

# 2022/23 CAEP NOCRC EVALUATION REPORT

Prepared by  
NOCE Office of Institutional Research and Planning  
June 2024

**NOCRC**  
NORTH ORANGE COUNTY  
REGIONAL CONSORTIUM  
FOR ADULT EDUCATION



**NOCE**  
NORTH ORANGE  
CONTINUING EDUCATION



Accredited by the  
Accrediting Commission for Schools,  
Western Association of Schools and Colleges  
533 Airport Blvd., Suite 200,  
Burlingame, CA 94010  
Website: [www.acswasc.org](http://www.acswasc.org)

The North Orange County Community College District's (NOCCCD) North Orange Continuing Education (NOCE) Administrative Offices are located at 1830 W. Romney Drive in Anaheim, California 92801. For more information, call 714.808.4645 or visit [www.noce.edu](http://www.noce.edu). It is the policy of NOCCCD to provide an educational, employment, and business environment in which no person shall be unlawfully subjected to discrimination or sexual harassment, nor unlawfully denied full and equal access to the benefits of District programs or activities on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, marital status or physical or mental disability as defined and prohibited by state and federal statutes. The District is also committed to maintaining campuses that are free of harassment, drugs, and alcohol. To read the entire NOCCCD nondiscrimination statement, see the policy in the General Information section in the back of the NOCE class schedule.

THIS PAGE INTENTIONALLY LEFT BLANK

## 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. Consortia are made up of a variety of adult education stakeholders, including K-12 school districts, community college districts, county offices of education, and other community partner organizations. The *North Orange County Regional Consortium for Adult Education (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. The number of adults served by members of the consortium.
2. The number of adults served by members of the consortium who have demonstrated the following outcomes:
  - a. Improved literacy skills
  - b. Completion of high school diploma or their recognized equivalents
  - c. Completion of postsecondary certificates, degree, or training programs
  - d. Placement into jobs
  - e. Improved wages

### Purpose/Objectives of the Evaluation

Through an internal evaluation of the strategies and activities funded in 2022-23 by NOCRC, this report aims to measure the effectiveness of NOCRC in providing adult education services in the North Orange County region with the intent to provide information that can be used to improve and expand adult education programs and services within its service area. The evaluation report describes the strategies implemented in the program year and the relevant data related to each strategy to assess how well the programs have moved toward meeting their key objectives as presented in their strategy proposals. Data is presented both at an institutional level and activity level for NOCRC to track and understand the impact of its strategies and ultimately improve consortium-level outcomes.

### Datasets and Methodology

The findings in this evaluation report are based on an analysis of existing CAEP data and consortium documentation including proposals, email exchanges, meeting notes, and the CAEP 2022-23 budget for NOCRC. 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. Additional data that was not available through institution-wide sources such as student populations served by individual strategies was obtained through data tracking logs provided by individual advisory groups. NOCE's Office of Institutional Research and Planning (OIRP) aggregated, merged, and analyzed all NOCE student data using statistical analytical software. Student-level data was not available to OIRP for the North Orange County Regional Occupational Program (NOCROP) Adult Career Education Program and Garden Grove Adult Education Program (GGAE); therefore, strategy narrative, aggregated counts of student outcomes, and CAEP outcomes were provided by staff from each institution.

Technical data definitions for NOCE are adapted from the definitions in the [2020-21 NOCRC Evaluation Report](#).

## Evaluation Findings by Institution

### North Orange Continuing Education (NOCE)

Table 1 provides an overview of the headcount and enrollment counts of students enrolled within CAEP program areas at NOCE in the 2022-23 academic year. The Emeritus program, which includes 48% of NOCE's enrollments, is excluded from the overall counts since it is not considered a CAEP program area.

Table 1  
NOCE Overall and Program Headcount and Enrollments

	2022-23
<b>Basic Skills</b>	
Headcount	1,090
Enrollments	2,750
<b>Career Technical Education</b>	
Headcount	2,134
Enrollments	7,008
<b>Disability Support Services</b>	
Headcount	526
Enrollments	2,009
<b>English as a Second Language</b>	
Headcount	4,541
Enrollments	11,687
<b>Parenting</b>	
Headcount	927
Enrollments	3,572
<b>Overall*</b>	
Overall NOCE Headcount	8,408
Overall NOCE Enrollments	27,026

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.

Table 2 provides an overview of the enrollment outcomes achieved by students served in the CAEP program areas at NOCE in the 2022-23 academic year and highlights that students take courses across one or more NOCE academic programs. For example, of the 1,090 students enrolled in the Basic Skills program, 19% were co-enrolled in CTE courses and 14% in ESL courses. This trend is apparent for other NOCE program areas and emphasizes the importance of understanding that students are simultaneously enrolled in more than one NOCE program.

Table 3 presents the completion and transition data, 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 enrolled in Basic Skills or ESL courses at NOCE in 2022-23. To align with the LaunchBoard calculations, the transition to postsecondary outcomes were examined for the same and subsequent year, meaning 2022-23 or later.

Table 2. Student Enrollment Outcomes at NOCE by CAEP/NOCRC Strategy Program Areas<sup>12</sup>

NOCE Program Areas						
NOCE Student Outcomes in 2022-23	Students Served by NOCE Overall* (N=8,408)	Students Served by Basic Skills (N=1,090)	Students Served by CTE (N=2,134)	Students Served by DSS (N=526)	Students Served by ESL (N=4,541)	Students Served by Parenting (N=927)
<b>NOCE Noncredit Enrollments Across Programs</b>						
Headcount of Students Enrolled in NOCE Basic Skills Classes	13%	100%	10%	4%	3%	2%
Headcount of Students Enrolled in NOCE CTE Classes	25%	19%	100%	4%	8%	8%
Headcount of Students Enrolled in NOCE DSS Classes	6%	2%	1%	100%	0%	0%
Headcount of Students Enrolled in NOCE ESL Classes	54%	14%	17%	1%	100%	5%
Headcount of Students Enrolled in NOCE Parenting Classes	11%	2%	3%	0%	1%	100%

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

<sup>1</sup> 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. Additionally, the numbers provided in the table are based only on course enrollments and does not consider students served through student support services.

<sup>2</sup> Raw counts for Table 2 are provided in the Appendix.

Table 3. NOCE Student Completion, Transition, and Credit Outcomes by CAEP/NOCRC Strategy Program Areas<sup>3</sup>

NOCE Program Areas						
NOCE Student Outcomes in 2022-23	Students Served by NOCE Overall* (N=8,408)	Students Served by Basic Skills (N=1,090)	Students Served by CTE (N=2,134)	Students Served by DSS (N=526)	Students Served by ESL (N=4,541)	Students Served by Parenting (N=927)
<b>Measurable Skills Gain Outcomes</b>						
Completed a Workforce Preparation Milestone	14%	10%	57%	2%	3%	4%
<b>Noncredit Certificate and Diploma Completers Outcomes</b>						
Headcount of Students who Earned a High School Diploma or Passed GED/HiSET	2%	13%	1%	0%	0%	1%
Headcount of Students who Earned a NOCE CDCP CTE Certificate	3%	2%	10%	0%	1%	0%
Headcount of Students who Earned a NOCE CDCP Other Certificates*	8%	4%	5%	0%	15%	2%
<b>Transition Outcomes**</b>						
Headcount of Basic Skills and ESL Students	5,476	1,090	N/A	N/A	4,541	N/A
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCE CTE)	6%	10%	N/A	N/A	5%	N/A
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCCCD Credit)	4%	8%	N/A	N/A	3%	N/A
<b>Credit Outcomes</b>						
Headcount of Students Enrolled in Credit Classes	3%	8%	7%	5%	1%	3%
Headcount of Students who Earned a Credit Certificate or Degree	0%	1%	1%	0%	0%	1%

Note. \* Other CDCP Certificates awarded at NOCE in 2022-23 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 2022-23. Students are considered transitioned if they achieved a postsecondary outcome any time in 2022-23 or later.

<sup>3</sup> Raw counts for Table 3 are provided in the Appendix.

## North Orange County Regional Occupational Program (NOCROP)

Table 4 provides an overview of the headcount and outcomes of students enrolled within various CTE programs at NOCROP in the 2022-23 academic year.

*Table 4. CAEP Outcomes by NOCROP Students*

NOCROP Student Outcomes						
	Students Served	Completers	# of certificates/licenses awarded	# of students who participate in externships	# of students who gained employment	# of students who are continuing with their education
<b>CTE Completers Outcomes</b>						
Medical Assistant: Clinical & Administrative	33	30	30	30	9	8
Nurse Assistant: Long-Term Care	53	50	50	51	13	7
Vocational Nurse	30	28	28	29	14	
Medical Terminology	90	82	N/A	N/A	23	30
Dental Assistant: Level I	18	18	18	18	16	
Dental Assistant: Level II	16	16	16	N/A	16	
IT Fundamentals	9	7	7	N/A	1	

## Garden Grove Unified School District's (GGUSD) Adult Education Program (GGAE)

Table 5 highlights the outcomes achieved by students served at GGAE who utilized the Burlington English (BE) software in the 2022-23 academic year. Data for examining outcomes was provided to NOCE OIRP by the GGAE staff. Data was retrieved from the CAEP Student Gains Report within CASAS TOPSpro Enterprise and the Burlington English Software Usage Report.

*Table 5. CAEP Outcomes Achieved by GGAE Students*

GGAE ESL Student Outcomes	
	Students Served (N=495)
Number of Burlington English licenses purchased	450
Number of students who utilized Burlington English software	775*
Number of hours of engagement using the BE curriculum	4965.7
Number of students with 12 or more hours of instruction (Participants)	737
Number of participants who attained literacy gains	478 (65%)

Note. \* Due to open enrollment, GGAE removes inactive students and adds active students utilizing the same BE licenses purchased.

## Evaluation Findings by Strategy/Activity

### NOCE Basic Skills: Direct Instruction

#### Activity Goals:

The intended goals of the activity included increasing participants in the HSD program and increasing student retention, leading to students completing their HSD program.

**Description:** The activity offered direct instruction workshops in English and Mathematics (General Math and Algebra) to students in the high school diploma (HSD) program lab at the Anaheim Campus. The direct instruction workshops differ from the independent study at the HSD lab since they provide planned lessons similar to a traditional classroom setting with defined teaching tasks to allow students to progress faster toward their high school diploma program completion.

#### Outcomes

- Number of students who participated in the direct instruction workshops: 35
- Number of direct instruction workshops enrollments: 41 (6 of the 35 students were enrolled in more than one workshop)
  - Number of workshop enrollments with a passing grade in the associated course for that workshop: 29 out of 41 (71%)
- Number of students who completed NOCE high school diploma: 8 out of 35 (23%)
- Number of remaining students retained in the HSD program: 20 out of 27 (74%)

#### Points to Note:

While examining the data, OIRP noticed that data is scattered and captured differently depending on the faculty.

#### Actionable Data Recommendations:

To create consistency in data collection methodology across multiple faculty, create an active electronic log that identifies which students are participating in the direct instruction workshops.

## NOCE Basic Skills: High School Equivalency (HSE) Instructional Program

### Activity Goals:

The intended goals of the activity included increasing participants in the HSE program and increasing student retention, leading to students passing their GED/HiSET exams.

**Description:** The activity offered cohort-based instruction in a structured class setting to adult students in Language Arts, Science, Mathematics, and Social Studies subject areas to prepare them for the GED or HiSET exam.

### Outcomes

- Number of students served in HSE courses: 130
- Number of enrollments in HSE courses: 341
- Number of students who completed GED/HiSET exam: 6
- Number of students retained in the HSE program from Fall 2022 to Spring 2023: 29 out of 124 (23%)

### Points to Note:

The GED/HiSET completion outcomes are only calculated for students enrolled in the GED courses during the 2022-23 academic year. An additional four former NOCE students completed their GED/HiSET exams during 2022-23 but were not enrolled in the GED courses for the academic year.

### Actionable Data Recommendations:

Encourage NOCE HSE students to select and report NOCE as their GED Test Prep Center when creating their GED.com account since NOCE faculty can only pull up a completers list for those students.

## NOCE Career Technical Education: Outreach, Pathways, Student Support, Entry/ReEntry, and Workforce and Program Development

### Activity Goals:

The intended goals of the activity included course and certificate completion and increasing student transition to the workforce.

**Description:** The activity offered student services in the Career Skills and Resource Lab to provide students access to career-related training and assistance with the creation of resumes, cover letters, completing online applications, career exploration, etc.

### Outcomes

- Number of total visits to the Career Skills and Resource Lab: 444
- Number of students served at the Career Skills and Resource Lab: 173
  - Number of students who completed a resume: 70, with an additional 72 in progress
  - Number of students who completed a cover letter: 6, with an additional 20 in progress
  - Number of students who received job search assistance: 84
  - Number of students who completed a job application: 21, with an additional 5 in progress
  - Number of students who completed a mock interview: 6
  - Number of students who attained a job: 2
- Number of workshops offered through CRC: 91
- Numbers of students (duplicated) who attended workshops: 722

### Points to Note:

The job attainment data outcomes are limited in that they are self-reported by the students. Not all students who received services return to CRC to share their employment outcomes.

### Actionable Data Recommendations:

Not all student IDs provided on the internal CRC log matched student records in Banner. Ensure that students who are being served provide their complete name and an accurate student ID.

## NOCROP Career Technical Education: Outreach, Pathways, Student Support, Entry/ReEntry, and Workforce and Program Development

### Activity Goals:

The intended goal of the activity included providing support to prepare students to earn certification or state licensures to meet the demands of the current labor market.

**Description:** This activity supported the cost of certification preparation and test registration for the adult Medical Assisting program along with the purchase of updated equipment meeting new industry standards for the Dental Assisting, Medical Assisting, and Vocational Nursing programs. Additionally, this activity supported a full-time counselor and a marketing specialist.

### Outcomes

- Number of students whose vocational nursing license fees were supplemented: 28
- Number of students served by the full-time counselor: 275
  - Services provided included: goal setting and planning, tracking student progress, facilitating student schedules and registrations
- Marketing specialist supported NOCRC by:
  - Creating awareness videos and ads and played them at Fullerton DMV, Garden Walk AMC, Linbrook Lanes, and Facebook/Instagram

### Points to Note:

Aggregated data for NOCROP activities are provided by NOCROP staff since NOCE OIRP does not have access to student-level data.

### Actionable Data Recommendations:

Possibly create data sharing agreements within NOCRC to examine student outcome across the consortium.

## NOCROP Career Technical Education: Data and Accountability

### Activity Goals:

The intended goals of the activity included providing professional development for staff and instructors to gain a better understanding of the student learning management system to accurately assess and document student outcomes for reporting.

**Description:** The activity offered professional development for adult education support staff members and instructors to make sure they were equipped with the skills and knowledge to effectively use and navigate the student learning management system, which included running demographic reports, enrolling and surveying students, and providing general support through their classes.

### Outcomes

- Orbund Training
  - The Director of Nursing, Student Information Specialist, and Counselor received training from Orbund, NOCROP's student information system, on creating customized reports for attendance and grading.
- Onboarding of Student Information Specialist
  - Increased validation in data collection and monitoring of attendance and grade accuracy in Orbund
  - Integrated Orbund data into CASAS TOPSpro for reporting of attendance, program hours, grades, and completion outcomes.

### Points to Note:

Quantitative data not provided due to ongoing work regarding the capture and reporting of outcome metrics.

### Actionable Data Recommendations:

Ensure that data captured in Orbund accurately exports to data in CASAS TOPSpro fields so that all student outcomes are reported to the State CAEP Office.

## NOCE Disability Support Services: Instructional Offerings

### Activity Goals:

The intended goals of the activity were to expand instructional offerings, increase student enrollment in these course offerings, and focus on providing courses that better meet the needs of students.

**Description:** Under this activity, DSS faculty and staff provided instructional courses to support students with disabilities to prepare them to become more independent and increase their personal responsibility skills in school, work, and the community.

### Outcomes

- Number of students served in DSS courses supported by this activity: 103
- Number of enrollments in those DSS courses: 218
- Number of enrollments with successful grades: 179 (82%)
- Number of students who completed at least one local DSS certificate: 12 out of 103 (12%)

### Points to Note:

The data presented above examines the outcomes of all students enrolled in CRNs supported by the faculty and the Student Services Specialist funded by CAEP. For the CRNs that were supported by the Student Services Specialist, it is assumed that all students enrolled received direct services.

### Actionable Data Recommendations:

Since the activity is instructional and data is captured in Banner based on student enrollments, there is no data recommendation about improving the data collection process.

## NOCE Disability Support Services: Services and Workforce

### Activity Goals:

The intended goals of the activity were to increase the number of students with disabilities included in postsecondary education and employment.

**Description:** The activity provided educational and wellness support to students with disabilities through the ARISE hub with a focus on helping students develop organizational, academic, and social skills. The job developer provided services that included career exploration and helped prepare students with disabilities for employment.

### Outcomes

- ARISE Hub
  - Number of ARISE Hub visits: 7,169
  - Number of students served by the ARISE Hub: 359
    - Number of students served by the ARISE Hub who are enrolled in a NOCE course: 221
    - Number of students served by the ARISE Hub who are enrolled in a NOCE DSS course: 178
- Job Developer
  - Number of students who received employment services from a job developer: 28
  - Number of students who were interviewed: 4
  - Number of students who gained employment: 4
  - Number of students who received retention services: 23
  - Number of students who retained employment for a minimum of 90 days: 3

### Points to Note:

The outcomes reported for the students served by the job developer are provided to OIRP by the DSS workforce team.

Not all student IDs provided on the ARISE Hub Excel file matched student records in Banner.

### Actionable Data Recommendations:

Ensure that students who are being served provide their complete name and an accurate student ID.

## NOCE English as a Second Language: Offsite Student and Locational Development

### Activity Goals:

The goals of the activity included the reestablishment and maintenance of partnerships and offsite locations to offer ESL courses in person. The activity aimed to increase student enrollments in ESL courses at the offsite locations.

**Description:** The focus of this activity included offering ESL courses at offsite locations through partnerships with K-12 school districts and other community-based organizations. These offsite ESL classrooms provided access to English language learning to adults within the community who may be unable to attend ESL courses at onsite NOCE locations due to barriers such as transportation and childcare.

### Outcomes

- Number of enrollments in ESL offsite courses: 894
- Number of adults served in ESL offsite courses: 583
  - Number of offsite ESL students who completed an ESL certificate: 23 (4%)
  - Number of offsite ESL students enrolled at onsite ESL courses: 81 (14%)

### Points to Note:

The outcomes provided above are of all students served in ESL offsite courses that were supported by the ESL Community Engagement team.

### Actionable Data Recommendations:

Since the long-term focus of the activity is to improve educational functioning level (EFL) gains at offsite locations, it is recommended to track EFL levels year-by-year at offsite locations for longitudinal analysis.

## GGUSD English as a Second Language: Burlington English Licenses

### Activity Goals:

The intended goals of the activity included increasing the number of students who utilized Burlington English licenses, became participants with 12 or more hours of instruction, and attained literacy gains.

**Description:** Under this activity, Garden Grove Adult Education (GGAE) purchased Burlington English (BE) licenses to be used in ESL classes to support student progress in pronunciation, comprehensibility, and technical skills, intending to increase literacy gains and improve basic skills.

### Outcomes

- Number of Burlington English licenses purchased: 450
- Number of students who utilized Burlington English licenses: 775
  - Due to open enrollment, GGAE removes inactive students and adds active students utilizing the same BE licenses purchased.
- Number of hours of engagement using the BE curriculum: 4,965
- Average number of hours spent by student: 6 hours 24 minutes
- Number of students with 12 or more hours of instruction: 737
- Number of students who attained literacy gains: 478 out of 737 (65%)

### Points to Note:

The numbers provided above are aggregated data from the GGAE team since the NOCE OIRP team does not have access to GGAE's student-level data.

### Actionable Data Recommendations:

Possibly match students who utilize Burlington English licenses at GGAE with their CASAS data to determine potential impact of the usage of BE on the literacy gains.

## NOCE K-12 Student Success: Social-Emotional and Trauma-Informed Education

### Activity Goals:

The intended goals of the activity included increasing participants in the parenting courses, leading to students completing local parenting certificates.

**Description:** The activity offered parenting classes focusing on educating adults who support K-12 students to increase awareness of the effects of childhood adversity on the learning and academic success of students. To support the needs of the adults in the community, in-class translation services were provided to adults attending these classes.

### Outcomes

- Number of students served in parenting courses and workshops: 408
- Number of enrollments in parenting courses and workshops: 987
- Number of students who completed local parenting certificates: 16
- Number of course sections that provided in-class translation services: 4
- Number of individuals attended annual K-12 Student Success Trauma Informed Conference: 140

### Points to Note:

In 2022-23, students who enrolled in the Building Trauma-Informed Communities (BTIC) courses did not meet the requirements for a local BTIC certificate due to the cancellation of BTIC courses that satisfy the BTIC local certificate requirements.

### Actionable Data Recommendations:

Conduct analysis to determine whether conference participation created engagement and completion in Love and Logic and BTIC courses.

## NOCE Student Services for Transition: Counseling and Support Services

### Activity Goals:

The intended goals of the activity included increasing the number of students participating in the transition services and increasing the number of students who transition to credit colleges within the district.

**Description:** The activity supported a full-time counselor focused on overseeing and coordinating transition efforts, including the Adult College and Career Transition (ACCT) program. The services included developing an education plan with students through counseling appointments, increasing awareness about the transition process through workshops focused on topics such as financial aid, career development, and the Dream Your Future conference, and supporting students with transition to credit colleges by offering the Transition to College course (IHSS 300).

### Outcomes

- Number of counseling visits with the full-time transition counselor: **596**
- Number of students served by full-time transition counselor: **458**
  - Number of students who transitioned to credit college after counseling appointment: **47 (10%)**
- Number of students enrolled in the IHSS 300 course: **31**
  - Number of students who transitioned to credit college after attending the IHSS 300 course: **12 (39%)**
- Starfish Data
  - Number of individuals who received outreach by a counselor: **85**
  - Number of students registered in a course in the academic year: **6 (7%)**

### Points to Note:

The data presented above focuses only on transition outcomes to credit colleges within the district. There may be students who were served by the transition counselor who did not have an intent to transition to a credit college, thus impacting the transition outcome rate.

### Actionable Data Recommendations:

Possibly use Banner/SARS\* service codes to identify interactions/services directly addressing a student's intent and interest to transition to a credit college or career pathway classes.

\*SARS is the scheduling and reporting system used at NOCE for counseling appointments.

## Recommendations

---

Throughout the process of collecting data from strategy providers, the cleaning and analysis process, and summarizing the strategy descriptions, OIRP discovered several areas that have room for improvement. Below are OIRP's recommendations for program and process improvement:

### 1. A clear outline of goals and objectives of the strategy

- Ensure that strategy proposals clearly outline the desired goal(s) of the strategy, including strategy objectives in measurable terms that address the regional need the strategy is trying to meet

### 2. Improvements in the data collection process

- Ensure accurate gathering of student names and Banner IDs in order to limit missing data for students who received services
- Verify that the names and Banner IDs of the students are accurate

### 3. Collection of qualitative data

- Gather student feedback on strategies and services to determine what is working well for students and what needs to be improved
- Collect feedback from faculty and program staff who are implementing the strategies and provide services to ascertain what is working well and what needs to be improved

## Appendix

### Raw Counts of Student Enrollment Outcomes at NOCE by CAEP/NOCRC Strategy Program Areas

NOCE Student Outcomes in 2022-23	NOCE Program Areas					
	Students Served by NOCE Overall* (N=8,408)	Students Served by Basic Skills (N=1,090)	Students Served by CTE (N=2,134)	Students Served by DSS (N=526)	Students Served by ESL (N=4,541)	Students Served by Parenting (N=927)
<b>NOCE Noncredit Enrollments Across Programs</b>						
Headcount of Students Enrolled in NOCE Basic Skills Classes	1,090	1,090	208	22	155	22
Total Enrollments in NOCE Basic Skills	2,750	2,750	544	85	351	57
Headcount of Students Enrolled in NOCE CTE Classes	2,134	208	2134	23	354	71
Total Enrollments in NOCE CTE	7,008	832	7,008	94	977	225
Headcount of Students Enrolled in NOCE DSS Classes	526	22	23	526	4	0
Total Enrollments in NOCE DSS	2,009	85	93	2,009	7	0
Headcount of Students Enrolled in NOCE ESL Classes	4,541	155	354	4	4,541	45
Total Enrollments in NOCE ESL	11,687	553	1,259	7	11,687	158
Headcount of Students Enrolled in NOCE Parenting Classes	927	22	71	0	45	927
Total Enrollments in NOCE Parenting	3,572	79	329	0	92	3,572

Raw Counts of Student Completion and Transition Outcomes at NOCE by CAEP/NOCRC Strategy Program Areas

NOCE Program Areas						
NOCE Student Outcomes in 2022-23	Students Served by NOCE Overall* (N=8,408)	Students Served by Basic Skills (N=1,090)	Students Served by CTE (N=2,134)	Students Served by DSS (N=526)	Students Served by ESL (N=4,541)	Students Served by Parenting (N=927)
<b>Measurable Skills Gain Outcomes</b>						
Completed a Workforce Preparation Milestone	1,217	110	1,217	11	129	35
<b>Noncredit Certificate and Diploma Completers Outcomes</b>						
Headcount of Students who Earned a High School Diploma or Passed GED/HiSET	143	139	22	1	8	5
Headcount of Students who Earned a NOCE CDCP CTE Certificate	215	27	214	1	26	3
Headcount of Students who Earned a NOCE CDCP Other Certificates*	703	47	102	1	696	15
<b>Transition Outcomes**</b>						
Headcount of Basic Skills and ESL Students	5,476	1,090	N/A	N/A	4,541	N/A
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCE CTE)	309	106	N/A	N/A	230	N/A
Basic Skills/ESL Students who Transitioned to Postsecondary (NOCCCD Credit)	194	91	N/A	N/A	122	N/A
<b>Credit Outcomes</b>						
Headcount of Students Enrolled in Credit Classes	288	89	141	24	55	24
Headcount of Students who Earned a Credit Certificate or Degree	31	6	18	2	3	5