Creating a Process for Evaluating Noncredit Institutional Effectiveness

North Orange Continuing Education
Office of Institutional Research and Planning
Jason Makabali
Tina King, Ed.D.
Dulce Delgadillo, M.P.P.
Harpreet Uppal, Ph.D.
Presentation at a Glance

- Let’s get to know a bit about each other!
- What is noncredit?
- Challenges of evaluating noncredit programs
- The process of developing metrics and indicators
  - Where do we even start?
  - Who should be involved?
  - How do we do it?
- How these metrics and indicators are used
  - Reporting
  - Accreditation and program review
Ice Breaker

- Does your college/institution offer noncredit courses/programs?
- Is your college/institution currently evaluating these courses/programs?
  - If yes, how are they being evaluated?
    - What metrics and indicators are being used to evaluate them?
    - Do the ways in which they are evaluated vary by course/program?
  - If no, has there been a discussion about evaluating noncredit courses on your campus?
What is Noncredit?

Apportionment
- High School Diploma/GED Prep/Basic Skills
- Short-Term Vocational (CTE)
- English as a Second Language
  - Citizenship
  - Vocational
  - Specialty
- Disability Support Services
- Emeritus
- Parenting

Community Service
- Other courses offered to serve the needs of the community
  - KIDS College
  - Creative Arts
  - Business Skills/Professional Development
  - Physical Education/Dance
  - Music
  - Foreign Language
Challenges to Noncredit Program Evaluation

- No Clearly Defined Metrics or Indicators
- Varied Program Structure
  - Varied Course Structure within Programs
- No Census Date
- Open Enrollment
- Roll-over Courses
- May Not Be Graded
What Do We Need to Know Before We Can Evaluate Our Offerings?

- What are we going to evaluate?
- Who are we bringing to the table?
  - How will we create buy-in?
  - Why does this matter to them?
  - To what extent will they be involved in the process?
- How will we develop our metrics?
What Are We Evaluating?

- What is the purpose of these metrics?
- Which metrics do we need?
  - E.g. Enrollment, Retention, Persistence
- What is the scope of these metrics?
  - Will they be institution-wide?
  - Must they be specific to programs?
How to Create Buy-In

- Collaboration with
  - Registrar’s Office
  - Program Directors
  - District Information Services (IS)

- Showcasing the Data
  - Present what data we have and what our needs are
  - Presented at the Provost Staff and Academic Senate
  - NOCE Institutional Effectiveness Committee
The Metric Development Process

1. Need to know your institutional data
2. Do your research
3. Create your metrics
4. Review and vet your metrics with governing bodies
5. Repeat as needed
Getting to Know Your Institutional Data

- Explore what data you have available to you
- Identify the gaps in your data
  - Consider how these gaps can be filled
  - Identify if data is available that can be used as a proxy
- Become an institutional historian
  - Understand how your program/institution operates
  - Know the history of your institution
    - May help to explain your data
Researching Other Similar Metrics

- CCCCCO MIS Data Element Dictionary/ Data Mart
- AEBG LaunchBoard Adult Education Dashboard Data Element Dictionary
- Academic Senate for California Community Colleges
- Title 5
- The Carnegie Unit: Definition of Credit Hour
The Revision and Vetting Process

- Provost Cabinet
- Academic Senate
- Institutional Effectiveness Committee
- DREAM (Data, Reporting, Evaluation, and Accountability Measures) Team
- Provost Staff
Example 1 - The NOCE Enrollment Definition

- Argos Reports created by District IS (December 2016)

- A student is considered enrolled if he or she registered and attended any class sessions in a given term. A student is not considered enrolled if (1) registered for a course but did not show up to any of the class sessions (NS - no show), (2) registered for a course but the class is cancelled prior to the term start date (CN), (3) on the waitlist (WL) or dropped from the waitlist (WD) but did not enroll in the course, or (4) auditing a course (AU) (May 2017).

- A student is considered enrolled if he or she registered and attended any class sessions in a given term. The registration codes included in the enrollment definition are CA, DC, DN, DO, DT, RE, RW, WA, and WW and excluding those who have null grades and null hours (October 2017).

- A student is considered enrolled if he or she registered for and attended any class session in a given term. A determination on whether a student enrolled in a course is based on the NOCE registration status codes, course attendance hours, and course grade. The registration codes included in the enrollment definition are CA, DC, DN, DO, DT, RE, RW, WA, and WW. However, students with any of these registration codes and neither attendance hours nor grades are not considered enrolled. Students with other registration status codes are not considered enrolled (January 2018).
Example 2 - The NOCE Persistence Definition

Fall to fall persistence rate = \[
\frac{\text{Number of first-time NOCE students who enrolled consecutively from fall to fall}}{\text{Starting fall cohort (first-time SCE students with only consecutive enrollment)}}
\] (December 2016)

Cohort based. Persistent students are those who continued enrolling consecutively for three terms, summer notwithstanding, transitioned to credit coursework, graduated, or received a certificate within a year (September 2017).

Cohort based (new NOCE fall term students). Persistent students are those who continued enrolling consecutively for four terms (fall, winter, spring, fall), summer notwithstanding, graduated from NOCE with a diploma, received a certificate, or transitioned to credit coursework within NOCCCD within four terms (October 2017).

Cohort based. Among first time NOCE students enrolled in the fall term who had 12+ instructional contact hours in ESL, HSDP, CTE, DSS, and/or Parenting Program within LEAP in the selected year, the number of students who continued enrolling consecutively for four terms (fall, winter, spring, fall), summer notwithstanding, graduated from NOCE with a diploma, received a certificate, or transitioned to credit coursework within NOCCCD within four terms (December 2017).

Cohort based. Persistence is defined as the number of students in the cohort who meet one or more of the following criteria: (1) consecutively enrolled for four primary terms (fall, winter, spring, and fall), summer notwithstanding, (2) graduated from NOCE with a high school diploma, (3) received a CTE or ESL Academic Success certificate, or (4) transitioned to credit coursework within NOCCCD within four terms. To be included in the cohort, a student must be a first-time student at NOCE in the selected fall term and have completed at least 12 or more instructional contact hours in the ESL, HSDP, CTE, and/or DSS programs in the selected year. Persistence rates are not calculated for the LEAP program because most of the courses offered in LEAP do not lead to an educational pathway outcome and are geared more toward personal enrichment (January 2018).
<table>
<thead>
<tr>
<th>NOCE Defined Metrics</th>
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<tbody>
<tr>
<td>Enrollment</td>
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<tr>
<td>Student Enrollment Status</td>
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<tr>
<td>Hours Completed</td>
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<tr>
<td>Course Retention</td>
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<tr>
<td>Course Success</td>
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<tr>
<td>Term to Term Retention</td>
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<tr>
<td>Persistence</td>
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<tr>
<td>Certificate and Diploma Completion</td>
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<td>Noncredit to Credit Transition</td>
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How We Use These Metrics

- Accreditation
- BSI, SE, SSSP Integrated Plan
- Institutional Effectiveness Report
- Program Review
- Daily Research Requests
Next Steps

- Build greater understanding within NOCE of how our metrics work
  - Data Workshops
- Tableau Dashboards
- Continue to review metrics
  - Metrics Simplification
- Explore other possible metrics for development
  - Transition within NOCE
  - Credit to Noncredit Transition/ Swirl
Questions
Contact Information

Dulce Delgadillo, M.P.P.  
ddelgadillo@noce.edu

Tina M. King, Ed.D.  
tking@noce.edu  
@DrKingTina

Jason Makabali  
jmakabali@noce.edu

Harpreet Uppal, Ph.D.  
huppal@noce.edu

Phone: 714.992.9511  
Web: www.noce.edu