Student Equity 2016-2017 Activities Progress Report

To promote success for targeted disproportionate groups, SCE's 2016-17 Student Equity Plan outlined several activities that focused on the indicators of access, course completion, diploma and certificate completion, and transfer/transition. This report provides a snapshot of the progress of the activities under each indicator.

ACCESS

Activity 1: Improve access to all CTE programs with expanded counseling support provided to students with disabilities.

A DSS Counselor was hired to make classroom visits and present to the students in CTE courses of the DSS services available to them. A determination of which CTE classrooms to visit was based on the students with disabilities who have previously received services through DSS at SCE, Cypress or Fullerton Colleges, and the CTE classes in which those students were enrolled. A counselor was hired in May 2016 to make visits to classrooms, and keep records of the students who followed through with scheduling an appointment with a DSS counselor post the presentations.

In Spring and Summer 2017, 478 students were presented with information within 19 classroom visits, of which 22 students were students with verified disabilities. Of the remaining 456 students, 22 students requested a referral to DSS services after the presentation.

To assess whether there was an increase in the proportion of students with disabilities in CTE courses, student registration data was pulled. Student Disability Services Table in Banner was used to identify those with a disability. Table 1 shows the total CTE enrollments across three years, from 2014-15 to 2016-17, and the total enrollments of students with disabilities in CTE courses. The total CTE enrollments and enrollments of students with disabilities in CTE dropped, but the proportion of enrollments of students with disabilities increased by 0.66% from 2014-15 to 2015-16, and by 0.55% from 2015-16 to 2016-17.

The table also shows the proportion of students with disabilities in CTE. This is different from enrollments which is based on duplicated count since a student can enroll in multiple CTE courses. Compared to 2014-15, there was a 1.33% increase in proportion of students with disabilities taking CTE courses in 2015-16. However, in the following years, the number of students and proportion of students decreased by 0.13% while the enrollments of students increased.

Table 1. Enrollments of Students with Disabilities in CTE programs

	2014-15	2015-16	% GAIN from 2014-15 to 2015-16	2016-17	% GAIN from 2014-15 to 2015-16
Total CTE enrollments	11,311	9,922		9,508	
Enrollments of students with disabilities in CTE	597	589		617	
Proportion of enrollments of students with disabilities in CTE	5.28%	5.94%	+0.66%	6.49%	+0.55%
Unduplicated headcount of students enrolled in CTE	3,911	3,441		3,136	
Unduplicated headcount of students with disabilities in CTE	189	212		189	
Proportion of students with disabilities in CTE	4.83%	6.16%	+1.33%	6.03%	- 0.13%

Source: Student Registration Table, Student Disability Services Table; Excludes CCTR 100 Computer Lab Enrollments

☞ Moving Forward

The research team will work with the DSS department to identify the number of students who followed through with scheduling an appointment post the presentations.

Activity 2: Increase CTE course enrollment for male students under 24 years of age; promote CTE options for students enrolled in AEBG offsite HSDP labs through increased academic counseling efforts and partnership with ACCT.

For this activity, counselors delivered brief information sessions to students enrolled at Gilbert South and El Camino offsite high school labs. Students were informed about various CTE programs offered at SCE. Students present at the offsite lab during the presentation signed-in. Post each information session, students were surveyed on whether their knowledge about the CTE programs increased and if they became interested in pursuing the CTE program(s).

Twenty-four information sessions were presented to offsite students during 2016-17 fall, winter, and spring terms. Table 2 shows the gender and age breakdown of unduplicated students.

Table 2. Offsite High School Students Present during Information Sessions, Unduplicated Headcount

	2015-16 (N=65)	2016-17 (N=82)
Gender		
Male	37 (56.9%)	50 (61.0%)
Female	28 (43.1%)	32 (39.0%)
Age Group		
18-24 Years	63 (96.9%)	80 (97.6%)

On average, it takes students approximately four terms to complete HSDP (WASC 2016 Report). Table 3 shows the proportion of students who were present during the 2015-16 info sessions that enrolled in CTE courses in 2015-16 or 2016-17 academic years. For comparison, the table includes students present in 2016-17 info-sessions. We will need to wait and use data from 2017-18 to assess the outcomes for students enrolled in 2016-17.

Of the 65 students present during information sessions at offsite labs in 2015-16, seven students received their high school diploma in 2015-16 and 14 students in 2016-17. Of the 21 students who completed, 6 enrolled in courses at Fullerton or Cypress college. Out of the 44 students who did not complete, 10 students did not return in the 2016-17 academic year. Only one student out of the 65 co-enrolled in one CTE courses but did not pass the course. Another student registered for two CTE courses in 2016-17 but did not attend the classes.

For 2016-17, 55 (67.1%)of the students who have not completed the HSDP are still taking high school courses as of the most recent term (Spring 2017).

Table 3. Tracking Students Present During Information Sessions in 2015-16 and 2016-17

	2015-16	2016-17
Number of Students present at offsite labs during Information Sessions (Unduplicated Count)	65	82
Co-enrolled in CTE	1 (1.5%)	0
Completers		
Completed HSDP	21 (32.3%)	20 (24.4%)
Of those who completed, transitioned to FC or CC	6 (28.6%)	6 (30.0%)
Still in Program		
Non-completers who took courses in following year	34	--
Present during information session in the following year*	26	--
Non-completers who did not return to HSDP in following year	10	--

Across the three terms from 2015-16, 65% of the students indicated on the evaluation form they are interested in possibly pursuing one or more of the certificate(s). However, as evident in the data, only one student took a CTE course within 2015-16. There is a disconnect between students' decision to take CTE courses and enrolling in those courses.

The second part of this activity includes collaborating with ACCT. The ACCT coordinator designed the CTE management brochures to appeal to males under the age of 24. The brochures are disseminated at outreach events and by counselors.

☞ Moving Forward

The research team will continue to track the students who attended the offsite information sessions in 2015-16 and 2016-17 to determine if any of the students completed the HS program and enrolled in CTE courses in the following years. The research team will work with the ACCT coordinator to determine how to measure outcome data for the dissemination of the Management program brochures.

Activity 3: Initiate faculty led information sessions prior to registration to better inform students of academic options; extend services to all three SCE Campuses: Specifically targeting African American, Native Americans and Pacific Islanders.

Counselors conducted a series of onsite information sessions about CTE programs offered at SCE to increase student enrollment. For the 2016-17 academic year, onsite information sessions were presented in summer 2016, fall 2016, and winter 2017. In summer and fall 2016, four sessions were presented in both terms for each of the five CTE programs, Administrative Assistant, Early Childhood Education, Management, Medical Assistant, and Pharmacy Technician (a total of 40 sessions in the two terms). In winter 2017, four sessions were presented on the Funeral Service Assistant program instead of the Early Childhood Education program.

A total of 73 individuals attended 20 sessions in summer 2016, 83 attended in fall 2016, and 83 attended winter 2017 sessions. Not every person who attended the session completed a survey at the end. In total, 205 surveys were collected between summer 2016 and winter 2017.

Table 4 shows the ethnic breakdown of participants that were surveyed in 2016-17. Demographics were not collected from 2015-16 information session participants. The goal of the activity was to target ethnic groups of African Americans, Native Americans, and Pacific Islanders. There was a low attendance of African Americans, Native Americans or Pacific Islanders. This activity was cancelled starting Spring 2017 term because it did not reach the targeted ethnic groups. Because the individuals attending these sessions were not necessarily SCE students, there were no personal identifiers captured that could be used to track the participants to examine whether they registered at SCE post information sessions.

Table 4. Onsite Information Sessions Participation in 2016-17, by Ethnicity

	Summer 2016 (N=57)	Fall 2016 (N=82)	Winter 2017 (N=66)
Ethnicity			
American Indian or Alaska Native	-	-	-
Asian	35.1%	23.2%	31.8%
African American	1.8%	2.4%	1.5%
Hispanic	31.6%	50%	36.4%
Native Hawaiian or Pacific Islander	-	-	1.5%
White/ Non-Hispanic	24.6%	17.1%	18.2%
Multiracial	7%	4.9%	6.1%
Other			1.5%

The participants who attended the sessions reported they felt better informed about the CTE programs(s), and approximately 70% planned to register for classes at SCE. Because the individuals attending these sessions were not necessarily SCE students, there were no personal identifiers captured that could be used to track the participants to examine whether they registered at SCE post information sessions.

Activity 4: Communications/ Marketing/ Outreach

- The marketing office hired a professional expert in April 2016 who coordinated and supported outreach plan for 2017.

☞ Moving Forward

The research team met with SCE Marketing team to determine which future activities could be linked to measurable outcome data.

COURSE COMPLETION

Activity 5: Tutoring/ education coaches for students with disabilities who are enrolled in CTE courses.

Students with disabilities who enrolled in CTE courses received tutoring and additional support from educational coaches. Education coaching varies based on student and their individual needs. Some students received direct in-class support where the coach attended the CTE course with the student and provided additional support to the student. Others attended the College to Career (C2C) lab or met individually with a coach outside of class or lab. In the C2C lab, students worked on homework or studied and had educational coaches and an instructor available to them to assist as needed.

Table 5 shows the number of students that utilized the support from tutors and coaches across the three years. Data was also analyzed in terms of course completion rate for courses in which students with disabilities received tutoring or support.

Table 5. Course Success of Students with Disabilities in CTE Courses that Received Tutoring/Education Coaching

Academic Year	2014-15	2015-16	% GAIN from 2014-15 to 2015-16	2016-17	% GAIN from 2015-16 to 2016-17
Number of students with disabilities in CTE courses (unduplicated count)	189	212		189	
Number of students that received tutoring	25	31		30	
Enrollments (Duplicated) of Students with Disabilities in CTE Courses	597	589		617	
Number of enrollments received tutoring (%)	53	74		77	
Proportion of enrollments that received tutoring compared to all students with disabilities in CTE courses	8.8%	12.6%	+3.8%	12.5%	-0.1%
Course Completion	28	46		61	
Course Completion %	52.8%	62.2%	+9.4%	79.2%	+17.0%

Source. Banner Student Registration and Academic History Tables, 2014-2017

* Course completion is calculated out of enrollment and defined as a student receiving a grade of P.

☞ Moving Forward

The research team will continue working with the DSS department and update the table for future terms.

DIPLOMA AND CERTIFICATE COMPLETION

Activity 6 Results: Transcript evaluation service for transferring foreign high school credits.

Fall 2016 is the first term when American Education Research Corporation (AERC) was used for foreign transcript evaluation services. Since then 12 foreign transcripts were sent for evaluation, two in fall 2016, four in winter 2017, and six in spring 2017.

Of the twelve transcript evaluations, one student did not receive any credit because the student only provided results from an equivalency exam and not course records. While the student did not receive any credits, he or she is currently taking HS courses.

For the remaining 11 students, students received high school credits ranging from 15 credits minimum to 130 credits toward the HS graduation requirement of 160 credits. If a student attends the HS lab regularly, he or she can complete 10 HS credits within a month. Students whose foreign transcripts were evaluated saved anywhere from one and half month of course work to 13 months. On average among the 11 evaluations, students received 82 credits toward their HS graduation requirement, saving eight months of HS course time.

Of the 11 students, one student completed the HS graduation requirements and took courses at Cypress College in Spring 2017. The remaining 10 students are currently enrolled and working toward their High School diploma.

☞ Moving Forward

We will use 2017-18 data to examine whether the students whose transcripts were evaluated in 2016-17 completed their HS requirement, and on average, how long it took for them to completed. We will also examine the proportion of students who stop taking HS courses or courses in general at SCE.

TRANSFER

Activity 7: Offer additional IHSS 300 Transitioning to College course in support of improving the success rate of Hispanic, White Non-Hispanic, African American, and American Indian HSDP and ESL Academic Success students transferring from noncredit to credit.

The IHSS 300, *Transition to College*, course at Fullerton College is funded by Student Equity. It was launched in Fall 2016, due to low enrollment, it was cancelled in the fall term. The course was offered again in Winter 2017, and nine students registered at the beginning of the course. However, five students were no show, and one student dropped the course after attending for seven hours. Only three students remained in the course and received a passing grade.

Of the three who passed, two students were registered for courses at Fullerton College for the fall 2017 term, and both students are Asian females. The third student who passed was Hispanic male enrolled in high school courses in spring 2017.

The goal of the activity is to improve the success rate of students transferring from noncredit to credit. While the transfer rate was 66.6% (2 out of 3 students who took IHSS 300 transitioned to FC), the students who transitioned did not belong to the activity's targeted demographic groups of Hispanic, White Non-Hispanic, African American, or American Indian.

Activity 8 Results: Improve success rates of Asian, Filipino, African American, and Native American certificate students transferring from noncredit to credit by connecting the students to ACCT program activities (credit campus tours, college enrollment process, financial aid workshops, etc.)

Pending 2016-17 Activities

The ACCT program in 2015-16 provided various events and activities in terms of career exploration and career pathways presentations to SCE students. The activities included transitioning to college presentation, campus tours, careers pathways presentations by Cypress and Fullerton college faculty, and financial aid workshops.

The ACCT coordinator provided the research team with sign-in sheets for 15 activities, in which 353 students participated. Of the 353 students, 43 students did not provide an ID; therefore, no demographic data could be captured for those students. Of the remaining 310 students, 40 IDs were duplicates since some students attended more than one event. Table 7 provides demographic data on the 270 students that listed their ID on the sign-in sheets.

The majority of the students that participated in ACCT events were Hispanics (54%), Asians (22%), and Whites (13%). Two-thirds of the participants were females. The largest age group attending the activities were 25-34 years of age (33%) followed by 18-24 years (25%). The demographics of the students who attended the ACCT activities is reflective of overall students using services at the Learning Center, and very similar to overall demographics of SCE.

Table 7. Demographic of Students Participating in ACCT events

	Percent (N=270)
Ethnicity	
American Indian or Alaska Native	.4%
Asian	21.9%
African American	3.7%
Hispanic	54.1%
Native Hawaiian or Pacific Islander	1.5%
White/ Non-Hispanic	13.3%
Ethnicity Not Reported	5.2%
Gender	
Males	31.5%
Females	66.3%
Gender Not Reported	2.2%
Age	
18-24 years	24.8%
25-34	32.6%
35-44	17.8%
45-54	14.8%
55 +	10.%

☞ Moving Forward

The success of this SE activity cannot be measured yet since transition/transfer is a long-term outcome, and therefore cannot be measured within the one year of the activity. The research team will continue analyzing the data from the following years to determine how many of the students that attended the ACCT events completed CTE programs at SCE, and/or transitioned to Cypress or Fullerton Colleges. The research department is continuing to gather data from CC and FC in order to examine the transition rates of SCE students.