2015/16
Institutional Effectiveness Report

School of
Continuing Education
North Orange County Community College District

Change. *Cultivated.*

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Message from the Interim Provost

Institutional Effectiveness Redefined

With the goal of seeking continuous improvement and in the spirit of transparency, Institutional Effectiveness has always been at the forefront of SCE's agenda. As informed by the WASC accreditation in 2011, SCE developed its first program review model and attempted to identify the indicators of success specific to the noncredit instructional offerings and student support services. In other words, SCE took the lead in defining success measures reflecting the open-entry and competency-based nature of the noncredit field. The 2015-2016 Institutional Effectiveness Report greatly expands on this endeavor.

Such typical effectiveness indicators as enrollment and retention are defined more precisely in the context of the noncredit instruction delivery models. For the first time, the "noncredit full-time student status" was defined and a unique measure of the course success was introduced.

I would like to thank Dr. Tina M. King, SCE Director of Institutional Research and Planning and the staff of the newly established research department: Dulce Delgadillo, Harpreet Uppal, Jason Makabali, Denis Nyongesa, Andriy Moskalyk, Vivi Nordstrom, and Ralph Fimbres for the many contributions for compiling and analyzing the data. Besides informing the efforts of improving our programs and services, the findings of the 2015-2016 SCE Institutional Effectiveness Report will help to define success for the noncredit field at large.

Valentina Purtell

Executive Summary

The executive summary highlights the major findings from the School of Continuing Education's **Institutional Effectiveness Report.**

Executive Summary

School of Continuing Education (SCE) is the fourth largest community college based noncredit provider of adult education in the State, serving approximately 30,000 students annually. SCE prides itself for meeting the community needs by offering a wide range of programs and services in basic skills, career technical education and English as a second language. SCE provides programs for individuals with disabilities, older adults, and parents. To ensure the commitment to the community and the quality of education, SCE's action plan aligns with the mission, vision, goals and the North Orange County Community College District (NOCCCD) strategic directions. The process includes quantitative and qualitative analyses data related to the programs and students served at SCE.

The *2015-2016 Institutional Effectiveness Report* highlights SCE's commitment to its vision, mission and action plan. SCE will continue to strive to narrow the achievement gap and increase persistence, retention and completion rates of our students.

Introduction

This chapter provides background information on the **School of Continuing Education.** An overview of SCE's vision, mission and core values are presented.

Introduction

The *School of Continuing Education Institutional Effectiveness Report* was developed to continuously assess the extent to which the institution is achieving its mission and vision, through SCE's goals, action plan, and strategic plan developed by the North Orange County Community College District (NOCCCD).

Purpose of Institutional Effectiveness Report

The Institutional Effectiveness Report is intended for SCE students, faculty, staff and community as a tool to measure progress made towards SCE and NOCCCD's goals and the overall strategic plan. The process involves an analysis of the students, programs and communities SCE serves. The Effectiveness indicators are utilized and highlighted in the report to illustrate how these indicators align with NOCCCD's district strategic directions, further, providing future direction for SCE.

Currently, SCE has an action plan. This report will be used to produce data-driven decisions and to inform the development of the following:

- ➢ Yearly goals and targets to determine effectiveness of SCE programs

- ➢ SCE Institutional Effectiveness Indicators

- ➢ Institution-Set Standards

- ➢ A cycle of institutional effectiveness assessment

- ➢ Planning and Program Review

School of Continuing Education

Vision Statement

SCE has a comprehensive presence in the community and is recognized for excellence. SCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. SCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. SCE is responsive to evolving community needs.

Mission Statement

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Core Values

Integrity
- ❖ Through a commitment to our mission and vision statement
- ❖ By encouraging a climate of honest and trust
- ❖ Through teamwork that depends on accountability and responsibility

Learning
- ❖ As a way to meet life's challenges successfully
- ❖ As a path to personal and professional growth
- ❖ As a lifelong quest

Service
- ❖ To the individual
- ❖ To the institution
- ❖ To the community

Excellence
- ❖ By delivering comprehensive quality programs and services
- ❖ By creatively responding to the educational needs of our community

Diversity
- ❖ By recognizing and respecting the significance of each unique individual
- ❖ By offering all learners access to relevant learning opportunities

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Institutional Student Learning Outcomes

As a result of enrolling in and completing a School of Continuing Education course, group of courses or entire certificate program, student can be expected to demonstrate the following:

- ❖ Empowerment to be lifelong learners. Student can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry and goal-setting skills.
- ❖ The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal community, critical thinking and problem solving skills as well as an understanding of the value of diversity.

North Orange County Community College District

Vision Statement

The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, academically excellent, and committed to student success and lifelong learning.

Cypress College and Fullerton College will offer associate degrees, vocational certificates and transfer education, as well as developmental instruction and a broad array of specialized training. The School of Continuing Education will offer non-college-credit programs including high school diploma completion, basic skills, vocational certificates and self-development courses. Specific activities in both the colleges and School of Continuing will be directed toward economic development within the community.

District Strategic Directions 2011-2020

District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

District Strategic Direction 3: The District will annually improve the success rate for students moving into:
- ❖ The highest level possible credit basic skills courses in mathematics, English, and English-as-a-Second-Language from noncredit basic skills instruction in the same discipline and
- ❖ College-level courses in mathematics, English and English-as-a-Second-Language from credit basic skills courses in these disciplines and
- ❖ The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.

District Strategic Direction 4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

About this Report

This report represents a comprehensive in-depth analysis that helps "tell the story" of the School of Continuing Education. The Office of Institutional Research and Planning synthesized results from qualitative and quantitative analysis to identify effectiveness indicators associated with SCE's action plan and the district's strategic plan. The following have been identified as effectiveness indicators to illustrate the institution's progress towards achieving their goals of the action plan and the districts strategic direction:

- Enrollment
- Retention
- Persistence
- Success
- Hours Completed
- Completion of Certificates/Diplomas

Effectiveness indicators have been tagged with icons to illustrate their alignment with the district's strategic directions. Directions 1, 2 and 3 focus directly on student achievement, while 4 and 5 address district level processes. Because this report presents student level data, effectiveness indicators were tagged with one of the first three directions.

District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements,

District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.

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- ❖ The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English and English-as-a-Second-Language.

Definitions and Methodology

A variety of metrics have been used to identify effectiveness indicators that can help the School of Continuing Education assess their performance as an institution and progress towards goals and district strategic directions. Below are key terms, definitions and methodologies that clarify how metrics were calculated into effectiveness indicators.

Enrollment

SCE has not standardized how enrollment is formally calculated. Currently, SCE staff pulls enrollment numbers from differing Argos reports. Argos is SCE's internal database that is fed from the Banner system. For the purpose of this report, overall enrollment (both unduplicated head count and duplicated enrollments) was provided by SCE's Western Association of Schools and Colleges (WASC) Self- Study Report which was completed in December 2016. For disaggregating enrollment numbers, such as establishing student status and demographics, enrollment data was provided for solely those students that were considered enrolled within a merged dataset pulled directly from Argos. Disaggregated data was provided for students who had this data available. This will result in fewer unduplicated enrolled students due to the lack of demographic data for some.

Student Status

In an attempt to define "fulltime" status for a noncredit program, the Office of Institutional Research and Planning established criteria to define this measure. This definition was informed by Andrew Carengie's "credit hour" model, where one credit hour is equivalent to one hour of faculty-student contact time per week over a 15-week term. Because SCE is a noncredit institution and the majority of courses do not have credits, hours completed by students per course were used to calculate their status. Part-time status is defined as taking fewer than 15 hours of coursework/ lab work per week and full-time students completed 15 hours of coursework/lab work per week or more per term. Student status for students is unduplicated within each term and duplicated across terms.

$$\text{Student Status} = \frac{\text{Student's Sum of Positive Attendance Hours per Term}}{12 \ (\text{Average number of weeks per SCE term})}$$

Enrollment Status

First-time students are defined as first-time ever students at SCE. A student's first term enrolled at SCE was identified and used to determine the term they are considered a first-time student. Any term after their first term enrolled, students were defined as returning. If a student's first term enrolled was prior to 2013, they were considered returning students for this data set. This is due to the fact that their first term enrolled was prior to 2013 and therefore as of 2013, they are considered returning. Transfer students are identified by their enrollment variable. All transfer students are reported into Banner as a transfer student and therefore these students are either first-time transfer or returning transfer students. Transfer status is given to a student when they indicated they have been previously enrolled at another NOCCCD institution. The student enrollment categories in the table below are defined as:

- ➢ **First-time Student:** Newly enrolled student at SCE
- ➢ **Returning Student:** Continuing student from the previous terms
- ➢ **First-time Transfer:** Newly enrolled student at SCE who enrolled at another NOCCCD institution previously
- ➢ **Returning Transfer:** Continuing enrolled student at SCE who enrolled at another NOCCCD institution previously

Enrollment status for students is unduplicated within academic years and duplicated across academic years. For some students, their enrollment status was not consistent across their academic history. For example, one student could be logged as first-time student for several terms, regardless of when they truly first started at SCE. In other cases, students were logged as first-time students one term and then first-time transfer students another. If a student ever had a case where they were identified as transfer, their status was adjusted to either first-time transfer or returning transfer.

Retention

Retention is defined as the rate at which new students re-enroll at SCE or within a program for one academic year (fall to fall). Retention rates are not reflective of consecutive enrollments. For example, if a new student enrolled in fall 2013 and re-enrolled in spring 2014, they did not necessarily enroll in winter 2014. Starting fall cohorts were established by identifying first-time students at SCE. This was identified by matching their first term enrolled to that of the starting cohort in fall. Because retention rates are not reflective of consecutive enrollments, the number of students who are retained term to term are not necessarily the same students. All students in the retention cohorts start in fall, but some may take terms off in between and return within the year.

$$\text{Fall to fall retention rate} = \frac{\text{Number of first-time SCE students who enrolled in the following fall}}{\text{Starting fall cohort (i.e. first-time SCE students)}}$$

Persistence

Fall to fall persistence provides a rate at which SCE was able to keep first time students consecutively for one academic year. Fall starting cohorts include first time ever students at SCE and identifies their final consecutive term enrolled. Starting cohorts differ from retention cohorts because they include students who enrolled for their initial fall term and only consecutive terms thereafter. For example, if a student enrolled in their cohort fall term, did not enroll in winter and enrolled back in spring, they are not counted towards or against persistence rates. Persistence rates track the same group of students throughout their consecutive enrolments within one year, therefore students who persist through winter are the same students who persist through spring. Summer term does not count for or against persistence, and students electing to take summer off would still be included in the cohort.

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

Success

Success rates were calculated for SCE students who attempted a grade. Success is defined by a student receiving a final grade of A, B, C, SP and P. SP represents students who received a satisfactory progress. Some students received an IP as a final grade, which is in progress, but these final grades only applied to CTE externships and were not included in success calculations. Because the majority of courses offered at SCE are non-graded, only CTE, High School/GED program and ESL have a success rate. Final grades were pulled from an internal Argos report. The Disabled Student Services (DSS) program does offer graded courses, but these grades are recorded in a separate database from other programs. Success rates are presented for DSS as well. Lastly, because DSS success rates are based on grades from a separate database, these grades are not reflected in the overall success rate for SCE.

$$\text{Success rate} = \frac{\text{Number of students with A, B, C, SP and P}}{\text{Total number of students who attempted a grade}}$$

Hours Completed

The average number of hours completed by students for SCE as a whole and by program was calculated. The total number of hours was gathered for each unduplicated student within an academic year and then averaged for SCE as a whole and within each program. Average hours completed within each program is reflective of a student's total hours of instruction and laboratory work within that specific program. Hours recorded as laboratory work were included in this calculation, therefore average hours include both instructional and laboratory time within the academic year.

Completion of Certificates/Diplomas

SCE's High School/GED, CTE, DSS and ESL programs distribute certificates and diplomas. Similar to enrollment, the total number of certificates and diplomas handed out yearly was provided to the Office of Institutional Research and Planning by program staff that track this data manually. When disaggregating certificate/diploma data, the research team used an internal Argos report that provided demographic data. As a result, total number of certificates/diplomas handed out is higher than the total number of students who received certificates/diplomas and had demographic data. Demographic data for certificates/diplomas is unduplicated within academic years and duplicated across academic years.

Data

For the majority of the Institutional Effectiveness report, internal Argos data that was pulled in November 2016 was used. In some cases, program staff provided aggregated and disaggregated data that was incorporated within program sections. The report presents data over a three year timespan, 2013-14 academic year to 2015-2016. As reference, the Argos reports that were utilized for the majority of this report are: Student Academic History and Apportionment Degree Attribute.

Community Profile

This chapter provides a snapshot of the community SCE serves and is located in. The profile describes the **demographic breakdown** of the six largest feeder cities in SCE's service area.

Community Profile

NOCCCD DISTRICT SERVICE MAP
SCE Students of Residence

The North Orange County Community College District (NOCCCD) includes Fullerton College, Cypress College, and the School of Continuing Education. Eighteen communities and 16 school districts are located within the boundaries of the 155-square mile District that is home to nearly one million residents. The cities and communities served by NOCCCD include Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Habra Heights, La Mirada, La Palma, Los Alamitos, Placentia, Rossmoor, Seal Beach, Stanton, Whittier, and Yorba Linda. The demographics of the community are very diverse.
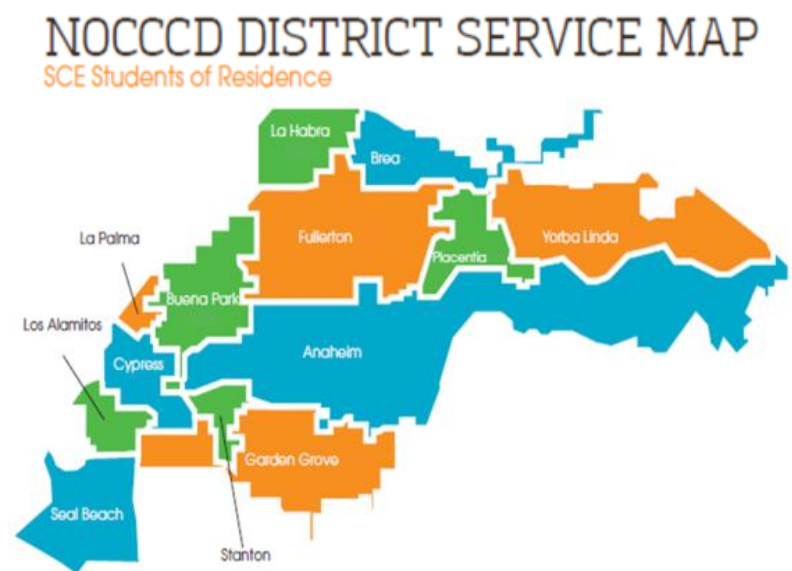
Populations Served

The following tables provide information about the communities served by the School of Continuing Education. Note that these tables are based on the cities in the North Orange County area from which SCE serves the greatest number of students. For example, Garden Grove is the second largest city in the NOCCCD area. However, other cities provide SCE with a larger number of students, thus leading to the exclusion of Garden Grove in these tables.

In 2015-2016, the top six feeder cities SCE served were Anaheim, Fullerton, Buena Park, La Habra, Placentia, and Yorba Linda. Overall, the top six SCE feeder cities make up 70.6% of SCE's student population. Anaheim alone makes up more than 1/3 of SCE's student population. This means that the other 1/3 of the student population is comprised of the remaining five feeder schools and the other 1/3 consists of the other 10 cities served by NOCCCD and possibly other non-NOCCCD communities.

Table 1: Six Largest Feeder Cities in SCE's Service Area: Student Count

| City	Number of SCE Students Served	Percentage of SCE Total
Anaheim	12,555	37.2%
Fullerton	4,756	14.1%
Buena Park	2,468	7.3%
La Habra	1,524	4.5%
Placentia	1,348	4.0%
Yorba Linda	1,194	3.5%
Totals	23,845	70.6%

Of the six SCE feeder schools, Anaheim has the largest population size. Therefore, not surprisingly SCE's top feeder city is Anaheim. Table two displays 2010 and projected 2015 population size for all six-feeder cities. When making a direct comparison of the total population size for each feeder city and the total number of students served at SCE by feeder city, Yorba Linda stands out. Yorba Linda has a larger population size than La Habra and Placentia, but SCE serves more residents from La Habra and Placentia than Yorba Linda. This perhaps is explained by Yorba Linda's race/ethnicity breakdown, having a high White/Non-Latino population concentration compared to the other five feeder schools. See Table four for race/ethnicity breakdown disaggregated by feeder city.

Table 2: Top Six Feeder Cities in SCE's Service Area: Population Size

City	April 2010 Census	July 2015 Estimates
Anaheim	336,265	350,742
Fullerton	135,161	140,847
Buena Park	80,530	83,270
La Habra	60,239	62,131
Placentia	50,533	52,495
Yorba Linda	64,234	67,973
Totals	726,962	757,458

Source: U.S. Census 2010.

Figure 1: Age Distribution of Top Six Feeder Cities (2010)

- Ages 0-19
- Ages 20-29
- Ages 30-54
- Ages 55-74
- Ages 75 and Over
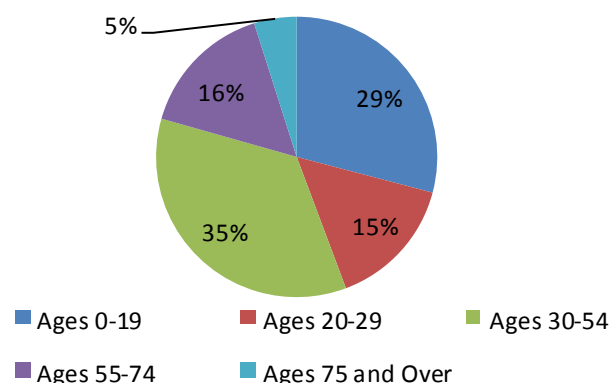
School of Continuing Education (SCE) is known for mostly serving the older student population in NOCCCD. Figure 1 shows the combined age distribution of all six-feeder schools in 2010. Ages 30-54 make up 35%, ages 0-19 make up 29%, ages 55-74 make up 16%, ages 20-29 make up 15%, and ages 75 and over make up 5% of the age distribution. Table three, displays gender breakdown across all six-feeder cities. Overall, there is an even gender breakdown as a combined whole. Anaheim has a slightly higher male distribution than the other five cities.

Table 3: Top Six Feeder Cities in SCE's Service Area: Gender Distribution

City	Male	Percent	Female	Percent
Anaheim	179,603	51.2%	171,135	48.8%
Fullerton	69,549	49.4%	71,300	50.6%
Buena Park	41,593	50.0%	41,671	50.0%
La Habra	29,739	47.9%	32,401	52.1%
Placentia	25,366	48.3%	27,122	51.7%
Yorba Linda	31,960	47.0%	36,006	53.0%
Totals	377,810	49.9%	379,635	50.1%

Source: U.S. Census 2015 Estimates.

As seen in Table 4, La Habra followed by Anaheim and then Buena Park has the highest Latino/Hispanic concentration. Yorba Linda followed by Placentia and then Fullerton has the highest White/Non-Latino population. Almost less than 1% of Native American/Alaskan reside in these six feeder cities. There is also a low African American race/ethnic group, as low as less than 4% in all six-feeder cities.

Table 4: Top Six Feeder Cities in SCE's Service Area –Race/Ethnicity Distribution

City	African American	Asian/ Pacific Islander	Latino/ Hispanic	Native American/ Alaskan	White/ Non-Latino	Two or More Races
Anaheim	2.8%	15.3%	52.8%	0.8%	27.5%	4.4%
Fullerton	2.3%	23.0%	34.4%	0.6%	38.2%	4.3%
Buena Park	3.8%	27.3%	39.3%	1.1%	27.7%	5.1%
La Habra	1.7%	9.8%	57.2%	0.2%	30.2%	4.2%
Placentia	1.8%	15.0%	36.4%	0.1%	44.7%	4.0%
Yorba Linda	1.3%	15.7%	14.4%	0.1%	65.7%	4.0%

Source: U.S. Census 2010.

Most of the data reported in the above four tables has been from 2010 U.S Census data. The following two tables below are based on 2014 U.S census estimates. These tables display North Orange County special populations and foreign population/language summary. Interestingly, Anaheim has the highest number of Veterans, Foster Youth and people with disabilities making up 41.5%, 49.1%, and 47.5% respectively of the total population of Veterans, Foster Youth and people with disabilities across the six-feeder cities. In other words, for example, the total sum of veterans in all six-feeder cities is 26,871. The 11,154 number of Veterans that live in Anaheim translates to 41.5% of all veterans across all six-feeder cities. Fullerton is the second largest city with a high concentration of Veterans, Foster Youth and people with disabilities. Lastly, interestingly once again, Anaheim has the highest numbers of the unique demographic characteristics displayed in Table 6. In other words, Anaheim has the highest foreign-born population, non-US citizens, non-English speakers, and non-speaking English households by more than 50% of the total population across all six cities.

Table 5: North Orange County Special Populations Summary

Demographic	Anaheim	Fullerton	Buena Park	La Habra	Placentia	Yorba Linda	Total
Veterans	11,154	5,045	3,102	2,460	2,121	2,989	26,871
Foster Youth	1,710	693	491	221	266	97	3,478
People with Disabilities (Ages 18-64)	13,593	5,235	3,395	2,705	1,814	1,819	28,561

Source: U.S. Census 2014 Estimates.

Table 6: North Orange County Foreign Population/Language Summary

Demographic	Anaheim	Fullerton	Buena Park	La Habra	Placentia	Yorba Linda	Total
Foreign Born Population	126,926	43,079	31,027	16,567	13,376	11,962	242,937
Non-US Citizens	70,169	21,680	15,129	10,383	7,002	2,733	127,096
Non-English Speakers*	85,423	28,423	24,240	12,917	7,807	4,362	163,172
Non-English Speaking Households**	13,393	4,840	4,412	2,109	1,057	712	26,523

Source: U.S. Census 2014 Estimates.

* Non-English Speakers defined as not reported as speaking English "Very Well" as per census data

**Non-English Households defined as households in which no one over the age of 14 either speaks only English or speaks English "Very Well" as per census data

Providing a snapshot of the surrounding community gives SCE an idea of the students they could potentially enroll, in addition to the needs current SCE students could be facing. As SCE strives to continuously integrate itself in the community, it is essential to understand demographic shifts, economic trends and other factors that impact the SCE family.

Effectiveness Indicators

This chapter provides **Effectiveness Indicators** for SCE as a whole and its five academic programs: High School Diploma/GED Program, Career Technical Education (CTE), Life Skills Education Advancement Program (LEAP), English-as-a-Second Language (ESL), and Disabled Student Services (DSS).

Effectiveness Indicator: Enrollment

Head Count and Enrollments: The School of Continuing Education has seen a decrease the past three academic years both in unduplicated head counts and total enrollments. Between 2013 and 2016, SCE saw a 14% decrease in individual students enrolling at SCE. During the 2015-2016, a total of 33,749 unduplicated students enrolled at SCE, resulting in a 4.8% drop from the previous year. Total enrollments include all individual enrollments that took place during the academic year including duplicated students. Between 2013 and 2016, SCE saw a 4.2% drop in total enrollments.

Table 7: SCE Head Count and Enrollments

	2013-14	2014-15	2015-16
Unduplicated Head Count	38,490	35,363	33,749
Total Enrollments	150,817	150,495	144,766

Student Status: The vast majority of students at SCE are part-time, meaning students complete less than 15 hours per week per academic term. These hours include both instructional and laboratory time students spend doing coursework. Students are duplicated across academic years, but not within an academic year.

Table 8: SCE Student Status

	2013-14 (34,369)	2014-15 (34,428)	2015-16 (32,449)
Full-time	0.2%	0.3%	0.2%
Part-time	99.8%	99.7%	99.8%

Enrollment Status: For the past three years over 60% of enrolled SCE students have been returning students. The number of first-time students for SCE as a whole increased from 15.9% in 2013 to 18.7% in 2014-15, and then decreased slightly to 17.4% in 2015-16.

Table 9: SCE Student Enrollment Status

	2013-14 (N=34,427)	2014-15 (N=34,430)	2015-16 (N=32,450)
First-time Student	15.9%	18.7%	17.4%
Returning Student	**63.4%**	**62.1%**	**64.4%**
First-time Transfer Student	2.8%	2.8%	2.5%
Returning Transfer Student	7.2%	7.4%	7.4%
Other	10.9%	9.1%	8.3%
Total	100.0%	100.0%	100.0%

Note: Other students include Not Applicable/K-12 Special Students, Uncollected/unreported, undeclared enrollment. Duplicates exist between academic years, but not within academic years.

Educational Goals: About a fifth of SCE students have identified improving basic skills as their educational goal. The second most common goal for SCE students is career exploration. Educational goals provide an idea of why SCE students choose to follow their academic pathways. Goals can also be used to help inform course and curriculum development. This data provides a snapshot to the needs of SCE students. Students identify their educational goals when they enroll at *any* NOCCCD institution. Because students may not update their educational goals on a yearly basis, goals may not be current for some students.

Table 10: District-Wide Educational Goals of SCE Students

	2013-14 (N=25,503)	2014-15 (N=26,745)	2015-16 (N=26,080)
Transfer Seeking	7.5%	7.2%	6.9%
Degree Seeking	2.1%	1.7%	1.7%
Certificate Seeking	2.1%	1.9%	1.9%
Diploma Seeking	8.0%	7.6%	7.2%
Transition Seeking*	0.1%	0.1%	0.1%
Basic Skills	**19.0%**	**19.9%**	**20.0%**
Skills Builder	10.7%	9.9%	9.9%
Career Exploration	**17.0%**	**17.2%**	**17.9%**
Undecided	10.3%	10.2%	9.9%
Other**	23.2%	24.3%	24.5%
Total	100.0%	100.0%	100.0%

*Transition seeking students are students who declared their educational goal as "Noncredit to credit coursework."
** Educational goals categorized in "Other" included "Undeclared," "Unknown," "Not Applicable," and "4yr taking courses for 4yr requirement." Duplicates exist between academic years, but not within academic years.

Demographic Breakdown of Enrollment: Ethnicity

District Strategic Direction 2 strives to make progress towards *eliminating the documented achievement gap among race/ethnicity groups*. Prior to diving into student achievement data, a snapshot of the student population at SCE has been provided below.

Table 11 presents the ethnic distribution of SCE students for the past three years. The largest ethnic group that SCE serves has been the Hispanic or Latino population, which has made up about 40% of the student population the last three years. About a quarter of students identify as White and the third largest ethnic group is Asian. These populations are reflective of the community in which SCE is located in.

Table 11: Ethnicity of Students Enrolled at SCE

	2013-14 (N=34,427)	2014-15 (N=34,430)	2015-16 (N=32,450)
Hispanic or Latino	**40.4%**	**40.4%**	**40.0%**
White	25.9%	25.7%	24.9%
Asian	17.7%	17.8%	18.4%
Unknown	13.1%	13.4%	13.8%
Black or African American	2.3%	2.2%	2.2%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.2%	0.3%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Gender

Females have consistently been enrolled at higher numbers at SCE than males the last three years. For academic year 2015-2016, 64.8% of the student population was female. Male enrollments have slightly decreased the past years. Between 2013 and 2015, male enrollments dropped 1.4%.

Table 12: Gender of Students Enrolled at SCE

	2013-14 (N=34,427)	2014-15 (N=34,430)	2015-16 (N=32,450)
Male	32.3%	31.9%	30.9%
Female	**64.3%**	**64.3%**	**64.8%**
Unknown	3.4%	3.8%	4.3%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Age

SCE serves diverse groups of students, including of all ages. The largest age group SCE serves is adults 55 years of age and above. This group has consistently made up over a third of the student population the past three years (see Table 13). The second largest age group is adults 25-34 years of age, who made up 16.4% of the student population during academic year 2015-2016. SCE has historically served a large number of adult learners and the data is reflective of this trend.

Table 13: Age of Students Enrolled at SCE

	2013-14 (N=34,427)	2014-15 (N=34,430)	2015-16 (N=32,450)
0-17 years	7.2%	7.1%	6.3%
18-24 years	13.6%	13.0%	12.3%
25-34 years	16.9%	16.8%	16.4%
35-44 years	13.8%	13.5%	13.5%
45-54 years	11.2%	10.8%	11.2%
55+ years	**37.3%**	**38.8%**	**40.3%**
Total	100.0%	100.0%	100.0%

Effectiveness Indicator: Retention

Retention rates provide a measurement of how well SCE is retaining new students within an academic year. This indicator aligns with District Strategic Direction 3, which looks at improving student success rates. Research has found that student return rates (retention) are directly related to their completion of the program or degree, serving as a key indicator of institutional effectiveness[1]. Retention rates are not reflective of consecutive enrollments. For example, if a new student enrolled in fall 2013 and re-enrolled in spring 2014, did not necessarily enroll in winter 2014.

Starting fall cohorts were established by identifying first-time students at SCE. When looking at the last three academic years, SCE has retained approximately a quarter of their incoming first-time students for one academic year (fall to fall). Summer has the lowest retention rate due to the fact that many students take the summer off. For the 2015-2016 academic year close to half (47.5%) of first-time incoming students fell out after their first fall term. Of the 3,449 new incoming students, 18.6% of them were retained by the end of the spring term.

Table 14: SCE Retention Rates

	2013-14	2014-15	2015-16
Starting Fall Cohort	3,619	3,703	3,449
End-Term Fall	45.2%	44.3%	47.5%
End-Term Winter	14.3%	14.0%	14.0%
End-Term Spring	11.4%	12.4%	18.6%
End-Term Summer	4.0%	3.3%	19.9%
Fall-to-Fall Retention	**25.2%**	**26.1%**	**N/A**

There are many factors that could impact whether or not a student decides to re-enroll after their first term. Future analysis should look at the types of students who are being retained, such as demographics, student status (part-time vs full-time), and educational goals/majors.

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[1]Voigt, L., Ph. D., & Hundrieser, J. (2008, November). Student Success, Retention, and Graduation: Definitions, Theories, Practices, Patterns, and Trends. Retrieved January 9, 2017, from http://www.stetson.edu/law/conferences/highered/archive/media/Student%20Success,%20Retention,%20and%20Graduation-%20Definitions,%20Theories,%20Practices,%20Patterns,%20and%20Trends.pdf

Additionally, analysis of where students are most likely to "fall out" would provide SCE vital information that could be used to develop targeted strategies to retain these students.
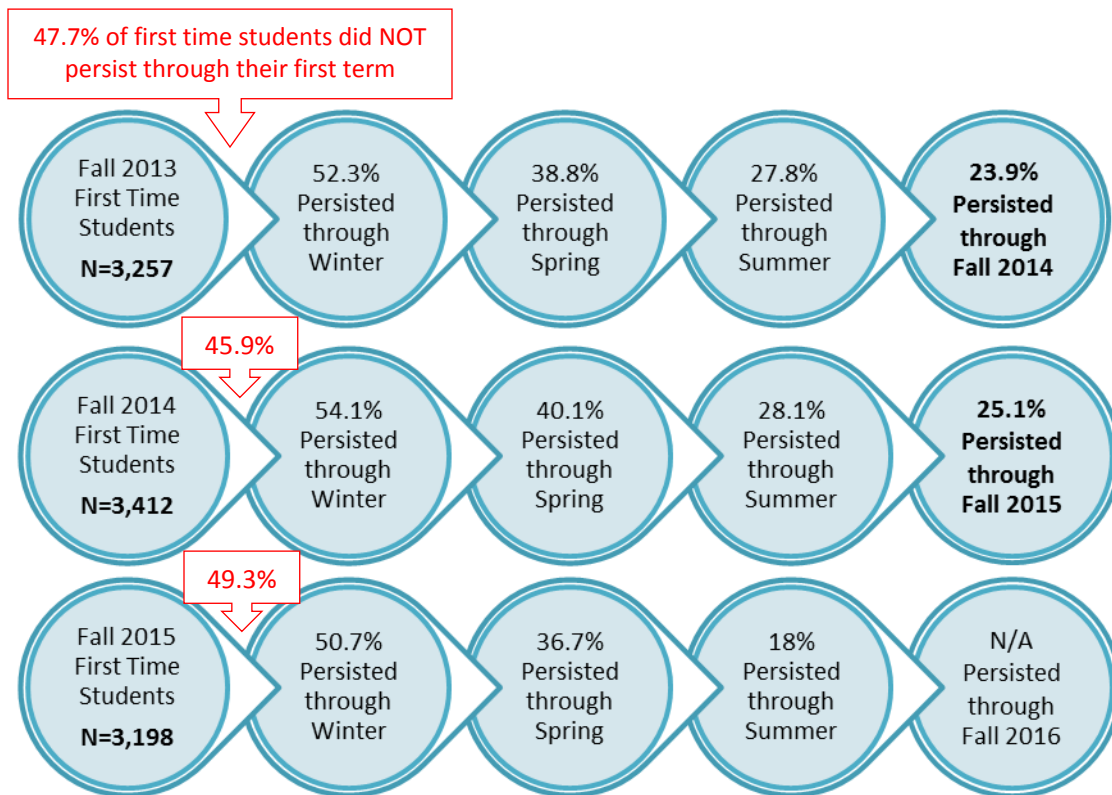
Effectiveness Indicator: Persistence

Similar to retention, persistence rates provide a gauge of how well an institution is at providing a campus environment where students persist term to term. Persistence rates are reflective of consecutive enrollments. Like retention, persistence has been positively correlated with student success and degree/certificate completion[2]. This makes persistence rates a valuable measurement for District Strategic Direction 3.

For both the 2013 and 2014 fall cohorts, SCE as a whole has had over a fifth of incoming first time students persist for one academic year. For the last three academic years, over 45% of incoming first time SCE students do not make it past their initial fall term. The incoming fall 2015 cohort had the highest percentage of incoming new students not enroll in a consecutive term (49.3%).

Figure 2: SCE Success Rates

47.7% of first time students did NOT persist through their first term

| Fall 2013 First Time Students N=3,257 | 52.3% Persisted through Winter | 38.8% Persisted through Spring | 27.8% Persisted through Summer | **23.9% Persisted through Fall 2014** |

45.9%

| Fall 2014 First Time Students N=3,412 | 54.1% Persisted through Winter | 40.1% Persisted through Spring | 28.1% Persisted through Summer | **25.1% Persisted through Fall 2015** |

49.3%

| Fall 2015 First Time Students N=3,198 | 50.7% Persisted through Winter | 36.7% Persisted through Spring | 18% Persisted through Summer | N/A Persisted through Fall 2016 |

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[2]Voigt, L., Ph. D., & Hundrieser, J. (2008, November). Student Success, Retention, and Graduation: Definitions, Theories, Practices, Patterns, and Trends. Retrieved January 9, 2017, from http://www.stetson.edu/law/conferences/highered/archive/media/Student%20Success,%20Retention,%20and%20Graduation-%20Definitions,%20Theories,%20Practices,%20Patterns,%20and%20Trends.pdf

Effectiveness Indicator: Success

District Strategic Direction 3 indicates that the district will improve success rates annually in order to help SCE students achieve their academic goals. Success rates were calculated for SCE as a whole and broken down by demographic variables in order to identify trends. The vast majority of courses at SCE are noncredit, non-graded. For those students who do attempt a grade in a course, success rates were calculated for the last three academic years. Of those students who attempt a grade, over three-quarters have consistently been successful the last three academic years, with 2014-2015 having the highest success rate (86.8%). When taking the last three academic years together, SCE had an 81% success rate among those students who attempted a grade.

Table 15: SCE Success Rates

|	2013-14	2014-15	2015-16
N	12,514	9,705	9,626
Success	9,693	8,422	7,668
Success Rate	**77.5%**	**86.8%**	**79.7%**

Note: Success rates do not include DSS grades as those are reported on a separate database.

Demographic Breakdown of Student Success: Ethnicity

Figure 3 illustrates the success rates for SCE as a whole among the four largest ethnic groups: Asian, Hispanic, or Latino, Black or African Americans and Whites. A breakdown of additional racial/ethnic groups and unknowns is provided in appendix A. White students make up about a quarter of SCE's student population and have the highest success rates. Although, Hispanic or Latino students make up the largest ethnic/racial group at SCE, they have consistently been behind 2-3 percentage points in success rates compared to their White counterparts. Of the four largest ethnic/racial groups, Black and African Americans have the lowest success rates. For the last three academic years, Black and African American students also have a lower success rate than SCE overall for that academic year.

**Figure 3: SCE Success Rates by Ethnicity**
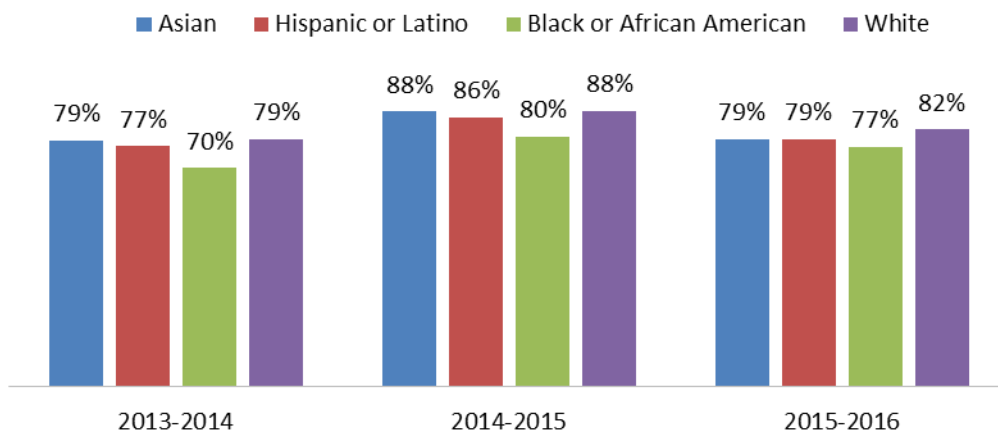
Demographic Breakdown of Student Success: Gender

Success rates were broken down by race/ethnicity, gender and age group. When broken down by gender, males consistently have a slightly higher success rate than females. Additionally, males have achieved success rates higher than SCE as a whole the last three academic years. Overall, males, females and unknowns had an increase in success from 2013-14 to 2014-15, then followed by a decrease in 2015-16.

Figure 4: SCE Success Rates by Gender
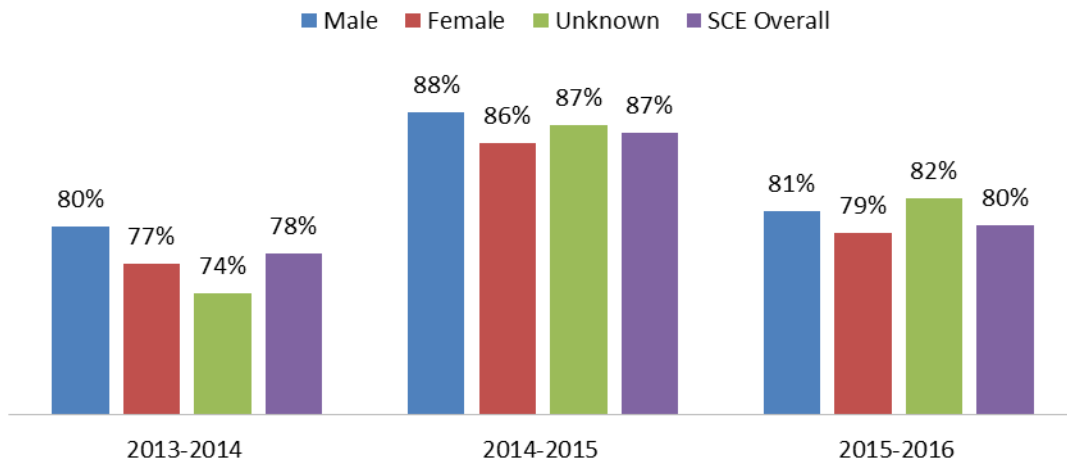
Demographic Breakdown of Student Success: Age

When looking at success rates by age groups, 25 to 34 year olds have had the highest rates the last two academic years. The 0-17 age category was removed from the table due to the small sample size of these students who attempt a grade. The largest age group that makes up SCE enrollments are students 55 and above, with this student age group making up 40.3% of the student population last year (2015-2016). This age group had the lowest success rate among SCE students. Overall, age groups 18-24, 25-34 and 35-44 have had higher success rates than SCE overall the last three academic years.

Figure 5: SCE Success Rates by Age
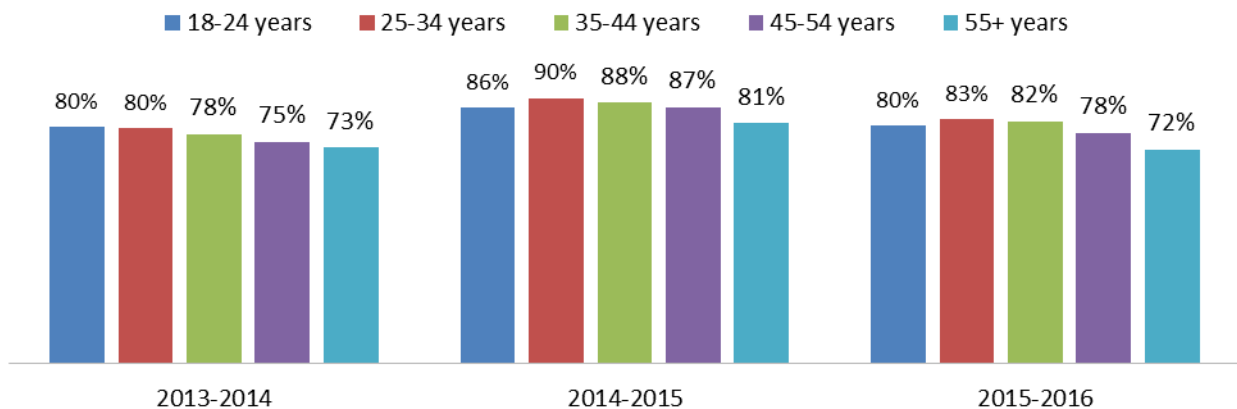
Effectiveness Indicator: Hours Completed

Research has shown that full-time students complete their degrees and certificates at a higher rate when compared to part-time students[3]. Because the vast majority of SCE students are part-time students, average hours completed was calculated for the last three years. The purpose of calculating this effectiveness indicator is to establish a baseline constructed around institutional trends. Future analysis should include identifying the average number of hours per year of those students who complete certificates or transitional goals within a given timeframe. This will help identify SCE students who are most-likely to complete their certificate program or transition from noncredit to a credit institution. Hours included both instructional and laboratory hours.. On average, SCE students complete about 80 hours of instruction and lab work within an academic year. This number has slightly gone up the last three academic years.

Table 16: Average Number of Hours Completed by Academic Year for SCE as a Whole

	2013-14	2014-15	2015-16
Overall	83.42	84.45	85.40

Demographic Breakdown of Hours Completed: Ethnicity

Figure 6 presents average hours completed broken down by the four largest racial/ethnic groups at SCE. Both Hispanics/Latinos and Asian student populations have consistently had higher average hours completed than SCE as a whole the last three academic years. Despite white students having had the lowest average hours completed per academic year, those hours have increased the last three years.

Figure 6: Average Hours Completed by Ethnicity

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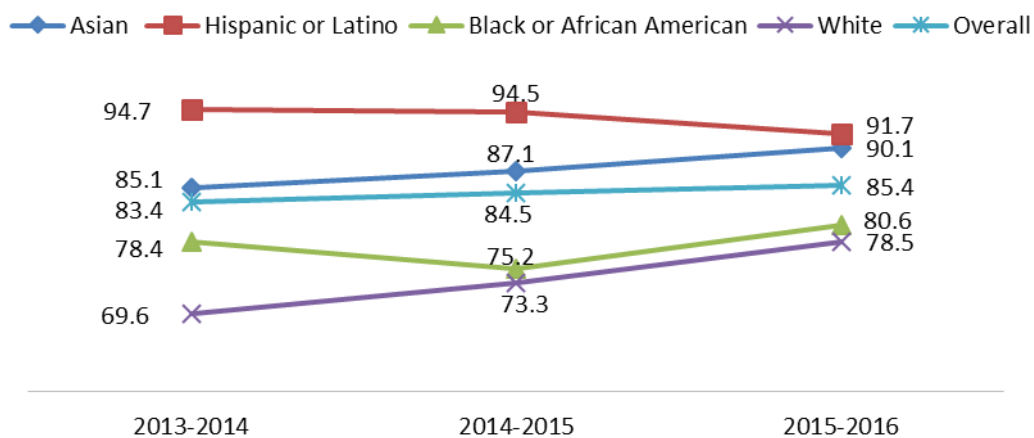
[3] Durkin, J., & Kircher, A. (2010, June 4). Factors Affecting Community College Completion Rates. Retrieved January 9, 2017, from http://po.linnbenton.edu/completion-agenda-task-force/Factors_Affecting_Community_College_Completion_Rates_cclf.pdf

Demographic Breakdown of Hours Completed: Gender

Overall, female students have the highest average hours completed compared to male students, unknown. Females have also consistently completed on average higher hours than SCE as a whole the past three academic years. Despite having higher success rates than females, males complete on average, about 4-7 hours less per year than females.

Figure 7: Average Hours Completed by Gender
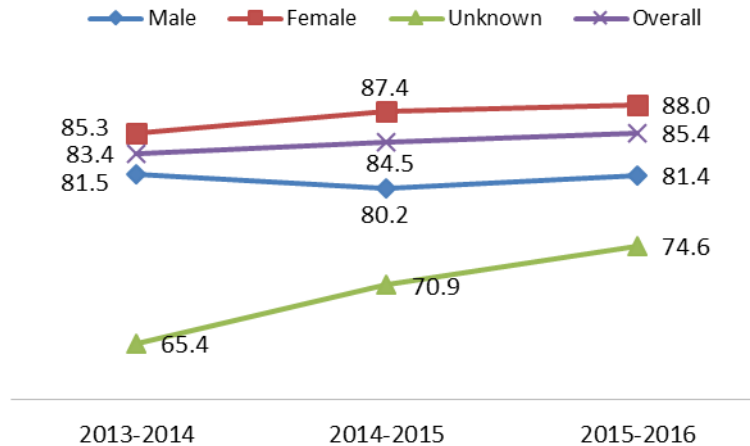
Demographic Breakdown of Hours Completed: Age

Lastly, figure 8 presents the average hours completed by age groups 18 and above. All age groups, with the exception of 55 and above, on average complete a higher number of hours than SCE overall. The 45-54 years age group has had the highest average hours completed the last three years. This group has completed over 100 hours on average each year for the past three years.

Figure 8: Average Hours Completed by Age
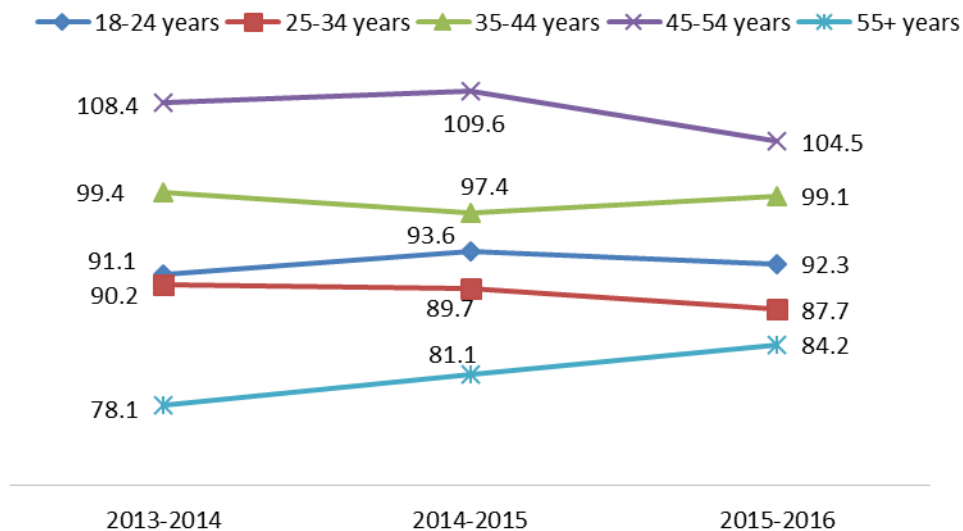
Effectiveness Indicator: Completion of Certificates

District Strategic Direction 1 seeks to improve completion rates for degrees, certificates and diplomas. The total number of certificates awarded per year the past three academic years was gathered and broken down demographics to illustrate the distribution of certificates among SCE students.

For the past three years, CTE has awarded over 400 certificates each year. These include administrative assistant, business management, early childhood education, medical assistant, medical device: quality assurance, pharmacy technician and project management. SCE has seen a decrease in certificates awarded from 2014 to 2016. This may be due to the decline in SCE's overall enrollment.

Table 17: SCE Certificates Awarded

	2014	2015	2016
CTE	401	418	409
High School	326	275	254
ESL Academic Success	33	24	29
Total	**760**	**717**	**692**

Demographic Breakdown of Completion of Certificates: Ethnicity

The largest ethnic group to receive SCE certificates has been students who identify as Hispanic or Latino. This is consistent with the student population, as over 40% of SCE students identify as Hispanic or Latino. A total of 56% of the certificates awarded in 2016 went to Hispanic or Latino students. The second largest ethnic group to receive certificates from SCE is Asian students. Between 2014 and 2016, Asian students have received about a fifth of SCE certificates. This number has increased slightly as well.

Figure 9: SCE Certificates Awarded by Ethnicity
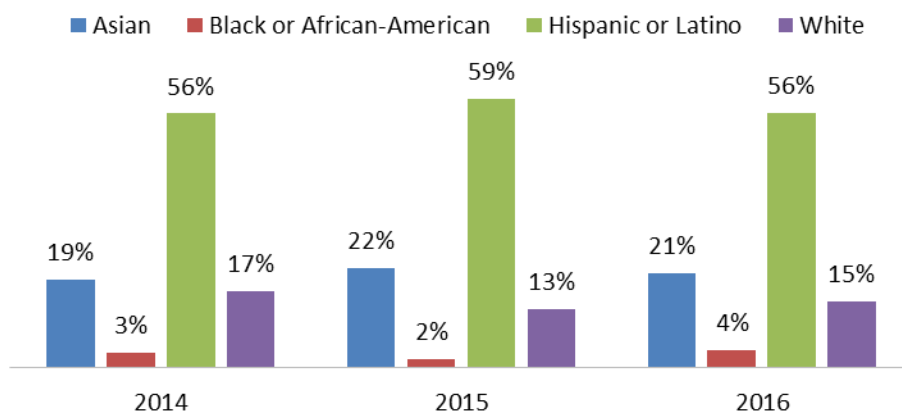
Demographic Breakdown of Completion of Certificates: Gender

Over two-thirds of certificates awarded the last three academic years have gone to females. For males, the rate at which they have been receiving certificates from SCE has slightly decreased from 2014 to 2016, going from 33% to 29%.

Figure 10: SCE Certificates Awarded by Gender
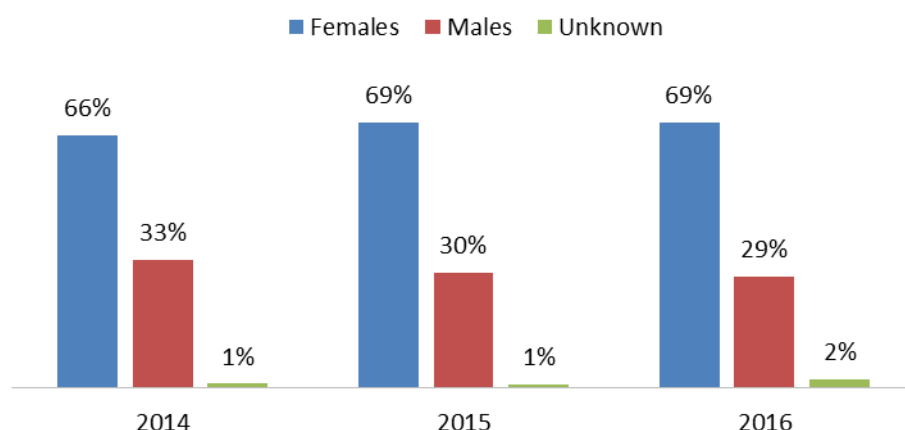
Demographic Breakdown of Completion of Certificates: Age

In 2014 the largest age group to receive SCE certificates was students 18-24 years of age (33%). For the past two academic years, students 25-34 years of age have receive over a third of SCE certificates awarded. Despite making up the largest age group SCE serves, adult students who are 55 and above receive the lowest proportion of SCE certificates awarded. This may be due to the fact that this age group does not typically enroll in SCE programs that award certificates.

Figure 11: SCE Certificates Awarded by Age
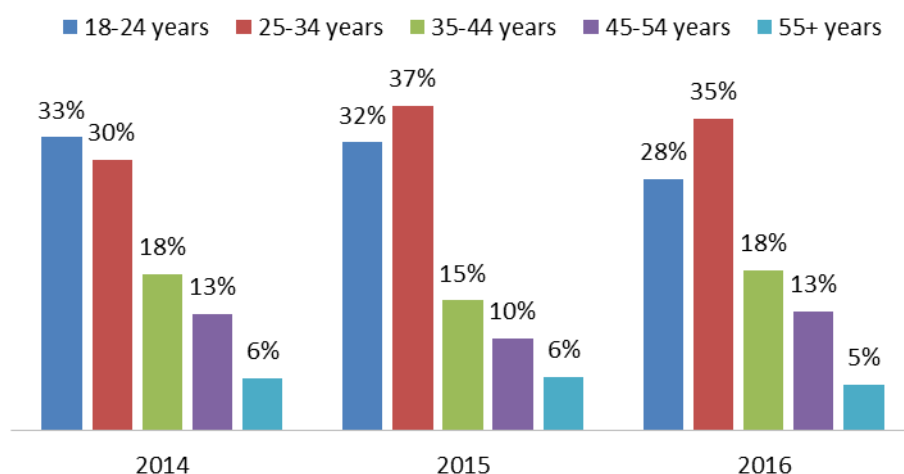
Key Takeaways for SCE as Whole

The following are the major findings with respect to the SCE as a whole discovered by the Office of Institutional Research and Planning after analyzing the overall data.

➢ Over the past three academic years, there has been a decline in the number of students SCE serves and total enrollments in SCE as a whole.

➢ SCE as a whole serves a vastly female demographic population. Hispanic/Latinos are the most represented ethnic group at SCE. The largest age group SCE serves is adults 55 years of age and older.

➢ Over a fifth of incoming first time SCE students persist for one academic year; however, close to half (47.5%) of the first-time incoming students did not return after their first fall term.

➢ Males consistently have a higher success rate than females, even though on average females completed a greater number of hours and received more certificates.

➢ SCE has awarded 2,169 certificates over the last three years; however, there has been a decrease in certificates awarded from 2014 to 2016. There has been a large decline in high school certificates awarded over the past three years.

SCE's Office of Institutional Research and Planning will continue to explore institutional data to further analyze the trends over time.

The School of Continuing Education offers an adult high school diploma/GED program where students can complete their coursework to receive a high school diploma or GED. Basic skills labs and learning centers are offered to adult students 18 and above. Students are able to receive help with their high school coursework or GED preparation. The High School diploma/GED program offers students an open-entry enrollment where students can work at their own pace. Major content areas offer whole-classes or small group instructions. New students that enroll in this program at SCE are offered an orientation, assessment and counseling services as supportive services.

Effectiveness Indicator: Course Availability

Course access and availability has been identified as an effectiveness indicator that aligns with District Strategic Direction 1. This direction focuses on annually improving the rates of completion for SCE students. Access to courses is key for students to stay on track to completing their educational goals of either completing their certificates, diplomas or transitioning from noncredit to a for-credit institution. By providing a snapshot of the types of courses and sections available by program, SCE is able to make data-driven decisions related to course offerings.

Courses: High School/GED program offers courses both during the day and night. The number of sections offered in the program has increased from 331 in 2013-2014 to 393 in 2015-2016. Course sections were identified by course reference numbers (CRN) and because some courses use the same CRN for day and night courses, further analysis needs to be conducted to distinguish courses that are solely offered either day or night to get an accurate section count.

Table 18: SCE High School/GED Program Sections

	2013-14	2014-15	2015-16
Total Sections	331	399	393

The total number of courses offered for the last three academic years were 121 which culminate into 1,123 class sections available. Courses and sections were also broken down within the program by program clusters: GED, High School and basic skills. The high school cluster has consistently offered the most courses and sections the past three academic years. As seen in table 19, both basic skills and GED courses have remained somewhat unchanged the past three academic years.

Table 19: SCE Course Clusters for High School Program

		2013-14	2014-15	2015-16	Total
GED	Section	15	19	19	53
	Courses	5	5	5	15
HS	Section	300	363	358	1,021
	Courses	33	34	33	100
Basic Skills	Section	16	17	16	49
	Courses	2	2	2	6
Overall Totals	Section	331	399	393	1,123
	Courses	40	41	40	121

Effectiveness Indicator: Enrollment

Head Count and Enrollment: Both the unduplicated headcount and the total enrollments for the High School/GED program increased slightly between the academic years 2013-14 and 2014-15 but decreased between 2014-15 and 2015-16 academic years.

Table 20: SCE High School/GED Program Head Count and Enrollments

	2013-14	2014-15	2015-16
Unduplicated Head Count	4,706	4,849	4,636
Total Enrollments	12,908	14,319	13,170

Student Status: For the past three academic years, approximately 97% of SCE High School/GED Program students were part-time. The full-time students were roughly 3%. Except for the 2013-2014 academic year where 0.1% of the High School/GED program were "other" status, the 2014-2015 and 2015-2016 academic years had none of the students in this category. The "other" status comprises students who had a missing student status.

Table 21: SCE High School/GED Program Student Status

	2013-14 (N=4,706)	2014-15 (N=4,849)	2015-16 (N=4,636)
Full-time	3.2%	3.3%	2.8%
Part-time	**96.7%**	**96.7%**	**97.2%**
Other	0.1%	0.0%	0.0%

Enrollment Status: A large proportion of the High School/GED program enrollment is returning students. Returning students were approximately 75%, 74%, and 76% for the academic years 2013-14, 2014-15, and 2015-16 consecutively. Although the unduplicated headcount for the High School/GED program slightly decreased from 2014-15 to 2015-16, there was a 2.4% increase in the returning students for the same period.

Table 22: SCE High School/GED Program Student Enrollment Status

	2013-14 (N=4,706)	2014-15 (N=4,849)	2015-16 (N=4,636)
First-time Student	15.0%	16.3%	14.0%
Returning Student	**75.1%**	**73.7%**	**76.1%**
First-time Transfer Student	1.7%	1.9%	1.9%
Returning Transfer Student	4.4%	4.9%	4.7%
Other	3.8%	3.2%	3.3%
Total	100.0%	100.0%	100.0%

Note: The totals may be slightly less than or more than 100 by at most a tenth due to the rounding off error.

Educational Goal: As expected most students who enrolled in the High School/GED program at SCE the past three academic years have had an educational goal of completing their High School diploma. The second most common goal among students was to transfer, followed by skills builder.

Table 23: District-wide Educational Goals for SCE High School/GED Program Students

	2013-14 (N=4,025)	2014-15 (N=4,232)	2015-16 (N=4,091)
Transfer Seeking	15.6%	18.1%	18.1%
Degree Seeking	4.8%	4.1%	4.3%
Certificate Seeking	3.0%	3.0%	3.2%
Diploma Seeking	**39.9%**	**38.5%**	**37.4%**
Transition Seeking*	0.1%	0.1%	0.1%
Basic Skills	7.9%	8.1%	7.2%
Skills Builder	10.9%	10.9%	12.1%
Career Exploration	5.3%	5.2%	5.5%
Undecided	6.2%	6.3%	6.0%
Other**	6.3%	5.7%	6.1%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Ethnicity

A large proportion of the High School/GED program enrollees identify as Hispanic or Latino. They comprised approximately 66% for each of the 2013-14 and 2015-16 academic years and 65% for the 2014-15 academic year. The Hispanic/Latino enrollment increased by approximately a percentage point between 2014-15 and 2015-16 academic years. The rest of the racial/ethnic groups either remained the same or decreased, except for Native Hawaiian or Pacific Islanders who increased by a tenth of a percent.

Table 24: Ethnicity of High School/GED Program Students Enrolled at SCE

	2013-14 (N=4,706)	2014-15 (N=4,849)	2015-16 (N=4,636)
Hispanic or Latino	**65.7%**	**65.2%**	**66.3%**
White	13.0%	12.9%	12.8%
Asian	11.5%	11.8%	11.6%
Unknown	4.8%	4.8%	4.1%
Black or African American	4.0%	4.3%	4.2%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.6%
American Indian or Alaska Native	0.5%	0.5%	0.4%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Gender

The enrollment of the females was higher than the males and the unknowns for the three academic years. The female enrollment was approximately 56% for 2013-14 and 2014-15 and 59% for 2015-16. Like their female counterparts, the male enrollment was approximately equal for 2013-14 and 2014-15. While the female enrollment increased by 2.7% between 2014-15 and 2015-16, the male enrollment dropped over the same period by 2.9%. The enrollment proportion of those students who wished not to state their genders or had their gender information missing, although negligible, slightly increased in the last three academic years, 2013-14 through 2015-16.

Table 25: Gender of High School/GED Program Students Enrolled at SCE

	2013-14 (N=4,706)	2014-15 (N=4,849)	2015-16 (N=4,636)
Male	42.7%	42.6%	39.7%
Female	**55.9%**	**55.9%**	**58.6%**
Unknown	1.4%	1.5%	1.7%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Age

Although the proportion of the 18-24 year-old enrollees in the High School program at SCE dropped for the three consecutive academic years, this age group was the majority enrollees all through. The 18-24 year olds and the 25-34 year olds comprise more 70% of the High School program enrollments. As expected, those students less than 18 years old are less than 1% of the High School program cohorts.

Table 26: Age of High School/GED Program Students Enrolled at SCE

	2013-14 (N=4,706)	2014-15 (N=4,849)	2015-16 (N=4,636)
0-17 years	0.3%	0.7%	0.5%
18-24 years	**45.4%**	**43.7%**	**40.1%**
25-34 years	28.7%	30.0%	30.6%
35-44 years	12.7%	12.5%	13.7%
45-54 years	8.6%	8.6%	9.6%
55+ years	4.3%	4.5%	5.5%
Total	100.0%	100.0%	100.0%

Effectiveness Indicator: Retention

The starting fall cohorts were established by identifying first-time students at SCE in the High School/GED Program. The SCE High School Program retained approximately 23% and 17% of their incoming first-time students for 2013-14 and 2014-15 academic years (fall to fall). Summer had the lowest retention rates for the 2013-14 and 2014-15 academic years. This may be attributed to the fact that many students take the summer off, except for 2015-16 where the end of spring and summer terms saw the same proportion of students being retained. This is due to the fact that fall enrollments were not taken into account for fall 2016. About 16% of first time students were retained through the end of their first winter term for each of the 2013-14 and 2015-16 academic years, while about 15% were retained through the end of their first winter term for the 2014-15. There are many factors that could impact whether or not a student decides to re-enroll after their first term. If term exit surveys can be administered to the students at the end of each term, the data collected may help give a somehow clear picture on some of the factors.

Table 27: Retention Rates for High School/GED Program

	2013-14	2014-15	2015-16
Starting Fall Cohort	527	453	478
End-Term Fall	41.0%	48.1%	46.9%
End-Term Winter	15.9%	14.8%	16.3%
End-Term Spring	14.2%	13.7%	18.4%
End-Term Summer	6.3%	6.0%	18.4%
Fall-to-Fall Retention	**22.6%**	**17.4%**	**N/A**

Effectiveness Indicator: Persistence

Fall to fall persistence provides a rate at which the High School/GED program at SCE was able to keep first time students consecutively for one academic year, again fall to fall. Fall term starting cohorts include first time ever students at SCE in the High School/GED program. These student's final consecutive term enrolled in was used to calculate persistence. Starting cohorts differ from retention rates because they include students who either enrolled for their initial fall term and any other consecutive term.

For 2013 and 2014, only 18.6% and 13.2% (less than one fifth) of the SCE High School/GED program's incoming first time students persisted for one academic year (fall to fall). For the last three academic years, over 45% of incoming first time SCE High School program students did not make it past their initial fall term. The incoming fall 2014 cohort had the highest percentage of incoming new students who did not enroll in a consecutive term (53.4%).

Figure 12: Persistence Rates for High School/GED Program

45.6% of first time students did NOT persist through their first term

Fall 2013 First Time Students N=474	54.4% Persisted through Winter	25.3% Persisted through Spring	36.7% Persisted through Summer	**18.6% Persisted through Fall 2014**

54.3%

Fall 2014 First Time Students N=408	46.6% Persisted through Winter	30.1% Persisted through Spring	18.4% Persisted through Summer	**31.2% Persisted through Fall 2015**

50.7%

Fall 2015 First Time Students N=442	49.3% Persisted through Winter	31.7% Persisted through Spring	15.2% Persisted through Summer	N/A Persisted through Fall 2016

Effectiveness Indicator: Success

The SCE High School program success rates were calculated and broken down by demographic variables (race/ethnicity, gender and age group) in order to identify trends. The vast majority of courses at SCE are noncredit, non-graded. For those students who do attempt a grade in a course, success rates were calculated for the last three academic years. Of those students who attempt a grade, over 95% have consistently been successful the last three academic years. All the three academic years had roughly same success rates. When taking the last three academic years together, the success rate was 96.6% among the SCE High School program students who attempted a grade.

Table 28: SCE High School/GED Program Success Rates

	2013-14	2014-15	2015-16
N	2,243	2,010	1,989
Success	2,172	1,941	1,919
Success Rate	**96.8%**	**96.6%**	**96.5%**

Demographic Breakdown of Student Success: Gender

When broken down by gender, females have a slightly higher success rate than males for the 2013-2014 and 2014-2015 academic years. Males achieved higher success rates than females and the unknowns in 2015-2016. Overall, males' success rates consistently increased while females' success rates decreased for all the three academic years. The unknowns had fluctuating success rates.

Figure 13: SCE High School/GED Program Success Rates by Gender
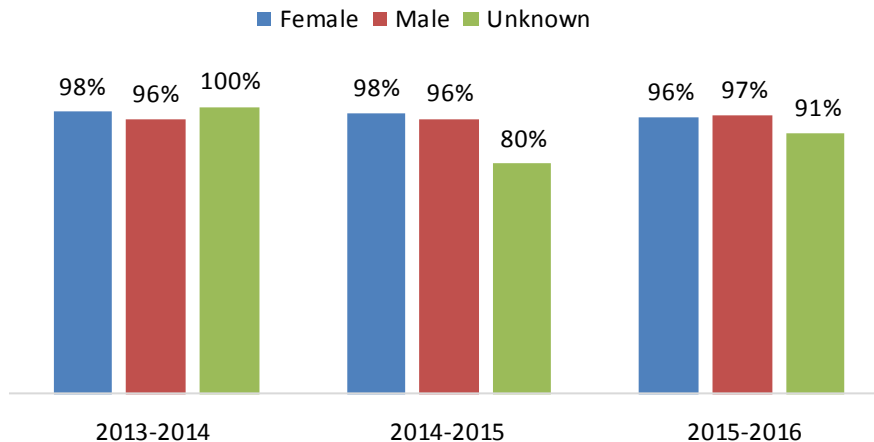
Demographic Breakdown of Student Success: Ethnicity

Figure 14 illustrates the success rates for SCE High School program as a whole among the four largest ethnic/racial groups. White students make up about 13% of SCE's High School program student population and had the highest success rates for two consecutive academic years, that is, 2014-2015 and 2015-2016, among the four largest ethnic/racial groups. Although, Hispanic or Latino students make up the largest ethnic/racial group at SCE High School program (65.7% on average for the last three academic years), they have consistently been having decrease in success rates compared to their White counterparts who had been seeing an increase in success rates for the three consecutive academic years. Of the four largest ethnic/racial groups, Black and African Americans had the lowest success rates in 2014-2015 and 2015-2016 and second lowest in 2013-2014. Despite the Asians having the lowest success rates in 2013-2014, their success rates have been consistently increasing for the last three academic years.

Figure 14: SCE High School/GED Program Success Rates by Ethnicity
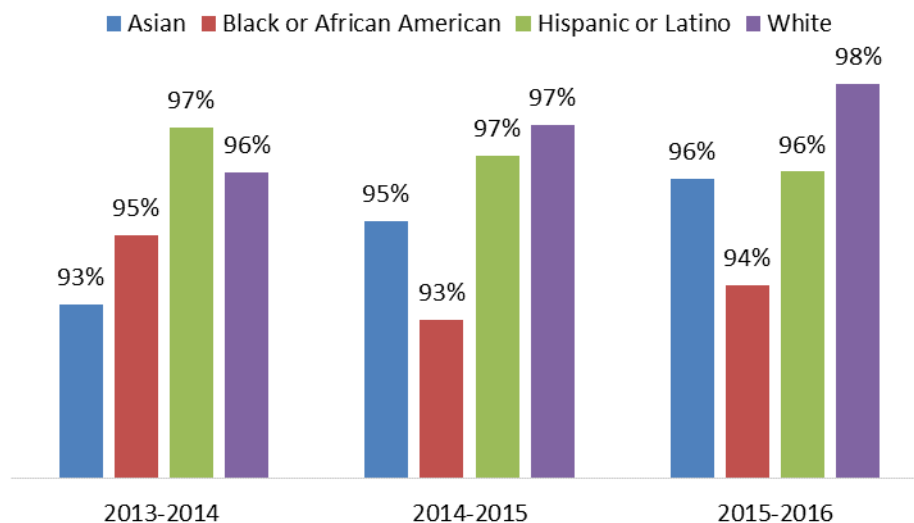
Demographic Breakdown of Student Success: Age Groups

The 0-17 age category was removed from the table due to the small sample size of these students who attempted a grade. The 55+ year olds had the highest rates the first two academic years. The largest age group that makes up SCE High School program enrollments are the 18-24 year olds, with this student age group making up 45.4%, 43.7%, and 40.1% of the student population for the three consecutive academic years (2013-14 through 2015-16). This age group had the lowest success rates among SCE High School program students for the three consecutive years. Overall, age groups 35-44 and 45-54 years had higher success rates for the last three academic years consistently.

Figure 15: SCE High School/GED Program Success Rates by Age
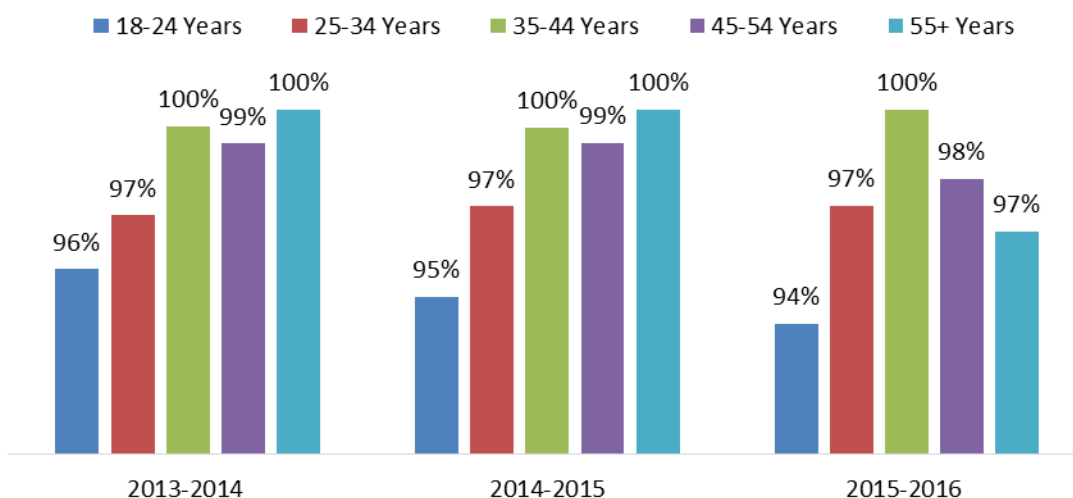
Breakdown of Student Success: Registration Status

There were no enrollments for the first-time transfer students in the 2013-2014 academic year. The returning students had the highest rates the first two academic years. The first time and first-time transfer students had a consistently higher success rates of about 95% for the three consecutive years. Overall, among the SCE High School program, the first-time and first-time transfer students had higher success rates than the returning and returning transfer students.

Figure 16: SCE High School/GED Program Success Rates by Registration Status
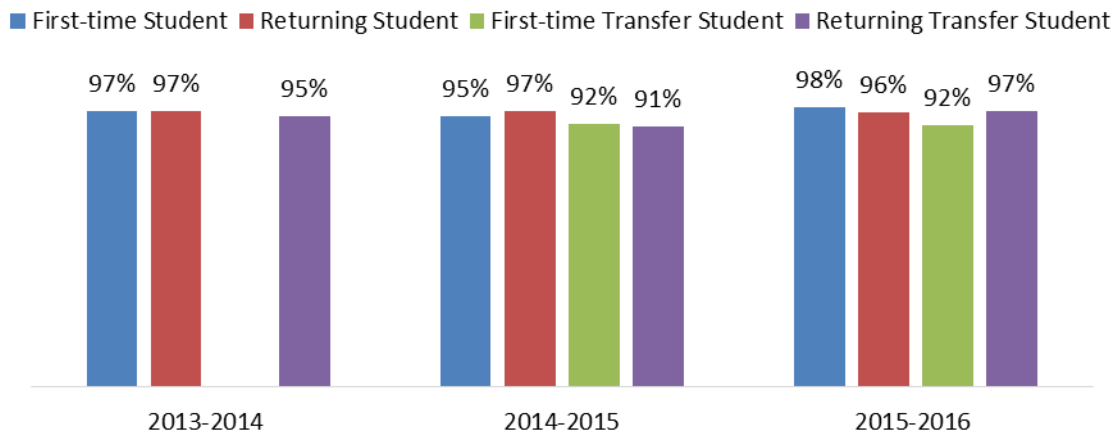
Effectiveness Indicator: Hours Completed

The vast majority of SCE students are part-time students. The purpose of calculating this effectiveness indicator (average hours completed in an academic year) is to establish a baseline constructed around institutional trends. The hours included both instructional and laboratory hours, such as those in a computer lab. On average, SCE High School Program students complete about 40 hours of instruction and lab work within an academic year.

Table 29: Average Number of Hours Completed for High School/GED Program by Academic Year

	2013-14	2014-15	2015-16
Overall	40.47	41.10	39.24

Demographic Breakdown of Hours Completed: Ethnicity

Figure 17 presents average hours completed broken down by the four largest racial/ethnic groups at SCE. Both Hispanics/Latinos and Black/African American student populations have consistently had higher average hours completed than the overall SCE High School program for the last three academic years. The White and Asian SCE High School program student population have had lower average hours completed than the overall SCE High School program. Above all, there has been fluctuations in the average hours completed in the last three academic years with all except the Hispanic/Latino having experienced a drop in the 2014-2015.

Figure 17: Average Number of Hours Completed for High School/GED Program by Ethnicity
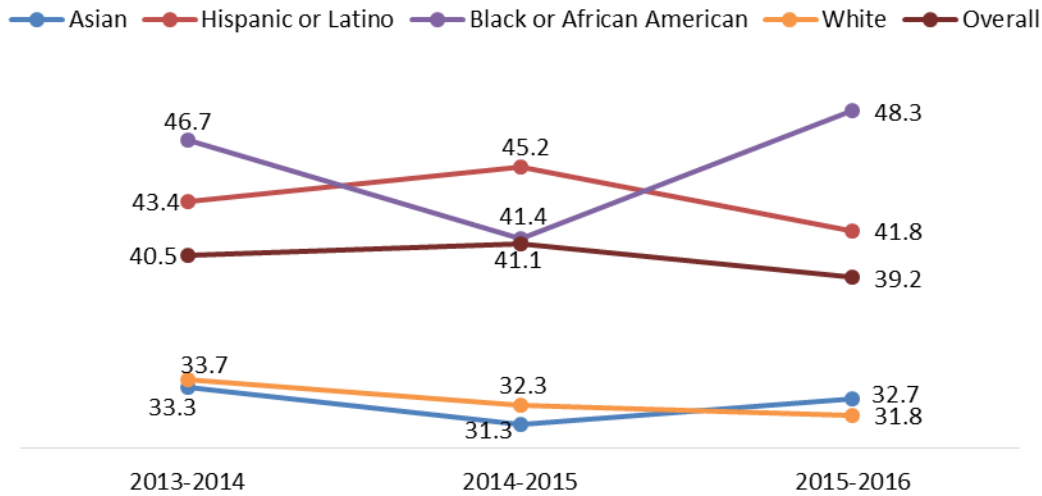
Demographic Breakdown of Hours Completed: Gender

Figure 18 presents the average hours completed by gender at the SCE. Overall, the male students have the highest average hours completed compared to female students and the unknowns. The SCE high School male students have also consistently completed on average higher hours than SCE High School program as a whole for each of the past three academic years. The unknowns have had a highly fluctuating average hours completed in an academic year.

Table 18: Average Number of Hours Completed for High School/GED Program by Gender
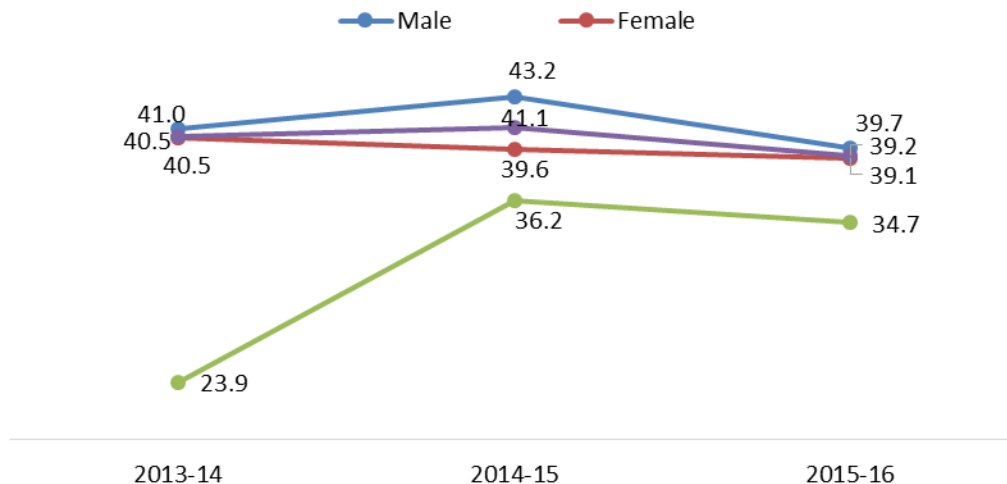
Demographic Breakdown of Hours Completed: Age

Lastly, figure 19 presents the average hours completed by age groups 18 and above. The 35-44 and 45-54 age groups, on average, completed a higher number of hours than SCE overall. While the 18-24 age group had higher than overall average hours completed in 2013-2014 and 2014-2015, the 55+ age group had the highest in the 2015-2016 academic year.

Figure 19: Average Number of Hours Completed for High School/GED Program by Age
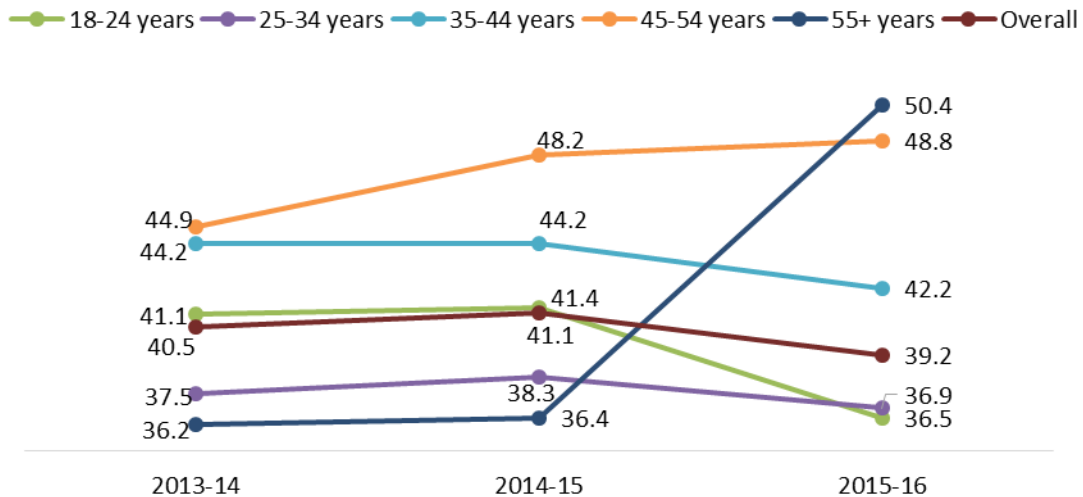
Effectiveness Indicator: Completion of Certificates

The number of High School Diplomas awarded since 2014 has declined by 28.3%. A total of 72 diplomas less were awarded in 2016 when compared to 2014. The decrease in enrollments could be a factor that impacts diplomas awarded.

Table 30: High School Diplomas Awarded at SCE

	2014	2015	2016
High School	326	275	254

Demographic Breakdown of High School Diplomas: Ethnicity

A demographic breakdown of diplomas awarded is provided below for students who had this data available. Students who identify as Hispanic or Latino have consistently received over 70% of the High School Diplomas awarded the past three academic years. In 2016, the number of Hispanic or Latino students who received a High School Diploma increased by 4% from the previous year. Asian students who have received diplomas has decreased over the past three years, increasing from 7% in 2014 to 11%, then dropping again to 6% this past year.

Figure 20: High School Diplomas Awarded at SCE by Ethnicity
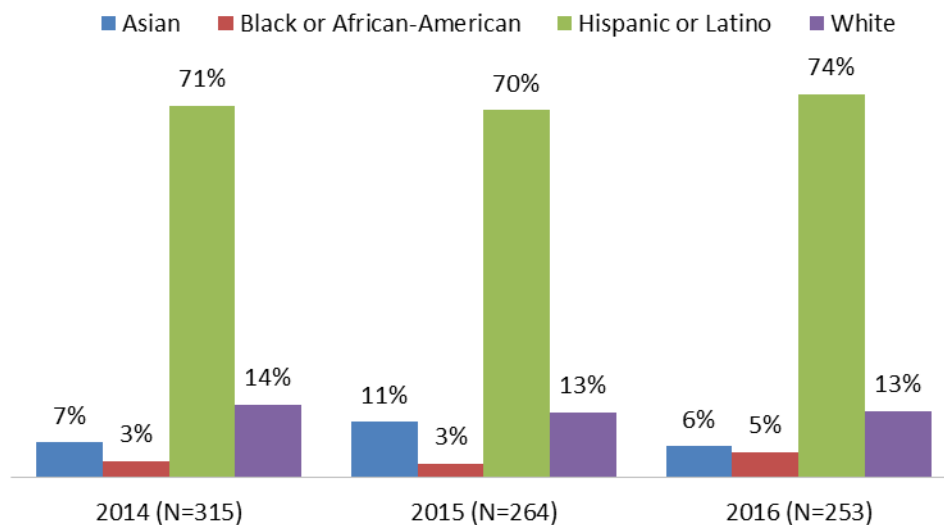
Demographic Breakdown of High School Diplomas: Gender

In 2014, SCE awarded over 50% of their High School Diplomas to males. This number decreased to 50% in 2015 and 48% in 2016. The proportion of females that have received High School diplomas has increased over the past 3 years, from 46% in 2014 to 50% for both 2015 and 2016.

Figure 21: High School Diplomas Awarded at SCE by Gender
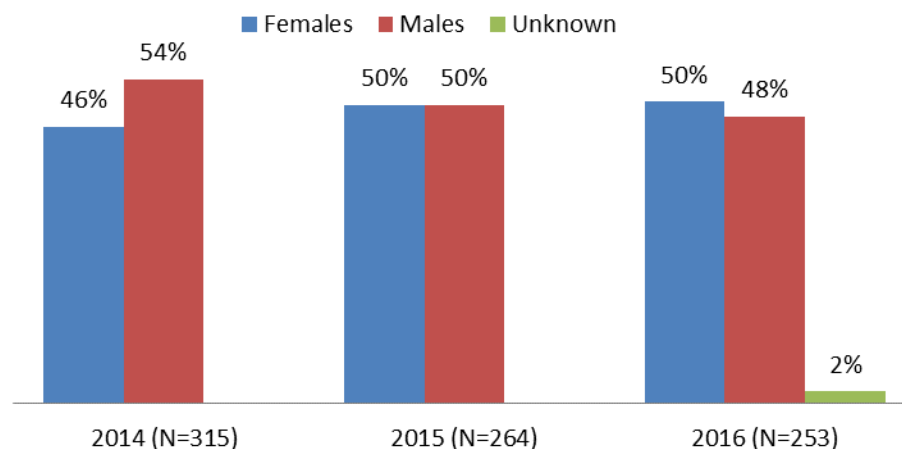
Demographic Breakdown of High School Diplomas: Age

Over the past three academic years, SCE has seen a shift in the age groups that receive the highest proportion of High School diplomas awarded. In 2014, 51% of diplomas were awarded to students between 18 and 24. This number has decreased to 42% in 2016. Reversely, the proportion of students who receive diplomas has increased from 30% in 2014 to 38% in 2016 for those between 25 and 34. Further research should investigate if these students are starting at an older age or if completing the program is taking them longer.

Figure 22: High School Diplomas Awarded at SCE by Age
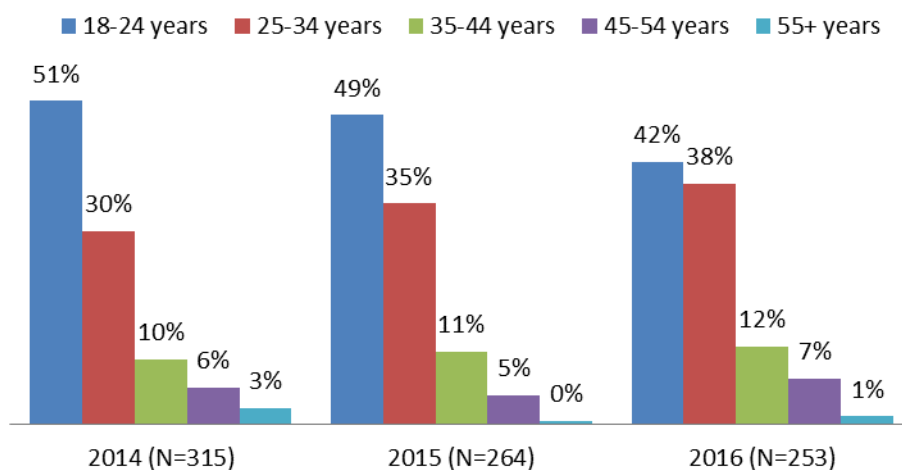
Key Takeaways for High School/GED Program

The following are the major findings with respect to the High School/GED program as discovered by the Office of Institutional Research and Planning after analyzing the program data.

➢ In the past year, there was a decrease in the number of High School/GED students and total enrollments in the program. This is reflected in the number of hours completed, which was slightly lower than the previous years.
➢ Over the past three academic years, the age of students receiving diplomas has been shifting.
➢ Similar to SCE overall, the High School/GED program serves a vastly female demographic population.
➢ The number of diplomas awarded declined over the past three years.
➢ Students in the High School/ GED program are predominately Hispanic/Latinos. This is also reflected in the number of diplomas, with Hispanic/Latinos as the largest recipients of high school diplomas.

SCE's Office of Institutional Research and Planning will continue to explore High School/GED program data to further analyze the trends over time.

SCE offers a Career Technical Education program that allows students to advance in their profession or prepare for new career opportunities. SCE's CTE program focuses on providing students with courses that enhance a student's job skills and provide hands-on job training in multiple various professions.

Effectiveness Indicator: Course Availability

Courses: The following tables summarize the course clusters offered by SCE's Career Technical Education program. The large majority of CTE courses are offered during the evening as a means of accommodating its working student population. However, daytime and Saturday classes are still also offered.

Table 31: CTE Day vs Evening Sections Offered by Course Cluster

		2013-14	2014-15	2015-16
Computers	Day	93	73	60
	Night	107	81	69
	Saturday	15	12	9
Administration/ Management	Day	22	19	19
	Night	48	45	42
	Saturday	4	3	0
Early Childhood Education	Day	1	1	6
	Night	30	27	28
	Saturday	0	0	0
Construction/ Electrical	Day	0	0	0
	Night	11	11	11
	Saturday	0	0	0
Medical	Day	42	47	56
	Night	98	68	68
	Saturday	12	7	6
Funeral Services	Day	N/A	N/A	0
	Night	N/A	N/A	5
	Saturday	N/A	N/A	0
Overall Totals	Day	158	140	141
	Night	294	232	223
	Saturday	31	22	15

Computers is the largest of the CTE clusters, with SCE's CTE program offering both the largest number of different Computer courses as well as providing the greatest number of computers sections. CTE's newest program, Funeral Services, was first approved to offer courses starting in the 2015-2016 academic year. Data for years prior is unavailable.

Table 32: CTE Courses and Sections Offered by Course Cluster

		2013-14	2014-15	2015-16
Computers	Sections	223	172	146
	Courses	40	34	32
Administration/ Management	Sections	74	67	61
	Courses	21	19	19
Early Childhood Education	Sections	31	28	34
	Courses	13	12	12
Construction/ Electrical	Sections	11	11	11
	Courses	6	6	6
Medical	Sections	152	122	130
	Courses	38	26	27
Funeral Services	Sections	N/A	N/A	5
	Courses	N/A	N/A	5
Overall Totals	Sections	491	400	387
	Courses	118	97	101

Note: This table contains course and section offerings that were ultimately cancelled.

Between the 2013-2014 and 2014-2015 academic year, there was a substantial decrease in the number of courses and classes offered. The most affected program clusters were the computers and medical clusters. Furthermore, the computers program saw the largest number of class cancellations (see Appendix C). This is reflective of the decline in enrollment in the past three academic years. While other programs seem to have suffered losses, the Early Childhood Education (ECE) program has seen a slight increase in the number of classes offered. This trend is consistent with the steady rate of enrollment in the ECE program and increase in the number of ECE certificates awarded during this timeframe.

Effectiveness Indicator: Enrollment

Head Count and Enrollment: Over the last three academic years, SCE's CTE program has seen a sharp decline in both the number of students served and total enrollments. CTE's student headcount dropped by 17.0% from the 2013-2014 to the 2014-2015 academic year, and dropped again by 13.6% from 2014-2015 to 2015-2016. CTE experienced a 21.7% drop in enrollments from 2013-2014 to 2014-2015. The drop in total enrollments from 2014-2015 to 2015-2016 was less at 9.9%. This is consistent with SCE's overall decline in enrollment; however, CTE's decline has been markedly drastic. It should be noted that while CTE's overall enrollments declined, enrollments in Early Childhood Education classes have remained steady, and Electrical Trainee Program classes have seen an increase in enrollment during the 2015-2016 academic year over the two previous years (see Appendix C).

Table 33: CTE Head Count and Enrollments

	2013-14	2014-15	2015-16
Unduplicated Head Count	5,320	4,415	3,815
Total Enrollments	17,667	13,835	12,469

Note: Enrollment by course cluster included in the appendix

Student Status: Compared to the rest of SCE, the CTE program contains a higher concentration of full-time equivalency students. This may be indicative of some students electing to enroll in multiple CTE programs at once.

Table 34: CTE Student Status

	2013-14 (N=5,320)	2014-15 (N=4,415)	2015-16 (N=3,815)
Full-time	2.2%	2.5%	2.1%
Part-time	97.7%	97.5%	97.8%
Unknown	0.1%	0.0%	0.1%

Enrollment Status: SCE's CTE program serves a percentage of transfer students greater than the school-wide transfer student average. This is especially pronounced in CTE's first-time transfer student population, where the first-time transfer student population trends about 2-3 percentage points above the overall SCE average annually.

Table 35: CTE Student Enrollment Status

	2013-2014 (N=5,320)	2014-2015 (N=4,415)	2015-2016 (N=3,815)
First-time Student	18.4%	17.8%	17.6%
Returning Student	58.2%	61.6%	64.7%
First-time Transfer Student	**6.5%**	**5.2%**	**4.3%**
Returning Transfer Student	**9.3%**	**9.5%**	**8.3%**
Other	7.5%	6.0%	5.1%
Total	100.0%	100.0%	100.0%

Note: Table may not total to exactly 100% due to rounding

Educational Goal: As expected of students in the CTE program, the largest percentage of students identify their educational goal as skills building. One point to be noted is that there are more students who identify as transfer seeking than career exploration. This suggests that many students in the CTE program are seeking to acquire basic skills in a profession as a starting point to further their education in that discipline.

Table 36: District-Wide Educational Goals of CTE Students

	2013-14 (N=4,445)	2014-15 (N=3,749)	2015-16 (N=3,317)
Transfer Seeking	17.2%	17.3%	16.2%
Degree Seeking	4.4%	5.0%	4.6%
Certificate Seeking	8.1%	8.0%	9.0%
Diploma Seeking	4.5%	4.6%	4.9%
Transition Seeking*	0.1%	0.1%	0.1%
Basic Skills	6.5%	6.5%	6.9%
Skills Builder	**32.4%**	**32.3%**	**33.9%**
Career Exploration	11.4%	11.4%	11.8%
Undecided	9.6%	10.1%	8.8%
Other**	5.7%	4.7%	3.9%
Total	100.0%	100.0%	100.0%

*Transition seeking students are students who declared their educational goal as "Noncredit to credit coursework."
** Educational goals categorized in "Other" included "Undeclared," "Unknown," "Not Applicable," and "4yr taking courses for 4yr requirement."
Duplicates exist between academic years, but not within academic years.
Students with a missing educational goal were not included in this analysis.

Demographic Breakdown of Enrollment: Ethnicity

Similar to SCE as a whole, the largest percentage of CTE students identify as Hispanic or Latino. However, compared to the school-wide ethnic composition, the CTE program has a larger proportion of Asian students, making Asians the second most represented ethnic group. White students comprise the third largest ethnic group, represented at a lower proportion than SCE's overall average.

Table 37: Ethnicity of CTE Students Enrolled at SCE

	2013-14 (N=5,320)	2014-15 (N=4,415)	2015-16 (N=3,815)
Hispanic or Latino	**44.4%**	**46.1%**	**47.6%**
Asian	22.7%	23.9%	23.6%
White	21.1%	18.7%	18.7%
Unknown	7.3%	7.0%	6.0%
Black or African American	3.7%	3.6%	3.5%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.4%	0.3%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Gender

The large majority of students served by the CTE program are female. The male to female ratio within the CTE program has remained consistent during the last three years. CTE's male to female ratio is similar to the overall SCE gender ratio, though CTE has a slightly higher concentration of females and a slightly lower concentration of males.

Table 38: Gender of CTE Students Enrolled at SCE

	2013-14 (N=5,320)	2014-15 (N=4,415)	2015-16 (N=3,815)
Male	28.1%	29.4%	29.0%
Female	**68.8%**	**67.9%**	**68.0%**
Unknown	3.0%	2.7%	3.0%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Age

SCE's CTE program serves all age brackets in a mostly uniform manner, serving the 18-24 year old and 25-34 year old populations at slightly higher rates than other age groups. However, over half of CTE students are 35 years or older.

Table 39: Age of CTE Students Enrolled at SCE

	2013-14 (N=5,320)	2014-15 (N=4,415)	2015-16 (N=3,815)
0-17 Years	0.2%	0.5%	0.2%
18-24 Years	**23.9%**	**23.8%**	**22.4%**
25-34 Years	**22.9%**	**23.7%**	**25.3%**
35-44 Years	17.2%	17.4%	16.6%
45-54 Years	17.9%	17.5%	17.8%
55+ Years	18.0%	17.3%	17.7%
Total	100.0%	100.0%	100.0%

Effectiveness Indicator: Retention

Starting fall cohorts were established by identifying first-time students at SCE. When examining the last three academic years, only about 17% of CTE students are retained from fall to fall. A large portion of new CTE students, about 58%, choose not to reenroll in the CTE program after their first term. At the writing of this report, data for fall 2016 was unavailable. However, we see that of the fall 2015-2016 cohort, 12.0% of students enrolled for summer CTE classes. It remains to be seen how many of those who end in spring or summer of 2016 return for the fall 2016 term. One must consider the many factors that could impact when a student chooses to stop out of the CTE program. For example, acquisition of the job skills sought out by the student or completion of a certificate within one academic year would influence retention rates, but the student would be viewed as having been successful. Alternatively, "life getting in the way" of CTE students or disinterest in the CTE pathway initially chosen may cause students to fall out. Future exploration should look at the types of students who are being retained, such as demographics, student status (part-time vs full-time), and educational goals/majors. Additionally, analysis of where students are most likely to "fall out" would provide SCE vital information that could be used to develop targeted strategies to retain these students.

Table 40: CTE Retention Rates

	2013-14	2014-15	2015-16
Starting Fall Cohort	462	397	317
End-Term Fall	56.7%	61.0%	58.4%
End-Term Winter	13.6%	8.8%	12.6%
End-Term Spring	10.4%	11.3%	17.0%
End-Term Summer	2.8%	1.8%	12.0%
Fall-to-Fall Retention	**16.5%**	**17.1%**	**N/A**

Effectiveness Indicator: Persistence

For both the 2013 and 2014 fall cohorts, the CTE program has seen only about 15% of incoming first time students persist for one academic year. For the last three academic years, over 60% of incoming first time SCE students do not make it past their initial fall term. At the time of writing, fall 2016 data was not available. It must be kept in mind that only students with consecutive term enrollments are considered. As such, only a 9.2% summer persistence rate is observed for the 2015-2016 academic year. That is, only 9.2% of the fall 2015 cohort enrolled in all consecutive terms from fall 2015 until summer of 2016. As summer does not count for or against persistence, once Fall 2016 data can be analyzed, summer persistence should see an increase; we must examine how many of the 26% who persisted through spring 2016 also persisted through fall 2016.

Figure 23: Persistence Rates for CTE

60.2% of first time students did NOT persist through their first term

| Fall 2013 First Time Students N=435 | 39.8% Persisted through Winter | 25.3% Persisted through Spring | 16.3% Persisted through Summer | **14.5% Persisted through Fall 2014** |

64.7%

| Fall 2014 First Time Students N=374 | 35.3% Persisted through Winter | 25.9% Persisted through Spring | 15.8% Persisted through Summer | **15.0% Persisted through Fall 2015** |

60.9%

| Fall 2015 First Time Students N=304 | 39.1% Persisted through Winter | 26.0% Persisted through Spring | 9.2% Persisted through Summer | N/A Persisted through Fall 2016 |

Effectiveness Indicator: Success

Success rates were calculated for CTE as a whole and broken down by course cluster and demographic variables in order to identify trends. The vast majority of courses at SCE are noncredit, non-graded. For those students who do attempt a grade in a course, success rates were calculated for the last three academic years. Of those students who attempt a grade, over 70% have consistently been successful the last three academic years, with 2014-2015 having a much higher success rate than 2013-2014 or 2015-2016. When taking the last three academic years together, SCE had a 77% success rate among those students who attempted a grade. Success rates among most of the course clusters remained consistent each year with the 2015-2016 having the largest variation among the clusters. The exception to this is the computers program; it has consistently underperformed all other program clusters in terms of success by a margin of over 10 percentage points over the last three years (see Appendix C). Further analysis is required to determine the cause and ultimately improve the computer program's lower success rates.

Table 41: SCE CTE Success Rates

	2013-14	2014-15	2015-16
N	10,047	7,475	7,415
Success	7,350	6,286	5,633
Success Rate	**73.2%**	**84.1%**	**76.0%**

Note: Only includes students who attempted to receive a grade (NG, IP, and some W's are not counted). Success by course cluster included in the appendix.

Demographic Breakdown of Student Success: Ethnicity

Figure 24 illustrates the success rates for CTE among the four largest ethnic/racial groups: Asian, Hispanic or Latino, Black or African American, and White. A breakdown of additional racial/ethnic groups and unknowns is provided in appendix A. White and Asian students consistently have the highest success and share similar rates. Although Hispanic or Latino students make up the largest ethnic/racial group at SCE, they have consistently been behind 6 or more percentage points in success rates compared to White and Asian students. Of the four largest ethnic/racial groups, Black and African American students have the lowest success rates. For the last three academic years, Black/African American and Hispanic/Latino populations have seen success rates below the CTE average.

Figure 24: SCE CTE Success Rates by Ethnicity
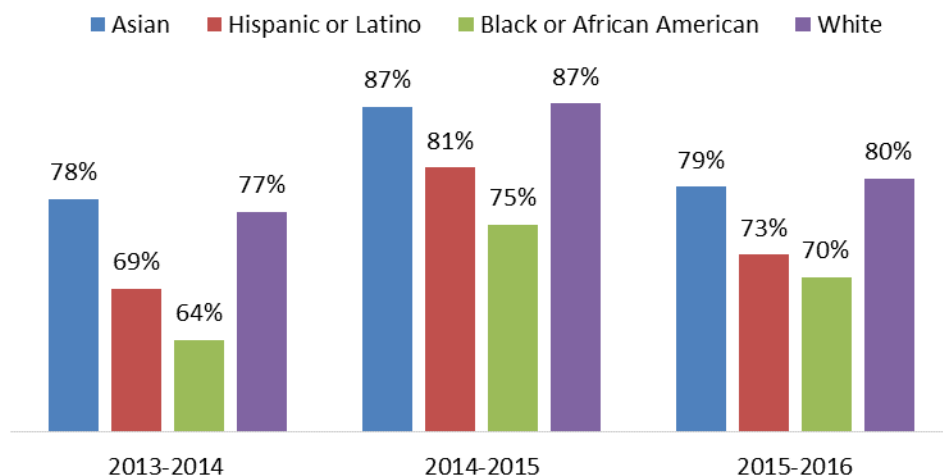
Demographic Breakdown of Student Success: Gender

Success rates were broken down by race/ethnicity, gender and age group. When broken down by gender, males and females have seen a roughly even rate of success. Overall, males, females and unknowns had an increase in success from 2013-14 to 2014-15, then followed by a decrease in 2015-16.

Figure 25: SCE CTE Success Rates by Gender
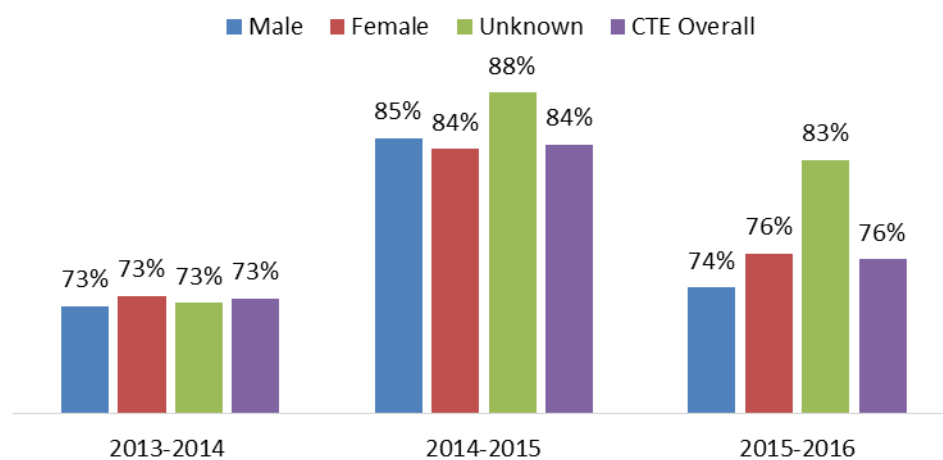
Demographic Breakdown of Student Success: Age

When analyzing success rates by age group, one finds that the 25-34 year old and 35-44 year old age brackets see similar success and have higher success rates than other age groups. The 45-54 year old demographic consistently maintains a middling success rate among all age groups, slightly below the 25-34 year and 35-44 year success rates over the last three academic years. SCE's oldest and youngest adult populations view similar successes; however, their rates of success fall a few percentage points below those of the other age demographics.

Figure 26: SCE CTE Success Rates by Age
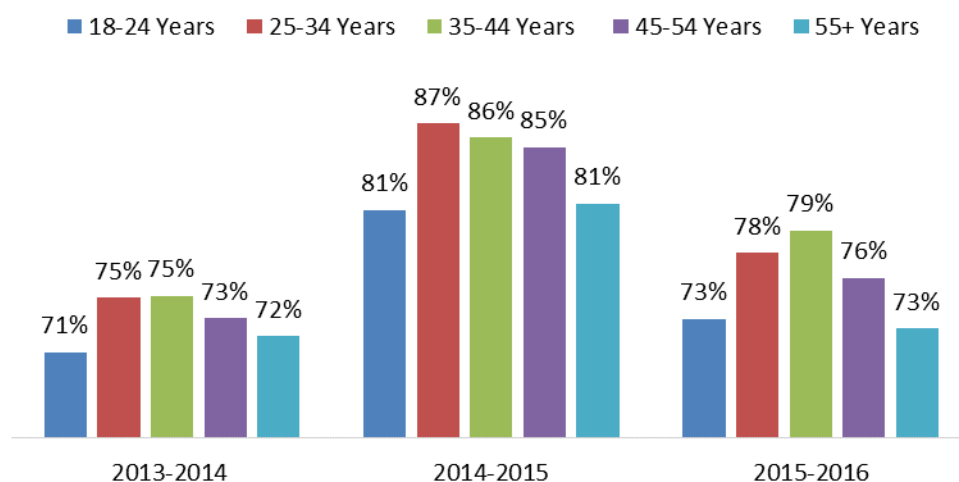
Breakdown of Student Success: Registration Status

When examining success rates for students by enrollment status, first-time students succeed at a lower rate. This lower rate of success may partially attribute to the high attrition rates of first-time students in the CTE program after their first term. In contrast, transfer students see much higher rates of success than non-transfer students. This suggests that students who have received some post-secondary education are more ready to tackle the challenges of CTE courses than those without education preparation.

Figure 27: SCE CTE Success Rates by Registration Status
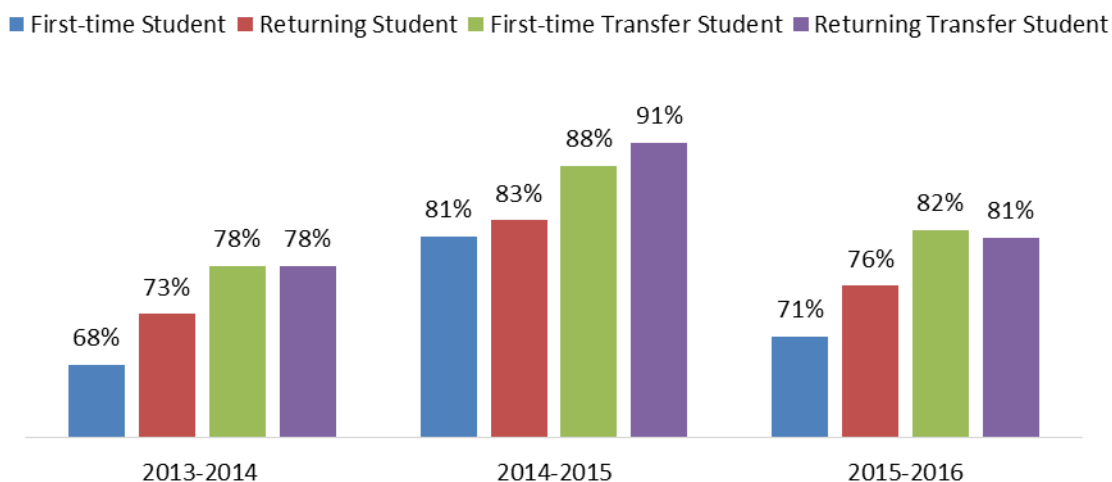
■ First-time Student ■ Returning Student ■ First-time Transfer Student ■ Returning Transfer Student

Effectiveness Indicator: Hours Completed

Research has shown that full-time students complete their degrees and certificates at a higher rate when compared to part-time students[4]. Because the vast majority of SCE students are part-time students, average hours completed was calculated for the last three years. The purpose of calculating this effectiveness indicator is to establish a baseline constructed around institutional trends. Future analysis should include identifying the average number of hours per year of those students who complete certificates or transitional goals within a given timeframe. This will help identify SCE students who are most-likely to complete their certificate program or transition from noncredit to a credit institution. Hours included both instructional and laboratory hours, such as those in a computer lab. While the overall CTE enrollment has declined, we see a steady increase in the average number of hours attended by CTE students over the most recent three-year period.

Table 42: Average Number of Hours Completed by CTE Program by Academic year

	2013-14	2014-15	2015-16
Overall	72.38	72.85	78.12

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[4] http://po.linnbenton.edu/completion-agenda-task -- force/Factors_Affecting_Community_College_Completion_Rates_cclf.pdf

Demographic Breakdown of Hours Completed: Ethnicity

Figure 28 presents average hours completed broken down by the four largest racial/ethnic groups at SCE. Asian student populations have consistently had much higher average hours completed than CTE as a whole over the last three academic years, and are the only population to consistently be above the average. Despite Black/African students having had the lowest average hours completed per academic year during the 2013-2014 and 2014-2015 academic years, those hours increased drastically during the 2015-2016 academic year, placing them second to Asians for most average hours of the four largest racial groups.

Figure 28: Average Number of Hours Completed for CTE by Ethnicity
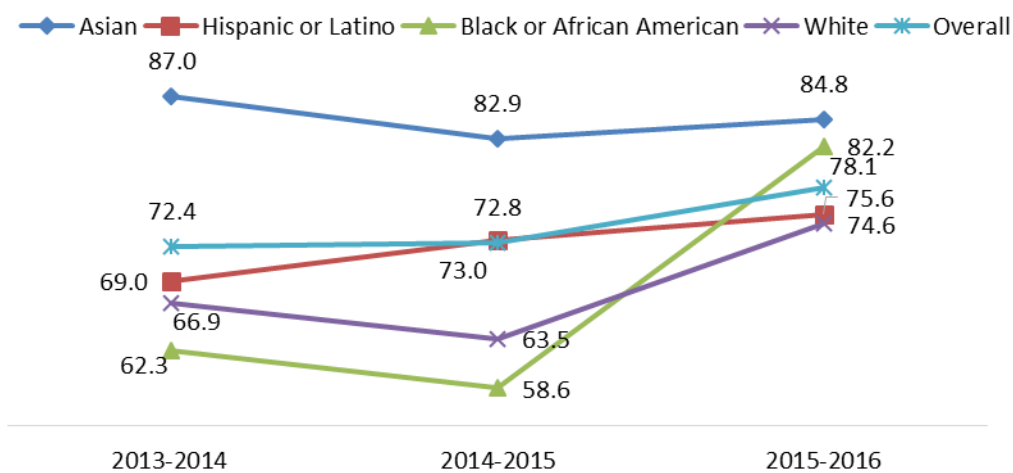
Demographic Breakdown of Hours Completed: Gender

The following chart displays average hours completed in the CTE program by gender. Overall, hours completed by males and females have trended upward. The exception to this is the slight dip in average hours for males during the 2014-2015 academic years. Annually, female CTE students on average complete about 26% more hours than their male counterparts. Those of unknown gender have seen the greatest percentage increase in hours completed over the last three academic years.

Figure 29: Average Number of Hours Completed for CTE by Gender

Figure 29 line chart. Legend: Male, Female, Unknown, Overall.

- Female: 76.9 (2013-2014), 77.9 (2014-2015), 83.3 (2015-2016)
- Overall: 72.4 (2013-2014), 72.8 / 75.0 (2014-2015), 78.1 (2015-2016)
- Unknown: 61.0 (2013-2014), 75.0 (2014-2015), 86.7 (2015-2016)
- Male: 62.5 (2013-2014), 61.1 (2014-2015), 65.0 (2015-2016)
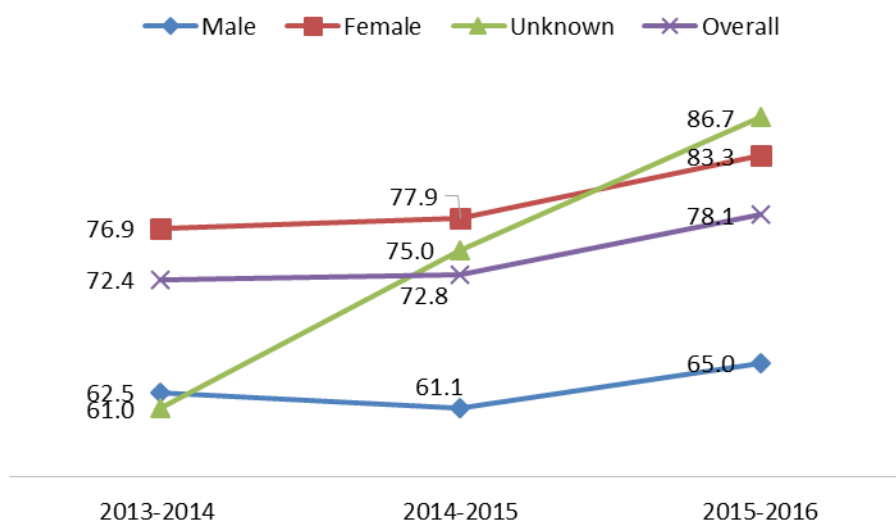
Demographic Breakdown of Hours Completed: Age

Lastly, figure 30 presents the average hours completed by age groups 18 and above. Only the 45-54 year old age group, on average complete a higher number of hours than CTE overall. In the CTE program, there has been little consistency in trends regarding the average number of hours completed by age groups. However, one trend that does emerge is the consist increase in the number of hours completed by the 25-34 year age bracket over the last three academic years.

Figure 30: Average Number of Hours Completed for CTE by Age

Figure 30 line chart. Legend: 18-24 Years, 25-34 Years, 35-44 Years, 45-54 Years, 55+ Years.

- 45-54 Years: 75.6 (2013-2014), 72.7 (2014-2015), 78.4 (2015-2016)
- 55+ Years: 76.5 (2013-2014), 67.6 (2014-2015), 72.0 (2015-2016)
- 35-44 Years: 72.5 (2013-2014), 71.3 (2014-2015), 86.8 (2015-2016)
- 25-34 Years: 71.1 (2013-2014), 75.5 (2014-2015), 79.3 (2015-2016)
- 18-24 Years: 68.5 (2013-2014), 76.3 (2014-2015), 75.4 (2015-2016)
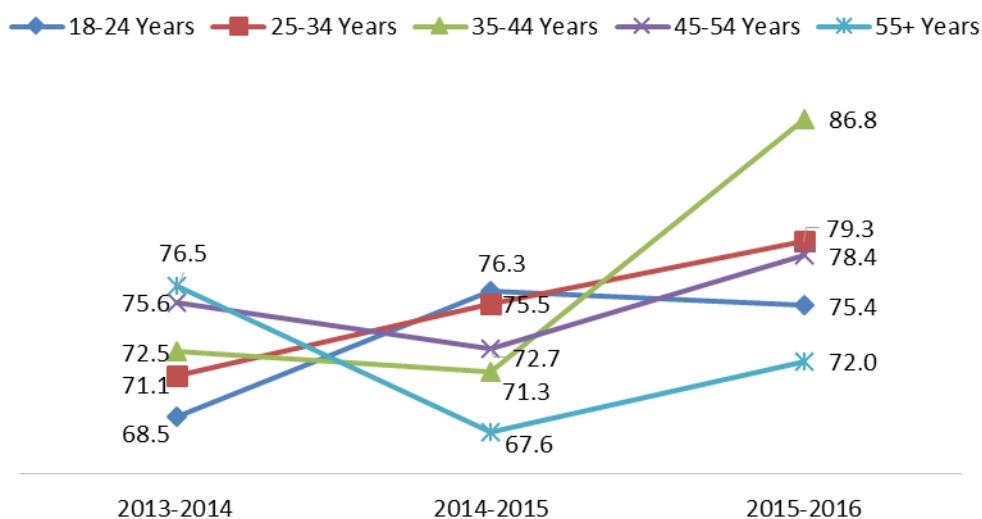
Effectiveness Indicator: Completion of Certificates

CTE has seen a slight increase in the number of CTE certificates awarded the past three years. In 2014, a total of 401 CTE certificates were awarded, which increased to 418 in 2015 and then dropped to 409 in 2016. This resulted in a 2% increase from 2014 to 2016. CTE certificates are awarded in the following CTE programs: administrative assistant, business management, early childhood education, medical assistant, medical device: quality assurance, pharmacy technician and project management.

Table 43: CTE Certificates Awarded at SCE

	2014	2015	2016
CTE	401	418	409

Demographic Breakdown of CTE Certificates: Ethnicity

Of the 313 CTE students who received certificates in 2014 and had demographic data available, 40% identified as Hispanic or Latino. This proportion then increased to 50% in 2015, then dropped slightly to 46% in 2016. The second highest proportion of CTE certificates go to Asian students. In 2014, 31% of certificates were awarded to Asian students, this number dropped by 2 percentage points in 2016. The Hispanic or Latino population that has seen an increase in CTE certificates awarded between 2014 and 2016.

Figure 31: CTE Certificates Awarded at SCE by Ethnicity
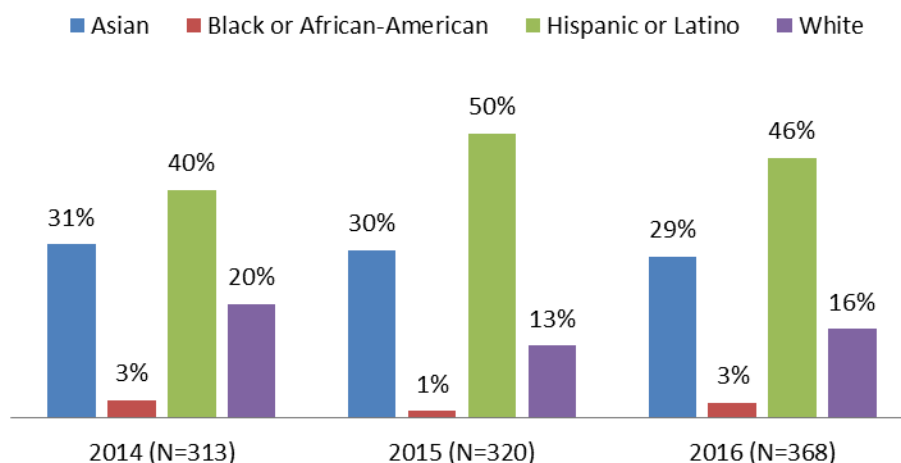
Demographic Breakdown of CTE Certificates: Gender

Females have consistently received over 80% of CTE certificates awarded between 2014 and 2016. The proportion of males that receive CTE certificates has slightly increased during the same time frame. In 2014, 13% of CTE certificates were awarded to males, compared to 16% in 2016.

Figure 32: CTE Certificates Awarded at SCE by Gender
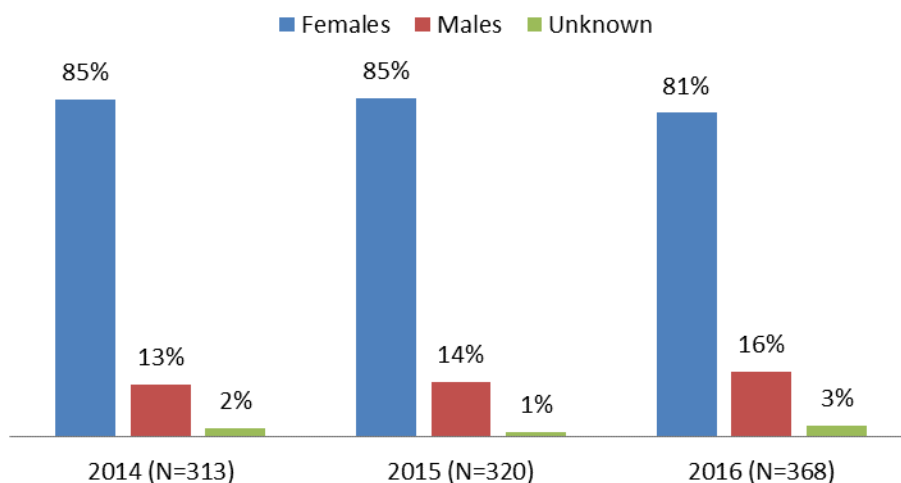
Demographic Breakdown of CTE Certificates: Age

The age group that has received the highest proportion of CTE certificates are students between the ages of 25 and 34. In 2016, a third of certificates were awarded to this age group. In 2014, 16% of students who received certificates were 18-24, this percentage increased to 20% for both 2015 and 2016. Most age groups have seen an increase from 2014 to 2016, with the exception of 55 and above adults.

Figure 33: CTE Certificates Awarded at SCE by Age
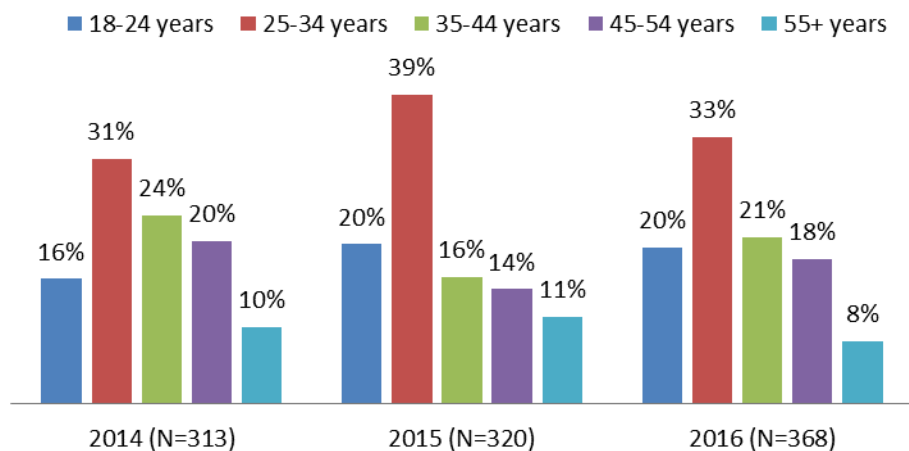
Key Takeaways for Career Technical Education Program

The following are the key points recognized by the Office of Institutional Research and Planning after analyzing the data for the CTE program:

➢ The CTE program overall has seen a substantial decrease in both the student headcount and total enrollment over the course of the last three academic years. However, CTE's Early Childhood Education and Electrical Trainee programs have seen consistent enrollment and increases in the number of certificates awarded during this timeframe.

➢ Of all SCE programs, the CTE program has the highest first-term drop-off rate among new students at about 60%.

➢ Of the CTE programs, the computers program is by far the largest. However, it has seen the largest decrease in number of sections offered, largest decrease in number of students enrolled, and the lowest success rates compared to other CTE programs.

SCE's Office of Institutional Research and Planning is exploring the CTE program in an attempt to identify causes for the major decrease in enrollments, especially in the medical and computer clusters. Furthermore, Research and Planning will investigate the underlying causes for the lower success rate of the computer program and seek methods to increase this rate as well as boost retention and persistence rates for CTE students overall, especially after the first term. In the future, SCE's research department will look into the demographics of each cluster and analyze data at a program level for Student Equity and Program Planning.

The Lifeskills Education Advancement Program (LEAP) offered at SCE focuses on providing the community with a variety of educational and lifestyle enrichment courses. Courses offered range from Kid's College to Older Adults and everything in between. These courses provide students with outlets through which they may express their creativity, engage in activity, or learn new life skills. The following section analyzes in greater detail how the LEAP program serves the community.

Effectiveness Indicator: Course Availability

Courses: The following tables summarize the course clusters offered by SCE's LEAP. The number of daytime sections slightly increased by 3.6% from the first year to the second year and remained the same from last year to this year. Number of Saturday course remained stable. However, the number of evening courses dropped 35% from 2013 to 2016.

Table 44: SCE LEAP Section Types

	2013-14	2014-15	2015-16
Day	1,675	1,735	1,735
Night	266	234	165
Saturday	320	336	307
Total	**2,261**	**2,305**	**2,207**

*Missing day/evening codes not included

LEAP courses were categorized into a total of 9 clusters:

- Cluster 1: Arts, Crafts, Dance, Music
- Cluster 2: Business, Finance
- Cluster 3: Health, Wellness, Fitness
- Cluster 4: Kid's College
- Cluster 5: Communication
- Cluster 6: Individual Skill Improvement
- Cluster 7: Creative Expressions
- Cluster 8: Family, Community, World
- Cluster 9: Health, Fitness

Table 45 presents the number of sections and courses offered between 2013-14 and 2015-16 for each LEAP cluster. Clusters 1 to 6 are LEAP courses and sections. Clusters 7 to 9 are Older Adult Program (OAP) courses and sections. In 2009, OAP was merged into LEAP. From 2013 to 2016, Cluster 3 (Health, Wellness, Fitness) sections had a 42.5% decrease. In addition, Cluster 4 (Kid's College) & 5 (Communication) sections decreased by approximately 35%.

Business, Finance sections increased by 48.6% while the number of other sections and courses remained similar.

Table 45: LEAP Courses and Sections Offered by Course Cluster

		2013-14	2014-15	2015-16
Arts, Crafts, Dance, Music	Sections	115	99	98
	Courses	32	27	25
Business, Finance	Sections	30	45	52
	Courses	10	13	16
Health, Wellness, Fitness	Sections	40	31	23
	Courses	14	9	9
Kid's College	Sections	556	504	365
	Courses	181	170	136
Communication	Sections	15	18	10
	Courses	8	9	6
Individual Skills Improvement (Parenting)	Sections	157	175	178
	Courses	7	6	9
Creative Expressions	Sections	499	559	590
	Courses	12	12	12
Family, Community, World	Sections	432	446	422
	Courses	4	4	4
Health, Fitness	Sections	418	430	469
	Courses	7	7	7
Total	Sections	2,262	2,307	2,207
	Courses	268	250	217

LEAP (brackets Arts, Crafts, Dance, Music through Individual Skills Improvement (Parenting))

OAP (brackets Creative Expressions through Health, Fitness)

Parenting is an important section in the LEAP program, to the extent that should be in its own separate cluster. However, for the purposes of the IER, parenting classes were included into cluster 6 "Individual Skills Improvement", since it can be argued that these classes significantly increase one's level of parenting (i.e. increasing individual skill of being a parent).

Effectiveness Indicator: Enrollment

Head Count and Enrollment: Total enrollment for LEAP has been increasing every year. Overall, there is an 8% increase for the past three years. In terms of unduplicated headcount for LEAP, there was a slight increase from the first year to the second year and a 3.4% decrease for from the second to the third year.

Table 46: LEAP Head Count and Enrollments

	2013-14	2014-15	2015-16
Unduplicated Head Count	15,829	15,944	15,400
Total Enrollments	73,790	77,543	79,657

Student Status: Students taking less than 15 hours per week of coursework are considered part-time. Almost 100% of students in LEAP are part-time students, and this stays consistent in the past three years.

Table 47: LEAP Student Status

	2013-14 (N=15,829)	2014-15 (N=15,944)	2015-16 (N=15,400)
Full-time	0.1%	0.1%	0.1%
Part-time	99.8%	99.9%	99.9%

Enrollment Status: Close to 50% of students are returning students. Returning students are defined as continuing students from the previous terms. This trend stays consistent in the past three years. Student enrollment in other categories are stable over the three-year period.

Table 48: LEAP Student Enrollment Status

	2013-14 (N=15,829)	2014-15 (N=15,944)	2015-16 (N=15,400)
First-time Student	21.4%	26.2%	24.1%
Returning Student	**48.7%**	**46.5%**	**49.5%**
First-time Transfer Student	4.5%	4.6%	4.3%
Returning Transfer Student	8.1%	8.4%	8.8%
Other	17.3%	14.3%	13.3%
Total	100.0%	100.0%	100.0%

Educational Goal: Because LEAP provides a wide variety of courses, over a quarter of students enrolled in LEAP have stated *career exploration* as their educational goal. The largest proportion of educational goals in LEAP are considered "other," which is expected as this category captures unknowns, undeclared and non-applicable goals.

Table 49: District-Wide Educational Goals of LEAP Students

	2013-14 (N=10,992)	2014-15 (N=11,856)	2015-16 (N=11,886)
Transfer Seeking	3.3%	2.5%	2.9%
Degree Seeking	1.0%	0.7%	0.7%
Certificate Seeking	0.7%	0.7%	0.8%
Diploma Seeking	2.1%	1.2%	1.2%
Transition Seeking*	0.1%	0.1%	0.1%
Basic Skills	3.2%	2.5%	2.5%
Skills Builder	5.4%	4.7%	4.9%
Career Exploration	**28.0%**	**28.1%**	**28.6%**
Undecided	16.0%	16.0%	14.8%
Other**	40.2%	43.5%	43.5%
Total	100.0%	100.0%	100.0%

*Transition seeking students are students who declared their educational goal as "Noncredit to credit coursework."

** Educational goals categorized in "Other" included "Undeclared," "Unknown," "Not Applicable," and "4yr taking courses for 4yr requirement."

Duplicates exist between academic years, but not within academic years.

Students with a missing educational goal were not included in this analysis.

Demographic Breakdown of Enrollment: Ethnicity

From 2013 to 2016, the largest student population in LEAP was White (approximately 40%) and this remained the same in the past three years. It should be noted that the largest ethnic group for SCE overall is Hispanic or Latino. The smallest student populations were American Indian or Alaska Native and Native Hawaiian or Pacific Islander. The percentage for both populations was less than 0.5%.

Table 50: Ethnicity of LEAP Students Enrolled at SCE

	2013-14 (N=15,829)	2014-15 (N=15,944)	2015-16 (N=15,400)
White	**41.5%**	**41.6%**	**39.6%**
Unknown	20.2%	21.0%	22.4%
Asian	18.0%	18.0%	18.4%
Hispanic or Latino	17.6%	17.1%	16.9%
Black or African American	2.0%	1.8%	2.0%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.2%	0.3%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Gender

Over the last three academic years, the vast majority of students enrolled in LEAP have been female. Female enrollment in the LEAP program has remained mostly constant at about 68.5%. Male enrollment, however, has seen a very slight decline between 2013 and 2016 – a 0.8 percentage point decrease.

Table 51: Gender of LEAP Students Enrolled at SCE

	2013-14 (N=15,829)	2014-15 (N=15,944)	2015-16 (N=15,400)
Male	26.7%	26.4%	25.9%
Female	**68.7%**	**68.5%**	**68.5%**
Unknown	4.6%	5.1%	5.6%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Age

LEAP serves people of all ages. The largest age group from 2013 to 2016 was 55 years old and above (approximately 70%). The second largest age group was 17 years old and under (close to 15%). The smallest age group was between 18 to 24 years old (less than 3%). This trend stayed consistent in the past three years.

Table 52: Age of LEAP Students Enrolled at SCE

	2013-14 (N=15,829)	2014-15 (N=15,944)	2015-16 (N=15,400)
0-17 Years	15.2%	14.9%	12.9%
18-24 Years	2.9%	2.1%	2.2%
25-34 Years	5.6%	4.9%	5.7%
35-44 Years	5.2%	4.7%	4.9%
45-54 Years	4.7%	4.4%	4.6%
55+ Years	**66.4%**	**69.0%**	**69.7%**
Total	100.0%	100.0%	100.0%

Effectiveness Indicator: Retention

Upon review of LEAP retention rates, around 30% of new LEAP students are retained from fall of one year to fall of the next. This retention rate is higher than SCE's overall average. While LEAP does have high fall-to-fall retention rates, its first-term drop-out rate is also above the SCE average – about half new LEAP students do not return after their first term. During the 2015-2016 academic year, 31% of new LEAP students enrolled in Summer 2016.

Table 53: LEAP Retention Rates

	2013-14	2014-15	2015-16
Starting Fall Cohort	1,214	1,353	1,123
End-Term Fall	54.4%	44.6%	51.2%
End-Term Winter	7.3%	9.8%	7.8%
End-Term Spring	7.3%	10.1%	9.9%
End-Term Summer	4.9%	3.6%	31.1%
Fall-to-Fall Retention	**26.0%**	**32.0%**	**N/A**

Effectiveness Indicator: Persistence

When examining the three-year persistence data for the LEAP program, we find that fewer LEAP students persist through their first term than the overall SCE average. This drop-off was especially pronounced during the 2013-2014 academic year where LEAP's first term persistence was 10 percentage points lower than SCE's average (42.1% for LEAP vs 52.3% overall). However, after the initial first-term drop-off, persistence through the LEAP program trends toward or surpasses the average. Of particular note, the 2015-2016 Summer persistence is significantly above the average by over 10 percentage points. As summer does not count for or against persistence, this indicates that of those who enroll consecutively in terms, LEAP students are less likely to take the summer term off as compared to students in most other programs.

Table 34: Persistence Rates for LEAP

57.9% of first time students did NOT persist through their first term

| Fall 2013 First Time Students N=1,141 | 42.1% Persisted through Winter | 34.3% Persisted through Spring | 27.3% Persisted through Summer | **23.8% Persisted through Fall 2014** |

47.4%

| Fall 2014 First Time Students N=1,273 | 52.6% Persisted through Winter | 42.3% Persisted through Spring | 33.3% Persisted through Summer | **30.8% Persisted through Fall 2015** |

53.7%

| Fall 2015 First Time Students N=1,071 | 46.3% Persisted through Winter | 38.1% Persisted through Spring | 29.1% Persisted through Summer | N/A Persisted through Fall 2016 |

Effectiveness Indicator: Hours Completed

The following tables present average number of hours completed by LEAP students. These tables are then broken down by demographic information. From 2013 to 2016, LEAP students have reported increasing number of hours spent in the program. The increase from 2013 to 2016 was 16.1%. In 2015-16, the average time every student spent on LEAP was 60.92 hours. This may suggest that either students are enrolling in additional courses or it is taking students longer to get through their coursework. Additional analysis is recommended to identify factors that impact the increase in average numbers.

Table 54: Average Number of Hours Completed by LEAP Program by Academic year

	2013-14	2014-15	2015-16
Overall	52.46	57.81	60.92

Demographic Breakdown of Hours Completed: Ethnicity

Figure 35 presents average hours completed broken down by racial/ethnic groups. White students have the highest average hours completed while the average hours completed for Asian, Hispanic/Latino, and Black/African American students are close together. White, Asian, and Hispanic/Latino students all continued to increase their average hours completed year by year over the three-year period. Black/African American students had an increase in the first two years and dropped in the third year.

Figure 35: Average Number of Hours Completed by LEAP Program by Ethnicity
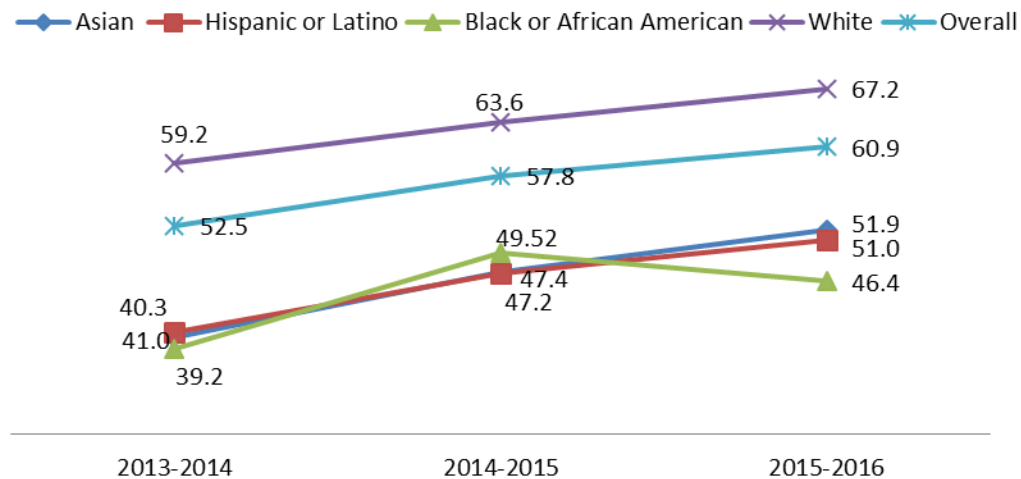
Demographic Breakdown of Hours Completed: Gender

Female students have higher average hours completed than male students. In 2015-16, the average hours for female students was 62 hours and the average hours for male students was 55 hours. There was steady increase in the amount of time completed by both female and male students over the three-year period.

Figure 36: Average Number of Hours Completed by LEAP Program by Gender
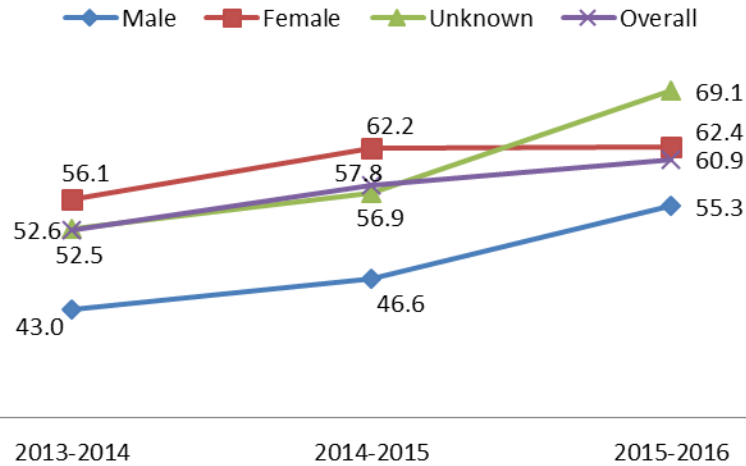
Demographic Breakdown of Hours Completed: Age

Lastly, Figure 37 presents the average hours completed by different age groups. The age group that had the highest average hours completed was 55 years and older. It increased from 67 hours in 2013 to 75 hours in 2016. The age group that had the lowest average hours completed was between 18 and 24 years old. All age groups saw an increase in average hours from 2013 to 2016, with the exception of 0-17 year olds. For 0-17 year olds (not included in figure), in 2013 the average number of hours completed in LEAP was 10.3, this number dropped in 2014 to 9.8, then again in 2015 to 9.7.

Figure 37: Average Number of Hours Completed by LEAP Program by Age
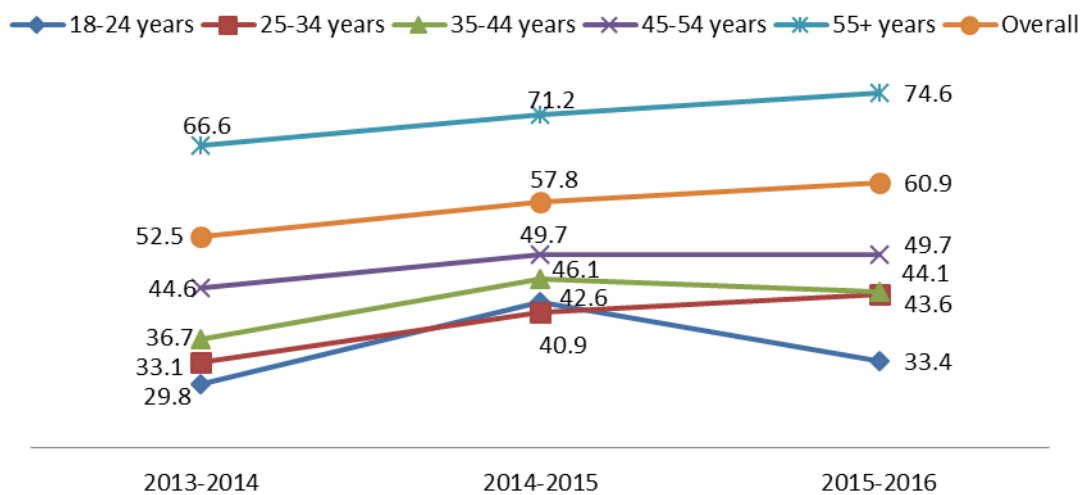
Key Takeaways for Life skills Education Advancement Program (LEAP)

The following are the major findings with respect to the LEAP program discovered by the Office of Institutional Research and Planning after analyzing the program data:

➢ Despite the decrease in the number of courses offered, enrollments in the LEAP program have been steadily increasing over the last three years. This along with the general increase of hours completed by LEAP students in the LEAP program suggest that individual LEAP students are continuing to enroll in more LEAP classes than in previous years.

➢ Similar to SCE overall, the LEAP program serves a vastly female demographic population. However, as compared to the rest of SCE, LEAP serves a much larger white and older adult population.

➢ The LEAP program has higher-than-average first-term dropout rates as compared to SCE overall. However, of the LEAP students who do continue, more of them continue longer than those in other programs.

SCE's Office of Institutional Research and Planning will continue to explore LEAP data in finer detail. Of note, the Research Office plans to dive into data regarding tuition enrollments in the LEAP program as compared to those that generate apportionment and exploring avenues to increase male and ethnic enrollment in the LEAP program.

SCE offers an English-as-a-Second Language programs which provides courses to help second language learners improve their English listening, speaking, and pronunciation skills to help them reach their career, academic and personal goals. Course work includes civics education and citizenship preparation. Additionally, the ESL program provides a strand of specialized courses such as Vocational ESL and ESL for Academic Success.

Effectiveness Indicator: Courses Availability

Courses: The ESL program has course sections spread throughout. There were more course sections offered during the day than at any other time. Saturday classes remained same for the last three academic years. Overall, the total number of courses offered increased between 2013-2014 and 2014-2015 and then decreased in 2015-2016.

Table 55: SCE ESL Program Section Types

	2013-14	2014-15	2015-16
Day	402	425	394
Night	266	292	289
Saturday	16	16	16
Other	6	13	8
Total	**690**	**746**	**707**

Note: The "other" includes unmarked courses.

The School of Continuing Education's ESL program has seen the number of courses in the ESL clusters remain the same except the ESL Community based and ESL Specialty where the courses were the same for the first two academic years and decreased in the last academic year. ESL Workplace cluster had only one course offered in 2014-2015 and no course was offered in 2013-2014 and 2015-2016.

Except for ESL beginning, ESL citizenship and ESL community based, the number of class sections offered across the SCE's ESL clusters has been steadily decreasing, if not fluctuating, in the last three academic years.

The decrease in the number of courses and class sections offered may be a result of the decrease in overall SCE's ESL enrollments.

Table 56: SCE Course Clusters for ESL Program

		2013-14	2014-15	2015-16
CDCP Certificates				
ESL Academic Success	Courses	2	2	2
	Sections	10	9	9
ESL Intermediate / Advanced	Courses	4	4	4
	Sections	205	202	195
ESL Beginning	Courses	5	5	5
	Sections	256	280	284
Dual-Listed Program				
ESL Core	Courses	8	8	8
	Sections	386	382	375
ESL Community Based	Courses	3	3	2
	Sections	138	182	168
ESL Specialty	Courses	10	10	7
	Sections	129	135	122
ESL Workplace	Courses	0	1	0
	Sections	0	1	0
ESL Citizenship	Courses	1	1	1
	Sections	21	23	23
Total	Courses	33	34	29
	Sections	1,145	1,214	1,176

Note: There are duplicates of Courses within and across columns, for instance, ESLA 001 could be offered day and evening and offered in two years. The course section counts are not unique within or across columns (If a CRN was offered fall, winter, spring then it is counted 3 times within an academic year).

Effectiveness Indicator: Enrollment

Head Count and Enrollment: The unduplicated headcount for the ESL program increased slightly by 127 students in 2014-2015 as compared to 2013-2014 and decreased by 531 students in 2015-2016 enrollments with reference to 2014-2015. The total enrollments dropped in all the three consecutive academic years with a big dip experienced in the academic year 2015-2016.

Table 57: SCE ESL Program Head Count and Enrollments

	2013-14	2014-15	2015-16
Unduplicated Head Count	10,333	10,460	9,929
Total Enrollments	41,116	39,109	34,320

Student Status: Over 98% of the SCE's ESL Program students were part-time for each of the last three academic years, that is, 2013-2014 through 2015-2016. The full-time students were 1.3% in the first two academic years and 1.0% in 2015-2016. This may indicate that majority of our ESL students work and take classes at the same time. This may impact their overall performance as shown by the ESL program success rates. Except for the 2013-2014 academic year where 0.3% (negligible) of the ESL students were in the "other" status, the 2014-2015 and 2015-2016 academic years had none of the students in this category. The "other" status comprises students who had their student statuses missing.

Table 58: SCE ESL Student Status

	2013-14 (N=10,333)	2014-15 (N=10,460)	2015-16 (N=9,929)
Full-time	1.3%	1.3%	1.0%
Part-time	**98.4%**	**98.7%**	**99.0%**
Other	0.3%	0.0%	0.0%

Enrollment Status: The returning students forms the largest proportion of SCE's ESL program enrollment. The returning students were approximately 58%, 53%, and 55% for the academic years 2013-14, 2014-15, and 2015-16 respectively. The returning transfer students have been steadily increasing. The first-time and first-time transfer students increased by 4.8% and 0.6% respectively in 2014-2015 with reference to 2013-2014 but their enrollment dipped in the following academic year. This trend follows that of ESL enrollments over the same period. Despite the returning students being the majority of the ESL enrollments, with the exception of the 'other' category of the student enrollment status, their enrollment in 2014-2015 decreased when that of the rest enrollment statuses increased.

Table 59: SCE ESL Student Enrollment Status

	2013-14 (N=10,333)	2014-15 (N=10,460)	2015-16 (N=9,929)
First-time Student	31.7%	36.5%	34.9%
Returning Student	**58.4%**	**53.1%**	**55.4%**
First-time Transfer Student	3.0%	3.6%	2.9%
Returning Transfer Student	2.2%	2.5%	3.1%
Other	4.7%	4.3%	3.7%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Ethnicity

The Hispanics/Latinos forms the largest proportion of the SCE's ESL program. They are approximately 66%, 65% and 64% for the academic years 2013-2014, 2014-2015, and 2015-2016 respectively. Despite the Hispanics/Latinos being the majority for each of the three academic years, their enrollment in the program has been decreasing steadily by one percentage point across the three academic years. The Asians and Whites saw a steady, but minimal, increase in the enrollment over the same period. There were no American Indians or Alaskan Natives enrolled in the ESL program for all the three academic years.

Table 60: Ethnicity of ESL Students Enrolled at SCE

	2013-14 (N=10,333)	2014-15 (N=10,460)	2015-16 (N=9,929)
Hispanic or Latino	**66.1%**	**64.9%**	**63.8%**
Asian	19.2%	20.1%	21.8%
White	6.8%	7.2%	7.2%
Unknown	6.3%	6.4%	5.9%
Black or African American	1.3%	1.1%	1.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Gender

The enrollment of females was higher than males and unknowns for the three academic years. The male enrollment in ESL program is roughly half of the female enrollment. While the female enrollment increased by 1.1% in 2014-2015 compared to 2013-2014 and by 0.6% in 2015-2016 with reference to 2014-2015, the male enrollment dropped over the same periods by 1.9% and 1.4% respectively. The enrollment proportion of those students who wished not to state their gender or had their gender information missing increased slightly in the last three academic years, 2013-2014 through 2015-2016.

Table 61: Gender of ESL Program Students Enrolled at SCE

	2013-14 (N=10,333)	2014-15 (N=10,460)	2015-16 (N=9,929)
Male	35.7%	33.8%	32.4%
Female	**62.2%**	**63.3%**	**63.9%**
Unknown	2.1%	2.9%	3.7%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Age

Unlike the racial/ethnic enrollment that is highly skewed, enrollment by the age group appears normally distributed. The proportion of the 35-44 years old enrollees in the ESL program at SCE is the highest for the three consecutive academic years closely followed by that of the 25-34 year olds. While the 18-24 and 25-34 year olds enrollments in the ESL at SCE has been minimally decreasing, there has been an increase in the 45-54 and 55+ age groups enrollments. As expected, the proportion of 17 and below year olds is less than 0.5% of the SCE's ESL program cohort. This indicates that students younger than 18 are most likely to attend the traditional high schools as compared to the rest of the age groups.

Table 62: Age Distribution of ESL Program Students Enrolled at SCE

	2013-14 (N=10,333)	2014-15 (N=10,460)	2015-16 (N=9,929)
0-17 years	0.4%	0.4%	0.4%
18-24 years	11.5%	11.3%	10.4%
25-34 years	26.9%	26.8%	24.3%
35-44 years	**27.9%**	**27.3%**	**27.4%**
45-54 years	20.0%	20.1%	21.7%
55+ years	13.3%	14.1%	15.8%
Total	100.0%	100.0%	100.0%

Effectiveness Indicator: Retention

The ESL program retains about a fifth of their first time students for one academic year. Over 40% of new incoming ESL students fall out, meaning they do not re-enroll after their first fall term. In 2013, 43.6% of incoming students fell out after their first fall term. This number has increased by about 3% in 2015. The ESL program has seen a 10% increase in the number of first time students that re-enroll for the spring following their first fall term from 2014 to 2015. Lastly, during 2015-2016, 11.4% of first time students chose to enroll during the summer term.

Table 63: Retention Rates for ESL Program

	2013-14	**2014-15**	**2015-16**
Starting Fall Cohort	1,516	1,521	1,584
End-Term Fall	43.6%	43.7%	46.7%
End-Term Winter	19.1%	18.7%	18.3%
End-Term Spring	13.1%	13.7%	23.7%
End-Term Summer	2.0%	2.4%	11.4%
Fall-to-Fall Retention	**22.1%**	**21.4%**	**N/A**

Effectiveness Indicator: Persistence

Persistence rates capture consecutive enrollments for first time ESL students. For both the fall 2013 and fall 2014 cohorts, close to a fifth (18.8% and 18.6%) of students enrolled for consecutive terms from fall to fall, including summer term. Similarly to retention, the number of first time students dropping out after their first fall term has increased from 46.1% in 2013 to 48.2% in 2015. About a third of incoming ESL students persist through the spring term, which are similar rates to that of the High School and LEAP program. Lastly, for all three academic years, over half of first time students have persisted through their winter terms, meaning over half of ESL students tend to enroll consecutively for at least 2 terms.

Figure 38: Persistence Rates for ESL Program

46.1% of first time students did NOT persist through their first term

| Fall 2013 First Time Students N=1,433 | 53.9% Persisted through Winter | 33.6% Persisted through Spring | 20.4% Persisted through Summer | **18.8%** Persisted through Fall 2014 |

45.9%

| Fall 2014 First Time Students N=1,450 | 54.1% Persisted through Winter | 34.5% Persisted through Spring | 21.0% Persisted through Summer | **18.6%** Persisted through Fall 2015 |

48.2%

| Fall 2015 First Time Students N=1,534 | 51.8% Persisted through Winter | 32.9% Persisted through Spring | 9.8% Persisted through Summer | N/A Persisted through Fall 2016 |

Effectiveness Indicator: Success

The SCE ESL program success rates were calculated and broken down by demographic variables in order to identify trends. ESL has a total of two courses that provide letter grades to students: ESLA 1040 and ESLA 1045. Both courses are a part of the academic success track in the ESL program and they focus on listening, speaking, reading and writing. Due to the small number of students who receive a letter grade, trends in success rates may fluctuate more drastically, as seen in table 64. In the 2013-2014 academic year, ESL had a 69.2% success rate among their 172 students who received grades. This rate then increased significantly the following year to 96.7%, then dropped below the initial year in 2015-16, to 59%. Additional analysis done on a longer timespan would help identify if this up and down trend was an anomaly these years or if it is a typical trend in ESL.

Table 64: SCE ESL Program Success Rates

	2013-14	2014-15	2015-16
N	172	120	122
Success	119	116	72
Success Rate	69.2%	96.7%	59.0%

Demographic Breakdown of Student Success: Ethnicity

Below are the success rates within the ESL program broken down by the three largest ethnic groups. Blacks/African Americans are not included in this chart due to a sample size of less than 10. During the 2014-2015 academic year, success rates increased drastically among all ethnic groups, with Asians in particular managing to achieve a 100% success rate. As mentioned prior, this may be an anomaly due to the small number of students; further analysis over a longer period is required. However, all racial groups see a decline in the 2015-2016 academic year. Asian and Hispanic/Latino students suffer the greatest drop in success, with rates falling 12% and 13% below 2013-2014 levels respectively.

Figure 39: SCE ESL Program Success Rates
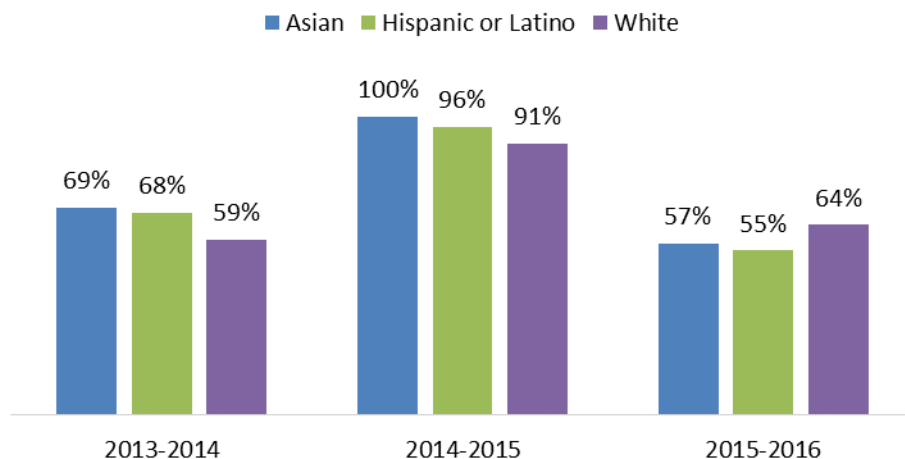
Demographic Breakdown of Student Success: Gender

When broken down by gender, male and female students in the ESL program achieve similar success, with females slightly outperforming males during both the 2014-2015 and 2015-2016 academic years. Again, after the large increase in success for the 2014-2015 school year, there is larger decline in success for both genders in the 2015-2016 academic year. Further analysis is required to assess how this trend continues.

Figure 40: SCE ESL Program Success Rates by Gender
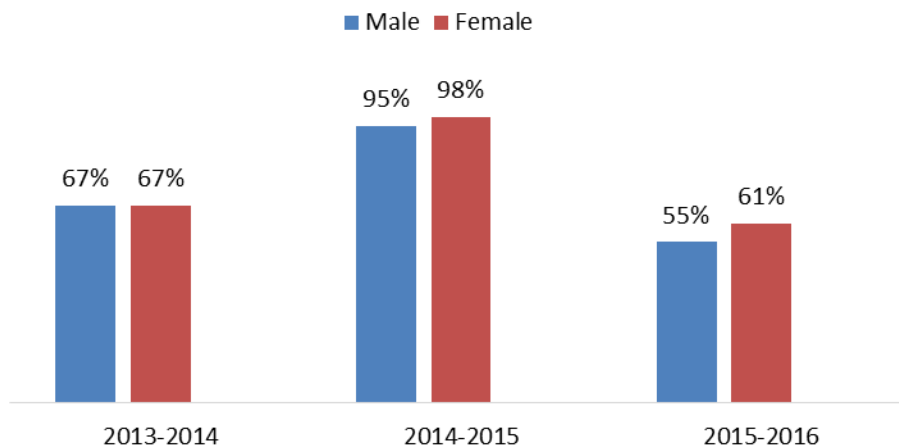
Demographic Breakdown of Student Success: Age

Upon examination of ESL success rates when disaggregated by age groups, the same trends appear as with ethnicity and gender. Success increases across all age groups in 2014-2015 and then falls drastically in 2015-2016. This decline is especially pronounced in the 18-24 year old and 45-54 year old age groups, their success falling 21% and 18% respectively below 2013-2014 levels. Interestingly, during the 2015-2016 academic year, the 25-34 year old age groups see a large increase over 2013-2014 levels (13%). Trends for the 2014-2015 and 2015-2016 academic years cannot be determined for the 55+ age bracket with the data available; while the 2013-2014 academic year provides a sufficient number of cases (22), 2014-2015 and 2015-2016 provide sample sizes too low for proper analysis (6 and 7 cases respectively).

Figure 41: SCE ESL Program Success Rates by Age

■ 18-24 Years ■ 25-34 Years ■ 35-44 Years ■ 45-54 Years ■ 55+ Years
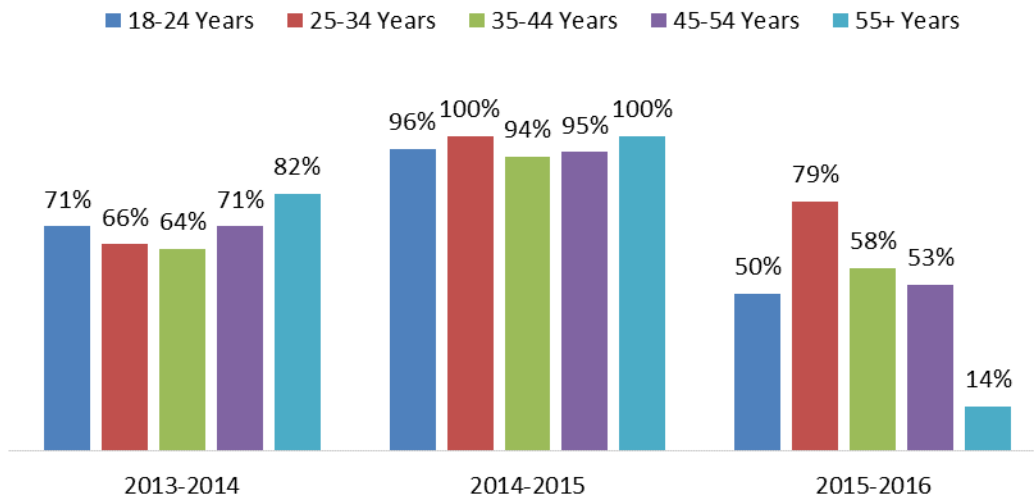
Effectiveness Indicator: Hours Completed

The following section explores the number of hours completed by students in the ESL program. These averages only capture hours within the ESL program. ESL students complete a high number of hours, over 40% more hours than the SCE's overall average. The average number of hours completed by ESL students has decreased annually from the 2013-2014 to the 2015-2016 academic years.

Table 65: Average Number of Hours Completed by Academic Year

	2013-14	2014-15	2015-16
Overall	120.18	119.58	114.32

Demographic Breakdown of Hours Completed: Ethnicity

When the number of average hours completed by ESL students is broken down by ethnicity for the four largest ethnic groups, a few trends emerge. Hours completed by Asian and Hispanic or Latino students have slightly declined through the last three academic years. White students have seen a drastic increase in the number of hours completed overall from 2013-2014 to 2015-2016 and are the only one of the major ethnic groups to have seen an overall increase in hours completed during this timeframe. Interestingly, Black or African

American students had the highest number of hours completed during the 2015-2016 academic year.

Figure 43: Average Number of Hours Completed by ESL Program by Ethnicity
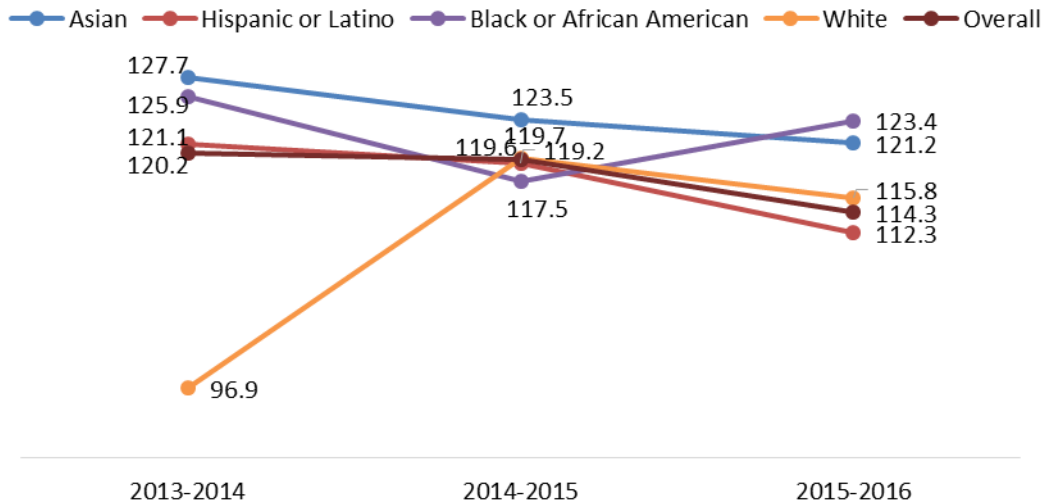
Demographic Breakdown of Hours Completed: Gender

The following chart displays the number of hours completed by ESL students disaggregated by gender. The most noticeable trend is that on average, females complete about 15 more hours than males annually. Furthermore, we see that both genders have seen an overall decrease in the number of hours completed from 2013-2014 to 2015-2016, though females saw a very slight increase in 2014-2015.

Figure 44: Average Number of Hours Completed by ESL Program by Gender
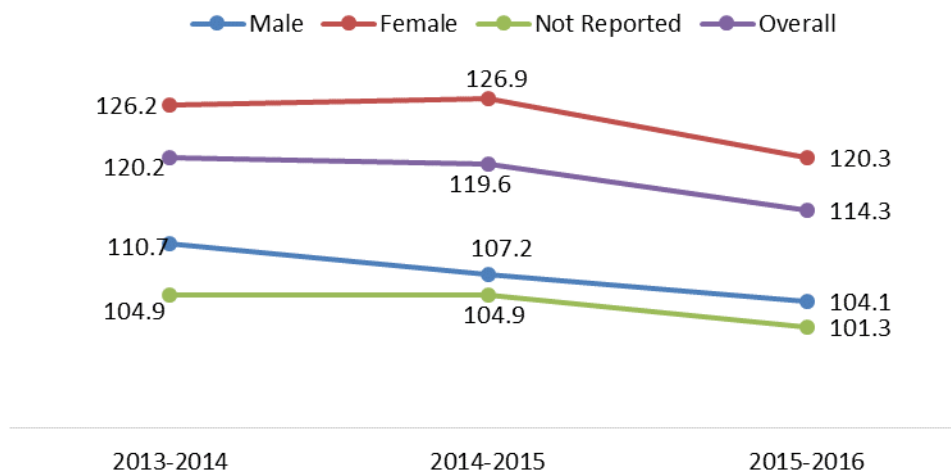
Demographic Breakdown of Hours Completed: Age

Upon analysis of the number of hours completed broken down by age, we see that most age groups have seen a decline in the overall number of hours completed from 2013-2014 to 2015-2016. The only age group that has seen an overall increase since the 2013-2014 academic year is the 18-24 year old age group, though their hours are still slightly down from 2014-2015. The 55 or older age bracket saw an increase in the number of hours completed from 2013-2014 to 2014-2015 only to see a larger decrease in 2015-2016. The 45-54 year age group saw the largest decline in the number of hours completed. Though their hours completed remained mostly stable from 2013-2014, hours completed by 45-54 year olds fell about 13 hours from 2014-2015 to 2015-2016.

Figure 45: Average Number of Hours Completed by ESL Program by Age
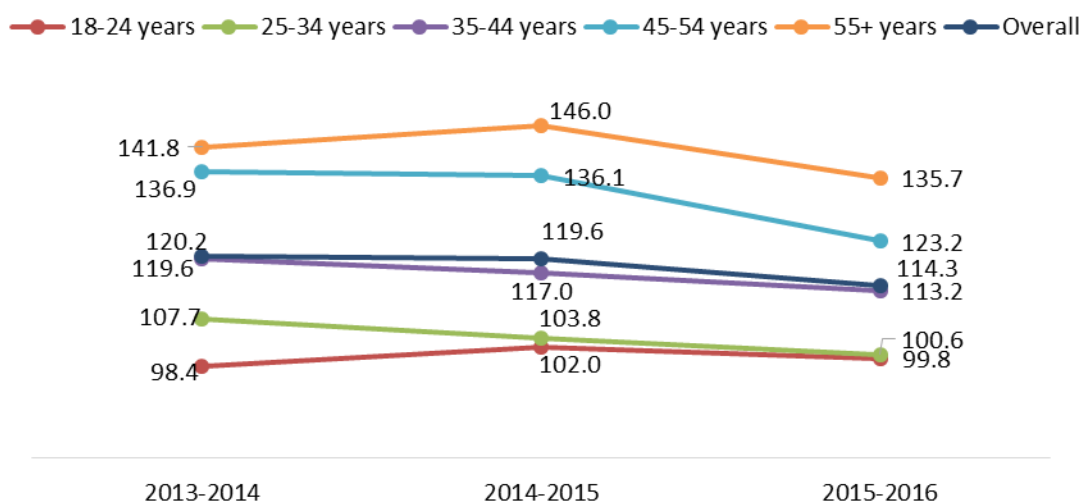
Effectiveness Indicator: Completion of Certificates

Below are the Demographic breakdowns of ESL Academic Success Certificates awarded for students with demographic information available. No Black/African American students have received Academic Success Certificates in the last two years. Since 2013, the percentage of Academic Success Certificates awarded to Hispanic/Latino students has decreased while the percentage of certificates earned by Asian and White students has increased. It must be noted that due to the small sample size, fluctuations in the percentages are more pronounced. For example, the actual count of certificates received by White students remained constant from 2013-2014 to 2014-2015 and increased by one in 2015-2015. Similarly, one less Asian student received an Academic Success certificate in 2014-2015

than in 2013-2014. However, the trend remains that Asians received the majority of Academic Success certificates in the 2015-2016 academic year, while the number of certificates awarded to Hispanic or Latino students has decreased during the most recent three-year period.

Table 66: ESL Certificates Awarded at SCE

	2014	2015	2016
ESL Academic Success	33	24	29

Demographic Breakdown of ESL Academic Success Certificates: Ethnicity

Below are the Demographic breakdowns of ESL Academic Success Certificates awarded for students with demographic information available. No Black/African American students have received Academic Success Certificates in the last two years. Since 2013, the percentage of Academic Success Certificates awarded to Hispanic/Latino students has decreased while the percentage of certificates earned by Asian and White students has increased. It must be noted that due to the small sample size, fluctuations in the percentages are more pronounced. For example, the actual count of certificates received by White students remained constant from 2013-2014 to 2014-2015 and increased by one in 2015-2015. Similarly, one less Asian student received an Academic Success certificate in 2014-2015 than in 2013-2014. However, the trend remains that Asians received the majority of Academic Success certificates in the 2015-2016 academic year, while the number of certificates awarded to Hispanic or Latino students has decreased during the most recent three-year period.

Figure 46: ESL Certificates Awarded by Ethnicity
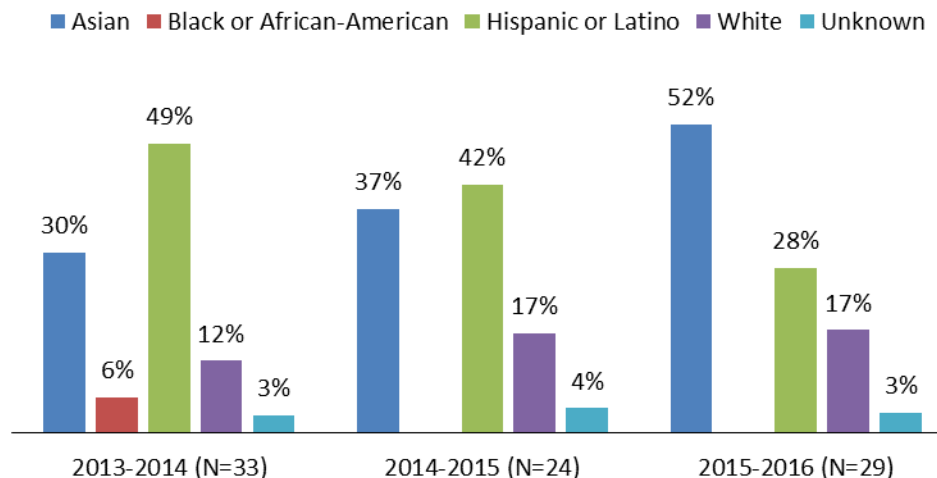
Demographic Breakdown of ESL Academic Success Certificates: Gender

During the last three years, the proportion of ESL Academic Success Certificates earned by each gender has remained consistent. Between 2013-2014 and 2015-2016, for every male who has earned a certificate, approximately three females have earned certificates.

Figure 47: ESL Certificates Awarded by Gender
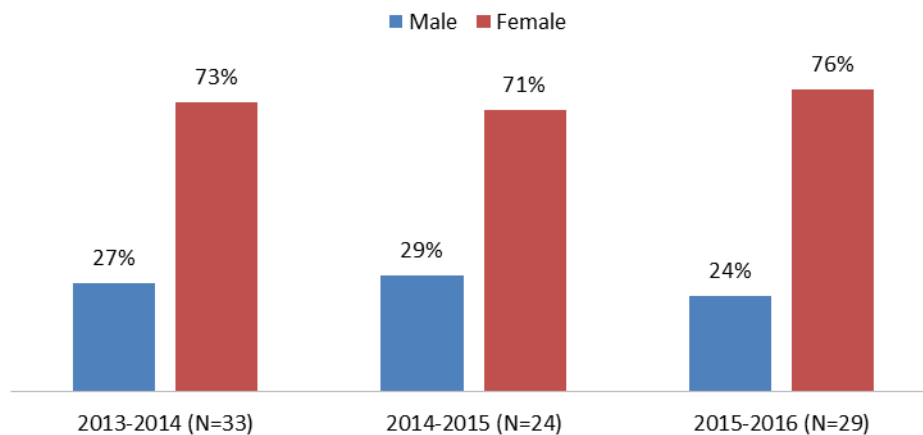
Demographic Breakdown of ESL Academic Success Certificates: Age

Again, due to the small sample size, fluctuations in the percentages appear more pronounce. Over the last three academic years, students in the 35-44 year old age bracket have received the largest number of certificates in the Academic Success program. During the 2015-2016 academic year, however, 25-34 year old students earned just as many certificates as the 35-44 year old age group. The 55+ year old age group has consistently been awarded the least certificates, with no 55+ students earning a certificate in 2015-2016.

Figure 48: ESL Certificates Awarded by Age
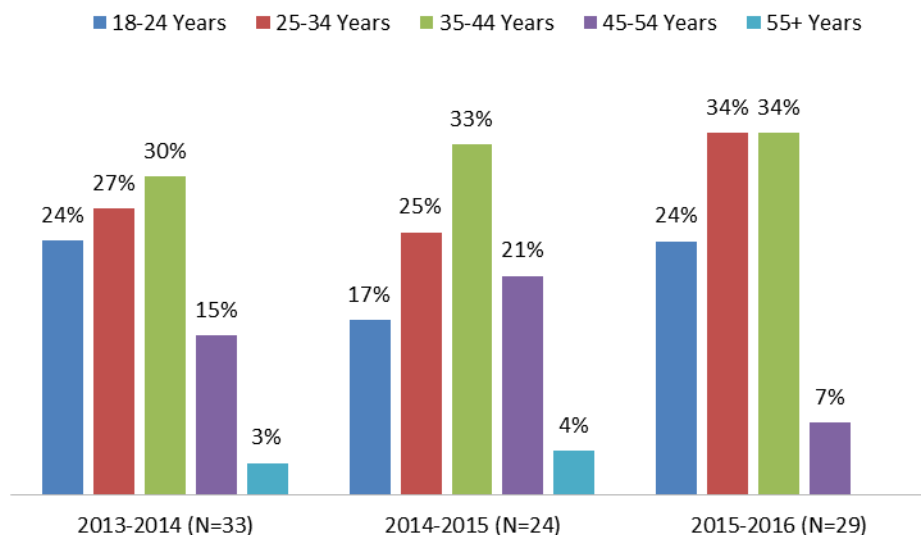
Key Takeaways for English-as-a-Second Language (ESL)

The following are the major findings with respect to the ESL program discovered by the Office of Institutional Research and Planning after analyzing the program data.

➢ In the past year, there was a decrease in the number of ESL students and total enrollments in ESL as a whole. This is reflected in the number of hours completed, which was slightly lower than the previous years.

➢ Similar to SCE overall, the ESL program serves a vastly female demographic population.

➢ Students in the ESL program are predominately Hispanic/Latinos (64%) and Asians (22%). This is also reflected in the number of certificates awarded and success rates by ethnicity.

➢ The success rate of students who attempted a graded course increased by 28 percentage points from 2013-2014 to 2014-2015; however, there was even a bigger drop in success (38 percentage points) from 2014-2015 to 2015-2016.

SCE's Office of Institutional Research and Planning will continue to explore ESL program data to further analyze the trends over time in terms of enrollment and success. The Research Office plans to use data to identify the reasons behind a decline in ESL enrollments and success from 2014-2015 to 2015-2016. Lastly, the IRP should look into measuring and tracking success for ESL core classes that lead to CDCP certificates, such as ESL beginning and ESL intermediate high courses.

The School of Continuing Education offers a disability support services (DSS) program where students with verified disabilities can achieve their educational, vocational and personal goals. DSS is also a resource that assists instructors in providing educational accommodations to students with verified disabilities. DSS offers instruction to assist students in achieving their independent living, employment, and higher educational goals. In addition to offering courses, DSS provides many services such as testing accommodations, interpretations, counseling, note-taking assistance, and alternate media/ reading accommodations to their students to help them succeed.

Effectiveness Indicator: Course Availability

Courses: SCE offers courses during day, night, and Saturdays to meet the needs of the SCE students. The vast majority of the DSS program's courses are offered during the day. No night sections were offered in the last three academic years. Two sections were offered on a Saturday in 2015-2016. Table 67 presents the number of sections offered during each academic year. The number of sections offered in the program increased slightly from 164 in 2013-2014 to 172 in 2015-2016. Some courses are offered multiple times in a term and in an academic year; thus the section count is much higher than the actual courses offered. The total unique DSS courses offered in 2013-2014 were 48 courses, which increased to 61 courses in 2014-2015 and 68 courses in 2015-2016. Each DSS course is 5 hours per week for 12 weeks.

Table 67: SCE DSS Program Section Types

	2013-14	2014-15	2015-16
Day	164	165	169
Night	0	0	0
Saturday	0	0	2
Unknown	0	0	1
Total	**164**	**165**	**172**

Courses and sections were also broken down within the program by program clusters. DSS offers CORE classes which are part of all the certificate programs. DSS offers five certificate programs, including, interpersonal skills, life skills, academic skills, computer skills, and employment skills. Some certificates require more classes than other certificates. All students must complete all the Core Classes or have them waived by an instructor. Additional DSS courses are offered which were categorized as others. The life skills and employment skills clusters have consistently offered the most courses and sections the past three academic years. As seen in table 68, all cluster courses have increased from 2013-2014 to 2014-2015, and remained unchanged in 2015-2016. Students meet initially and annually with a DSS

counselor to select courses to meet their education, vocational and personal goals. Depending on their need and course availability, students enroll in classes. All classes are 12 weeks, and there is a sequence of three courses for students to complete in the year. Altogether, the total number of courses offered for the last three academic years were 190 which culminate into 553 class sections available.

Table 68: SCE Course Clusters for DSS Program

		2013-14	2014-15	2015-16
CORE Classes	Sections	0	15	12
	Courses	0	6	6
Interpersonal Skills	Sections	8	11	12
	Courses	6	7	7
Life Skills	Sections	44	50	52
	Courses	13	14	14
Academic Skills	Sections	18	39	33
	Courses	8	12	11
Computer Skills	Sections	6	19	19
	Courses	3	10	10
Employment Skills	Sections	45	31	39
	Courses	11	11	13
Other	Sections	58	18	24
	Courses	11	5	12
Total	Sections	179	183	191
	Courses	52	65	73

Note: The total includes duplicated courses and sections. This is due to some courses and sections falling under multiple DSS clusters.

Effectiveness Indicator: Enrollment

Head Count and Enrollment: Over the past three academic years, the unduplicated headcount for the DSS program decreased between 2013-2014 and 2015-2016. The total enrollment for the DSS program decreased between 2013-2014 and 2014-2015 but increased by 117 between 2014-2015 and 2015-2016.

Table 69: SCE DSS Program Head Count and Enrollments

	2013-14	2014-15	2015-16
Unduplicated Head Count	958	949	882
Total Enrollments	4,202	4,154	4,271

Student Status: A large proportion of DSS program students were part-time for each of the last three academic years. Approximately 9% of the DSS Program students were full-time in 2013-2014, 5% in 2014-2015, and 10% in 2015-2016. The "other" status comprises students who had a missing student status.

Table 70: SCE DSS Program Student Status

	2013-14 (N=958)	2014-15 (N=949)	2015-16 (N=882)
Full-time	9.0%	5.0%	10.0%
Part-time	**90.9%**	**95.0%**	**90.0%**
Other	0.1%	0.0%	0.0%

Enrollment Status: A large proportion of the DSS program enrollment is returning students. Returning students were approximately 77%, 71%, and 83% for the academic years 2013-14, 2014-15, and 2015-16, respectively. Although the unduplicated headcount for the DSS program slightly decreased from 2014-15 to 2015-16, there was approximately 11% increase in the returning students for the same period. There were more first-time students (18%) in 2014-2015 than 2013-2014 and 2015-2016.

Table 71: SCE DSS Program Student Enrollment Status

	2013-14 (N=958)	2014-15 (N=949)	2015-16 (N=882)
First-time Student	11.4%	17.9%	8.2%
Returning Student	**77.2%**	**71.2%**	**82.5%**
First-time Transfer Student	1.4%	1.9%	0.9%
Returning Transfer Student	4.3%	3.5%	4.2%
Other	5.7%	5.5%	4.2%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Ethnicity

A large proportion of the DSS program enrollees in 2013-2014 and 2014-2015 are Whites. However, in 2015-2016, the Hispanics/ Latino enrollment increased by two percentage points, and were the largest population in the DSS program for that academic year. There was a decrease in Native Hawaiian or Pacific Islanders and White students in the DSS program, but Asians, Black or African American, and American Indian or Alaska Native groups increased.

Table 72: Ethnicity of DSS Students Enrolled at SCE

	2013-14 (N=958)	2014-15 (N=949)	2015-16 (N=882)
White	**33.8%**	**32.3%**	31.0%
Hispanic or Latino	27.6%	29.6%	**31.7%**
Asian	13.4%	12.6%	13.9%
Unknown	19.3%	19.0%	16.3%
Black or African American	5.3%	5.7%	6.1%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.5%
American Indian or Alaska Native	0.2%	0.1%	0.5%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Enrollment: Gender

The enrollment of the males was higher than the females for the three academic years. While the female enrollment increased by 1.8% between 2014-15 and 2015-16, the male enrollment dropped over the same period by less than one percentage point. The enrollment proportion of those students with gender information missing slightly decreased, 0.9%, from 2014-15 to 2015-2016.

Table 73: Gender of DSS Students Enrolled at SCE

	2013-14 (N=958)	2014-15 (N=949)	2015-16 (N=882)
Male	**57.3%**	**57.0%**	**56.1%**
Female	40.2%	39.8%	41.6%
Unknown	2.5%	3.2%	2.3%
Total	100.0%	100.0%	100.0%

Demographic Breakdown of Student Success: Age

The largest proportion of the DSS program enrollees in the three consecutive academic years were the 18-24 years olds. The second largest age group consisted of 25-34 year olds. The 18-24 year olds and the 25-34 year olds comprise approximately 70% of the DSS program enrollments. As expected, those students less than 18 years old are less than 0.3% of the DSS population.

Table 74: Age of DSS Students Enrolled at SCE

	2013-14 (958)	2014-15 (949)	2015-16 (882)
0-17 years	0.3%	0.2%	0.1%
18-24 years	**40.5%**	**43.4%**	**42.9%**
25-34 years	24.9%	23.6%	28.8%
35-44 years	8.2%	8.6%	8.3%
45-54 years	10.3%	8.3%	6.7%
55+ years	15.8%	15.9%	13.2%
Total	100.0%	100.0%	100.0%

Effectiveness Indicator: Retention

The starting fall cohorts were established by identifying first-time students at SCE in the DSS Program. The SCE DSS Program retained more than 50% of their incoming first-time students for 2013-14 and 2014-15 academic years (fall to fall) consecutively. The drop-out rate increased after the first term over the three years. In 2013-2014, 13% new students chose not to reenroll in the DSS program after =their first term, whereas, this percentage increased to 19% in 2014-2015 and is much higher (22%) in 2015-2016. For the fall 2015-2016 cohort, 36.5% of students enrolled in summer DSS classes. The data from fall 2016 is needed to examine how many of those students who end in Spring or Summer 2016 return for the fall 2016 term. No student dropped out during summer in 2014-2015.

Table 75: Retention Rates

	2013-14	2014-15	2015-16
Starting Fall Cohort	90	90	63
End-Term Fall	13.3%	18.9%	22.2%
End-Term Winter	15.6%	11.1%	4.8%
End-Term Spring	16.7%	15.6%	36.5%
End-Term Summer	4.4%	0.0%	36.5%
Fall-to-Fall Retention	**50%**	**54.4%**	**N/A**

Effectiveness Indicator: Persistence

For the 2013 fall cohorts, the DSS program had 48% of incoming first time students persist for one academic year. The persistence rates increased for the 2014 fall cohort to 54%. For the last three academic years, around 20% of incoming first time SCE DSS students do not make it past their initial fall term. For the fall 2015 cohort, their fall 2016 data was not available. However, 73% of the students in this cohort persisted through spring 2016. Of those 73% students, 37% persisted through summer. As the summer term does not count for or against persistence, fall 2016 data is needed to determine persistence rates for the fall 2015 cohort for fall to fall persistence. All students who went into summer 2015 term also persisted to the fall 2015 term.

Figure 49: Persistence Rates for DSS Program

14.8% of first time students did NOT persist through their first term

| Fall 2013 First Time Students N=81 | 85.2% Persisted through Winter | 67.9% Persisted through Spring | 51.9% Persisted through Summer | **48.1%** Persisted through Fall 2014 |

19.5%

| Fall 2014 First Time Students N=87 | 80.5% Persisted through Winter | 69.0% Persisted through Spring | 54.0% Persisted through Summer | **54.0%** Persisted through Fall 2015 |

22.6%

| Fall 2015 First Time Students N=62 | 77.4% Persisted through Winter | 72.6% Persisted through Spring | 37.1% Persisted through Summer | N/A Persisted through Fall 2016 |

Effectiveness Indicator: Success

The SCE DSS program success rates were calculated as a whole and broken down by demographic variables (race/ethnicity, gender and age group) in order to identify trends. The success rates were only calculated for students who attempted a grade in a course. Table 76 presents the total number of students in each academic year, and the number of students who attempted a course to receive a grade, and the success rate of those students in the last three academic years. Of those students who attempt a grade, over 90% have consistently been successful the last three academic years.

Table 76: SCE DSS Program Success Rates

	2013-14	2014-15	2015-16
N	3,211	3,346	3,899
Success	2,997	3,132	3,602
Success Rate	**93.3%**	**93.6%**	**92.4%**

*Only includes students who attempted to receive a grade (NG, and some W's are not counted)

Demographic Breakdown of Student Success: Race/Ethnicity

Figure 50 illustrates the success rates for DSS program among the four largest ethnic/racial groups: Asian, Hispanic or Latino, Black or African American, and White. All four groups have a success rate higher than 90% for the past three years. Black/ African American students had the highest success rate in the 2013-2014 academic year; whereas, Asian students had the highest success in the past two consecutive years. Over the past three years, Hispanic students had a lower success rate than the other three ethnic groups.

Figure 50: SCE DSS Program Success Rates by Ethnicity
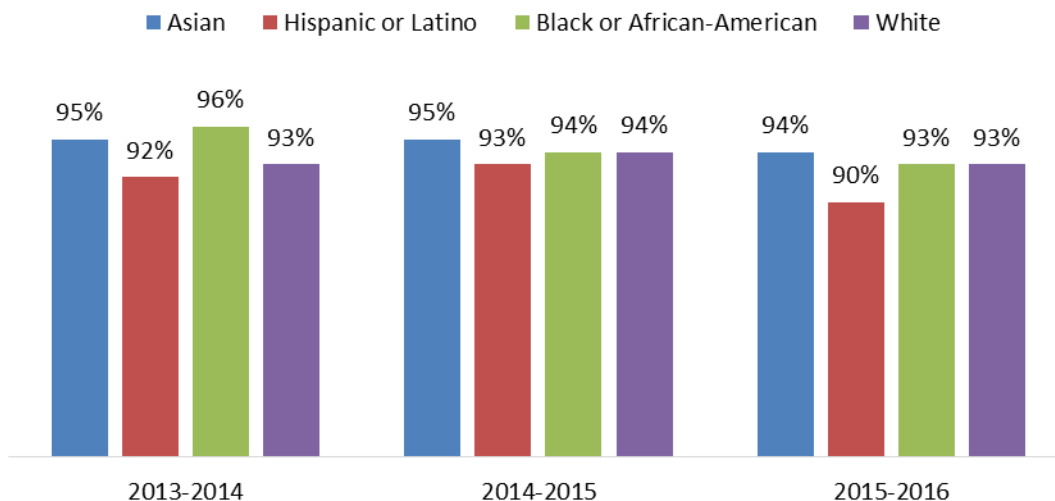
Demographic Breakdown of Student Success: Gender

When broken down by gender, both males and females have similar success rates for the 2013-2014 and 2014-2015 academic years. Females achieved slightly higher success rates, approximately one percentage point, than males in 2015-2016. Overall, for 2015-2016, both males and females' success rates marginally decreased from 2014-2015.

Figure 51: SCE DSS Program Success Rates by Gender
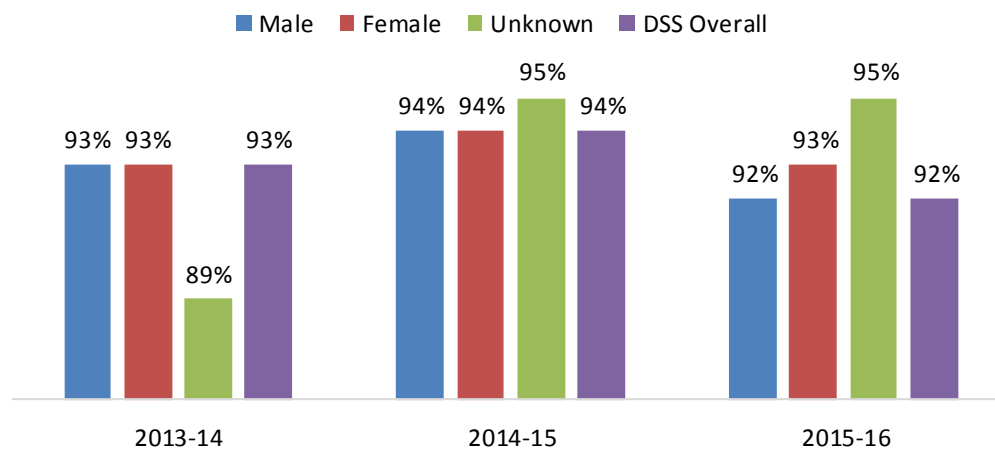
Demographic Breakdown of Student Success: Age

The 0-17 age category was removed from the chart due to the small sample size of these students who attempted a grade. Overall, all age groups had above 87% success rate in the past three academic years. The 18-24 year olds had the highest rates in 2013-2014, the 55+ year olds had the highest rates in 2014-2015, and the 45-55 year olds had the highest rates in 2015-2016. The 35-44 year olds had the lowest success rates among DSS program for the three consecutive academic years.

Figure 52: Success Rates of DSS by Age
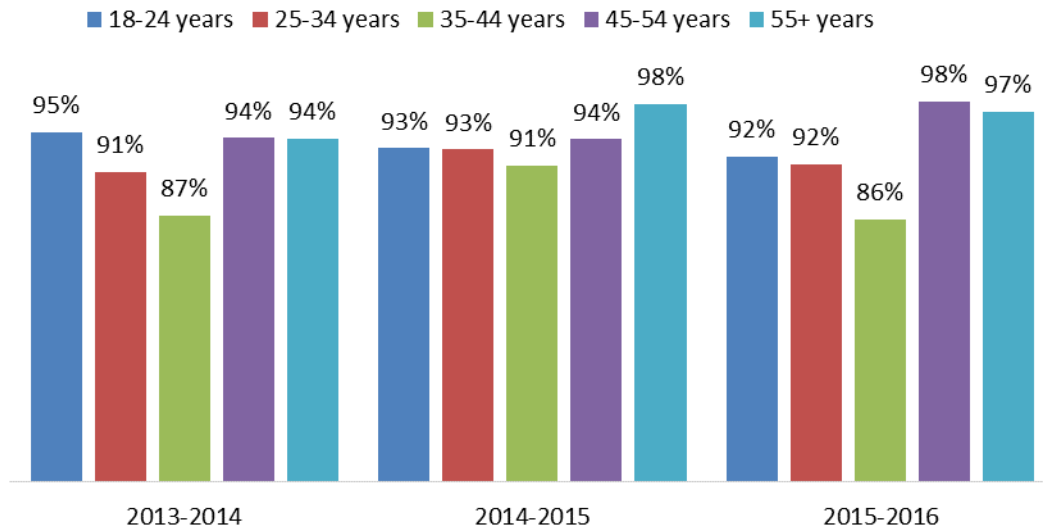
Effectiveness Indicator: Hours Completed

The vast majority of SCE students are part-time students, therefore, average hours completed was calculated for the last three years. The purpose of calculating this effectiveness indicator (average hours completed in an academic year) is to establish a baseline constructed around institutional trends. The hours included both instructional and laboratory hours, such as those in a computer lab. On average, SCE DSS program students complete about 236 hours of instruction and lab work within an academic year. The average number of hours completed each year is relatively higher because each DSS course is five hours per week for 12 weeks per term, and full time students take three courses per term.

Table 77: Average Number of Hours Completed by Academic Year

	2013-14	2014-15	2015-16
Overall	234.31	226.67	247.83

Demographic Breakdown of Hours Completed: Ethnicity

Figure 54 presents average hours completed broken down by the four largest racial/ethnic groups at SCE. Hispanic/ Latinos students had the highest average hours completed than the other groups. In 2013-2014, the White student population had the lowest hours completed even though they were the largest ethnic population in that year. Asian student population had the second highest average hours completed.

Figure 53: Average Hours Completed by Ethnicity
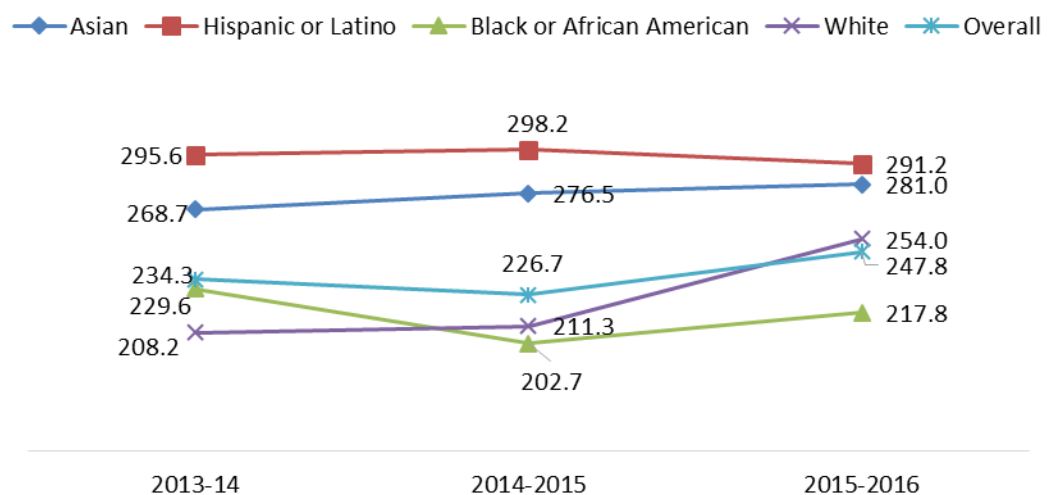
Demographic Breakdown of Hours Completed: Gender

Figure 53 presents the average hours completed by gender in the DSS program. Overall, the male students have the highest average hours completed compared to female students and the unknowns. The DSS male students have also consistently completed on average higher hours than DSS program as a whole for each of the past three academic years, and this might be due to the fact that there are more males than female students in the DSS program. Those of unknown gender had relatively lower number of hours completed in the past three years.

Figure 54: Average Number of Hours by Gender
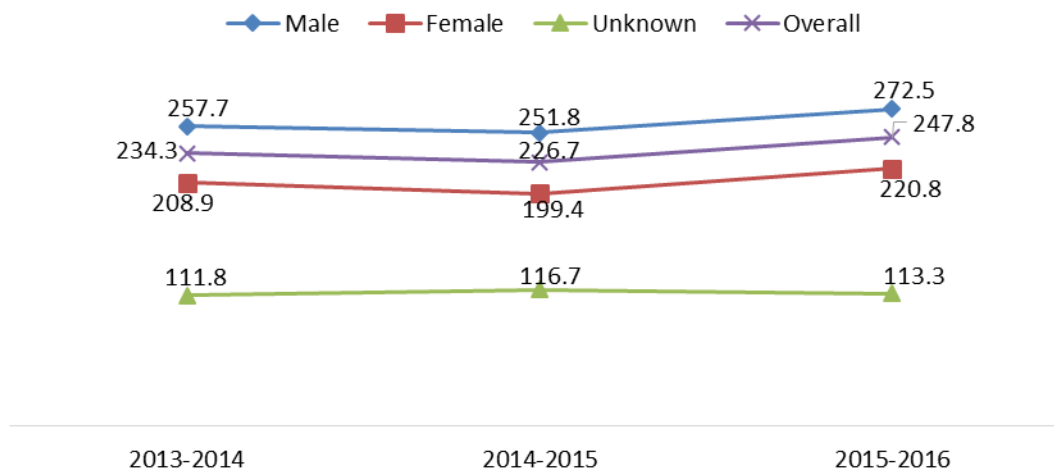
Demographic Breakdown of Hours Completed: Age

Lastly, figure 55 presents the average hours completed by age groups 18 and above. The 18-24 age group, on average, completed a higher number of hours than DSS overall as well as the other age groups. However, the number of hours completed for the 18-24 age group decreased from 2013-2014 to 2015-2016.

Figure 55: Average Number of Hours by Age
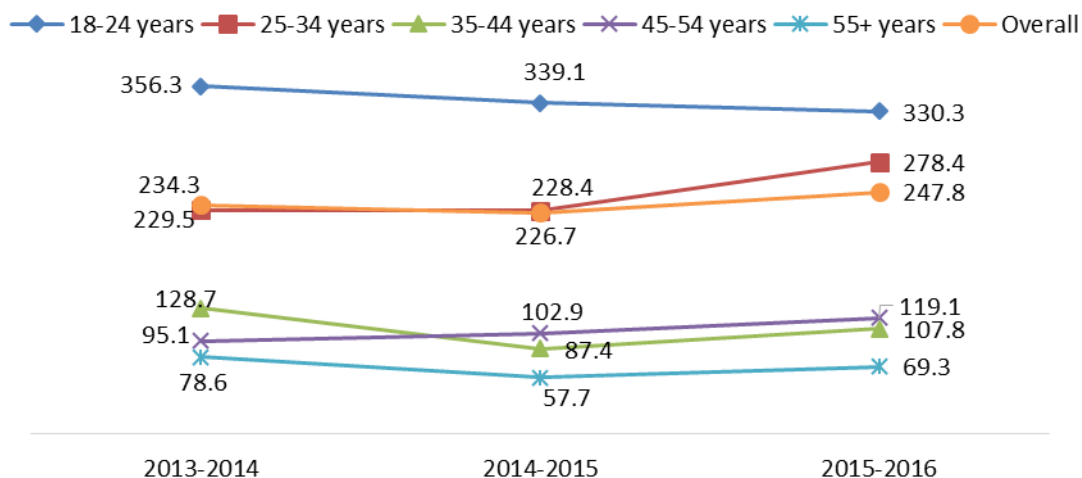
Effectiveness Indicator: Completion of Certificates

The DSS program started awarding certificates in 2016. The total number of certificates awarded in that year was gathered from the SCE DSS department and broken down by demographics to illustrate the distribution of certificates among DSS students.

Thirty-three students were awarded a total of 105 certificates. DSS program offers five certificate programs; table 78 breaks down the certificates by each certificate program. Some students completed courses in more than one program, thus were awarded more than one certificate.

Table 78: SCE DSS Certificates Awarded

	2015-16
Interpersonal Skills	23
Life Skills	18
Academic Skills	20
Computer Skills	15
Employment Skills	24
Other Certificates	5
Total	**105**

Demographic Breakdown of DSS Certificates: Ethnicity

The table 56 presents data only for students for whom demographic data is available. The largest ethnic groups in DSS program are Hispanic/Latino and White students, which is reflected in the completion of certificates. Approximately 41% Hispanic/ Latino and 44% White students received one or more DSS certificates in 2016

Table 56: DSS Certificates Awarded by Ethnicity
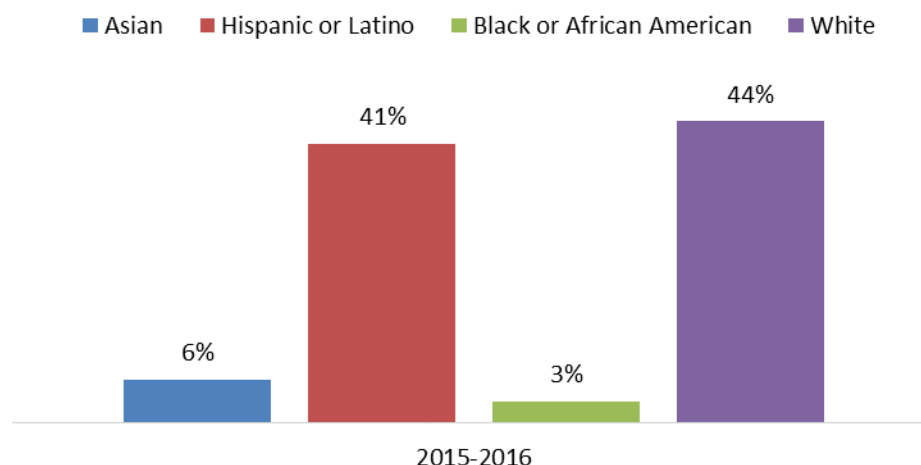
Demographic Breakdown of DSS Certificates: Gender

More males received a DSS certificate than females, which might be due to the fact that there are approximately 14% more males in the DSS program than females.

Table 57: DSS Certificates Awarded by Gender

■ Male ■ Female ■ Unknown
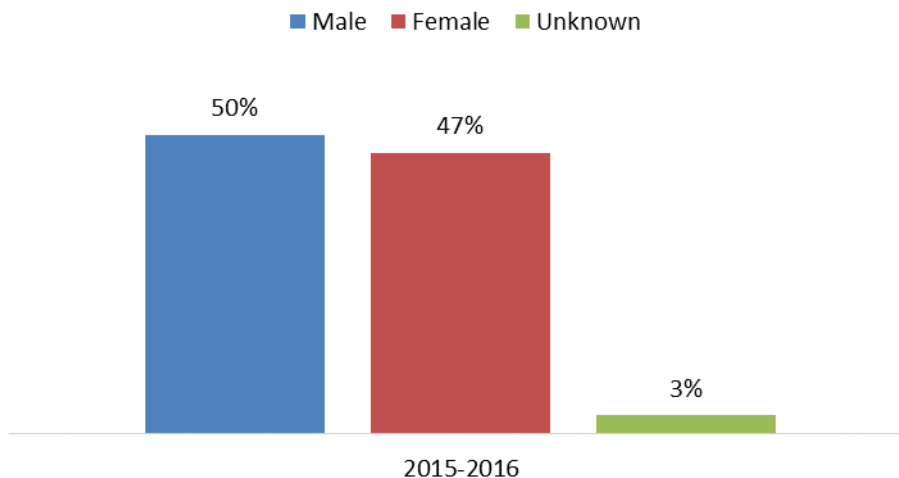
Demographic Breakdown of DSS Certificates: Gender

In 2016, the largest age group to receive DSS certificates was students 25-34 years of age (53%), and the second largest age groups was students 18-24 years of age. However, the largest age group in DSS program in the past three years was students 18-24 years of age. No students in age groups, 0-17 years, 35-44 years, and 55+ years, received certificates.

Table 57: DSS Certificates Awarded by Age

■ 18-24 years ■ 25-34 years ■ 45-54 years
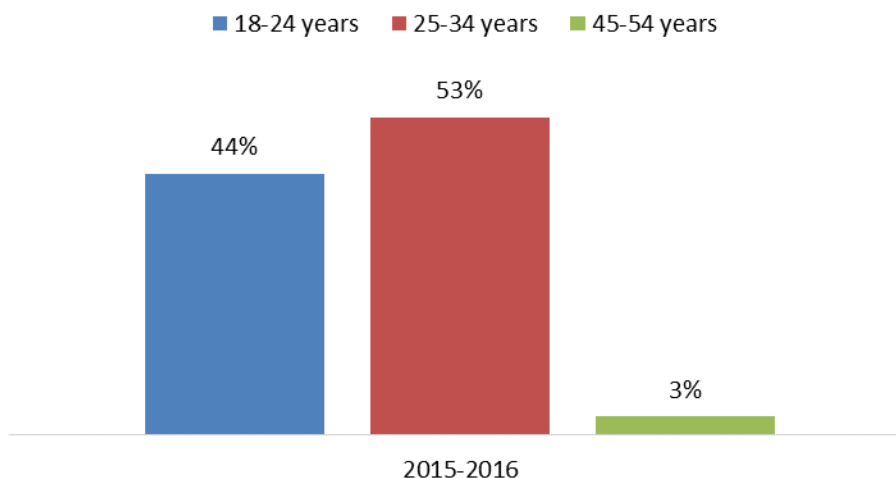
Key Findings for Disability Support Services Programs (DSS)

The following are the major findings with respect to the DSS program discovered by the Office of Institutional Research and Planning after analyzing the program data.

- ➢ Despite the decrease in the unduplicated head count of students in DSS program, enrollments in the DSS program have steadily increased in the past year. This might be due to an increase in the number of courses and sessions offered in the past year.
- ➢ Unlike SCE overall, the DSS program serves a majority male demographic population.
- ➢ Compared to SCE as a whole, the retention rates and persistence rates are higher for DSS students. Additionally, DSS students, on average, have greater number of hours completed.

SCE's Office of Institutional Research and Planning will continue to explore DSS program data to further analyze the relationship between average number of hours completed and certificate completion. The Research Office plans to identify the reasons behind a decrease in DSS student success and unduplicated headcount from 2014-2015 to 2015-2016.

Student Success Scorecard

California Community College's Chancellor's Office (CCCCO) set forth the Scorecard to help institutions measure Institutional Effectiveness in 2012. The scorecard can effectively be used for setting performance benchmarks for California Community Colleges. While the tiers in the accountability framework are the same for credit colleges, the parameters developed by a statewide advisory group differ for noncredit institutions.

The only metric captured for SCE is the Career Development and College Preparation (CDCP) progress and achievement rate as set forth by the CCCCO. The cohorts of students are captured and tracked based specific criteria. The student must take two or more CDCP courses and complete four or more positive attendance hours in each of these two courses, within three years. The cohort's performance is then tracked during the course of six years, namely achieving one or more of the following outcomes:

- CDCP Certificate(s)
- Earned AA/AS or Certificates (Chancellor's Office Approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0).

If one or more of the aforementioned outcomes has been met, a student is counted in the CDCP rate, which is calculated as a percentage of students who completed an outcome to the total students in the cohort. The table below presents CDCP rates for SCE.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011	2006-2007 to 2011-2012 *	2007-2008 to 2012-2013*	2008-2009 to 2013-2014	2009-2010 to 2014-2015
CDCP Progress and Achievement Rate	6.3%	7.1%	7.3%	24.6%	20.0%	15.9%	7.0%

Source: California Community College Chancellor's Office Student Success Scorecard. *The 2012 report was modified to ensure data quality. Rates now include the percentage of students who attempt two or more CDCP courses, with a minimum of four attendance hours in each of those courses, within three years. The CDCP Progress and Achievement Rate represents the percentage of students that completed one of the following outcomes within six years of entry.

Student Success Scorecard

Discussion

SCE's CDCP success rate has seen a drastic change between the 2006-2007 to 2011-2012 and 2009-2010 to 2014-2015 reporting periods. SCE's Office of Institutional Research and Planning attributes this decline to several factors, including, but not limited to, the following:

- Since 2009-2010, there has been a significant decrease in student enrollments. This may have been due to circumstances such as California budget cuts and economic recession.
- SCE has been revamping its curriculum. This lead to a decrease in the number of courses offered that have been classified as a part of CDCP. Moreover, SCE's shift in focus from skill building into workforce entry preparedness may account for a less advanced student population.
- The change in the way in which the Scorecard success data is reported may have had an effect on SCE's reported outcomes. The current 7% success rate more closely reflects SCE's observed success rate before the change in the reporting methodology.

The latest reporting cycles have seen a period of volatility. More data and further research from additional reporting cycles are required in order to observe the trends and analyze SCE's CDCP effectiveness more thoroughly.

Student Voices

This chapter presents findings from the Student Equity **focus groups.**

Student Voices

The Office of Institutional Research and Planning conducted two focus group discussions with 14 SCE students in fall 2016. The focus groups were conducted as part of the Student Equity conference. The focus group discussions explored students' experiences at SCE, uncovering specific barriers and challenges experienced by students on an SCE campus, effective support systems that help them persist, and students' recommendations for improvement.

The focus groups were guided by the following outcomes:

1. To learn about the educational goals of the students
2. To understand the pervasive challenges/ barriers experienced by the students on an SCE campus
3. To identify the campus factors (staff/ faculty/administrations, services, etc.) that allow students to persist in spite of their challenges
4. To recognize the factors outside of education that allow students to persist in the pursuit of their educational goals
5. Recommendations by students

Methodology

Two focus groups were conducted in which 14 SCE students participated. Both focus groups were held at the same time, for approximately an hour and 15 minutes. One facilitator and one note taker was in each focus group.

- Eight students participated in one focus group and six in the other group
- Six women and eight men participated
- Four of the 14 students are currently in or recently completed pharmacy tech program, three are in the ESL program, two completed medical assistant program, and five students were in various other programs offered at SCE.
- Four of the students mentioned they use DSS services at SCE

Data Analysis

The focus group discussions were recorded after receiving consent from all the participants. The recordings were outsourced for transcribing. The transcripts were coded into categories based on the guiding questions and outcomes.

The results are categorized based on the responses for the five outcomes.

Outcome 1: Students' Education Goals

Students at SCE are driven by multiple education goals:

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

Four of the 14 students indicated that they plan to pursue further education after SCE while two students plan to learn English and advance in ESL courses. The remaining students indicated that they plan to complete the certificate program they are currently enrolled in or recently completed, but the overall goal for most students is to find a job in their program field.

Outcome 2: Pervasive Challenges Experienced by Students at SCE

The students were provided with a template that listed 16 potential reasons that might affect why a student may not complete a class at SCE. The students were asked to circle the two most relevant reasons out of the 16, which included: (1) relationship with counselor, (2) relationship with instructor, (3) childcare, (4) financial responsibility/my job, (5) health, (6) transportation, (7) commitment to my future goals, (8) support services at SCE, (9) tutoring, (10) support networks at school, (11) family responsibility, (12) class schedule or offerings, (13) labs, (14) no computer/ internet at home, (15) insufficient knowledge of college environment, and (16) lack of sense of belonging.

Of the 16 reasons, the top four reasons on why students do not complete a class at SCE included family responsibility (50%), financial responsibility/ my job (36%), childcare (29%), and relationship with instructor (21%).

Family Responsibility and Childcare

Half of the participants agreed that family responsibilities play an important role in students not completing their courses. One student shared his experience of not attending classes due to family responsibilities and lack of childcare:

> *The reason why I chose childcare and family responsibilities is at one time, I did stop coming. I probably would have finished last year, but because of the childcare, that I had for my kids weekly was very expensive, and like I said, it was weekly, so I took the time to… I chose family responsibilities because that was my responsibility, to take care of my kids before I continued on in my education.*

> *I put childcare… sometimes [students] wouldn't have adequate childcare or someone had to be picked up from daycare at a certain time. Say, if their class started at 3:00, but they need to get their child by 5:30, well the class may be three hours, and they may have to leave, and then if they leave, especially if you're in a time where maybe it might be a test date then that's hard for them.*

For some students, family responsibility affected their ability to finish the program. A student shared experiences of his colleagues who could not finish the program due to family responsibilities: "One of [my colleagues], she has to take care of her husband, and the other one, she has to take care of her mom, so they quit the program".

Another student agreed that some of his classmates could not complete the program because "they have to work and they are the breadwinner for the family. They have to support their family, so they can't just quit and come to school".

Financial Responsibility

Students consistently reported financial burden is a big factor affecting completion of courses. It not only affects students' ability to complete a course, but also for some students hinders their ability to complete specific requirement for a job. One student shared the experiences of her classmates: "Several of my classmates … didn't have the money to be able to apply for the license. Many of them, they cannot take the state board, the PTCB, because they don't have the money."

The students who chose financial responsibility explained that the cost of books and supplies might be one of the reasons for a student not completing a class.

> *Some books cost 100 bucks, some cost 120… if you're talking about someone who many have just lost their job, or trying to update their skills, they don't have that. That's a lot of money to them.*
>
> *The books are very costly, and some of the guys can't afford it.*
>
> *The other thing [is]…the cost of the certificate or the exam, especially in the pharmacy technical program and other careers, and the books.*

Relationship with Instructors

Overall students were positive when talking about their instructors. However, some students did voice their negative experience with some instructors. One of the students mentioned that some instructors do not let their students ask questions in class. A student reported that instructors will say things such as "Don't ask questions. If you ask more questions, I'll call security; kick you out of the class." In some cases, instructors delay students' questions by stating things such as "I will answer you at the end of the class."

Another student stated, "some of the instructor attitude here, I would say 99% they are very fine people, but there is a few of them that have been here in the institution for, I don't know, 20 years or whatever. Their attitude, excuse my English, just sucks".

Additional Barriers

Some of the additional barriers students discussed included lack of classes offered over the years, high attendance expectations in some courses, and not being informed about the student services available to them.

One of the barriers addressed by a student was "…class schedule not offering some classes. We follow the schedule to participate, and halfway in the program they said there are no funds, so they closed. That's very unexpected, closing."

> *A problem I face here, like she mentioned earlier, there's a class, at the beginning of class there is like every student, and I'm sure you have seen that in your colleagues, at the beginning of the class, it's full. Even, you go to the registration, "Oh, it's full." In the middle of the semester, it's empty. There, if you're a community college or a four-year college, they can't cancel the class. Here, if you have less than a certain number, I can't remember if it's 16 or 12- … Even if you are in the third week or four weeks-… They will cancel it.*

Another student added that one of the factors that might affect why a student may not complete a class at SCE may be due to high attendance expectations in some courses.

> *I don't know if it's this way with all the programs, but with the Pharmacy Technician Program, if you miss more than two class periods per course, you are dropped. I guess that falls under the category of course expectations or requirements, and I think that for, I mean this isn't my situation, but I think for some people that's a grand expectation.*

Another student voiced concern regarding the lack of information about student services:

> *Since I continue to come here, I noticed that I wasn't really told about my Student Services. It was kind of like you met with the counselor, they tell you these things, but it wasn't really, it's more like you kind of do have to go on your own and figure that out, but since I was also a DSS student here, I didn't find out about a lot of the services until towards the end, or if I even asked more questions. I wish it was more like, I felt like the counselors didn't spend as much time, they're very on time limits. I think it was like, your minutes are really back to back, your appointments, so I think that's why, at that time for me, it felt like the counselors were missing telling the other students support services.*

Outcome 3: Support at SCE

There was a consensus amongst students on what helped them the most as a new student at SCE, which included support from (1) counselors, (2) learning centers including the ESL learning center, and (3) faculty. A few students also pointed out that (4) affordability of classes also played a major role in them attending the school. Students spoke highly of the support they received at SCE:

> *Mine would be the counselors. If it wasn't for them to keep me on track, to book classes, to take the next [step] and to hurry up and graduate.*
>
> *The Learning Center was probably the number one thing I went to for tutoring.*
>
> *Every center I walk to, they will welcome us, you know, and understand exactly what we need and to be there for us, supporting us.*
>
> *I thought the teachers here were very helpful. They take the time to actually help you if you are having trouble.*
>
> *The main reason that encouraged us to be here, the affordability--- that the classes are free.*
>
> *The thing I like about the school here, they have so many program. You can try for a semester, if you don't like it, you could switch to another program.*

The services discussed above also helped students move forward in their educational goals. Students mentioned a wide range of services that SCE offers that they have used, but some students had mixed experience with these services.

> *Definitely I would say being in DSS, the work-ability program, just because not only do they help students with physical or learning disabilities, but the work-ability program is in partnership or collaboration with the Department of Rehabilitation. The Department of Rehabilitation, any students who are part of SCE and coming here can get services through work-ability and Department of Rehabilitation, they get their books and supplies and their, let's say they need special equipment, they get that free for them.*
>
> *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 degree, how to get GED up to date and where to move on from SCE to college.*
>
> *The counselors are sufficient. They are very good. You make your appointment, and they will take you back to one.*

One of the students shared that she received more information from her instructor and counselor rather from the front desk staff:

> *Then, of course professor…they give more information than probably the front desk. Sometimes I go to the front desk and they have no idea what I'm talking about, what I need to*

be done. So most of the teacher get research from there, then counseling I get most of my info from.

In addition to support services, most students had positive experience with their instructors and found their instructors to be motivating them to ask help in class. Students shared that their instructors encourage them to ask questions, help them when needed, share information regarding careers, and put class material on Canvas.

> *One of the teachers that I had...was really good at trying to offer us or tell us about some type of job fair, some type of program where you can further your education or get come type of experience, especially since this school doesn't offer internship for the Medical Assisting program.*
>
> *I get along with [instructors], and every time when I have a question or something, I always ask them, and they will help anytime.*
>
> *The teachers here have really helped me as far as homework is concerned. Some of them are very vigilant, but that vigilance, I need that. There's a lot of people that probably need that. Some people don't respect it, but it's there because some of us do need it, that push. If you don't have that push, there goes your motivation. Here, they really help you. Both my teachers have really helped me. They've been there for me, and I've succeeded from them. I've learned a lot from them. Some teachers actually, like she said, they take the time to educate you before and after class. They give you extra work if you need it. They give you that extra time. You can e-mail them if you have problems.*

One of the students shared that not all teachers are using Canvas, a tool to be used by instructors to share relevant class materials with their students:

> *To me, in the school here, they had a new system that every instructor had to put their syllabus and their lesson in the canvas, so that helped a student who cannot buy the book, they can go to the learning center, read the book, and they can read at home the teacher material, side by side. We have both hands-on experience, we read from the book. The teacher reviews about that, how they summarize whatever learning and I think the canvas is a good one for the teacher and student communication. Some cannot communicate that. Some teachers, the staff had to learn how to move, again, putting their lecture in canvas, because they're not organized. They cannot communicate themselves, and they cannot communicate with the students.*

Outcome 4: Support Outside of SCE

In addition to learning about the supportive services offered at SCE, one of the goals of the focus group was to learn about the factors outside of SCE that help students persist in the pursuit of their educational goals. A majority of the participants agreed that what is motivating them to continue

working toward their education goal is themselves. They continue to persist for their dreams and goals, and some strive to do better for their family.

> *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. Me, I have to motivate myself to go. I need to be, I want to be Master of International Business, of course I need to make sure I be in class. So that's what motivates me, you know, and the one behind me is the family.*

> *My motivation would be definitely the fact that nowadays a high school diploma is like ... You can't even hardly even get a job with a high school diploma. Now it's like you need some form of degree, I think it's coming down to the point where a Bachelors' minimum, not even a AA or an AS degree, so definitely you have more opportunities, I feel, to continue my education in order to get a degree, because there'll be more opportunities."*

> *My goal is also myself. I mean, if I'm not the one that's pushing myself to get where I want go, then of course I wouldn't get there without me doing it.*

> *I think learning is a non-ending process. There is too much to learn… I am extremely curious. I love school. I have always gone to school, and I will die in a school.*

> *The things that motivating 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 motivate me is my family, because I'm the first generation to go to college. My mom she gives me a lot of expectations and she says, "I know it's very hard, keep going, do whatever you are, I always support you", and that is the strongest motivation that I have".*

Outcome 5: Recommended Changes by Students

Focus group discussions revealed a variety of ideas from students on what SCE needs to improve to help students succeed. The student recommendations fall into two major categories: academic and non-academic needs.

Academic Needs

The one resounding complaint across all students is issues with the hours of operation for the learning center. Students suggested extending the learning center hours. The students shared that some of them are in class during the learning center open hours, and the time when they have a gap between their classes is when the learning center is closed. One student mentioned, "With the learning center hours…the students in the morning have classes, the tutor is there, and they have nothing to do. They're closed 2:30 until 5 o'clock. That's 2 ½ hours."

In addition to extension of hours, students mentioned that more math tutors and ESL counselors are needed. One of the students stated:

> *I notice that when the class ends, all the students rush to the learning center and the tutors have five or six students asking the same question. I suggested that as students, we should make an appointment with the tutor…that we could work one-to-one instead of five to one. When they answer the question, I don't know what part of the answer is my part… Probably we need to have a better structure in order that we take advantage of the tutor.*

In regards to facilities on SCE campuses, students indicated there is no quiet place (e.g., a library) where students can study. They also noted there is no place where they can hold group student sessions because they cannot talk in the computer lab, "you wouldn't be able to do a group session inside the lab".

Overwhelmingly students agreed and recommended SCE should offer externships as part of other programs, similar to the pharmacy technician program. Students stated:

> *If I could change anything…it would definitely be the externship.*
>
> *I agree with her…If SCE would have had that here, doesn't matter what program you come in. We came here for learning, educate ourselves better so we can go get a job. That's what we are. We train them to be able to go get a job. Make sure we get that internship, make sure we have those connections.*
>
> *There is like a program, they offer a certificate, like for my experience in the medical devices. It's a very nice program, and it's very strong. When you go to apply for a job, they ask you for experience. I would suggest that program, maybe they could find out if the students could do internships, like the pharmacy technician. I know everyone graduating from that program, they didn't get a job.*

Non-Academic Needs

Students also discussed additional needs that fall into non-academic such as SCE having a community liaison, offering personal counseling to students, updating the SCE website, and loaning financial resources to students who do not have the funds to pay for their exam or licenses.

One of the student mentioned the need of a community liaison:

> *We need to have somebody that can connect our students with child care or find them some kind of child care. There might be students that need some kind of counseling, connect them with the right resource. Instead of just giving them a paper, someone who could actually be one on one with them. Just more of a community resource. We have people here that are low income or homeless. We need someone that could directly help them. Client services or help them with other things like that. Medical. ESL students don't even have, some might not even have MediCal. Someone who could help them fill out their forms for MediCal or food stamps.*

In terms of the school website, a student noted:

I see the school not offering enough information outwards, like the website. The website has virtually no information on it. Nothing. It's just a skeleton website that basically says we exist. For someone like me, I was coming from the unemployment agency. I would have never known about this school had I not been on the EDD website. Then I went to this school's website, well there's no information for you to know anything about it except for the address. I didn't even know that the school didn't charge tuition until after I started classes. That's a lot of missing information from the perspective of somebody coming in from the community setting.

While students overall had positive attitude toward the counselors, students would also like non-academic counseling, such as:

I think the counseling department should [offer] maybe sessions or a workshop about how to manage life for students who are suffering with their life. Maybe unemployment or they have children. Maybe they're suffering with their financial. The counseling department should offer that workshop to guide them how to go to school and do whatever they are doing at the same time so they can become successful.

Summary

The focus group discussions were an opportunity to learn about the needs of the SCE students, identify barriers to their education, and recognize student services that students found to be helpful. Family responsibilities/child care, financial responsibilities, and relationship with instructor were the top reasons identified in regards to why students did not complete a class at SCE. Most of the students were extremely positive when discussing the support received from the counselors, the learning center, and their instructors. However, majority of the students recommended that most programs should offer externships that prepare SCE students for the job market and the hours of operation for the learning centers should be extended to meet the needs of the students.

Appendix A: SCE as a Whole

Table 1: From Community Profile: Age distribution for Orange County

6 Largest Feeder Cities in SCE's Service Area –
Age Distribution

Orange County Totals	People	Percentage
Ages 0-19	211,651	29.1%
Ages 20-29	110,803	15.2%
Ages 30-54	255,296	35.1%
Ages 55-74	113,843	15.7%
Ages 75 and Over	35,369	4.9%
Totals	726,962	100.0%

Source: U.S. Census 2010.

Table 2: Retention Table for SCE Overall and Individual Programs

Retention Year	Term	Overall	CTE	LEAP	ESL	HS	DSPS
2013-14							
	Starting Cohort (N)	3,619	462	1,214	1,516	527	90
	End-Term Fall	45.2%	56.7%	54.4%	43.6%	41.0%	13.3%
	End-Term Winter	14.3%	13.6%	7.3%	19.1%	15.9%	15.6%
	End-Term Spring	11.4%	10.4%	7.3%	13.1%	14.2%	16.7%
	End-Term Summer	4.0%	2.8%	4.9%	2.0%	6.3%	4.4%
	Persistence to Fall 2014	25.2%	16.5%	26.0%	22.1%	22.6%	50.0%
2014-15							
	Starting Cohort (N)	3,703	397	1,353	1,521	453	90
	End-Term Fall	44.3%	61.0%	44.6%	43.7%	48.1%	18.9%
	End-Term Winter	14.0%	8.8%	9.8%	18.7%	14.8%	11.1%
	End-Term Spring	12.4%	11.3%	10.1%	13.7%	13.7%	15.6%
	End-Term Summer	3.3%	1.8%	3.6%	2.4%	6.0%	54.4%
	Persistence to Fall 2015	26.1%	17.1%	32.0%	21.4%	17.4%	N/A
2015-16							
	Starting Cohort (N)	3,449	317	1,123	1,584	478	63
	End-Term Fall	47.5%	58.4%	51.2%	46.7%	46.9%	22.2%
	End-Term Winter	14.0%	12.6%	7.8%	18.3%	16.3%	4.8%
	End-Term Spring	18.6%	17.0%	9.9%	23.7%	18.4%	36.5%
	End-Term Summer	19.9%	12.0%	31.1%	11.4%	18.4%	36.5%
	Persistence to Fall 2016	N/A	N/A	N/A	N/A	N/A	N/A

Table 3: Persistence Table for SCE Overall and Individual Programs

Persistence Year	Term	Overall	CTE	LEAP	ESL	*HS*	*DSPS*
2013-14							
	Starting Cohort (N)	3,619	435	1,141	1,433	474	81
	End-Term Fall	45.2%	60.2%	57.9%	46.1%	45.6%	14.8%
	End-Term Winter	54.8%	39.8%	42.1%	53.9%	54.4%	85.2%
	End-Term Spring	40.5%	25.3%	34.3%	33.6%	36.7%	67.9%
	End-Term Summer	29.2%	16.3%	27.3%	20.4%	23.2%	51.9%
	Persistence to Fall 2014	25.2%	14.5%	23.8%	18.8%	18.6%	48.1%
2014-15							
	Starting Cohort (N)	3,703	374	1,273	1,450	408	87
	End-Term Fall	44.3%	64.7%	47.4%	45.9%	53.4%	19.5%
	End-Term Winter	55.7%	35.3%	52.6%	54.1%	46.6%	80.5%
	End-Term Spring	41.8%	25.9%	42.3%	34.5%	30.1%	69.0%
	End-Term Summer	29.3%	15.8%	33.3%	21.0%	18.4%	N/A
	Persistence to Fall 2015	26.1%	15.0%	30.8%	18.6%	13.2%	54.0%
2015-16							
	Starting Cohort (N)	3,449	304	1,071	1,534	442	62
	End-Term Fall	47.5%	60.9%	53.7%	48.2%	50.7%	22.6%
	End-Term Winter	52.5%	39.1%	46.3%	51.8%	49.3%	77.4%
	End-Term Spring	38.5%	26.0%	38.1%	32.9%	31.7%	72.6%
	End-Term Summer	19.9%	9.2%	29.1%	9.8%	15.2%	37.1%
	Persistence to Fall 2016	N/A	N/A	N/A	N/A	N/A	N/A

Table 4: Success Counts for SCE as a Whole

	2013-2014 (N=149,686)	2014-2015 (N=148,966)	2015-2016 (N=143,887)
Success	2,821	1,283	1,958
No Success	9,693	8,422	7,668
N/A	137,172	139,261	134,261
Total	149,686	148,966	143,887

Table 5: Success Rates for SCE as a Whole by Ethnicity

		2013-14(N=12514)	2014-15 (N=9,705)	2015-16 (N=9,626)
American Indian or Alaska Native	N	39	34	25
	Success	31	29	24
	Success Rate	79.5%	85.3%	96.0%
Asian	N	2,820	2,183	2,071
	Success	2,221	1,920	1,638
	Success Rate	78.8%	88.0%	79.1%
Black or African-American	N	396	298	356
	Success	277	238	273
	Success Rate	69.9%	79.9%	76.7%
Hispanic or Latino	N	6,042	4,900	4,882
	Success	4,643	4,214	3,858
	Success Rate	76.8%	86.0%	79.0%
Native Hawaiian or Pacific Islander	N	55	26	38
	Success	33	24	26
	Success Rate	60.0%	92.3%	68.4%
Unknown	N	839	637	576
	Success	653	560	470
	Success Rate	77.8%	87.9%	81.6%
White	N	2,323	1,627	1,678
	Success	1,835	1,437	1,379
	Success Rate	79.0%	88.3%	82.2%

Table 6: Success Rates for SCE as a Whole by Gender

		2013-14 (N=12,514)	2014-15 (N=9,705)	2015-16 (N=9,626)
Male	N	3,659	2,577	2,281
	Success	2,911	2,913	2,825
	Success Rate	79.6%	88.5%	80.7%
Female	N	8,566	6,546	6,527
	Success	6,567	5,630	5163
	Success Rate	76.7%	86.0%	79.1%
Unknown	N	289	249	274
	Success	215	215	224
	Success Rate	74.4%	86.3%	81.8%

Table 7: Success Rates for SCE as a Whole by Age Group

		2013-14 (N=12,514)	2014-15 (N=9,705)	2015-16 (N=9,626)
18-24 years	N	3,429	2,807	2,460
	Success	2745	2,427	1,980
	Success Rate	80.1%	86.5%	80.5%
25-34 years	N	2,870	2,440	2,582
	Success	2,282	2,189	2,132
	Success Rate	79.5%	89.7%	82.6%
35-44 years	N	2,014	1,537	1,582
	Success	1,563	1,354	1,296
	Success Rate	77.6%	88.1%	81.9%
45-54 years	N	1,996	1,489	1,577
	Success	1,496	1,289	1,227
	Success Rate	74.9%	86.6%	77.8%
55+ years	N	2,201	1,421	1,421
	Success	1604	1153	1029
	Success Rate	72.8%	81.1%	72.4%

Table 8: Average Number of Hours per AY by Ethnicity

	2013-14	2014-15	2015-16
Asian	85.13	87.13	90.06
Hispanic or Latino	94.70	94.48	91.74
Native Hawaiian or Pacific Islander	66.73	72.22	68.31
Black or African American	78.41	75.18	80.58
American Indian or Alaska Native	55.13	68.6	56.19
White	69.56	73.34	78.54
Unknown	74.12	74.07	74.99
Overall	83.42	84.45	85.40

Table 9: Average Number of Hours per AY by Gender

	2013-14	2014-15	2015-16
Male	81.49	80.17	81.37
Female	85.33	87.39	88.04
Unknown	65.36	70.90	74.64
Overall	83.42	84.45	85.40

Table 10: Average Number of Hours per AY by Age

	2013-14	2014-15	2015-16
0-18 years	11.05	10.97	10.59
19-24 years	91.14	93.55	92.27
25-34 years	90.15	89.72	87.68
35-44 years	99.41	97.4	99.09
45-54 years	108.4	109.59	104.51
55+ years	78.05	81.14	84.16

Table 11: Certificates by Ethnicity

	2013-14	2014-15	2015-16
Asian	19.2%	21.7%	20.6%
Hispanic or Latino	55.5%	58.7%	55.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.6%
Black or African American	3.3%	1.8%	3.8%
American Indian or Alaska Native	0.3%	0.3%	0.6%
White	16.8%	12.8%	14.5%
Unknown	4.4%	4.4%	4.4%

Table 12: Certificates by Gender

	2013-14	2014-15	2015-16
Male	33.3%	29.9%	28.9%
Female	65.7%	69.1%	69.0%
Unknown	1.1%	1.0%	2.1%

Table 13: Certificates by Age

	2013-14	2014-15	2015-16
18-24 years	33.0%	32.4%	28.2%
25-34 years	30.4%	36.5%	35.1%
35-44 years	17.5%	14.6%	18.0%
45-54 years	13.2%	10.4%	13.4%
55+ years	5.9%	6.1%	5.2%

Appendix B: High School/GED Program

Table 1: Success Counts for High School

	2013-2014 (N=12,908)	2014-2015 (N=14,319)	2015-2016 (N=13,170)
No Success	71	69	70
Success	2,172	1,941	1,919
N/A	10,665	12,309	11,181
Total	12,908	14,319	13,170

Table 2: Success Rates for High School

	2013-2014 (N=12,908)	2014-2015 (N=14,319)	2015-2016 (N=13,170)
No Success	3.2%	3.4%	3.5%
Success	96.8%	96.7%	96.5%

Table 3: Success Rates for High School by Ethnicity

		2013-14 (N=12,908)	2014-15 (N=14,319)	2015-16 (N=13,170)
American Indian or Alaska Native	N	1	4	12
	Success	1	4	12
	Success Rate	100.0%	100.0%	100.0%
Asian	N	145	142	127
	Success	10	7	5
	Success Rate	93.1%	95.1%	96.1%
Black or African-American	N	76	69	93
	Success	72	64	87
	Success Rate	94.7%	92.8%	93.6%
Hispanic or Latino	N	1,649	1,476	1,433
	Success	1,604	1,426	1,379
	Success Rate	97.27%	96.6%	96.2%
Native Hawaiian or Pacific Islander	N	10	16	5
	Success	9	15	5
	Success Rate	90.0%	93.75%	100.0%
Unknown	N	97	78	83
	Success	96	78	82
	Success Rate	99.0%	100.00%	98.8%
White	N	265	225	236
	Success	255	219	232
	Success Rate	96.2%	97.3%	98.3%

Table 4: Success Rates for High School by Gender

		2013-14 (N=12,908)	2014-15 (N=14,319)	2015-16 (N=13,170)
Male	N	1,094	954	878
	Success	1,046	914	852
	Success Rate	95.6%	95.8%	97.0%
Female	N	1,142	1,031	1,079
	Success	1,119	1,007	1,038
	Success Rate	98.0%	97.7%	96.2%
Unknown	N	7	25	32
	Success	7	20	29
	Success Rate	100.0%	80.0%	90.6%

Table 5: Success Rate for High School by Age Group

		2013-14 (N=169)	2014-15 (N=118)	2015-16 (N=122)
18-24 years	N	1,247	1,063	877
	Success	1,195	1,011	828
	Success Rate	95.8%	95.1%	94.4%
25-34 years	N	616	593	635
	Success	599	578	619
	Success Rate	97.2%	97.5%	97.5%
35-44 years	N	236	217	244
	Success	235	216	244
	Success Rate	99.6%	99.5%	100.0%
45-54 years	N	113	114	167
	Success	112	113	164
	Success Rate	99.1%	99.1%	98.2%
55+ years	N	31	19	63
	Success	31	19	61
	Success Rate	100.0%	100.0%	96.8%

Table 6: Average Number of Hours for High School by Ethnicity

Ethnicity	2013-14	2014-15	2015-16
Asian	33.27	31.28	32.66
Hispanic or Latino	43.36	45.24	41.76
Native Hawaiian or Pacific Islander	50.64	49.5	23.93
Black or African American	46.74	41.35	48.29
American Indian or Alaska Native	19.1	42.35	30.89
White	33.69	32.29	31.78
Other	31.85	31.77	34.55

Table 7: Average Number of Hours for High School by Gender

Gender	2013-14	2014-15	2015-16
Male	41.03	43.2	39.71
Female	40.45	39.64	39.06
Unknown	23.89	36.16	34.67

Table 8: Average Number of Hours for High School by Age

Age Group	2013-14	2014-15	2015-16
0-18 years	4.86	31.16	21.04
19-24 years	41.05	41.36	36.47
25-34 years	37.53	38.3	36.89
35-44 years	44.22	44.23	42.23
45-54 years	44.95	48.16	48.8
55+ years	36.17	36.44	50.39

Table 9: High School Diplomas by Ethnicity

	2013-14	2014-15	2015-16
Asian	7%	10.6%	5.9%
Hispanic or Latino	71.4%	71.5%	73.5%
Native Hawaiian or Pacific Islander	0.6%	0.7%	0.4%
Black or African American	3.2%	2.7%	4.7%
American Indian or Alaska Native	0.0%	0.4%	0.4%
White	14.0%	12.5%	12.6%
Unknown	4.1%	2.7%	12.6%

Table 10: High School Diplomas by Gender

	2013-14	2014-15	2015-16
Male	54%	49.6%	47.8%
Female	46%	49.6%	50.2%
Unknown	0.0%	0.8%	2.0%

Table 11: High School Diplomas by Gender

	2013-14	2014-15	2015-16
18-24 years	51.1%	48.9%	41.5%
25-34 years	30.5%	34.8%	37.9%
35-44 years	10.2%	11.4%	12.3%
45-54 years	5.7%	4.5%	7.1%
55+ years	2.5%	0.4%	1.2%

Appendix C: Career Technical Education

Program Cluster Key

- Computers
    - o All Computer Certificate Courses
        - ▪ Office Application Essentials Program
        - ▪ Fundamental Computer Concepts & Skills Program
        - ▪ Advanced Office Applications Program
        - ▪ Graphic, Design, and Web Skills Program
    - o Digital Media, Web, & Video Courses (DIG subject code)
    - o Computer/Business Skills Lab
- Administration/Management
    - o Administrative Assistant
    - o Business Management
    - o Project Management
    - o One Accounting Class in 2013 (FINC 302)
- Early Childhood Education
- Construction/Electrical
    - o Electrical Trainee Program
- Medical
    - o Medical Assistant/Front Office
    - o Medical Coding
    - o Pharmacy Technician (Registration and ASHP)
    - o Quality Assurance for Medical Devices
    - o Physical Therapy Aide
    - o Activity Leader Health Care
- Funeral Service

Table 1: Course and Section Cancellations for CTE by Cluster

		2013-14	2014-15	2015-16
Computers	Sections	12	18	9
	Courses	2	1	2
Administration/ Management	Sections	0	0	2
	Courses	0	0	0
Early Childhood Education	Sections	0	0	1
	Courses	0	0	1
Construction/ Electrical	Sections	0	0	0
	Courses	0	0	0
Medical	Sections	1	1	2
	Courses	0	0	0
Funeral Services	Sections	N/A	N/A	0
	Courses	N/A	N/A	0
Total	Sections	13	19	14
	Courses	2	1	3

Table 2: Enrollments for CTE by Cluster

	2013-14	2014-15	2015-16
Computers	9,556	7,295	6,464
Administration/ Management	1,899	1,796	1,414
Early Childhood Education	1,075	1,038	1,072
Construction/ Electrical	354	326	390
Medical	4,783	3,380	3,038
Funeral Services	N/A	N/A	91
Overall Totals	17,667	13,835	12,469

Table 3: Success Rates for CTE by Cluster

		2013-14 (N=10,047)	2014-15 (N=7,475)	2015-16 (N=7,415)
Computers	N	3,483	2,352	2,274
	Success	2,202	1,694	1,364
	Success Rate	63.2%	72.0%	60.0%
Administration/ Management	N	1,559	1,373	1,230
	Success	1,200	1,220	1,022
	Success Rate	77.0%	88.9%	83.1%
Early Childhood Education	N	911	884	939
	Success	746	783	815
	Success Rate	81.9%	88.6%	86.8%
Construction/ Electrical	N	269	247	344
	Success	216	222	293
	Success Rate	80.3%	89.9%	85.2%
Medical	N	3,825	2,619	2,546
	Success	2,986	2,367	2,075
	Success Rate	78.1%	90.4%	81.5%
Funeral Services	N	N/A	N/A	82
	Success	N/A	N/A	64
	Success Rate	N/A	N/A	78.1%
Total	Success	7,350	6,286	5,633
	Success Rate	73.2%	84.1%	76.0%

Table 4: Success Rates for CTE by Ethnicity

		2013-2014 (N=10,046)	2014-2015 (N=7,471)	2015-2016 (N=7,414)
American Indian or Alaska Native	N	37	30	13
	Success	29	25	12
	Success Rate	78.4%	83.3%	92.3%
Asian	N	2,623	1,991	1,866
	Success	2,045	1,735	1,478
	Success Rate	78.0%	87.1%	79.2%
Black or African-American	N	312	224	259
	Success	200	169	182
	Success Rate	64.1%	75.5%	70.3%
Hispanic or Latino	N	4,284	3,344	3,368
	Success	2,961	2,712	2,442
	Success Rate	69.1%	81.1%	72.5%
Native Hawaiian or Pacific Islander	N	45	10	33
	Success	24	9	21
	Success Rate	53.3%	90.0%	63.6%
Unknown	N	722	531	480
	Success	538	460	381
	Success Rate	74.5%	86.6%	79.4%
White	N	2,024	1,345	1,396
	Success	1,553	1,176	1,117
	Success Rate	76.7%	87.4%	80.0%

Table 5: Success Rates for CTE by Age Group

		2013-2014 (N=10,046)	2014-2015 (N=7,471)	2015-2016 (N=7,414)
18-24 years	N	2,148	1,715	1,549
	Success	1,524	1,388	1,135
	Success Rate	71.0%	81.0%	73.3%
25-34 years	N	2,216	1,806	1,902
	Success	1,657	1,570	1,482
	Success Rate	74.8%	86.9%	77.9%
35-44 years	N	1,714	1,281	1,290
	Success	1,284	1,101	1,025
	Success Rate	74.9%	86.0%	79.5%
45-54 years	N	1,843	1,343	1,368
	Success	1,352	1,145	1,042
	Success Rate	73.4%	85.3%	76.2%
55+ years	N	2,125	1,326	1,305
	Success	1,532	1,079	948
	Success Rate	72.1%	81.4%	72.6%

Table 6: Success Rates for CTE by Gender

		2013-2014 (N=10,047)	2014-2015 (N=7,475)	2015-2016 (N=7,415)
Male	N	2,503	1,899	1,889
	Success	1,818	1,606	1,397
	Success Rate	72.6%	84.6%	74.0%
Female	N	7,275	5,363	5,296
	Success	5,336	4,493	4,045
	Success Rate	73.4%	83.8%	76.4%
Unknown	N	269	213	230
	Success	196	187	191
	Success Rate	72.9%	87.8%	83.0%

Table 7: Success Rates for CTE by registration status

		2013-2014 (N=10,046)	2014-2015 (N=7,471)	2015-2016 (N=7,414)
First-time Student	N	1,085	793	734
	Success	734	643	518
	Success Rate	67.7%	81.1%	70.6%
Returning Student	N	6,422	5,031	5,310
	Success	4,686	4,166	4,032
	Success Rate	73.0%	82.8%	75.9%
First-time Transfer Student	N	427	295	176
	Success	333	261	144
	Success Rate	78.0%	88.5%	81.8%
Returning Transfer Student	N	1,337	969	844
	Success	1,043	881	683
	Success Rate	78.0%	90.9%	80.9%
Other	N	776	387	351
	Success	554	335	256
	Success Rate	71.4%	86.6%	72.9%

Table 8: Average Number of Hours for CTE by Ethnicity

	2013-14	2014-15	2015-16
Asian	87.03	82.88	84.81
Hispanic or Latino	69.04	72.99	75.57
Native Hawaiian or Pacific Islander	57.36	31.69	81.33
Black or African American	62.28	58.62	82.22
American Indian or Alaska Native	98.74	88.21	67.05
White	66.88	63.45	74.61
Unknown	67.86	70.80	80.91
Average of Averages	72.74	66.95	78.07

Table 9: Average Number of Hours for CTE by Age

	2013-14	2014-15	2015-16
0-18 years	6.00	22.90	25.43
19-24 years	68.50	76.28	75.37
25-34 years	71.05	75.46	79.32
35-44 years	72.52	71.29	86.81
45-54 years	75.57	72.69	78.44
55+ years	76.53	67.56	71.95
Average of Averages	61.70	64.36	69.55

Table 10: Average Number of Hours for CTE by gender

	2013-14	2014-15	2015-16
Male	62.48	61.10	65.04
Female	76.92	77.85	83.31
Unknown	61.03	74.98	86.70
Total	66.81	71.31	78.35

Table 11: CTE Certificates by Ethnicity

	2013-14	2014-15	2015-16
Asian	30.7%	29.7%	28.5%
Hispanic or Latino	40.3%	50.3%	45.9%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.8%
Black or African American	3.2%	1.3%	2.7%
American Indian or Alaska Native	0.3%	0.0%	0.3%
White	20.1%	12.8%	15.8%
Unknown	4.8%	5.6%	6.0%

Table 12: CTE Certificates by Gender

	2013-14	2014-15	2015-16
Male	84.7%	85.0%	81.3%
Female	13.1%	13.8%	16.3%
Unknown	2.2%	1.3%	2.8%

Table 13: CTE Certificates by Age

	2013-14	2014-15	2015-16
18-24 years	15.7%	20.0%	19.6%
25-34 years	30.7%	38.8%	33.4%
35-44 years	23.6%	15.9%	20.9%
45-54 years	20.4%	14.4%	18.2%
55+ years	9.6%	10.9%	7.9%

Appendix D: Lifeskills Education Advancement Program

Table 1: Average Number of Hours for LEAP per AY by Ethnicity

	2013-14	2014-15	2015-16
Asian	40.33	47.37	51.92
Hispanic or Latino	40.95	47.23	50.95
Native Hawaiian or Pacific Islander	42.08	57.53	51.55
Black or African American	39.2	49.52	46.4
American Indian or Alaska Native	44.74	66.58	50.68
White	59.22	63.57	67.24
Other	62.57	65.28	66.95

Figure 6: Average Number of Hours for LEAP per AY by Age

	2013-14	2014-15	2015-16
0-18 years	10.28	9.8	9.72
19-24 years	29.8	42.55	33.37
25-34 years	33.12	40.89	43.62
35-44 years	36.71	46.07	44.14
45-54 years	44.64	49.69	49.69
55+ years	66.56	71.22	74.62

Figure 7: Average Number of Hours for LEAP per AY by gender

	2013-14	2014-15	2015-16
Male	42.97	46.64	55.32
Female	56.14	62.19	62.37
Unknown	52.57	56.88	69.09

Appendix E: Disability Support Services Program

Table 1: Success Rates for DSS by Ethnicity

		2013-14 (N=3,211)	2014-15 (N=7,475)	2015-16 (N=7,415)
American Indian or Alaska Native	N	7	0	12
	Success	7	0	7
	Success Rate	100.0%	-	58.3%
Asian	N	430	465	568
	Success	407	442	536
	Success Rate	94.7%	95.1%	94.4%
Black or African-American	N	171	180	215
	Success	164	170	201
	Success Rate	95.9%	94.4%	93.5%
Hispanic or Latino	N	1,111	1,165	1,411
	Success	1,022	1,084	1,274
	Success Rate	92.0%	93.1%	90.3%
Native Hawaiian or Pacific Islander	N	6	15	38
	Success	5	15	34
	Success Rate	83.3%	100.0%	89.5%
Unknown	N	505	504	448
	Success	476	465	424
	Success Rate	94.3%	92.3%	94.6%
White	N	981	1,017	1,207
	Success	916	956	1,126
	Success Rate	93.4%	94.0%	93.3%

Table 2: Success Rates for DSS by Gender

		2013-2014 (N=3,211)	2014-2015 (N=3,346)	2015-2016 (N=3,899)
Male	N	1,852	1,963	2,287
	Success	1,729	1,837	2,108
	Success Rate	93.4%	93.6%	92.2%
Female	N	1,305	1,300	1,548
	Success	1,220	1,216	1,433
	Success Rate	93.5%	93.5%	92.6%
Unknown	N	54	83	64
	Success	48	79	61
	Success Rate	88.9%	95.2%	95.3%

Table 3: Success Rates for DSS by Age

		2013-14 (N=3,211)	2014-15 (N=3,345)	2015-16 (N=3,898)
18-24 years	N	1,751	1,835	2,214
	Success	1,660	1,710	2,046
	Success Rate	94.8%	93.2%	92.4%
25-34 years	N	766	778	1,071
	Success	696	724	981
	Success Rate	90.9%	93.1%	91.6%
35-44 years	N	163	175	195
	Success	141	160	168
	Success Rate	86.5%	91.4%	86.2%
45-54 years	N	207	186	138
	Success	195	175	135
	Success Rate	94.2%	94.09%	97.8%
55+ years	N	324	371	280
	Success	305	362	271
	Success Rate	94.1%	97.6%	96.8%

Table 4: Average Number of Hours for DSS by Ethnicity

	2013-14	2014-15	2015-16
Asian	268.69	276.45	281.00
Hispanic or Latino	295.55	298.16	291.22
Native Hawaiian or Pacific Islander	56.00	135.43	390.31
Black or African American	229.58	202.65	217.84
American Indian or Alaska Native	180.50	0.00	127.81
White	208.15	211.30	254.02
Unknown	174.90	118.81	134.02
Overall	234.33	226.67	247.83

Table 5: Average Number of Hours for DSS by Gender

	2013-14	2014-15	2015-16
Male	257.65	251.84	272.53
Female	208.87	199.36	220.76
Unknown	111.80	116.73	113.30
Overall	234.34	226.67	247.83

Table 6: Average Number of Hours for DSS by Age

	2013-14	2014-15	2015-16
0-17 years	5.67	7.00	5.00
18-24 years	356.28	339.05	330.34
25-34 years	229.45	228.39	278.37
35-44 years	128.66	87.41	107.77
45-54 years	95.13	102.91	119.11
55+ years	78.63	57.72	69.29

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CENTER **LOCATIONS**

SCE Anaheim Campus
1830 W. Romneya Drive
Anaheim, CA 92801
714.808.4645

SCE Cypress Center
9200 Valley View Street
Cypress, CA 90630
714.484.7038

SCE Wilshire Center
315 E. Wilshire Avenue
Fullerton, CA 92832
714.992.9500

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