

Student Equity 2018-19 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 99 students with disabilities (SWDs) who met with a counselor between July 2018 and June 2019 and discussed the Career Technical Education (CTE) program during their counseling session. According to DSS Counselors, they capture this information in ClockWork and select the CTE reason code for any of the following reasons:

- 1) The student is already enrolled in the CTE program
- 2) The student is looking to receive accommodations or assistance with a CTE course (but may not be enrolled in CTE yet).
- 3) During general DSS intake process, when students are provided information about all NOCE programs, including CTE.

Counselors selected the CTE option for SWDs who were already in the CTE program. Therefore, students' academic histories were explored to determine how many of the 99 students 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=99
Students enrolled in CTE courses in 2018-19	59
Students already in CTE prior to meeting with a counselor	32 (32.3%)
Students new to CTE	27 (27.3%)

Additionally, CTE enrollment trends between 2015-16 and 2018-19 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 0.2%. 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 2018-19, counseling efforts potentially increased the number of SWDs in CTE by 27 students.

Table 2. Enrollments of Students with Disabilities in CTE Programs

	2015-16	2016-17	2017-18	2018-19	% Gain from 17-18 to 18-19
Total CTE Enrollments	9,922	9,508	8,172	7,795	
Enrollments of students with disabilities in CTE	589	617	545	535	
Proportion of enrollments of students with disabilities in CTE	5.9%	6.5%	6.7%	6.9%	+0.2%

Note. CCTR 100 Computer Lab enrollments are excluded from the CTE enrollments.

Activity 2: Increase CTE course enrollments 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 AEP offsite HSDP labs through increased academic counseling efforts and partnership with ACCT.

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 47 students (unduplicated count) from both sites received the CTE program information from a counselor during these visits in 2018-19. Student demographics are presented in Table 3 for those who were present during the information session presentations. Some students have been present in the labs for multiple years, thus have received the CTE program information across multiple years. These students are included in all years in which they were present for an information session. For example, 26 students who were in the offsite high school labs and received the CTE presentation in the 2015-16 academic year also received the presentation in 2016-17.

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

	2015-16 (N=65)	2016-17 (N=82)	2017-18 (N=68)	2018-19 (N=47)
Gender				
Male	37 (56.9%)	50 (61.0%)	50 (73.5%)	35 (74.5%)
Female	28 (43.1%)	32 (39.0%)	18 (26.5%)	10 (21.3%)
Ethnicity				
Hispanic/Latino	50 (76.9%)	55 (67.1%)	50 (73.5%)	29 (61.7%)
White	10 (5.4%)	14 (17.1%)	8 (11.8%)	7 (14.9%)
Other/Unknown	5 (7.7%)	13 (15.8%)	10 (14.7%)	11 (23.4%)
Disability Status				
Students with Disabilities	9 (13.8%)	15 (18.3%)	13 (19.1%)	6 (12.8%)

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

Students who attended the information sessions were also tracked across from one-year to four-year period to determine if they enrolled in CTE courses. For example, students in 2015-16 cohort were tracked from 2015-16 to 2018-19 to determine if they had any CTE enrollments and/or any credit college enrollments. It is important to note that the outcomes of students in 2015-16 were tracked over a four-year period, whereas those in 2018-19 were tracked for a year. Table 4 shows outcomes for students who graduated from high school diploma program (HSDP) and those who did not complete HSDP.

Table 4. Transition Outcomes for Students Present During Information Sessions from 2015-16 to 2018-19

	2015-16* (N=65)	2016-17** (N=82)	2017-18*** (N=68)	2018-19**** (N=68)
HSDP Completers	26 (40%)	34 (41%)	14 (21%)	8 (12%)
Enrolled in CTE courses	3 (12%)	2 (6%)	1 (7%)	1 (13%)
Applied for admission at FC or CC	14 (54%)	18 (53%)	6 (43%)	5 (63%)
Registered for courses at FC or CC	8 (31%)	7 (21%)	6 (43%)	4 (50%)
Non-Completers	39 (60%)	48 (59%)	54 (79%)	39 (57%)
Still in HSDP	7 (18%)	16 (33%)	36 (67%)	39 (100%)
Did not return to HSDP in a year or longer	32 (82%)	32 (67%)	18 (33%)	0
Enrolled in CTE courses	0	0	0	0
Applied for admission at FC or CC	3 (8%)	1 (2%)	8 (15%)	9 (23%)

Note. *Students in 2015-16 were tracked across a four-year period. **Students in 2016-17 were tracked across a three-year period. ***Students in 2017-18 were tracked across a two-year period. ****Student in 2018-19 were tracked across a one-year period.

There were very few students who enrolled in CTE courses after completing the high school diploma in the four cohorts. The stated goal of most students who completed participated in the information sessions was not to complete a certificate program at NOCE, but rather to go to college or get a job. The findings in Table 4 suggest that many of the students who completed the high school diploma program transitioned to a credit college.

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

The Marketing team conducted the following outreach activities for Student Equity in 2018-19:

1. Created flyers for the following events: 2018 Student Equity Conference; 2018 Student Club; 2018 Student Leaders; 2018-19 NOCE FasTrack events; 2018 Opening Day, 2019 NOCCCD Student Equity Symposium; 2019 Scholarship Program; 2019 Dream Your Future
2. Participated and/or organized the following community events: 2018 Harvesting Opportunities; 2018 CalFresh Visits; 2019 Three-year Student Equity Planning; and additional community outreach

3. Developed and/or edited: 2018-19 Community Resource Boards at each of the NOCE centers; Updated 2018/19 NOCE student handbook
4. Mailed postcards to high school diploma program near completers

Postcards: HSDP 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 1,301 students one-to-two weeks before the start of the term for Fall 2018, Winter 2019, 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, 2017 and July 31, 2018, 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 1,301 students, 671 (52%) were considered active and 630 (48%) were considered inactive based on their clock-ins. Students' lab clock-ins from Fall 2018 to the beginning of Fall 2019 (September 10, 2018 – September 17, 2019) were examined to identify if any of the students returned to NOCE high school labs. Figure 1 breaks down the data further.

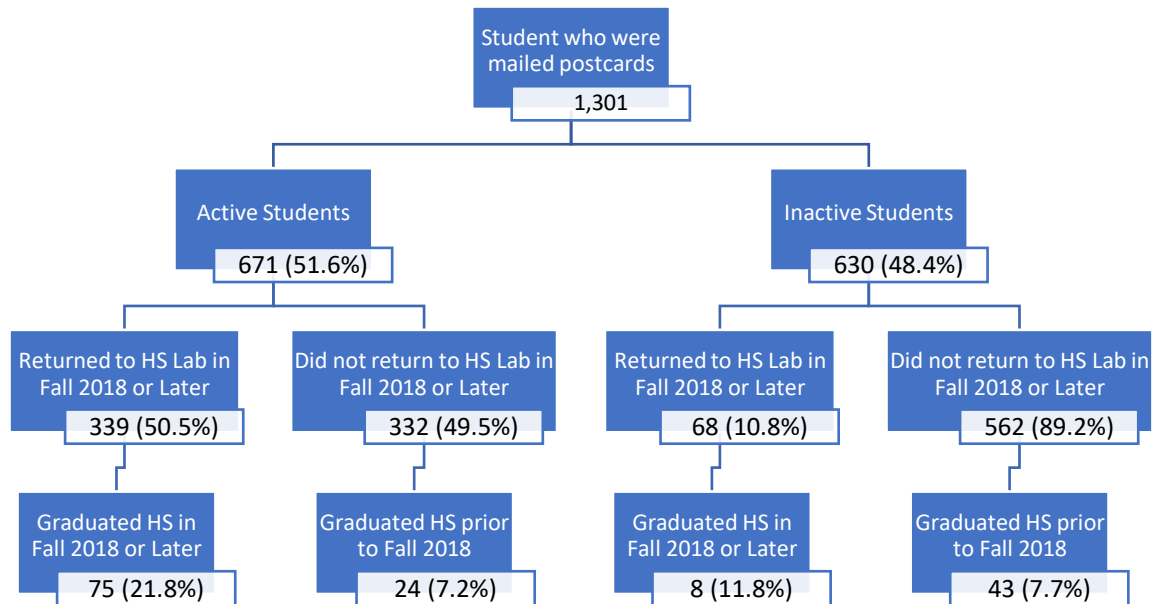


Figure 1. Clock-Ins and Graduation Info of Students who were Mailed Postcards

Note. Active students are those who clocked into the lab between July 1, 2017 to July 31, 2018.

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 1,301 students who were mailed postcards, 67 (5%) had already graduated from the high school diploma program.

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 four years and their course completion rates. Course completion rates increased from 2015-2016 to 2017-18 but decreased from 2017-18 to 2018-19.

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

Academic Year	2015-16	2016-17	2017-18	2018-19	%GAIN 2017-18 to 2018-19
Students with Disabilities (SWDs) in CTE Courses (unduplicated count)	212	189	185	182	
Enrollments (Duplicated) of SWDs in CTE Courses	589	617	545	535	
SWDs that received tutoring	31	30	25	25	
Enrollments in which SWDs received tutoring (%)	74	77	64	61	
Number of courses SWDS successfully completed	46	61	59	52	
Course Completion %	62.2%	79.2%	92.2%	85.2%	-6.9%

Note. 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 October 2018. A total of five students visited the information table during the CalFresh events. Of the 5 students, only one consulted with the CalFresh representative and completed a survey at the end. Due to low attendance, there is not enough information to evaluate this activity.

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

Student handbooks were distributed to students by counselors during counseling appointments between July 2, 2018 and June 30, 2019 and during FasTrack events in November 2018 and February 2019. During the FasTrack events, only the students who completed an evaluation received a handbook. Over 400 handbooks were distributed in 2018-19, 326 during counseling visits and 104 to FasTrack attendees.

Diploma and Certificate Completion

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

NOCE continues to utilize the services of the American Education Research Corporation (AERC) for foreign transcript evaluation services for students. For the 2018-19 academic year, 36 students' foreign transcripts were evaluated, whereas, in 2017-18, 45 transcripts were evaluated. Out of the 36 students, one did not receive any credits toward their high school diploma requirements. One student received a transcript evaluation in both 2017-18 and 2018-19, and thus was counted for both years.

High school credits earned as a result of foreign transcript evaluations from 2018-19 ranged from 35 credits to 110 credits. On average, among the 36 evaluations, students received 90 credits toward their high school graduation requirement. The High School Diploma Program encourages students to attend the high school lab 6-10 hours a week and are required to earn a minimum of 5 credits for every 72 hours of attendance. Students whose foreign transcript were evaluated saved anywhere from 504 hours to 1,584 hours of attendance of course work (if they are earning the minimum 5 credits every 72 hours). If a student attended the recommended 6-10 hours a week, on average (90 credits) students saved 54 to 36 months of high school coursework time.

This student equity activity falls under the Diploma and Certificate Completion indicator. The completion outcomes of students who received high school diploma credits as a result of foreign transcript evaluation services were explored. Of the 73 individual students who received credits through foreign transcript evaluations between 2017-18 and 2018-19, a total of 30 (41%) completed their high school diploma. Two students received their high school diploma in the 2017 calendar year, 14 in 2018 and 8 in 2019.

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, *Transitioning 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 and 2018-19. There were 16 students registered in IHSS 300 in 2018-19. Out of the 16 students, 10 (63%) were from the targeted group, Hispanic/Latino and 13 (81%) were female. Table 7 presents the transition rate of students who attended IHSS 300 in 2016-17, 2017-18, and 2018-19.

Table 7. Transition Rate of Students who Attended IHSS 300

	2016-17	2017-18	2018-19
IHSS 300 Students Total Registrations	9	37	16
Registered to IHSS 300 but Did Not Attend	5 (55.6%)	13 (35.1%)	8 (50.0%)
Total Students who Attended IHSS 300	4 (44.4%)	24 (64.9%)	8 (50.0%)
Applied to FC or CC	3 (75%)	23 (62.2%)	14 (87.5%)
Registered for Classes at FC or CC	2 (66.7%)	13 (56.5%)	8 (57.1%)
Transition Data for Students who Attended IHSS 300			
Students Who Did Not Pass	1	9	2
Applied to FC or CC	-	5 (55.6%)	1 (50%)
Registered for Classes at FC or CC	-	1 (11.1%)	1 (50%)
Students Who Passed	3	15	6
Applied to FC or CC	3 (100%)	15 (100%)	6 (100%)
Registered for Classes at FC or CC	2 (66.7%)	10 (66.7%)	3 (50%)

Activity 9: Improve success rates of Hispanic or Latino, Asian, 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 2018-19. The ACCT program hosted various events and activities for NOCE students to explore college and career pathways from October 2018 to May 2019. 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 14 activities, in which 226 students participated. Of the 226 students, 42 students could not be identified either due to

missingness in the data; therefore, no demographic data could be captured for those students, and the transitional outcomes of these students could not be tracked. Eleven students attended more than one transition event; therefore, only **172** students' demographic and transition data were evaluated.

Table 8 provides demographic data on the 172 students that participated in the ACCT activities and could be tracked. Most of the students that participated in ACCT events in 2018-19 were Hispanic (52%), followed by Asian (21%), and White (18%) students. Over three-fourths of the participants were female.

Table 8. Demographic of Students Participating in ACCT events

	2015-16 (N=226)	2016-17 (N=237)	2017-18 (N=149)	2018-19 (N=172)
Ethnicity				
Asian	61 (27.0%)	45 (19.0%)	27 (18.1%)	36 (20.9%)
Hispanic/Latino	110 (48.7%)	137 (57.8%)	92 (61.8%)	89 (51.7%)
White/ Non-Hispanic	32 (14.2%)	31 (13.1%)	21 (14.1%)	31 (18.0%)
Other/Unknown	23 (10.2%)	24 (10.1%)	9 (6.0%)	16 (9.3%)
Gender				
Males	60 (26.5%)	107 (45.1%)	68 (45.6%)	31 (18.0%)
Females	161 (71.2%)	122 (51.5%)	78 (52.3%)	135 (78.5%)

Note. Other/Unknown includes Black or African American, Native Hawaiian/Pacific Islander, and Two or More.

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 172 students, 47 applied for admission at FC or CC after the Fall term in 2018-19 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 2018-19 ACCT events; however, they were excluded from the outcome count.

Table 9. Transition Rate for ACCT Attendees

	2015-16 (N=226)	2016-17 (N=237)	2017-18 (N=149)	2018-19 (N=172)
Applied Fall or Later Terms	54 (23.9%)	52 (21.9%)	42 (28.2%)	47 (27.3%)
Registered for Credit Courses in Fall or Later Terms	46 (20.4%)	41 (17.3%)	24 (16.1%)	33 (19.2%)

Note. It is possible that students who attended ACCT events in 2015-16, 2016-17 or 2017-18 might have also attended the events in the following years.

Activity 10: Dream Your Future Transition Event

Fifty students attended the Dream Your Future event on May 7, 2019. 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 nearly half of the students who attended the event in 2018-19 applied to a credit college within the district; however, of the 23 students who applied to FC or CC, 16 had already applied prior to attending the Dream Your Future event. Out of the 23 students who applied for admission at FC or CC, thirteen enrolled in courses after attending the event.

Table 10. Transition Rate for Dream Your Future Attendees

	2017-18	2018-19
Total Dream Your Future Attendees	64	50
Total Applied to Credit College(s)	25 (39.1%)	23 (46%)
Applied Before the Event	12	16
Applied After the Event	10	7
Total Enrolled in Classes at Credit Colleges After the Event	8 (12.5%)	13 (56.5%)

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 ten college transition events. A total of 98 students used SEAT transportation to attend these events. However, 21 students could not be identified; therefore, data was captured only for 77 students. Table 11 shows the transition outcomes for the 77 students.

Of the 77 students who used transportation provided by SEAT in 2018-19, 8 students applied for admission at FC or CC after Fall 2018. Of those, 7 students registered for courses at FC or CC after Fall 2018.

Table 11. Transition Data for SEAT Attendees

Total SEAT Attendees with IDs	2017-18 N=95	2018-19 N=77
Applied Fall or Later	24 (25.3%)	8 (10.4%)
Registered for Credit Courses in Fall or Later Terms	21 (22.1%)	7 (9.1%)



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