

## Student Equity 2017-2018 Activities Report

### ACCESS

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

The DSS program provided a list of 76 students with disabilities (SWDs) who met with a counselor between July 2017 and June 2018 and discussed the Career Technical Education (CTE) program during their counseling session. Counselors captured this information in ClockWork and selected the CTE reason code for any of the following reasons:

- 1) The student is already enrolled in the CTE program
- 2) The student is in the process of enrolling in the CTE program
- 3) The student wants information about the CTE program
- 4) During general DSS intakes, when students are provided information about all NOCE programs, including CTE.

Not all DSS counselors consistently checked off the CTE option during their session, so the data provided below might not capture information regarding all students who might have discussed CTE. One of the things to note is that the CTE option was also selected for SWDs already in the CTE program, so students' academic histories were explored to determine how many of the 76 students who discussed CTE options with a counselor enrolled in CTE courses were new to the CTE program. Table 1 breaks down the data further.

**Table 1. Students with Disabilities Who Received Counseling for CTE Program**

Students who met with a counselor for CTE	N=76
Students enrolled in CTE courses in 2017-18	57 (75.0%)
Students already in CTE prior to meeting with a counselor	35 (61.4%)
Students new to CTE	22 (28.9%)

Additionally, CTE enrollment trends between 2015-16 and 2017-18 were explored, as were the total enrollments of SWDs in CTE courses (Table 2). Total CTE enrollments and enrollments of SWDs in CTE dropped, but the proportion of enrollments of SWDs increased slightly by 0.18%. It is possible that the increase in the proportion of SWDs taking CTE courses is due to the efforts of counselors who promoted CTE options to SWDs. While the number of enrollments of SWDs in CTE decreased in 2017-18, counseling efforts potentially increased the number of SWDs in CTE by 22 students.



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**Table 2. Enrollments of Students with Disabilities in CTE programs**

	2015-16	2016-17	2017-18	% GAIN from 16-17 to 17-18
Total CTE enrollments	9,922	9,508	8,172	
Enrollments of students with disabilities in CTE	589	617	545	
Proportion of enrollments of students with disabilities in CTE	5.94%	6.49%	6.67%	<b>+0.18%</b>

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

**Activity 2: Increase CTE course enrollment for male, American Indian/Alaska Native, Native Hawaiian/ Pacific Islander, White, Foster Youth, Veterans, More than one race students and Students with Disabilities; 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 about NOCE’s CTE programs to students enrolled at the Gilbert South and El Camino offsite high school labs. Information sessions were delivered multiple times within a term; therefore, some students might have been present during multiple information sessions. A total of 68 students (unduplicated count) from both sites received the CTE program information from a counselor during these visits in 2017-18. Table 3 shows demographic information for students who attended information sessions within the three years. It is possible that students in 2015-16 and 2016-17 academic years might have been taking high school courses in the following years and might be included in cohorts from more than one year.

**Table 3. Demographic Breakdown of Offsite High School Students from Information Sessions**

	2015-16 (N=65)	2016-17 (N=82)	2017-18 (N=68)
<b>Gender</b>			
Male	37 (56.9%)	50 (61.0%)	50 (73.5%)
Female	28 (43.1%)	32 (39.0%)	18 (26.5%)
<b>Age Group</b>			
18-24 Years	63 (96.9%)	80 (97.6%)	66 (97.1%)
<b>Ethnicity</b>			
Hispanic/Latino	50 (76.9%)	55 (67.1%)	50 (73.5%)
White	10 (5.4%)	14 (17.1%)	8 (11.8%)
Other*	5 (7.7%)	13 (15.8%)	10 (14.7%)

Note. \*Other includes American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Two or More, Unknowns, and White.

Students who attended the information sessions were also tracked across a three-year period to determine if they enrolled in CTE courses. For example, students in the 2015-16 cohort were tracked from 2015-16 to 2017-18 to determine if they had any CTE enrollments and/or any credit college enrollments. Table 4 shows outcomes for students who graduated from HS diploma program and those who did not complete. It is important to note that student outcomes were explored from the year the student

attended information session to the present; therefore, a student from the 2015-16 cohort had three years to complete an outcome compared to one year for the 2017-18 cohort.

**Table 4. Tracking Students Present During Information Sessions from 2015-16 to 2017-18**

	<b>2015-16 (N=65)</b>	<b>2016-17 (N=82)</b>	<b>2017-18 (N=68)</b>
<b>HS Diploma Completers</b>	<b>26 (40%)</b>	<b>33 (40.2%)</b>	<b>9 (13.2%)</b>
Enrolled in CTE courses	2 (7.7%)	2 (6.1%)	1 (11.1%)
Applied for admission at FC or CC	13 (50.0%)	13 (39.4%)	3 (33.3%)
Registered for courses at FC or CC	8 (30.8%)	8 (24.2%)	3 (33.3%)
<b>Non-Completers</b>	<b>39 (60%)</b>	<b>49 (59.8%)</b>	<b>59 (86.8%)</b>
Still in HSDP	18 (46.2%)	32 (65.3%)	59 (100%)
Did not return to HSDP in a year or longer	21 (53.8%)	17 (34.7%)	-
Enrolled in CTE courses	0	0	0

\*Note. Students in 2016-17 might include students who were also present in the 2015-16 cohort.

There are few students who enrolled in CTE courses after completing the HSDP in the three cohorts. It is possible that the goal of the students in HSDP is not to take CTE courses but to either pursue higher education or get a job. The findings in Table 4 suggest that a quarter or more of the students who completed the high school diploma program transitioned to a credit college. It is important to ask students about their goals after high school to identify how many are interested in the NOCE CTE programs.

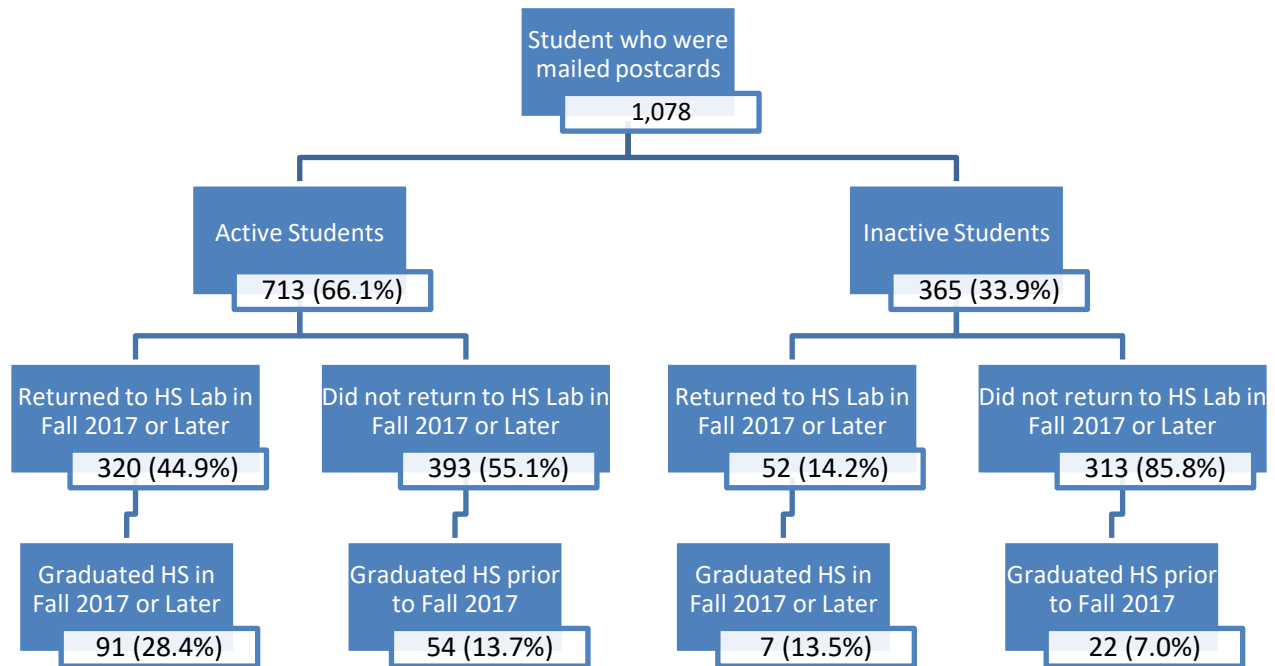
**Activity 3: Outreach/ Marketing Strategy: Provide marketing support for Student Equity activities.**

The Marketing team conducted the following outreach activities for Student Equity in 2017-18:

1. Mailed postcards to high school students
2. Mobile Ads campaigns: (1) conducted between August 1 and September 25, 2017, (2) conducted between March 6 and April 25, 2018

**Postcards:** High School Diploma Program students who had only 20-30 credits to complete were mailed postcards to remind and encourage them to complete their diploma. The marketing team mailed postcards to 1,078 students one-to-two weeks before the start of the term for Fall 2017, Winter 2018, and Spring 2019. The students from the list were identified as active and inactive based on their high school clock-in information. If a student clocked into the lab any time between July 1, 2016 and July 31, 2017, the student was considered active, and if a student did not clock into the lab between that time, he or she was considered inactive. Of the 1,078 students, 713 (66%) were considered active and 365 (24%) were considered inactive based on their clock-ins. Students' lab clock-ins from Fall 2017 to Summer 2018 (September 11, 2017 – August 20, 2018) were also examined to check if any of the students returned to NOCE high school labs. Figure 1 breaks down the data further.

**Figure 1. Clock-Ins and Graduation Info of Students who were Mailed Postcards**



Note. Active students are those who clocked into the lab between July 1, 2016 to July 31, 2017.

One of the limitations of this activity was that the postcard list included students who graduated prior to the postcards being mailed. It is possible that their information was not updated in iTendance at the time the list was extracted. Of the 1,078 students who were mailed postcards, 76 (7%) had already graduated from the high school diploma program.

**Mobile Ads Campaign:** In 2017-18, the Marketing Team contracted with CLARUS Corporation to implement the mobile ads campaigns. The first campaign ran from August 1, 2017 to January 10, 2018, and the second campaign ran from February 26, 2018 to May 3, 2018. The campaigns promoted the following NOCE programs: English as a Second Language (ESL), High School Diploma Program (HSDP), and four specific Career Technical Education (CTE) programs. In the first campaign, the four CTE programs included were Management, Electrical Trainee, Pharmacy Technician, Funeral Services Assistant. The second campaign replaced the Funeral Services Assistant program with the Medical Assistant program. The mobile ads were targeted to disproportionate groups within NOCE:

Native American/American Indian, Asian, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander males, ages 18-24 years old. The second campaign also targeted young adult females in the same ethnic groups as the first campaign.

To assess the effectiveness of the mobile ads campaign, the number and proportion of new students enrolled within the targeted programs were compared. Fall 2016 was compared against Fall 2017, and Spring 2017 was compared to Spring 2018 (Table 5). The data was further broken down by targeted groups as well.

**Table 5. Fall 2016, 2017 and Spring 2016, 2017 Headcounts and New Students by Programs**

	Fall 2016	Fall 2017		Spring 2017	Spring 2018
<b>ESL</b>					
Headcount	5,337	5,018		4,610	4,219
Proportion of New Students	1,414 (26.49%)	1,215 (24.21%)		642 (13.9%)	611 (14.5%)
<b>HSDP</b>					
Headcount	1,370	1,305		2,129	2,123
Proportion of New Students	212 (15.47%)	227 (17.39%)		321 (15.1%)	340 (16.0%)
<b>CTE (4 targeted programs)</b>					
Headcount	503	503		581	559
Proportion of New Students	114 (22.66%)	90 (17.89%)		71 (10.9%)	81 (12.7%)

There was an increase in the numbers or proportion of new students from Fall 2016 to Fall 2017 in the following programs and targeted groups:

- American Indian Male (HSDP)
- Asian Male (ESL, HSDP, CTE)
- Black or African American Male (CTE)
- Native Hawaiian or Pacific Islander Male (ESL)
- Hispanic/Latino Male (HSDP)

There was an increase in the numbers or proportion of new students from Spring 2016 to Spring 2017 for the following groups:

- Males (CTE)
- 18 to 24- years of age (ESL, HSDP)
- Hispanic/Latino (CTE)
- Black or African American Male (HSDP)
- Asian (HSDP)

## COURSE COMPLETION

### Activity 4: 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 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 6 shows the number of students that utilized the support from tutors and coaches across the three years and their course completion rates. There was an increase in the course completion rates from 2015-16 to 2016-17 and from 2016-17 to 2017-18.

**Table 6. Course Completion of Students with Disabilities in CTE Courses that Received Tutoring**

Academic Year	2015-16	2016-17	% GAIN 2015-16 to 2016-17	2017-18	% GAIN 2016-17 to 2017-18
Students with Disabilities (SWDs) in CTE courses (unduplicated count)	212	189		185	
Enrollments (Duplicated) of SWDs in CTE Courses	589	617		545	
SWDs that received tutoring	31	30		25	
Enrollments in which SWDs received tutoring (%)	74	77		64	
Proportion of SWD enrollments that received tutoring compared to all SWDs in CTE courses	12.6%	12.5%	<b>-0.1%</b>	11.7%	<b>-0.8%</b>
Number of courses SWDs successfully completed	46	61		59	
Course Completion %	62.2%	79.2%	<b>+17.0%</b>	92.2%	<b>+13.0%</b>

Source. Banner Student Registration and Academic History Tables, 2015-2018. Course completion is calculated out of enrollments and defined as a student receiving a grade of P.

**Activity 5: Expand NOCE’s capacity to support student success by increasing access to resources through community partnership.**

A CalFresh representative visited the three main NOCE sites in February 2018. A total of 19 students attended the events, 9 at the Anaheim Campus, 6 at the Cypress Center, and 4 at the Wilshire Center. Each student completed an evaluation at the end of the event. Eighteen out of the 19 students felt the information received during the visit was useful, and 13 students (68%) expect to participate in the CalFresh program after meeting with the representative.

The survey also asked questions about food and housing insecurity; 17 students (90%) indicated that in the past 3 months, they have worried about food running out and not being able to pay for their current housing/shelter. Five students (26%) indicated in the past 3 months, they did not know where they were going to sleep at night. The survey results indicate a clear need to investigate housing and food insecurities for NOCE students.

## Activity 6: Supply FasTrack and Other students with Student Handbooks and Planners

Student handbooks were distributed to students by counselors during counseling appointments between January 1, 2018 and June 30, 2018 as well as to students who attended FasTrack events in October 2017 and February 2018. Over 1,200 handbooks were distributed in 2017-18:

Distributed during counseling visits = 1,130

Distributed during FasTrack = 157

During the FasTrack events, only the students who completed an evaluation received a handbook. A total of 157 students completed evaluations during the two events. It is important to note that there were a few students who did not take a handbook even though they completed an evaluation. Also, since the evaluations were anonymous, FasTrack attendees who completed an evaluation could not be identified; therefore, these students' course outcomes cannot be tracked.

## DIPLOMA AND CERTIFICATE COMPLETION

### Activity 7: Transcript evaluation service for transferring foreign high school credits.

American Education Research Corporation (AERC) was used for foreign transcript evaluation services. In 2017-18, 45 students' transcripts were evaluated. Out of the 45 students, seven did not receive any credits toward their high school diploma requirements.

The remaining 38 students received high school credits ranging from 24 credits to 110 credits toward the high school graduation requirement of 160 credits. If a student attends the high school lab regularly, he or she can complete 10 credits within a month. Students whose foreign transcripts were evaluated saved anywhere from two months to 11 months of course work. On average, among the 38 evaluations, students received 91 credits toward their high school graduation requirement, saving nine months of high school coursework time.

## TRANSFER

### Activity 8: Offer additional IHSS 300 Transitioning to College course in support of improving the success rate of Hispanic or Latino, White Non-Hispanic and Female HSDP and ESL Academic Success students transferring from noncredit to credit.

The IHSS 300, *Transition to College*, course offered at Fullerton College is funded by Student Equity. IHSS 300 was offered only in the Winter term for 2016-17 academic year and the Fall and Winter terms for 2017-18. There were 37 students registered in IHSS 300 in 2017-18. Out of the 37 students, 27 (73%) were from the targeted groups, Hispanic/Latino or White. Additionally, 19 of the 37 students (51%) were female. Table 7 presents the transition rate of students who attended IHSS 300 in 2016-17 and 2017-18.

**Table 7. Transition Rate of Student who Attended IHSS 300**

	<b>2016-17</b>	<b>2017-18</b>
<b>IHSS 300 Students Total Registrations</b>	<b>9</b>	<b>37</b>
Registered But Did Not Attend	5 (55.5%)	13 (35.1%)
Total Students who Attended	4 (44.4%)	24 (64.9%)
Applied to FC/CC	3 (75.0%)	18 (75.0%)
Registered for Classes at FC/CC	2 (66.7%)	11(45.8%)
<b>Transition Data Further Broken Down</b>		
<b>Students Who Did Not Pass</b>	<b>-</b>	<b>9</b>
Applied to Fullerton College	-	5 (55.6%)
Registered for Classes at Fullerton College	-	1 (11.1%)
<b>Students Who Passed</b>	<b>-</b>	<b>15</b>
Applied to Fullerton College	-	13 (86.7%)
Registered for Classes at Fullerton College	-	10 (66.7%)

\*Note: All 15 students who had passed applied for admission at FC. However, two students had last applied to FC prior to taking IHSS 300.

**Activity 9: Improve success rates of Hispanic or Latino, Asian, White Non-Hispanic and Female 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 2017-18. The ACCT program hosted various events and activities for NOCE students to explore college and career pathways from November 2017 to June 2018. The activities included transitioning to college presentations, conferences, 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 eight activities, in which 181 students participated. Of the 181 students, banner IDs of 4 students could not be identified either due to missingness or inaccurate IDs; therefore, no demographic data could be captured for those students, and these students could not be tracked. Of the remaining 177 students, 28 IDs were duplicates, meaning 28 students attended more than one transition event. Therefore, only **149** students’ demographic and transition data were evaluated.

Table 8 provides demographic data on the 149 students that listed their ID on the sign-in sheets. Most of the students that participated in ACCT events in 2017-18 were Hispanic (62%), followed by Asian (18%), and White (14%) students. Over half of the participants were female.



**Table 8. Demographic of Students Participating in ACCT events**

	<b>2015-16 (N=226)</b>	<b>2016-17 (N=237)</b>	<b>2017-18 (N=149)</b>
<b>Ethnicity</b>			
Asian	61 (27.0%)	45 (19.0%)	27 (18.1%)
Hispanic/Latino	110 (48.7%)	137 (57.8%)	92 (61.8%)
White/ Non-Hispanic	32 (14.2%)	31 (13.1%)	21 (14.1%)
Other/Unknown	2 (0.9%)	1 (0.4%)	9 (6.0%)
<b>Gender</b>			
Males	60 (26.5%)	107 (45.1%)	68 (45.6%)
Females	161 (71.2%)	122 (51.5%)	78 (52.3%)

Students who attended the transition events were also tracked to determine if they applied and/or registered for courses at either Fullerton College (FC) or Cypress College (CC). Of the 149 students, 36 applied for admission at FC or CC after the Fall term in 2017-18 when the transition events started to occur (Table 9). It is possible that some students might have applied or registered for courses prior to the 2017-18 ACCT events; however, they were excluded from the outcome count.

**Table 9. Transition Rate for ACCT Attendees**

	<b>2015-16 (N=226)</b>	<b>2016-17 (N=237)</b>	<b>2017-18 (N=149)</b>
Applied Fall or Later Terms	49 (21.7%)	48 (20.3%)	36 (24.2%)
Registered for Credit Courses in Fall or Later Terms	41 (18.1%)	37 (15.6%)	23 (15.4%)

Note. It is possible that students who attended ACCT events in 2015-16 or 2016-17 might have also attended the events in the following years.

### Activity 10: Dream Your Future Transition Event

Sixty-four students attended the Dream Your Future event on April 30, 2018. The event was geared toward college transition. Students who attended the event were tracked to determine if any of them applied to Cypress or Fullerton College and/or registered for classes at one of the colleges after the event. Table 10 shows that over one-third of the students who attended the event applied to a credit college in the district; however, of the 22 students who applied to FC/CC, 14 had already applied prior to attending the Dream Your Future event. Students' enrollments at FC/CC were also explored. Out of the 22 students who applied for admission at FC/CC, eight enrolled in courses after attending the event.

**Table 10. Transition Rate for Dream Your Future 2017-18 Attendees**

<b>Total Dream Your Future Attendees</b>	<b>64</b>
<b>Total Applied to Credit College(s)</b>	<b>22 (34.4%)</b>
Applied Before the Event	14
Applied After the Event	8
<b>Total Enrolled in Classes at Credit Colleges After the Event</b>	<b>8 (12.5%)</b>

### Activity 11: Student Equitable Access to Transportation to Transition Events

Transportation under the Student Equitable Access to Transportation (SEAT) program was offered to students at all three main NOCE sites and Gilbert and El Camino offsite high schools. Transportation under the SEAT program was available for seven college transition events (Table 11). A total of 98 students used SEAT transportation to attend these events. However, banner IDs of three students could not be identified; therefore, data was captured only for 95 students. Table 12 shows the transition outcomes for the 95 students.

**Table 11. Number of Student who Used SEAT for Each of the Transition Events**

Event	Number of students who used SEAT
Cypress College Fall Tour	26
Fullerton College EOPS College Prep Conference	15
Creating Better Tomorrows Conference	0
Financial Aid Lunch 'n Learn and Cypress College Culinary Arts	2
Fullerton College CTE Division Tour	40
Dream Your Future Transition Event	9
Cypress College Charger Thursday Event	6
<b>TOTAL</b>	<b>98</b>

Of the 95 students who used transportation provided by SEAT, 18 students applied for admission at FC or CC after Fall 2017. Of those, 17 students registered for courses at FC or CC after Fall 2017.

**Table 12. Transition Data for SEAT Attendees in 2017-18**

Total SEAT Attendees with IDs	N=95
Applied Fall 2017 or Later	18 (18.9%)
Registered for Credit Courses in Fall 2017 or Later	17 (17.9%)



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