2019

CAEP Data Collection Manual

NORTH ORANGE COUNTY REGIONAL CONSORTIUM FOR ADULT EDUCATION (NOCRC)

CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)

NOCE OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

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Overview of CAEP Data Collection

To streamline the process of data collection for North Orange County Regional Consortium (NOCRC), this data collection manual was developed by NOCE's Office of Institutional Research & Planning. The goal of this manual is to provide guidance on each strategy's data collection efforts.

Why Collect Data?

The information gathered on NOCE's application for admissions form (AFA), supplemental questionnaire, registration forms and CAEP data collection forms serve several purposes:

- Provide documentation of services received by participants
  - Number of students who have received any type of CAEP service
  - Number of students who have enrolled in an NOCE course supported by CAEP
- Monitor program performance
- Assist supervisors and staff in planning quality improvements to enhance program implementation and outcomes attained locally
- Assist the California Community Colleges Chancellor's Office, administrators, and program staff in tracking participants' progress in attaining outcome goals:

Participation:
Adults served by the Consortium: Reportable Individuals, which includes all K-12 adult education or community college noncredit students, who have 12+ hours of instructional contact hours in any of the seven program areas and/or received support services.

Progress:
Adults served by members of the consortium who have demonstrated the following measure of progress:
- Improved Literacy and Basic Skills: Includes completion of a course in ABE, ASE, or ESL for levels below transfer or CDCP certificate in basic skills or ESL.
- Transition to a New Program: From ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to CTE.

Completion:
- Completion of High School Diplomas or Recognized Equivalents
- Completion of Postsecondary Certificates, Degrees, or Training Programs: CDCP CTE certificates with more than 48 contact hours, locally approved certificates eligible for inclusion on the Employment Training Provider List or certificates that meet the threshold of Title IV Federal Student Aid, any credit college award, certificate, degree that is no developmental.

Placement into Jobs:
Employment after two or four quarters post exit.

Improved Wages:
Wage gain four quarters after exit, median wage attainment two quarters after exit, attainment of a living wage.

Transition to Postsecondary:
Transition to noncredit or credit CTE program, transition to credit courses that are not developmental.

What is MIS?

The California Community Colleges Chancellor's Office Management Information Systems (MIS) unit collects data from all the California community colleges and community college districts. This data is stored in the Chancellor's Office data warehouse and used for reporting to federal and state agencies. Many of the data tools made available by the Chancellor's Office use the MIS database as a data source to determine how well the districts and colleges are serving their students. These data tools include the Student Success Metrics dashboard, the Student Success Scorecard, the Chancellor's Office MIS Data Mart, Data on Demand, and the Cal-PASS Plus LaunchBoard, among others.

Each California community college and college district is required to collect and submit this data to the Chancellor's Office at regular intervals, usually on a termly basis. The data submitted to the Chancellor's Office includes course catalog information, student general information, student enrollments, student financial aid status, student services rendered, and student special populations indicators. It is imperative that colleges collect complete and accurate information and that data is reported in a timely manner as these data elements play a role in the reporting college's funding allocations.

California Community College Districts (CCDs) are required to use the Chancellor's Office MIS to enter their adult learner demographics, barriers, and program outcome information.

Roles and Responsibilities

Who is involved in CAEP data collection efforts?

- OIRP staff
- Instructor, staff, & counselors
- CAEP managers

Role of OIRP staff

OIRP staff go out into the field (i.e. classrooms, off-sites, etc.) to gather information from students that is later reported to the Chancellor's office through MIS reporting. In addition to gathering data related to students served and enrolled, OIRP staff also proctors CASAS testing which helps track student's progress in attaining outcome goals.

What is CASAS?

The Comprehensive Adult Student Assessment System (CASAS) is a selection of federally approved tests that are specifically designed to assess the educational functioning levels of adult students. These tests are used by the CAEP office to determine whether students are making progress in their adult education.

The role of OIRP staff is to gather the necessary information from students being served by the consortium. This can include collaborating with lab staff/instructors to collect necessary forms and administering pre and post-CASAS tests in the classrooms and at offsites. NOCRC and OIRP staff's responsibility is to ensure that students complete as much of the data collection forms as possible and

proctor pre/post testing where it is applicable. Working in collaboration with CAEP instructors, staff, counselors and managers, OIRP staff's role is to ensure a smooth data collection process out in the field.

Role of Instructor, Staff & Counselors

The role of instructors, staff and counselors in data collection efforts varies by strategy (details about the data collection process are outlined later in the manual):

Offsite High School Labs

An OIRP staff member is dedicated to each of the offsite high school labs and is expected to go once a week while it is open. Offsite high school lab instructors and staff are expected to work in partnership with OIRP staff for students to complete their pre/post testing at their offsites in a timely manner. Roles and responsibilities for offsite high school lab instructors and staff are as follows:

- Offsite high school instructors and staff who onboard new students are expected to administer the supplemental questionnaire as a part of the onboarding process.
- Inform OIRP staff of newly enrolled or returning students at the offsite high school labs in a timely manner
- Remind students during the intake process that a math and reading pre-test will be taking place as a part of their onboarding and a post-test will also take place once they get close to 70 hours of study in order to assess their progress

Anaheim Direct Instruction

High School Diploma Program direct instruction instructors work in partnership with OIRP staff to identify a time and date for electronic pre and post-testing at Anaheim Campus. Instructors inform OIRP staff of the dates that work best for them at the beginning of the term, and the OIRP staff reserve computer rooms for testing at the Anaheim Campus. The day of testing, OIRP staff take direct instruction students to the reserved testing room to administer the CASAS tests. OIRP staff members are assigned to those dates according to their schedule. Roles and responsibilities for Anaheim direct instruction instructors and staff are as follows:

- Dedicate 2 instruction days **each term** solely for student pre/post testing
  - Pre-testing takes place at the beginning of the term
  - Post-testing takes place at the end of the term
- Identify the time and date for classroom testing and communicate that information to OIRP staff in a timely manner
  - Communicate any changes to logistics to OIRP staff prior to testing dates

Disability Support Services (DSS)

Students visit the ARISE lab to receive emotional support from an NOCE counselor. DSS students apply for admissions through an intake process which takes place outside of the ARISE lab. Moving forward, OIRP staff will work with lab staff to gather the necessary data from students being served in the ARISE lab. The roles and responsibilities of DSS ARISE lab counselors and staff are as follows:

- Communicate with OIRP staff if there are any concerns or issues in having students complete the necessary forms

- Work with OIRP staff for periodic pickups of any supplemental forms needed

Supporting Adults for Student Success (SASS)

SASS instructors and staff will work in collaboration to gather the necessary documents from SASS students in the field. SASS instructors are expected to allocate **1 hour** of instruction time during their **first and second SASS class** to have SASS staff collect the necessary data from students. The roles and responsibilities of SASS instructors are as follows:

- Allocate 1 hour of instruction time during the first and second week of the SASS class for SASS staff to collect applications, supplemental forms and registration forms in the classroom.
- After the second class, instructors are responsible to have any new students complete the necessary forms in their classroom.
- Instructors are responsible to inform A&R about these new students in a timely manner so A&R staff can ensure their applications and enrollments are processed.

One-Stop Garden Grove

OIRP staff work in partnership with One-Stop Garden Grove instructors to complete the necessary documents needed by students served by the center. An OIRP staff member is assigned to the One-Stop site and works closely with the instructor to identify ideal times and dates to gather data. This can include applications, supplemental questionnaires and registration forms. Role and responsibilities for One-Stop Garden Grove instructors and staff are as follows:

- Communicate with OIRP staff if there are any concerns or issues in having students complete any of the necessary forms
- Work with OIRP staff for periodic pickups of any supplemental documents needed

CTE I-BEST

CTE I-BEST staff work in partnership with OIRP staff to identify a time, date and location for electronic post-testing at Anaheim. Instructors set the data collection dates and OIRP staff members are assigned to those dates according to their schedule. Roles and responsibilities for CTE I-BEST instructors and staff are as follows:

- Dedicate 1 instruction day **each term** solely for student post testing at the end of each term
- Identify the time, date and location for classroom testing and communicate that information to OIRP staff in a timely manner
  - Communicate any changes to logistics to OIRP staff prior to testing dates

Role of CAEP Managers
CAEP managers also play a critical role in data gathering. Their role and responsibility may also vary by strategy, but overall it is expected that they will work with OIRP staff to ensure data collection processes are being implemented as efficiently as possible. This may include meeting with OIRP staff to re-evaluate data collection processes, if needed. CAEP managers serve as the bridge of communication between OIRP and instructor/staff/counselors. It is important for CAEP managers to be aware of the data

collection efforts that are taking place related to their specific strategies and communicate any questions or concerns to OIRP in a timely manner.

A couple of helpful tips for ALL involved in data collection:

- ✓ Please make sure to communicate any changes to the schedule, classroom assignments, courses, etc. between all involved parties in order to avoid confusion.
- ✓ If there is a process that you think needs to be revised please address it as soon as possible in order to make the data collection process as efficient as possible.
- ✓ The data that you are collecting is sensitive and personal to our students- Please be very careful when you transport it or hand it off to another individual.
- ✓ Be adaptable! Be ready for the unexpected things and be adaptable if something needs to go *off script.*
- ✓ Data collection is a communal effort and it is important for all parties involved to trust one another.

> *DATA COLLECTION IS A TRIAL AND ERROR PROCESS. DON'T BE AFRAID TO SHARE OUT NEW IDEAS TO IMPROVE PROCESSES!*

Messaging

It is important for all NOCE staff to communicate to students the importance of completing the necessary forms as much as possible. A consistent message of the purpose of gathering this data is a vital part of any data collection process. Below are some talking points all NOCE staff can use to communicate to students and others about **"Why are we collecting this information?"**:

- In order to better serve our students, the California Community Colleges Chancellor's Office is asking us to collect this data for them.
- In order to keep these classes funded and offer them free of cost to our students, the California Community Colleges Chancellor's Office asks that we collect this information.
- This will help the Chancellor's Office determine how well the community college districts are serving their students.
- This data will be used to assess outcomes to see if our students are succeeding, whether our students remain in class, and if our colleges are offering programs that serve the needs of our students.
- This personal information will be kept private and confidential.

Use these two messages to create buy-in from students

Tie it back to student services and how capturing this data will help provide additional resources for students.

Tie it to funding: This information is reported to the Chancellor's Office and keeps this class free for the students.

Data Collection Techniques

Information gathered from students through field data collection efforts are like the enrollment and registration forms completed by all NOCE students but differ in some ways that require a structured format to assure consistency across programs and strategies. Gathering information that is to be used for state reporting purposes involves special skills such as:

- Neutrality
- Knowledge of data collection techniques, and
- Working understanding of the data collection forms and goals

Remaining Neutral

It is important that the facts and opinions students give are their own. Staff gathering this information must be very careful to avoid behavior, conscious or unconscious, which could affect the way a student completes the forms.

- **Attitude:** Approach students with a positive, self-assured and matter-of-fact manner when asking questions. Friendliness is an asset.
- **Read questions slowly:** Remember that this may be the student's first time ever completing an application or form of this sort. If they do not understand the question, read it again. Ask if they have any questions or need any of the questions clarified for them.
- **Be empathetic:** Some students may feel that these questions are too personal, and they may feel uncomfortable answering or asking questions about completing these forms. Be empathetic to students and assure them that their information is being used to enroll them into the course, track their progress or update their student record.

Timeframes for Completing Forms

The data collection forms should be completed by students in one sitting. For those data collection efforts that require CASAS pre/post-testing, it is ideal for students to complete both the reading and math tests in one sitting. For first time students who need to complete an AFA form, registration form and supplemental form, it is expected for them to complete all three forms in one sitting.

Required Fields

Across all forms, you will frequently see an asterisk (*) to the left of the specific field or question. This indicates that the field is required; therefore, data or a selection must be entered. Although not all

questions and fields are required, it is ideal for all questions/field to be completed to gather as much data from students as possible.

Name Change

For the name change of a currently enrolled student, have the student fill out a new AFA form with updated information. Student should enter previous name in the "Previous Name (if different from current last name)" section. The Admissions & Records department will verify the update and match to prior names by identifiers that are signed by the student.

Maintain Consistency

Those gathering data from students should make sure that the questions are asked as closely as possible to the phrasing used on the data collection forms. Why is this important? Only when the questions are asked in the same way can there be confidence in the accuracy and reliability of the response. At times a student may need help in understanding the question; when rephrasing or paraphrasing the question, be sure that the intent of the question is not altered.

- **Ask questions as they are written:** A lot of time and thought has gone into the construction of the data collection forms to make sure that questions collect the information they are intended to gather.
- **Be sure the student hears the entire question before answering:** If a student interrupts to answer, politely ask them to wait until the entire question has been read. At times, the question may need to be reread if the student was talking or interrupted.
- **Do not explain a question unless you feel a student does not understand the intent of the question:** A student may ask for an explanation of the question or part of a question. Generally, try not to offer your own explanation as this may bias their response. Simply repeat the question and encourage the student to answer according to their own situation. If you feel that a student does not understand the question, you may rephrase the question. Be careful not to change the intent of the question.

Assure Confidentiality of Data

Some of the questions students are asked can be considered sensitive or personal. It is important for students to answer honestly. OIRP staff, CAEP instructors, managers and counselors must assure students that all information they provide will be treated confidentially (an exception is mandated reporting of information related to the student causing harm to themselves or others). This means:

- OIRP staff, CAEP instructors, managers, and counselors do not discuss responses about individual students with anyone outside of NOCE.
- Student information is maintained in a locked file when not in use.

Handling the "I Don't Know" Response

When a student responds, "I don't know," they may be conveying several different things. For example:

- The student does not understand the question and says, "I don't know" to avoid saying they don't understand.
- The student may be trying to avoid the question all together because they are afraid to give the wrong answer or because the question seems too personal.
- The student may not know the information or have an opinion on the question asked.

Try to decide which of the above explanations may be the case. Do not be in a rush to settle for a "don't know" reply. If you feel the student has responded "I don't know" out of a fear of admitting they don't understand the question, you may want to ask the participant, "Do you need any help with a particular question or need a question clarified?"

Some questions ask about recall of events over time. The "I don't know" response can often mean, "I don't remember." You may assist the student with recall by contextualizing the timeframe. For example, when clarifying the question about unemployment within the last six months, you might mention to them if they have been looking for work since _____ (name the month six months from the point of data collection).

Always try at least once to obtain a reply to an "I don't know" response, before accepting it as the final response. Be careful, however, not to force an answer if the student states again that they do not know or do not want to respond.

Addressing Sensitive Questions

We are asking students to answer some questions that may be very personal to them. Below are some scenarios that may play out during data collection and some language to help guide your assistance to students:

- Why do you want to know: my citizenship status? If I'm an ex-offender? If I'm receiving government assistance?
  - This question is a part of our application/supplemental form and is asked because we want to know who we are serving. If you do not feel comfortable answering that is ok, but this information is very helpful for us and other students and will only be used for your student application and will not be shared with anybody else.
- I don't feel comfortable with these questions? (Sexual orientation or transgender status)
  - If you do not feel comfortable answering this question, that is ok. We are asking these questions because the state has now implemented a new requirement for us to ask these questions. You are not required to answer them, but they are very helpful for both NOCE and the state. If you prefer, you could select decline to state option.
- I don't know how much my annual household income?
  - That is ok, it does not have to be exact. If you can just give us a ball-park range that would be helpful. If you do not feel comfortable giving us that information that is ok too, but this information is very helpful for us in understanding who we are serving.
- How come the forms are only available in English and Spanish? Why don't you have other languages.

- o Currently we only have English and Spanish available. If you are unable to complete the forms because you do not understand the questions, please let me know and we can see if there is a translator available or if we can find someone to help. Do you think you can complete the questions in English or Spanish?
- Why do you need my social security number?
  - o We ask students to provide their social security number because it is another way students can be identified and tracked to see how they do once they leave NOCE. If you don't feel comfortable providing it to us that is ok, but it is extremely helpful for us. All student information is protected under a federal law called FERPA, Family Educational Rights and Privacy Act.

FERPA 101

The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that governs information in a student's education record. The law guarantees, among other things, that an "eligible student" who attends a post-secondary institution has access to their own education record and restricts who else can access, use, and re-disclose student information. FERPA is the primary federal law addressing student data rights and protections.

Source: www.ferpasherpa.org

This table represents the CAEP data collection that OIRP staff will provide support for:

Strategy	Forms				
	Application for Admissions	Supplemental Questionnaire	Registration Form	CASAS Pre-Testing	CASAS Post-Testing
Offsite HS Lab		✓		✓	✓
Onsite HS DI		✓		✓	✓
Onsite GED/HiSET DI		✓		✓	✓
SASS	✓	✓	✓		
DSS Arise Lab		✓			

CTE I-BEST					☑
CTE One Stop Garden Grove		☑			

Offsite High School Data Collection

Data Collected:
- Supplemental Questionnaire
- CASAS Pre and Post Testing

How Often:
Supplemental Questionnaire

- Ideally, all NOCE offsite high school students will complete the supplemental questionnaire every term, minimum once a year.

CASAS Pre and Post Testing

- An OIRP staff member is assigned to an offsite high school lab and is expected to go once a week for the duration of the lab hours that day.
- New students are pre-tested as soon as they enroll in the program, ideally during the onboarding process. Students continuing from the previous academic year will also be pre-tested on their first visit to the offsite lab in the new academic year.
- Students will then be post-tested once they reach about 70 hours of instruction in that year.
- Data collection of offsite high school lab students is ongoing throughout the year as students can enroll on a rolling basis.

Supplemental Questionnaire:
- During the first site visit of the academic term, OIRP staff will administer the supplemental questionnaire to ALL students in the lab during their site visit.
  - OIRP staff will keep record of students that completed the questionnaire per term and administer it to those who are attending the lab but have not completed the questionnaire during the current term.
- Offsite instructors and staff are expected to have students complete the supplemental questionnaire during their onboarding process.
- **NOTE:** If a student completed the supplemental questionnaire during their onboarding process, they do not need to complete it again until the next term.

CASAS Testing Preparation for OIRP Staff:
- Prior to going to the offsite lab each week, OIRP staff updates student's lab hours to the OIRP offsite HS student hours tracking log that is maintained by OIRP staff:

- OIRP staff will track student lab hours starting from the date they complete their pre-test and will continually check weekly through iTendance until the student accumulates 60-70 hours of instruction.
- Once students hit the 60-70 hours margin, the student will be identified to post-test.
  - Steps OIRP staff will use to determine students' hours through iTendance:
    - Log into iTendance and follow the pathway
    - iTendance → Reports→ Student Lab Hours
    - Enter student Banner ID, start date, and lab site. This will report out the number of hours completed by the student.
    - Update these hours on the student tracking Excel file.
- OIRP staff will print out the OIRP offsite HS tracking log and highlight the students that need to have any testing for that day.
- OIRP staff will prepare field packets, which includes:
  - Test Forms
  - Test Booklets
  - Pencils
  - Scratch Paper

Day of CASAS Testing:

- Upon arriving to the offsite, lab staff and/or OIRP staff will identify an area in the lab where OIRP staff can set up and lay out all data collection materials.
- With the help of offsite staff, OIRP staff will identify the students that will need to be tested.
  - **NOTE:** Offsite staff should inform OIRP staff of any new students who have been enrolled since the OIRP staff's last visit.
- Testing students
  - OIRP staff will introduce themselves to identified students and explain why they are testing them.

Sample Pre-Test Script:

Hello, my name is _____ and I am a data collector from NOCE's research department. As a part of the onboarding process for our high school program we have to give students two tests to complete. The state requires us to test our students to capture their progress in the program. Once you reach about 70 hours of instruction, we will go ahead and test you again to see how you have progressed. You have 60 minutes to complete each test. Do you have any questions before we begin?

Sample Post-Test Script:

Hello, my name is _____ and I am a data collector from NOCE's research department. When you began the high school program you completed 2 pre-tests. The state requires us to test our students to capture their progress in the program. You have reached about 70 hours of instruction, and now you are ready to do the post-test. You have 60 minutes to complete each test. Do you have any questions before we begin?

- After OIRP staff has received consent for testing, students will be allowed 60 minutes for each test. A total of 2 tests will take place—Math and Reading.
- Students are given:
  - Test booklet
  - Answer sheet
  - Scratch paper
  - Pencil
- For the students who do not have enough time to finish the test, collect the tests and testing materials. Make sure to collect their scratch paper even if they wrote nothing on it.

What if there is not enough time for both tests? It is ideal to have the student complete both tests on the same day, but if the student is unable to complete both tests on the same day then OIRP staff will continue the testing during the student's next lab visit.

It is helpful for all offsite staff to communicate to students during their enrollment that pre and post testing is a part of the onboarding process and that it will take place their first day in the lab.

OIRP Instructions for After Administering the CASAS Tests:

- OIRP staff will collect all test booklets and answer sheets to prepare them to be scanned back at the research department.
- Prior to scanning tests, OIRP staff will ensure that all the necessary information is filled out on the answer sheets:
  - Student's name
  - Student Identification
  - Form Number
    - Pre-Test for Reading is form 513 Level D
    - Pre-Test for Math is form 505 Level D
    - Post-Test for Reading is form 514 Level D
    - Post-Test for Math is form 506 Level D
  - Test Date
  - Class Number
  - Instructional Program
  - Hours of Instruction
- Confirm that the answer sheet has the bubbles have been completely filled in.
  - **NOTE:** The circles need to be clean for them to be scanned properly.

Onsite High School (Direct Instruction at Anaheim) Data Collection

Data Collected:

- Supplemental Questionnaire
- CASAS Pre and Post Testing

How Often:

Supplemental Questionnaire

- Ideally, all NOCE onsite high school students will complete the supplemental questionnaire every term, minimum once a year.

CASAS Pre and Post Testing

- An OIRP staff member will coordinate with onsite instructors and staff to identify dates, times, and locations to complete the CASAS testing electronically twice per term (pre and post testing).

Supplemental Questionnaire:

- During the first data collection date (pre-test) of the academic term, OIRP staff will administer the supplemental questionnaire to ALL students in the lab.
- **NOTE:** If a student completed the supplemental questionnaire during their onboarding process, they do not need to complete it again until the next term.

CASAS Testing Preparation for OIRP Staff:

- NOTE: Prior to the first data collection date (pre-test), identify the students that are currently enrolled in the course to pull their Banner ID's. This is to have their Banner ID's available when they are completing the supplemental questionnaire. Only the students who took the pre-test are eligible to take the post-test.
- Make sure that computers where testing will take place are all registered to conduct the CASAS testing electronically and confirm a site has been created for this testing.
  - Confirm that sites have been created prior to going to the site with a CASAS coordinator.
- Send a confirmation email to the instructor at least one day before the data collection date to confirm time and location.

Day of CASAS Testing:

- Direct instruction instructor or staff member should begin the class by introducing the OIRP team members and explaining to students that pre or post testing will be taking place today.
- OIRP staff proctoring the test will cross-reference the students being tested with the class roster.

Sample Introduction Script (for instructors):

I want to introduce you to our staff from the Office of Institutional Research and Planning. [Staff member Name(s)] are here to give you a [reading or math] test today. The test measures your knowledge of basic skills in [reading or math]. The test does not measure how you are doing in my class. Your performance

on the test will not affect your grade in my class, so just relax and try your best. The test is really to help our research team and the state understand whether our students are making progress in their adult education. Today, you will be taking the first of the two tests, and later, at the end of the term, they will administer a second similar test to get a better sense of how you are doing. If you have any questions, the research team is here to answer.

Sample Pre-Test Script:

Hello, my name is _____ and I am a data collector from NOCE's research department. The state requires us to test you to capture how well this workshop is helping you make progress in your studies at NOCE. At the end of the term, we will go ahead and test you again to see how you have progressed. You will be given a reading and a math test, and you will have an hour and a half to complete both tests. Do you have any questions before we begin?

Sample Post-Test Script:

Hello, my name is _____ and I am a data collector from NOCE's research department. When you began this workshop, you completed 2 pre-tests. The state requires us to test our students to capture their progress in the program. You have completed a certain amount of instruction, and now you are ready to do the post-test. You have an hour and a half to complete both tests. Do you have any questions before we begin?

- The role of OIRP for onsite direct instruction testing is to facilitate the electronic testing sessions.
- All OIRP staff who assist with electronic testing are certified by CASAS to proctor tests and have gone through separate trainings on these processes.

Basic Skills GED Data Collection
Data Collected:
- Supplemental Questionnaire
- CASAS Pre and Post Testing

How Often:
Supplemental Questionnaire

- Ideally, all NOCE onsite GED/HiSET direct instruction students will complete the supplemental questionnaire every term, minimum once a year.

CASAS Pre and Post Testing

- An OIRP staff member will coordinate with onsite instructors and staff to identify dates, times, and locations to complete the CASAS testing electronically twice per term (pre and post testing).

Supplemental Questionnaire:

- During the first data collection date (pre-test) of the academic term, OIRP staff will administer the supplemental questionnaire to ALL students in the lab.
- **NOTE:** If a student completed the supplemental questionnaire during their onboarding process, they do not need to complete it again until the next term.

CASAS Testing Preparation for OIRP Staff:

- NOTE: Prior to the first data collection date (pre-test), identify the students that are currently enrolled in the course to pull their Banner ID's. This is to have their Banner ID's available when they are completing the supplemental questionnaire. Only the students who took the pre-test are eligible to take the post-test.
- Make sure that computers where testing will take place are all registered to conduct the CASAS testing electronically and confirm a site has been created for this testing.
  - Confirm that sites have been created prior to going to the site with a CASAS coordinator.
- Send a confirmation email to the instructor at least one day before the data collection date to confirm time and location.

Day of CASAS Testing:

- Direct instruction instructor or staff member should begin the class by introducing the OIRP team members and explaining to students that pre or post testing will be taking place today.
- OIRP staff proctoring the test will cross-reference the students being tested with the class roster.

Sample Introduction Script (for instructors):

I want to introduce you to our staff from the Office of Institutional Research and Planning. [Staff member Name(s)] are here to give you a [reading or math] test today. The test measures your knowledge of basic skills in [reading or math]. The test does not measure how you are doing in my class. Your performance on the test will not affect your grade in my class, so just relax and try your best. The test is really to help our research team and the state understand whether our students are making progress in their adult education. Today, you will be taking the first of the two tests, and later, at the end of the term, they will administer a second similar test to get a better sense of how you are doing. If you have any questions, the research team is here to answer.

Sample Pre-Test Script:

Hello, my name is _____ and I am a data collector from NOCE's research department. The state requires us to test you to capture how well this workshop is helping you make progress in your studies at NOCE. At the end of the term, we will go ahead and test you again to see how you have progressed. You will be given a reading and a math test, and you will have an hour and a half to complete both tests. Do you have any questions before we begin?

Sample Post-Test Script:

Hello, my name is _____ and I am a data collector from NOCE's research department. When you began this workshop, you completed 2 pre-tests. The state requires us to test our students to capture their progress in the program. You have completed a certain amount of instruction, and now you are ready to do the post-test. You have an hour and a half to complete both tests. Do you have any questions before we begin?

- The role of OIRP for onsite direct instruction testing is to facilitate the electronic testing sessions.
- All OIRP staff who assist with electronic testing are certified by CASAS to proctor tests and have gone through separate trainings on these processes.

DSS Data Collection

Data Collected:

- Supplemental questionnaire for ARISE students served

How Often:

Supplemental Questionnaire

- Ideally, all NOCE ARISE lab students will complete the supplemental questionnaire every term, minimum once a year.

Process:

- DSS ARISE lab staff will gather any necessary supplemental forms and collaborate with DSS manager and OIRP staff for periodic pickups of any supplemental documents needed.
- Depending on the number of students served, this may be a few to several times during the term.

One Stop at Garden Grove Data Collection

Data Collected:

- Supplemental questionnaire for all students enrolling in One Stop courses

How Often:

Supplemental Questionnaire

- Ideally, all NOCE One Stop students will complete the supplemental questionnaire every term, minimum once a year.

Process:

- An OIRP staff member will attend the **first two class sessions of the One Stop course** at Garden Grove to support with the processing of applications along with helping One Stop NOCE staff and instructors in gathering any supplemental documents.

SASS Data Collection

Forms Collected:
- NOCE Application
- Supplemental Questionnaire
- Registration Form

How Often:
- SASS staff and instructors will responsible the first and second sessions of each SASS class of every term to gather enrollment data.
  - For the purposes of data collection, all 9 sessions combined for the 9 Essential Skills curriculum are considered one class. As such, SASS staff will only attend 9 Essential Skills sessions indicated as 1 or 2 for enrollment data collection.
- SASS instructors are expected to allocate 1 hour dedicated solely to gathering the necessary data from students.

Pre-Site Visit:
- Prior to going to the SASS site, SASS staff will gather the necessary documents and/or technology needed to gather the data.

Paper Data Collection

- If SASS staff is using a paper method to gather the necessary data, enrollment packets will be prepared in order to give all three forms (application for admission, a supplemental questionnaire, and a registration form) in a packet form to students the date of the visit.
- SASS staff will provide pens for students to use to complete the forms.

Electronic Data Collection

- If iPads will be utilized, SASS staff will confirm the following prior to going out to the field:
  - iPads are fully charged
  - MiFis are fully charged
  - iPads can connect to the MiFis
  - The online application is accessible and functional on the iPads

> *Make sure to ALWAYS take extra paper forms, just in case there are technical difficulties.*

During Site Visit (First class):
- The SASS staff will arrive 30 minutes prior to the start of the SASS course.
- The SASS staff will set up the iPads and connect them to the MiFis.
- Upon arriving to the site, SASS staff will discuss the data collection process with the instructor, staff, and translators (if applicable). Discuss the following points:
  - Who from the SASS team will lead the process

- o   Answer any questions instructors, staff and/or translators may have
  - ▪   **NOTE:** Give translators a copy of the forms in English and Spanish to help with the process
- Once the class starts, the SASS instructor is expected to introduce the SASS staff and do a brief explanation of data collection.
- Data collection for all SASS courses should take place in a group setting, meaning that students will be addressed as a group for the data collection process.

   What happens if students start trickling in? For those who trickle in during the process, make sure they receive an iPad or packet and explain to them that currently the class is in the process of completing these forms.

Sample SASS instructor script about the data collection:

This course is offered through North Orange Continuing Education, NOCE, which is a school. This means that to participate in this course, you have to enroll in the school and register for the course. Today we have a couple of team members that will help and walk you through how to complete the necessary forms to enroll at NOCE and register for the course.

We will be taking some time to complete these forms and answer any questions you may have. The most important thing to know about these forms is that the state is requiring us to ask some of these questions and gather this information from our students. And now, I will hand it off to [SASS team member].

It's important for instructors to set a positive tone about the data collection process. Do not describe it as tedious or burdensome. Explain to students that this is a normal process of participating in this course and our staff is available to answer any questions or help them complete the form, if necessary.

- While the SASS staff member that will be leading the data collection begins the process, other staff should be handing out either iPads or paper packets to students.
- The SASS staff member will go through each form and review questions section by section on each form needed.
  - o   During this time, other staff should be walking around and addressing any questions students may have.

Sample SASS staff member script for SASS data collection:

Hello, my name is _____ and I am a part of the SASS team for NOCRC/NOCE. We are here today to help you complete the necessary documents to enroll and participate in this course. We will be going through three forms: An application, a supplemental questionnaire, and a registration form.

The first form is the application form. If you are currently a student or ever took a class at NOCE you do not have to complete an application form. If you have your Banner ID, which is your student ID, please make sure to add it to the forms. If you do not know your Banner ID, that is ok. Please make sure to provide your name, phone number and birth date on the registration form for us to find your application. If this is the first time you have ever taken an NOCE class, please complete this form. This form is to enroll you at the school. This course is being offered through NOCE and all students need to complete an application prior to enrolling in a class.

The second form is a supplemental questionnaire. The state is requiring all schools that are a part of a community college district to gather this type of information from their students. If you do not know the answer to a question or do not feel comfortable answering, you can skip that question. But it is extremely helpful to have all students complete the forms as much as possible. This information will help us better serve our students. Also, all your information will be kept private and confidential. It will solely be used to enroll you in the course. We are asking all students to complete this form.

The last form is the registration form. This form is simply to register you into this course. Please make sure to fill in your name, date of birth, telephone number and sign it at the end. [If you will be filling in the CRN and course title, tell students to leave it blank. If you are writing that information down on the board, let them know specifically where to place it on the form]

Allow time for students to complete the form. Address any questions in a group setting if it makes sense.

Thank you everyone for your time. We really appreciate it.

- Once students have completed the forms, start collecting them from students.
- **IMPORTANT:** While collecting the forms, confirm all forms are signed.
- If there are any "required" questions the student missed, ask them once if they would like to answer. If they say "no," tell them that it is ok and thank them for their time to complete these forms.
- Confirm the number of students matches with the number of packets.
- **IMPORTANT:** Make sure to leave extra packets in both English and Spanish for the instructor for students that may trickle in after data collection. If iPads were used, make sure instructor has their iPads on hand for stragglers.

*Make sure to **thank** both the students and instructors for their time.*

During Site Visit (Second class):

- This data collection site visit is to gather applications, questionnaires and registration forms for new students that were not in attendance for the first class.
- If it is a small enough group (10 or less), have each individual student complete the form.
- If it is a larger group, see if you can find a place at the site to conduct the data collection in a group setting, similar to the first class.

Post Site Visit:

- SASS staff will bring all packets/iPads back to the SASS office for cleaning and processing.

Paper Data Collection

- At the SASS office, SASS staff will confirm that all forms were signed
  - What if I have some documents that are missing signatures?
    - Applications and registration forms cannot be processed unless they have a signature.
    - Place the packets that have documents missing signatures to the side. Immediately communicate to the instructor that you will need to go back and gather a signature from a/some student/s.
- Application and Registration Forms
  - SASS staff will work and communicate with A&R staff in order to enter students and enroll them in Banner.
  - Application and registration forms will be housed at A&R. Supplemental Questionnaire will be house with OIRP.
  - Banner IDs of all students in the course will need to be pulled prior to entering the supplemental questionnaire data.
- Supplemental Questionnaire
  - OIRP staff member will enter the supplemental questionnaire into Microsoft Access Database. That means that the Students' application must be processed by A&R prior to entering the supplemental questionnaire since the data needs to be linked to the student's Banner ID.
  - For those students who already have an application on file, OIRP staff will find their Banner ID by soft matching their first name, last name, date of birth and phone number.
  - All supplemental questionnaire responses need to have a Banner ID associated to them.
  - Paper forms will be stored in the OIRP office in a locked cabinet.
- SASS staff should keep a log with student name, banner id, CRN and the forms collected. This log could be used to cross-reference students registered in Banner with those from whom the forms were collected.
- SASS staff should also use instructors' sign-in sheets to cross-reference those students who attended the class to confirm whether they are registered in Banner.

iPad Data Collection

- Confirm all students on the sign in sheet completed the necessary forms electronically.

Forms

CASAS Testing Form

TOPS
Tracking Of Programs and Students

TRUS-014

Test Record

Agency #

Site #

① Student Last Name   First   Middle

PRACTICE QUESTIONS

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓐ Ⓑ Ⓒ Ⓓ

TEST

1 Ⓐ Ⓑ Ⓒ Ⓓ
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② Instructor Name

Directions for marking answers
- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: ⓪ ■ ② ③
Wrong: ⊠ ① ② ③   ⓪ ① ⊘ ③

③ ★ **STUDENT IDENTIFICATION**

④ ★ **FORM NUMBER**

⑤ ★ **TEST DATE**

Is this your Social Security #? Yes ☐ No ☐

20 1

Jan ☐   Feb ☐   Mar ☐   Apr ☐   May ☐   Jun ☐   Jul ☐   Aug ☐   Sep ☐   Oct ☐   Nov ☐   Dec ☐

⑥ ★ **CLASS NUMBER**

⑦ ★ **INSTRUCTIONAL PROGRAM** (Mark one)
- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ High School Equivalency (HSE)
- ☐ Career / Tech Ed
- ☐ Workforce Readiness
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

⑧ **HOURS OF INSTRUCTION***

• If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

⑩ TEST 1   ⑪ TEST 2   ⑫ TEST 3   ⑬ TEST 4

☐ Student does not yet have the skills to be tested.

* = required for TOPSpro software

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www.casas.org   CASAS

NOCE Application for Admission

Created by NOCE Office of Institutional Research & Planning (August 2019)   23

NOCE
NORTH ORANGE
CONTINUING EDUCATION

APPLICATION FOR ADMISSION

OFFICE USE ONLY BANNER ID #	@								

Have you ever applied and/or registered at the North Orange Continuing Education, Cypress College, or Fullerton College?   ☐ Yes   ☐ No

LEGAL NAME   PLEASE PRINT & USE **BLUE** OR **BLACK** INK ONLY

Last_____   First _____   Middle _____

Previous Name (*if different from current last name*) _____

Permanent Residence Address
Number & Street _____   Unit/Apt/Spc # _____

City _____   State _____   Zip _____

Phone (_____) _____   Alternate Phone (_____) _____   ☐ Cell ☐ Business

Gender (*Check One*)   ☐ Male   ☐ Female

Date of Birth ☐☐-☐☐-☐☐☐☐
  M M   D D   Y Y Y Y

Email address _____
Providing your email address will ensure that you receive notifications regarding class changes, cancellations, etc. Having an email address on file will also allow you to retrieve your Banner (Student) ID as well as reset your PIN online. It is necessary to provide a *unique* email address which has not been previously associated with the District in order to establish an online account.

Your Social Security Number allows us to process your application more efficiently. It also allows the State to continue funding quality learning opportunities for you & the community. All student records (personal & demographic information, etc.) are maintained in accordance with provisions of the Family Rights & Privacy Act of 1974. *Student records are not released to outside parties without separate written consent of the student.*

Social Security Number

			-			-				

---

① MY CITIZENSHIP STATUS IS:
(Check **ONE**)

_____ (1) U.S. Citizen
_____ (2) Permanent Resident
_____ (3) Temporary Resident
_____ (4) Refugee/Asylee
_____ (5) M-1 Student Visa
_____ (6) Other Citizenship Status
_____ (7) F-1 Student Visa

② THE HIGHEST LEVEL OF EDUCATION I'VE COMPLETED IS:
(*Check ONE box and if applicable, enter the year*)

☐ (0) Not a high school graduate and not currently enrolled in high school
☐ (1) Student currently enrolled in grades K-12
☐ (2) Not a high school graduate and currently enrolled in adult education
☐ YEAR: _____ (3) Earned a **U.S.** High School Diploma
☐ YEAR: _____ (4) Passed the **U.S.** GED or received a High School Equivalency/completion
☐ YEAR: _____ (5) Received a Certificate of California High School Proficiency
☐ YEAR: _____ (6) Foreign Secondary School Diploma/Certificate of Graduation (HS or University)
☐ YEAR: _____ (7) Received an Associate Degree (**U.S.**)
☐ YEAR: _____ (8) Bachelor Degree or higher (4 years **U.S.** college degree)

---

③ ARE YOU HISPANIC OR LATINO?   ☐ YES   ☐ NO

⑤ WHAT IS YOUR RACE/ETHNICITY? (*Check one or more*)

_____ (AI-06) Asian Indian
_____ (AC-07) Chinese
_____ (AJ-08) Japanese
_____ (AK-09) Korean
_____ (AL-10) Laotian
_____ (AM-11) Cambodian
_____ (AV-12) Vietnamese
_____ (AX-14) Other Asian
_____ (PG-17) Guamanian
_____ (F.-13) Filipino
_____ (W.-21) White
_____ (O.) Other Non-White

_____ (H.-01) Hispanic
_____ (HM-02) Mexican, Mexican-American/ Chicano
_____ (HR-03) Central American
_____ (HS-04) South American
_____ (HX-05) Other Hispanic
_____ (N.-16) American Indian/Alaskan Native
_____ (B.-15) Black/African American
_____ (PH-18) Hawaiian
_____ (PS-19) Samoan
_____ (PX-20) Other Pacific Islander
_____ (P.) Pacific Islander

④ I'M ATTENDING THE NORTH ORANGE CONTINUING EDUCATION BECAUSE: (*Check only ONE*)

_____ (X) Uncollected/Unreported or Kids' College student
_____ (E) Earn a vocational certificate without transfer
_____ (F) Discover/formulate career interests, plans and goals
_____ (G) Prepare for a new career
_____ (H) Update job skills
_____ (I) Licensing requirements
_____ (J) Educational development
_____ (K) Improve basic skills in English, reading or math
_____ (L) Complete Credit H.S. Diploma or GED
_____ (N) Move from noncredit coursework to credit coursework
_____ (A) Plan to obtain an Associate degree & transfer to a 4-year institution
_____ (B) Plan to transfer to a 4-year institution without an Associate degree
_____ (M) Undecided

⑥ Is ENGLISH Your Primary Language?   ☐ YES   ☐ NO

Please continue on the other side

Updated 6/17

OFFICE USE ONLY
BANNER ID # @ [ ][ ][ ][ ][ ][ ][ ][ ]

(7) I'M ENROLLING IN THIS **PROGRAM OF STUDY** (Check only *ONE*)

NOTICE: Students currently enrolled at Cypress or Fullerton College *should not* select a new Program of Study as the update to your student record may affect your appointment for registration and/or financial aid at the College.

Student Initials
_____

(3P24174) ____ **Administrative Assistant**
(3P24176) ____ **Advanced Office Applications**
(3P24404) ____ **Early Childhood Education**
(3P31327) ____ **Electrical Trainee**
(3PESLG) ____ **English as a Second Language** –*Improve my English speaking, listening, & pronunciation skills*
(3P24414) ____ **Fundamental Computer Concepts & Skills**
(3P24032) ____ **Fundamentals for Financial Office Apps**
(3P24258) ____ **GED Test Preparation**
(3P24064) ____ **Graphic Design and Web Skills**
(3P33698) ____ **Funeral Service Assistant**

(3P31595) ____ **High School Diploma**
(KIDS) ____ **Kids' College**
(3P24114) ____ **Management**
(3P24445) ____ **Medical Assistant: Front Office**
(3P30422) ____ **Medical Assistant**
(3P24346) ____ **Office Application Essentials**
(3P32816) ____ **Pharmacy Technician**
(3P24128) ____ **Quality Assurance Mgmt for Medical Devices**
(3PSCEG) ____ **General** – *Classes that do not lead to completion of a certificate*

The North Orange Continuing Education has made every reasonable effort to provide a current listing of approved programs of study; however the programs offered and the courses scheduled are subject to change without notice by the North Orange Continuing Education Administration.

(8) STUDENT'S MILITARY SERVICE STATUS:

____ I am not a member of the U.S. military
____ I am currently serving on Active Duty
____ I am a Veteran
____ I am a member of the Active Reserve
____ I am a member of the National Guard

(9) STUDENT'S GUARDIAN/PARENT MILITARY SERVICE STATUS:

____ My guardian/parent is not a member of the U.S. military
____ My guardian/parent is currently serving on Active Duty
____ My guardian/parent is a Veteran
____ My guardian/parent is a member of the Active Reserve
____ My guardian/parent is a member of the National Guard

(10) FOSTER CARE STATUS:

Have you ever been in court-ordered **Foster Care?**
❑ YES   ❑ (0) NO
If *YES*, please select *one* of the following:

____ (1) I am currently in Foster Care in California *(Current in-state system)*
____ (2) I was previously in Foster Care in California, and aged out or emancipated from the system *(Previous in-state system)*
____ (3) I am currently in Foster Care in a system outside of California *(Current out-of-state system)*
____ (4) I was previously in Foster Care in a system outside of California, and aged out or emancipated from the system *(Previous out-of-state system)*
____ (5) I was previously in Foster Care, but did not age out or emancipate from the system *(Previous temporary status)*

(11) GUARDIAN/PARENT EDUCATION LEVEL (United States):

Regardless of your age, please indicate the education levels of the parent(s) and/or guardian(s) who raised you.

GUARDIAN/PARENT # 1
____ (1) Grade 9 or less
____ (2) Some high school; did not graduate
____ (3) High school graduate (diploma, GED, or equivalent)
____ (4) Some college credit; no degree
____ (5) Associate's degree (AA, AS)
____ (6) Bachelor's degree (BA, BS)
____ (7) Graduate degree (Master's, Ph.D., etc.)
____ (X) Guardian/parent attended school in a foreign country
____ (X) Unknown

GUARDIAN/PARENT # 2
____ (1) Grade 9 or less
____ (2) Some high school; did not graduate
____ (3) High school graduate (diploma, GED, or equivalent)
____ (4) Some college credit; no degree
____ (5) Associate's degree (AA, AS)
____ (6) Bachelor's degree (BA, BS)
____ (7) Graduate degree (Master's, Ph.D., etc.)
____ (X) Guardian/parent attended school in a foreign country
____ (X) Unknown
____ (Y) No second parent or guardian raised me

(12) By signing your name on the signature line below you are validating all of the information you have provided on your application to be true and accurate.

_____   _____
Signature   **Date**   Updated 6/17

Supplemental Questionnaire

Have you ever applied and/or registered at North Orange Continuing Education, Cypress College, or Fullerton College?   ☐ **Yes**   ☐ **No**

Banner ID # @ ☐☐☐☐☐☐☐   **Date** _____ (MM/DD/YYYY)

LEGAL NAME   PLEASE PRINT & USE **BLUE** OR **BLACK** INK ONLY.

Last _____ **First** _____ **Middle** _____

DATE OF BIRTH _____ (MM/DD/YYYY)

PERSONAL INFORMATION This information will be used for state and federal reporting purposes. It is optional and voluntary and will not be used for discriminatory purposes. By California law, the California Community Colleges collect voluntary demographic information regarding the sexual orientation, gender identify, and gender expression of students. This information is only used for summary demographic reporting, and your responses are kept private and secure.

What is your current gender identity?
- ☐ Male
- ☐ Female
- ☐ Decline to state

What is your current sexual orientation?
- ☐ Straight/Heterosexual
- ☐ Gay or Lesbian/Homosexual
- ☐ Bisexual
- ☐ Other
- ☐ Decline to state

Do you consider yourself transgender?
- ☐ Yes
- ☐ No
- ☐ Decline to state

> **"Gender Identity"** means one's private sense of being male or female.
>
> **"Sexual Orientation"** describes an enduring pattern of attraction-emotional, romantic, sexual, or some combination of these-to persons of the opposite sex, the same sex, or to both sexes, as well as the genders that accompany them.
>
> **"Transgender"** is the state of one's gender identity (self-identification as woman, man, neither or both) not matching one's assigned sex (identification by others as male, female or intersex based on physical/genetic sex).

Have you been employed as a seasonal agricultural worker for at least a total of two months of each of the past two years?
- ☐ Yes
- ☐ No

Are you currently homeless?
- ☐ Yes
- ☐ No

Are you comfortable reading and writing in English?
- ☐ Yes
- ☐ No

Do you currently receive any of the following types of assistance? (Check all that apply)
- ❑ CalWORKs, Temporary Assistance for Needy Families (TANF), or Aid to Families with Dependent Children (AFDC)
- ❑ Supplemental Security Income (SSI)
- ❑ General Assistance (GA)
- ❑ Supplemental Nutrition Assistance Program (SNAP, Food Stamps)
- ❑ Foster Care, Medical/Medicaid, HUD Section 8 Housing Assistance, or other economic public assistance
- ❑ I am not currently receiving any public assistance

Please select your approximate annual household income.
- ❑ $0 to $15,000
- ❑ $15,001 to $30,000
- ❑ $30,001 to $45,000
- ❑ $45,001 to $60,000
- ❑ $60,001 to $75,000
- ❑ Over $75,000
- ❑ I do not know my approximate household income

Please enter the number of people in your household.

_____

Have you ever been charged with or convicted of a crime?
- ❑ Yes
- ❑ No

Have you had a job in the last six months?
- ❑ Yes
- ❑ No

Have you been looking for a job in the last six months?
- ❑ Yes
- ❑ No

Do you have any attitudes, beliefs, customs, or practices that make it hard for you to find a job?
- ❑ Yes
- ❑ No

Are you currently preparing for a job by participating in internships, work experience, or capstone projects?
- ❑ Yes
- ❑ No

Are you currently participating in activities that help you learn about a job through job shadows, service learning, class projects, or mentorships from professionals working in that job?
- ❑ Yes
- ❑ No

Are you currently participating in any events or activities that will help you identify career interests or explore career options such as guest speakers, company tours, field trips, career fairs, or mock interviews?
- ❑ Yes
- ❑ No

Registration Form

Registration Form

NOCE
NORTH ORANGE
CONTINUING EDUCATION

Last Name	First Name	M.I.

ID Number	Birthdate			Social Security Number	Telephone Number
@	Month	Day	Year		( )

CRN#	Add √	Drop √	Course Title	Location	Fee

_____ _____
Signature   Date

Rev 6/17