

## Student Equity 2016-2017 Activities Progress Report

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

For this activity, a Disability Support Services (DSS) counselor visited CTE classrooms and presented on the DSS services available to students. A counselor was hired during spring 2017 and presented information to 334 students enrolled in 14 CTE classes. Of those 334 students, 18 students were already utilizing DSS. Post the presentations, nine students self-referred to DSS, and a counselor reached out to those students for an initial intake. Three students signed-up for an intake.

There is no data available that directly links the efforts of this activity to an improvement in the access of students with disabilities (SWD) in CTE courses. However, to assess whether there was an increase in the proportion of SWDs in CTE courses, student registration data was pulled from Banner. The Student Disability Services Table was used to identify students with a disability.

Table 1 shows the total CTE enrollments across three years, from 2014-15 to 2016-17, and the total enrollments of SWDs in CTE courses. The total CTE enrollments and enrollments of SWDs in CTE dropped, but the proportion of enrollments of SWDs increased by 0.66% from 2014-15 to 2015-16, and by 0.55% from 2015-16 to 2016-17.

**Table 1. Enrollments of Students with Disabilities in CTE programs**

|  | 2014-15 | 2015-16 | % GAIN<br>from 2014-<br>15 to 2015-<br>16 | 2016-17 | % GAIN<br>from 2014-<br>15 to 2015-<br>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%                                    |

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

#### Moving Forward

The research team will work with the DSS counselor to track whether the students who self-referred post the presentations followed through with scheduling an appointment for an intake for DSS.

**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 the 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. In fall 2016, 107 students were present through 8 sessions, 77 students present in 8 sessions in winter 2017, and 49 students present in 8 sessions in spring 2017. It is important to note that a same student might have been present during various information sessions and might have completed multiple surveys. Table 2 shows the gender and age breakdown of unduplicated students.

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

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

The goal of the activity was to increase knowledge of the students about CTE programs, thus, increasing CTE course enrollments. Table 3 shows the proportion of students who were present during the 2015-16 information sessions that enrolled in CTE courses in 2015-16 and 2016-17 academic years. For comparison, the table includes students present in 2016-17 information sessions.

Of the 65 students present during information sessions at offsite labs in 2015-16, 21 students received their high school diploma, seven in 2015-16 and 14 in 2016-17. Of the 21 students who completed, six enrolled in courses at Fullerton (FC) or Cypress college (CC). 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, no student co-enrolled in CTE within the same year. Of the 82 students, 20 completed their high school diploma, and of those, six transitioned to FC/CC. Of the 62 students who have yet to complete, 55 (67.1%) are still taking high school courses as of the most recent term (Spring 2017). On average, it takes students approximately four terms to complete high school diploma at SCE (WASC 2016 Report). We will need to wait and use data from 2017-18 to assess the outcomes for students enrolled in 2016-17.

**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          |
| <b>Completers</b>   |            |            |
| Completed HSDP  | 21 (32.3%) | 20 (24.4%) |
| Of those who completed, transitioned to FC or CC  | 6 (28.6%)  | 6 (30.0%)  |
| <b>Still in Program</b>   |            |            |
| 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 duplicated students indicated on the evaluation form they are interested in possibly pursuing one or more of the CTE certificates. However, as evident in the data, only one student took a CTE course within 2015-16. There is a disconnect between students' interest to pursue CTE program(s) and their decision to enroll 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. Data is currently being collected.

 **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.

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

|                                     | <b>Summer 2016<br/>(N=57)</b> | <b>Fall 2016<br/>(N=82)</b> | <b>Winter 2017<br/>(N=66)</b> |
|-------------------------------------|-------------------------------|-----------------------------|-------------------------------|
| <b>Ethnicity</b>                    |                               |                             |                               |
| 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. This activity was cancelled starting Spring 2017 term because it did not reach the targeted ethnic groups.

**Activity 4: Communications/ Marketing/ Outreach**

- The marketing office hired a professional expert in April 2016.

 Moving Forward

Data is currently being collected for this activity.

## COURSE COMPLETION

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

SWDs who enrolled in CTE courses received tutoring and additional support from educational coaches. Education coaching varied 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 and their course completion rates.

**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 SWDs in CTE courses (unduplicated count)                                       | 189     | 212     |                                | 189     |                                |
| Number of SWDs that received tutoring  | 25      | 31      |                                | 30      |                                |
| Enrollments (Duplicated) of SWDs in CTE Courses  | 597     | 589     |                                | 617     |                                |
| Number of SWD enrollments that received tutoring (%)                                     | 53      | 74      |                                | 77      |                                |
| Proportion of SWD enrollments that received tutoring compared to all SWDs in CTE courses | 8.8%    | 12.6%   | +3.8%                          | 12.5%   | -0.1%                          |
| Number of courses SWDs successfully completed  | 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 to further collect data for this activity.

### 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. That student is currently taking high school (HS) courses.

The remaining 11 students received HS 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 HS 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.

**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 did not attend, 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.

As of September 20, 2017, six students are enrolled in IHSS 300 offered in fall 2017.

**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.)**

The following data is based on students who attended ACCT events in 2015-16. We are in the process of determining if any of these students transitioned to FC or CC. As of this time, we can only track students within NOCCCD. The data from 2016-17 activities is still in the cleaning process. It will then be merged to Banner data to determine demographic information and to allow for the tracking of students within the district.

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 presentations, 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.

Most 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 the overall demographics of SCE.

**Table 7. Demographic of Students Participating in ACCT events**

|                                     | Percent<br>(N=270) |
|-------------------------------------|--------------------|
| <b>Ethnicity</b>                    |                    |
| 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%               |
| <b>Gender</b>                       |                    |
| Males                               | 31.5%              |
| Females                             | 66.3%              |
| Gender Not Reported                 | 2.2%               |
| <b>Age</b>                          |                    |
| 18-24 years                         | 24.8%              |
| 25-34                               | 32.6%              |
| 35-44                               | 17.8%              |
| 45-54                               | 14.8%              |
| 55 +                                | 10.%               |



 **Moving Forward**

Transition/transfer is a long-term outcome, and therefore cannot yet be measured. The research team will continue analyzing the data 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 to examine the transition rates of SCE students.



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