

Office of  
Institutional  
Research and  
Planning

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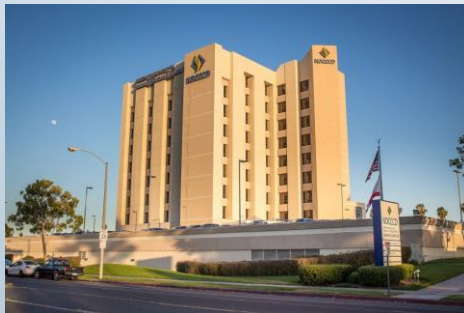
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# Student Voices That Lead to Institutional Change

# NOCE

- Fifth largest community college based noncredit provider of adult education
- Programs Offered:
  - Career Technical Education
  - Disability Support Services
  - ESL
  - High School Diploma/ GED-HiSet preparation
  - Lifeskills Education Advancement Program



Anaheim



Cypress



Wilshire

# Student Equity Conference

- November 2016
- Student Equity Advisory Committee agreed to fund an opportunity for qualitative data
- First time our institution had ever collected qualitative data



# Purpose

- Create an equity-minded culture at North Orange Continuing Education
- Create a professional development opportunity for staff and faculty
- Creating awareness of what it means to be an institution that values equity for our students
- Share with our community (NOCE constituents) our Student Equity targets
- We identified our disproportionately impacted students based on the states methodology

Two focus groups

One facilitator and one note taker in each

1 hour and 15 minutes long

Tape recorded

Methodology

# Recruitment and Participants

- 14 students participated
  - 8 in one and 6 in another
  - 6 females
  - 8 males
  - Ages ranged from 18-70
  - Time at NOCE ranged from 5 years to less than 1 year
  - DSS students
  - Enrolled in Pharmacy Tech, ESL, Medical Assistant programs, and other programs



# Protocol

- Questions were derived from Student Equity literature produced by The Community College Equity Assessment Lab (CCEAL) and Center for Urban Education (CUE) at USC
- Questions were categorized into themes associated with student equity goals:
  - Access
  - Course Completion
  - Certificate Completion
  - Transfer

<b>Relationship with Counselor</b>	<b>Relationship with My Instructor</b>	<b>Child Care</b>	<b>Financial Responsibility/My Job</b>
<b>Health</b>	<b>Transpiration</b>	<b>Commitment to My Future Goals</b>	<b>Support Services at SCE</b>
<b>Tutoring</b>	<b>Support Networks at School</b>	<b>Family Responsibility</b>	<b>Class Schedule or Offerings</b>
<b>Labs</b>	<b>No Computer / Internet at home</b>	<b>Insufficient Knowledge of College Environment</b>	<b>Lack of Sense of Belonging</b>

# Analysis

- Recordings outsourced for transcribing
- Transcripts were then coded by themes
- Themes were categorized based on guiding questions and outcomes
- Uniqueness of the population



# Outcomes

1. Students' Educational Goals

2. Pervasive Challenges Experienced by Students at NOCE

3. Support at NOCE

4. Support Outside of NOCE

5. Recommended Changes by Students

# Educational Goals

- To continue learning and taking more courses
- Transfer to a college
- To pursue a master's degree
- To complete the certificate programs currently enrolled in
- To get a job
- To learn English and advance in ESL courses

# Barriers to Education

- Family responsibility
- Financial responsibility/my job
- Childcare
- Relationship with instructor



*"The cost of the certificate or the exam, especially in pharmacy technical program and other careers, and the books."*

# Support at NOCE

- Counselors
- Learning Centers
- Faculty
- Affordability of classes



*"Counseling for people who come in to get educated and transfer their degree from other countries. Counseling was helpful a lot. Mainly to set up what we need to do, how to get a degree, how to get GED up to date and where to move on from SCE to college."*

# Outside Support Systems

- Self motivated

*"My motivation is me. It's my dream. We all have dreams. This is the country that you can do that. Education is very open value, you can grab it anywhere, it doesn't have to be at SCE."*

*"The things that motivate me is I want to have a better job in the future. That way I can help my family, and my brothers and sisters. I have to do that, so that's motivation."*

*The thing that motivates me is my family, because I'm the first generation to go to college. My mom she gives me a lot of expectations*



# Recommendations

## Academic Needs

- Extend learning center hours
- Quiet place to study
- Place to hold study groups
- Need for externships for CTE programs

## Non-Academic Needs

- Community liaison
- Personal counseling
- Updating the school website
- Financial resources

# Next Steps

- Conduct more focus groups!
- Identify themes by program and student groups
- Keep incorporating findings as a part of the Institutional Effectiveness report
- Present findings to various institutional stakeholders
- Track progress on student recommendations

# Questions



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