



WHAT DO NONCREDIT STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM METRICS LOOK LIKE?

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AGENDA

Who is NOCE?

SEA Program Metric Challenges

Re-defining SEA Program for Noncredit

How Data Guided the 3-Year Plan

Next Steps





GROUP SHARE

- Name
- Institution
- Does your institution offer noncredit courses?
- Does your IR office examine your noncredit data?
- Do you have a designated research focusing solely on noncredit data?

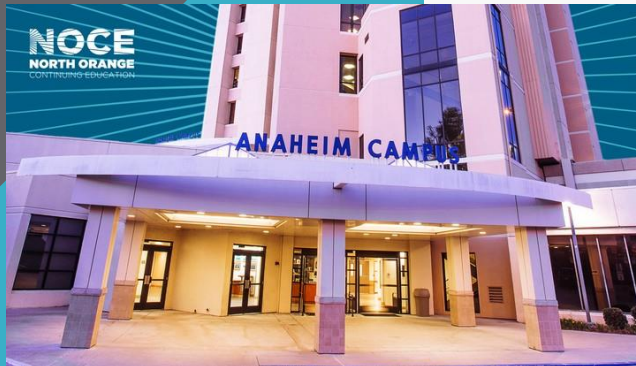
WHO IS NOCE?

STANDALONE CC NONCREDIT

Third largest community college based noncredit provider of adult education

PROGRAMS OFFERED:

- Basic Skills (HSD, HSE, College Prep)
- Career Technical Education
- Disability Support Services
- English as a Second Language
- Lifeskills Education Advancement Program



Anaheim



Cypress



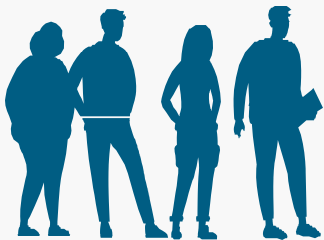
Wilshire

NOCE provides instruction at three main centers and over 90 off-site locations!

NOCE BY THE NUMBERS



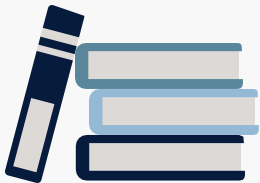
Individual students served by NOCE's academic programs in 2021-22 AY.



68% Females
24% Males



Count of registrations across all academic programs in 2021-22 AY.



TOP 3 EDUCATIONAL GOALS

- 1. Educational Enrichment
- 2. Basic Skills
- 3. Career Exploration

RACE/ETHNICITY

- 28%** Other/Unknown
- 24%** Hispanic
- 24%** White
- 17%** Asian/PI
- 5%** Two or more
- 1%** Black/AA

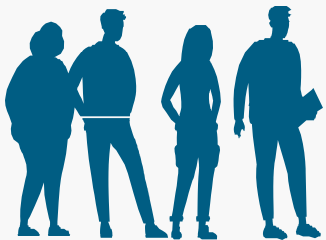
AGE

- 8%** 18 to 24
- 11%** 25 to 34
- 11%** 35 to 44
- 8%** 45 to 54
- 62%** 55+

NOCE BY THE NUMBERS (EXCLUDING EMERITUS)

6K+

Students served in
2021-22 AY
excluding Emeritus.



69% Females
27% Males

18K+

Count of
registrations
excluding Emeritus
in 2021-22 AY.



TOP 3 EDUCATIONAL GOALS

1. Basic Skills
2. Career Exploration
3. Transfer Seeking

RACE/ETHNICITY

49% Hispanic
21% Asian/PI
12% White
12% Two or more
3% Other/Unknown
24% Black/AA

AGE

19% 18 to 24
27% 25 to 34
26% 35 to 44
17% 45 to 54
12% 55+



**HOW ARE NONCREDIT
POPULATIONS EXAMINED IN
YOUR SEA DATA?**

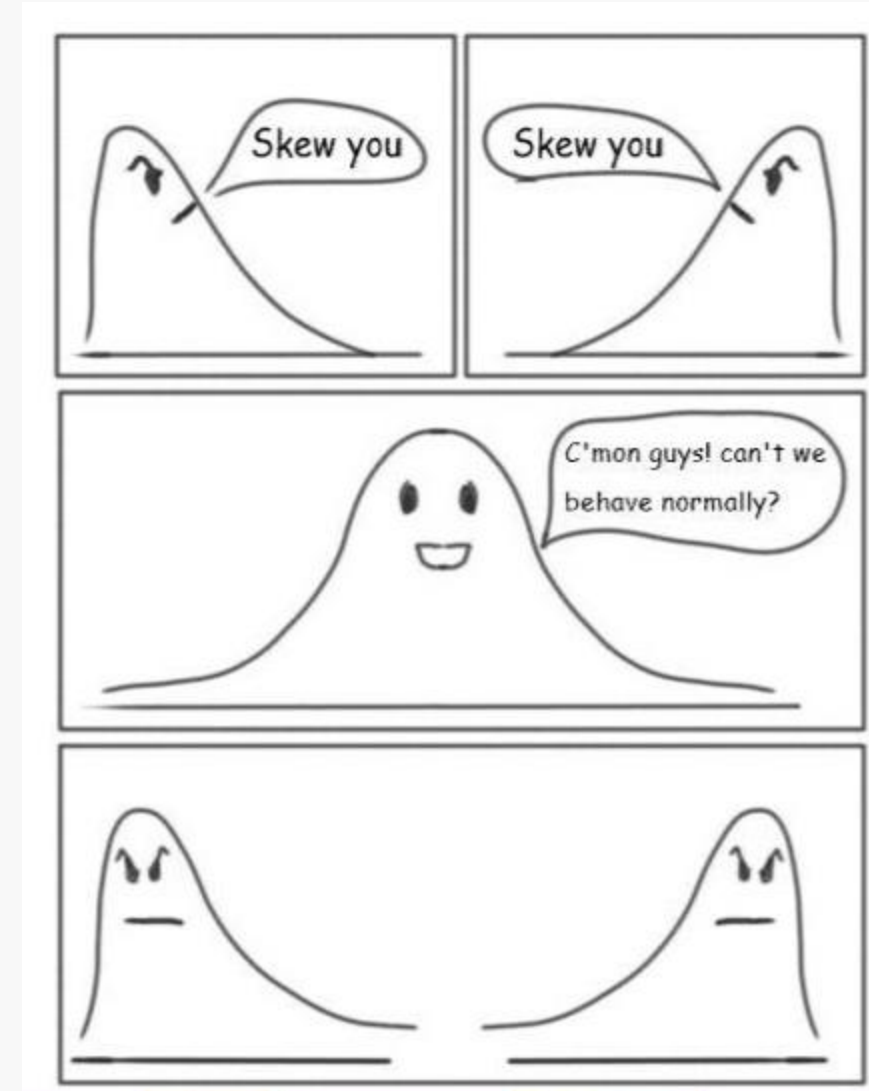
ARE THEY?

SEA PROGRAM METRIC CHALLENGES FOR NONCREDIT

1. Inconsistent Enrollment Definition for NC
2. CCCApply is not the default for NC
3. Special Population data is limited
 - Race/Ethnicity
 - Gender
 - Students with Disabilities
4. Lack of inclusion

WHAT DATA DID NOCE RECEIVE FROM CCCCCO?

- Only available data for one metric
 - Successful Enrollment in the First Year
- Only available data for 2020 and 2021
- The data showed no primary di observed





RE-DEFINING SEA PROGRAM METRICS FOR NONCREDIT

CCCCO SEA METRICS

1. Successful enrollment in the first year (applied and enrolled in the same year)
2. Persisted first primary term to next primary term (fall-winter, winter-spring, or spring- next fall)
3. Completed transfer-level English and Math in the first year
4. Attained CCCCCO approved degree/certificate within 3 years
5. Transferred to four-year institution within 4 years

NOCE SEA METRICS

1. Successful enrollment in the selected year (applied and enrolled in the same year)
2. Retention: Persisted from fall term to spring term in the selected year
3. No Comparable Metric
4. Completion: Attained CDCP certificate or High School Diploma with 2 years
5. Transition: Transitioned to a credit college within NOCCCD for the first time within two years

SUCCESSFUL ENROLLMENT

CCCCO

- SM 300Cx All Cohort Student Applicants Who Enrolled in the Same Community College
- Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year

NOCE

- Among all CCCApply applicants in the selected year, the proportion who enrolled at NOCE
- Denominator: Students who applied to NOCE through CCCApply in the selected year
- Numerator: Enrolled at NOCE in the selected year

2021/22 NOCE Enrollment and Demographics



RETENTION

CCCCO

- SM 453Cx All Cohort Students Who Persisted from First Primary Term of Enrollment to the Subsequent Primary Term
- Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term.

NOCE

- Among all students enrolled at NOCE in the selected Fall term, the proportion of students retained from Fall to Spring in the selected year, excluding students who completed an award (i.e., Career Development College Preparation certificate/diploma or locally approved certificates, or transitioned to Fullerton College or Cypress College in the same year.
- Denominator: Students who enrolled in Fall in the selected year, did not receive a CDCP certificate/diploma or local DSS certificate in the selected year, or did not transition at FC or CC in the selected year.
- Numerator: Enrolled in Spring term in the selected year

2021/22 NOCE Term-to-Term Retention



TRANSFER

CCCCO

- SM 620Cx All Cohort Students Who Transferred to a Four-Year Postsecondary Institution (SM 622Cx)
- Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort

NOCE

- Among all students who enrolled at NOCE in the Fall term of the selected year in Basic Skills Program (BSP), Career Technical Education (CTE), English as a Second Language (ESL), or Disability Support Services (DSS) courses, the number of students who transitioned to Fullerton or Cypress College for the first time ever in the selected year or subsequent year, excluding students who co-enrolled in their first term at NOCE and the credit colleges or had previous enrollments at the credit colleges
- Denominator: Students who enrolled in the Fall term of the selected year in BSP, CTE, ESL or DSS courses
- Numerator: Transitioned to Fullerton College or Cypress College for the first time ever in the selected year or the subsequent year

2020/21 NOCE NC to C Transition



COMPLETION

CCCCO

- SM 619Cx All Cohort Students Attained the Vision Goal Completion Definition (SM 600Cx)
- Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years

NOCE

- Among all students who enrolled in BSP, CTE, or ESL courses in the selected year, the number of students who received a CDCP certificate or High School (HS) diploma in the selected year or any subsequent year
- Denominator: Students who enrolled in BSP, CTE, or ESL courses in the selected year
- Numerator: Received a CDCP certificate/HS diploma in the selected year or subsequent year

2021/22 NOCE Program Completers



DI CALCULATIONS

Gender

Row	2021-22 Data	Female	Male	Unknown
1	# of students enrolled in BSP, CTE, ESL	3,718	1,330	171
2	# of students received a certificate/HS diploma	475	134	22
3	overall certificate completion rate	12.8%	10.1%	12.9%
4	% completed for all students excluding target subgroup	10.4%	12.8%	12.1%
5	margin or error	1.1%	1.6%	5.0%
6	equity gap	2.4%	-2.7%	0.8%
7	disproportionately impacted	no	yes	no
8	# of additional students needed to close gap	N/A	27	N/A

Three-Year DI Trend for Completion

	2019-20	2020-21	2021-22
American Indian/ Alaska Native	no	s*	s*
Asian	no	no	no
Black or African American	no	no	no
Hispanic/Latinx	yes	yes	no
Native Hawaiian/Pacific Islander	no	yes	no
Other/Unknown	yes	no	no
Filipino	no	no	no
Two or More	no	no	yes
White	no	no	no
Female	no	no	no
Male	yes	yes	yes
Unknown	yes	no	no
Has Disability	no	no	no

Note: s* indicates data is suppressed



Data Brief for 2022-2025 NOCE Student Equity and Achievement Program (SEAP) 3-year Plan

Produced by NOCE's Office of Institutional Research and Planning (September 2022)



Accredited by the
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DATA BRIEF

Purpose: Inform the SEA Program committee and other NOCE stakeholders on NOCE data as it related to CCCCCO SEA metrics and the identification of disproportionately impacted (DI) groups.

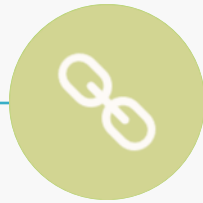
1. Building an institutional understanding of our limitations.
2. Building institutional capacity around utilizing these metrics for decision making.
3. Getting the community engaged with the data.

HOW DATA GUIDED THE 3-YEAR PLAN



FOCUS ON ONE DI POPULATION

- DI trend data
- Size of DI gaps
- Total student population



INITIATIVE ALIGNMENT

- Aligned activities/strategies to other initiatives such as Guided Pathways and California Adult Education Program
- Common Metrics/Objectives
- Avoid duplication/siloing of efforts



DATA DISTRIBUTION

- Conversation with multiple stakeholders, including students, faculty, etc.
- Attempt to gather input on the current structure to identify why these trends exist/persist and possible resolutions.

NEXT STEPS

1. Improve on the number of students providing demographic information
2. Collect data and evaluate the impact of activities/strategies annually
3. Continuous improvement program



BECOME A NONCREDIT SEA CHAMPION!

1. Bring your institution's noncredit students and data to the table
2. Start with identifying the gaps in your noncredit data
3. Identify a noncredit data champion in your IR department
4. Include a noncredit student filter in your dashboards/reports
5. Build a relationship between IR and your noncredit departments



THANK YOU

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