2021 (classes starting August 2021)?

☐ Yes

☐ No

☐ Not sure

Q2) How comfortable do you feel about taking an in-person class at NOCE in Fall 2021?

☐ Very comfortable

☐ Comfortable

☐ Neither comfortable nor uncomfortable

☐ Uncomfortable

☐ Very uncomfortable

Q2a) What would increase your comfort level in attending in-person classes at NOCE?

Q3) Please identify the top 3 reasons that would prevent you from taking an in-person class in Fall 2021? (check top 3):

☐ I do not feel safe at this time

☐ I am concerned that the school will not follow public health protocols that reduce the spread of COVID-19

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- ☐ I am not comfortable wearing the required personal protective equipment
- ☐ My schedule does not allow time for school
- ☐ I do not have childcare / school age children have not returned to classroom instruction
- ☐ I do not want to expose a vulnerable family member to COVID-19
- ☐ My decision depends on the vaccination status of myself and/or family members
- ☐ My decision depends on the overall vaccination rate of the region
- ☐ I have completed my education goal at NOCE
- ☐ Other:

Q4) Please indicate which of the following programs apply to you for Fall 2021 (check all that apply):

- ☐ Career Technical Education (CTE: Administrative Professional, Business Information Worker, Early Childhood Education, Electrical Technology, Funeral Service Assistant, Management, Medical Assistant, Pharmacy Tech, Quality Assurance Management for Medical Devices)
- ☐ Disability Support Services (DSS)
- ☐ English as a Second Language (ESL)
- ☐ High School Diploma/ GED-HiSET Preparation (HSDP)
- ☐ Community Services (fee-based courses)
- ☐ Emeritus (LEAP)
- ☐ Parenting (LEAP)

Q5) What type of classes would you like to see be offered at NOCE in-person?

Q6) What type of classes would you like to see be offered at NOCE online?

Q7) What support services do you see yourself utilizing as a student at NOCE (check all that apply):

- ☐ Wifi Drive Up
- ☐ Laptop Loaner program
- ☐ Drive-through food distribution
- ☐ Book vouchers
- ☐ Other:

Q8) Please indicate at which of the following campuses you prefer to take classes if offered in-person (check all that apply):

- ☐ Anaheim
- ☐ Cypress

- ☐ Wilshire
- ☐ NOCE Off-site
- ☐ I plan to take only online courses

Q9) If Covid-19 or health concerns were not an issue, please tell us which class type you would prefer:

- ☐ In-person courses only
- ☐ Online courses only
- ☐ A combination of in-person and online courses
- ☐ I do not have a preference

Q10) If NOCE continues to offer mostly online courses, what would best apply to you?

- ☐ I would take fewer classes than if we were in person
- ☐ I would take the same number of classes as if we were in person
- ☐ I would take more classes than if we were in person
- ☐ I would take a break until we can meet in person again

Q11) If you have feedback, concerns, or suggestions as to how NOCE can better support you or other students in returning to in-person classes for Fall 2021, please share them in the space below:

Demographics:

Your responses are confidential. This information will be presented in group form to eliminate the potential for individual participants to be identified.

Q12) What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Gender non-conforming
- ☐ Prefer not to answer

Q13) What is your race/ethnicity? (Mark all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American

- ☐ Hispanic or Latino/a/x
- ☐ Middle Eastern
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other
- ☐ Prefer not to answer

Q14) What age category best describes you?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55+
- ☐ Prefer not to answer