Student Equity 2015-2016 Activities Report

To promote success for targeted disproportionate groups, SCE's 2015-16 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.

The progress of Student Equity activities is rated as follows:

Something was created or purchased for the activity.

The activity does demonstrate progress toward its SE goal.

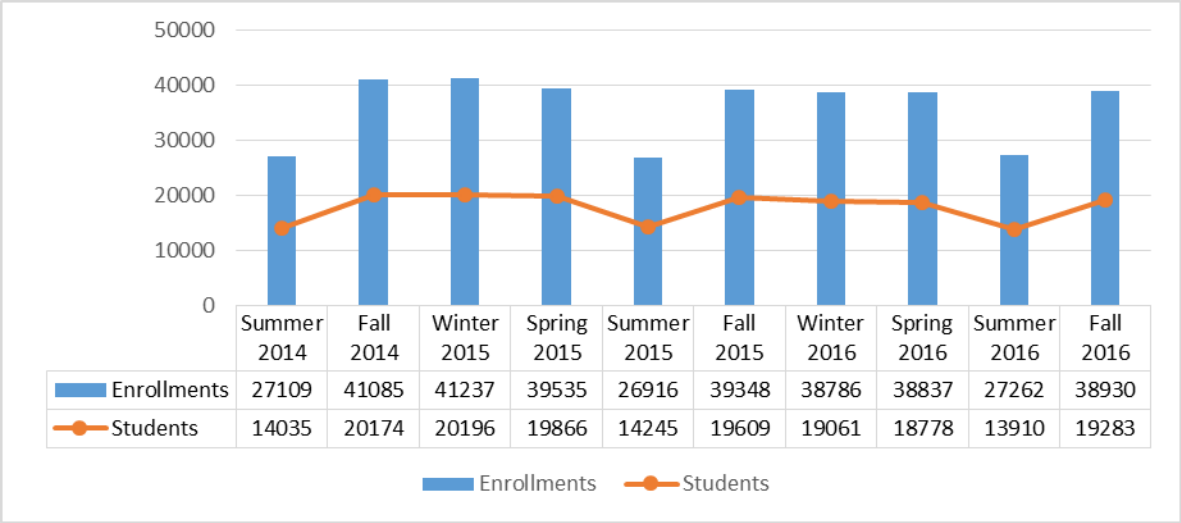
The activity ***does not yet*** have the measureable outcome data to demonstrate progress toward its SE goal.

ACCESS

Overall Enrollment at SCE

The preliminary success of all Student Equity activities under ACCESS is judged by overall enrollment numbers at SCE. According to Figure 1, enrollment at SCE is declining each fall-to-fall beginning with fall 2014 to fall 2016. Total enrollments include duplicated counts, which means that if a student enrolled in more than one course that term, that student is counted more than once. There is also a decline in unduplicated headcounts, which means a student is counted only once even if they took more than one course in a term.

Figure 1. Enrollments at SCE (10 terms)



	Summer 2014	Fall 2014	Winter 2015	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016
Enrollments	27109	41085	41237	39535	26916	39348	38786	38837	27262	38930
Students	14035	20174	20196	19866	14245	19609	19061	18778	13910	19283

Source. Student Academic History Argos Reports, 2014 to 2016.

In order to determine if there was an increase in the enrollment of students from the target groups, data was disaggregated for unduplicated headcount of students. Table 1 shows the ethnic, gender, and age breakdown of students in fall 2015 and fall 2016. There is a modest gain in number of Asian and White students in fall 2016. There is a slight increase in enrollments for American Indian, African American, and Native Hawaiian or Pacific Islander students. The age group with the largest increase from fall 2015 is adults 55 years or older.

Table 1. Demographic Breakdowns of Students Enrolled at SCE for Fall 2015 and Fall 2016

	Unduplicated Headcount Fall 2015 (N = 19,609)	**Unduplicated Headcount Fall 2016 (N = 19,283)**	**% GAIN**
Ethnicity			
Asian	17.45%	17.62%	**0.17%**
American Indian or Alaskan Native	0.19%	0.23%	**0.04%**
African American	1.99%	2.00%	**0.01%**
Hispanic or Latino	38.64%	35.42%	**-3.21%**
Native Hawaiian or Pacific Islander	0.35%	0.35%	**0.01%**
White Non-Hispanic	26.87%	27.54%	**0.67%**
Not Reported	14.52%	16.83%	**2.31%**
Gender			
Male	28.76%	28.30%	**-0.45%**
Female	66.89%	66.74%	**-0.16%**
Not Reported	4.35%	4.96%	**0.61%**
Age Group			
18-24 Years	11.60%	10.20%	**-1.40%**
25-34 Years	15.57%	13.96%	**-1.61%**
35-44 Years	13.17%	12.42%	**-0.75%**
45-54 Years	10.82%	10.42%	**-0.40%**
55+ Years	46.13%	50.41%	**4.28%**

Note. Age group does not total to 100 percent as students under 18 years of age are not included in this table.

Activity 1 Result:

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

For this activity, the DSS staff conducted presentations to various CTE classes to make students aware of the DSS services available. The staff reached out to those classes that had students with disabilities enrolled who have previously received services through DSS at SCE, Cypress College or Fullerton College.

Table 2 presents enrollments of students with disabilities in CTE courses. In 2014-15, 294 students with disabilities enrolled in 860 CTE courses, which makes up 6.2% of the total CTE enrollments that year. In 2015-16, 261 students enrolled in 830 CTE courses, which makes up 6.7% of the total CTE enrollments that year. The enrollments of students with disabilities in CTE programs increased by less than half a percentage point (.44%) between 2014-15 and 2015-16. There was a decrease in the overall CTE enrollments from 2014-15 to 2015-16; thus, the count of enrollments and students with disabilities is also lower for 2015-16.

Table 2. Enrollments of DSS Students in CTE Courses

	2014-15 Count (%)	2015-16 Count (%)	% GAIN
Total CTE Enrollments	13,835	12,469	
Enrollments (Duplicated) of Students with Disabilities in CTE Courses	862 (6.22%)	830 (6.66%)	**0.44%**
Headcount of Students with Disabilities in CTE Courses	294	261	

Source: Student Academic History Argos Reports, 2014-15 to 2015-16.
Note. DSS is defined as students enrolled within a DSS course or identified as DSS in the DSS-MIS Argos report.

☞ 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 Result:

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. 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).

Prior to summer 2016, no demographic data was collected on the surveys. The research team met with a counselor and suggested changes to the survey to better capture the demographic information of session attendees. In fall 2016, eight information sessions were delivered to 109 students. A total of 73 students completed the surveys. Of the 73 students, the overwhelming majority were Hispanic (74%), followed by White (18%), and Asian (4%). Native American, Pacific Islander, and African American target groups were not in the classrooms where information sessions were presented. Gender and Age breakdown are shown in Table 3.

Table 3. Offsite Information Sessions Participation, by Gender and Age

	Fall 2016 (N=73)
Gender	
Male	**69.9%**
Female	27.4%
Unknown	2.7%
Age Group	
18-24 Years	**93.2%**
Not Reported	6.8%

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 yet to be disseminated.

Additionally, in order to determine if there was an increase in CTE course enrollments for male students under 24 years of age, CTE enrollments for 2014-15 and 2015-16 were examined. As shown in Table 4, there were 825 duplicated enrollments for male students 18-24 years of age in CTE courses in 2014-15, which is 5.96% of the total CTE enrollments. There was a decline of less than one percentage point (.76%) for 18-24 years of age male student enrollments in CTE in 2015-16. While this table presents data on CTE course enrollments for male students 18-24 years of age, this table should not be used to determine success of offsite information sessions since the offsite sessions were delivered to HS students in 2015-16. On average, it takes four terms for students to complete HS; therefore, we will need to wait and use data from 2016-17 to assess how many students completed HS and/or enrolled in CTE courses.

Table 4. CTE course enrollments for male students 18-24 years of age

	2014-15	**2015-16**	**% GAIN**
CTE enrollments	13,835	12,469	
Duplicated enrollments of male students 18-24 %	825 5.96%	649 5.20%	**-.76%**

Note. The table shows duplicated enrollments, which means that if a student was enrolled in more than one course, that student would be counted more than once.

☞ Moving Forward

The research team will track the students who attended the offsite information sessions in fall 2015 and winter 2016 to determine if any of the students completed the HS program and enrolled in CTE courses in winter 2017. 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 Result:

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.

SCE conducted a series of onsite information sessions about CTE programs offered at SCE to increase student enrollment. Surveys were collected from 115 onsite sessions between fall 2015 and fall 2016. Initially, surveys did not incorporate demographic information; therefore, no data is available in terms of whether specific groups were targeted prior to summer 2016 information sessions.

Table 5 shows the ethnic breakdown of participants that were surveyed at summer 2016 and fall 2016 information sessions. There was a low attendance of African American participants, and no Native Americans or Pacific Islanders participated.

Table 5. Onsite Information Sessions Participation, by Ethnicity

	Summer 2016 (N=57)	**Fall 2016 (N=82)**
Ethnicity		
American Indian or Alaska Native	-	-
Asian	35.1%	23.2%
African American	1.8%	**2.4%**
Hispanic	31.6%	50%
Native Hawaiian or Pacific Islander	-	-
White/ Non-Hispanic	24.6%	17.1%
Multiracial	7%	4.9%

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.

☞ Moving Forward

The research team met with a counselor to determine what potential data could be collected to track the participants that attended the onsite information sessions. We will use the names and DOB (if

provided) of the attendees and conduct a match to determine if any of the attendees registered for classes afterwards.

Activity 4 Result:

Communications/ Marketing/ Outreach

Several outreach efforts were made to increase enrollment of targeted disproportionate groups:

- The marketing office hired a professional expert in April 2016 who coordinated and supported the mobile ad campaign, post card and flier development, video project, outreach plan for 2017, and the fall 2016 SCE Student Equity Conference.
- 123,691 CTE program postcards were mailed to students in March 2016. They targeted eight zip codes based on unemployment and African American populations in those zip codes. About 200,000 ESL program postcards were mailed in April 2016, targeting 15 zip codes based on citizenship status and household language. The data of website traffic, prompted by the postcards, does not indicate that the intended Student Equity target groups were reached.
- $15,000 worth of mobile advertising was purchased from UpSnap. UpSnap did not conduct targeted advertisement to Student Equity groups; however, they did track ad clicks and views for all audiences.
- 6,000 information fliers were created for CTE, ESL, and HS programs. They have been distributed at the three SCE campuses, in community outreach events, and classroom presentations. Usage data has not been determined.
- 10,000 copies of the Student Support Services brochures were distributed at the three SCE campuses and fairs. 10,000 copies of a new instructional brochures were also created and distributed. Usage data has not been determined.
- Marketing videos targeting SE target groups are under production. Usage data is yet to be determined.
- Research team contacted Sandhills Community College to learn more about a new vendor for mobile ads, Clarus Corporations, and to determine whether Clarus will be able to track and target specific audiences as outlined in Equity plan.

☞ Moving Forward

The research team met with SCE Marketing team to determine which future activities could be linked to measureable outcome data. Marketing team will create logic models for each of the outreach activities.

Activity 5 Result:

Purchase scanners and licenses to provide more efficient and timely processing of counseling records and transcripts which will increase access into program and student retention for targeted disproportionate groups.

In June 2016, six OnBase licenses and six scanners were purchased; three licenses are used at the SCE Wilshire Campus, and three are used at each one of the SCE SSSP offices.

☞ Moving Forward

No outcome data is available at this time. The research team will work with the program managers to determine whether the usage of this equipment has led to greater efficiency in the processing of student records.

COURSE COMPLETION

Activity 6 Results:

Providing photos of SCE student populations and a variety of classes will encourage all SCE students including our targeted disproportionate groups, African American and AAPI, to complete CTE courses and program completion.

Photos were posted at the SCE locations in October 2016. No data is available at this time to determine whether posting of the photos led our targeted disproportionate groups to complete CTE courses and program completion.

☞ Moving Forward

The research team suggests surveying SCE students to gain student perspective regarding the photos such as whether the students notice the photos, how they feel about them, whether they feel connected, and if it motivates them. (Possibly include questions about the photos in the campus climate survey).

Activity 7 Results:

Increase success in completion of CTE courses and programs by African American (males) and Pacific Islander (male/female) students with increased counseling, follow-up, and supplemental instructions.

This activity was cancelled.

Activity 8 Results:

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. Table 6 shows the number of students that utilized the support from tutors and coaches. Twenty-five students received tutoring in 2014-15, but slightly more students, 31, received tutoring in 2015-16. The 25 students in 2014-15 were enrolled in 52 CTE courses for which they received tutoring, whereas, 31 students in 2015-16 were enrolled in 71 CTE courses. There was an increase of 2.5% in number of courses students with disabilities received tutoring in.

Data was also analyzed in terms of course completion rate for courses in which students with disabilities received tutoring or support. There was an increase of almost 11% from 2014-15 to 2015-16 in the completion rate of courses for students in which they received tutoring.

Table 6. Enrollments of DSS Students in CTE Courses that received tutoring

Academic Year	2014-15	2015-16	% GAIN
Enrollments (Duplicated) of Students with Disabilities in CTE Courses	860	830	
Number of students that received tutoring	25	31	
Number of enrollments received tutoring (%)	52 (6.05%)	71 (8.55%)	+2.50%
Course Completion	28	46	
Course Completion %	53.9%	64.8%	+10.9%

Source. Student Academic History Argos Report, 2014-15 to 2015-16.
*DSS is defined as students enrolled within a DSS course or identified as DSS in the DSS-MIS Argos report.
* Course completion is defined as student receiving a grade of A to C in a grade-attempted course.

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

Activity 9 Results:

Clockwork Software to generate accommodation plans and letters, track student progress immediately, and identify academic challenges requiring follow-up.

The Clockwork Software (CW) was purchased using 2014-15 funds; however, no data is available on the use of the software to boost student course completion rates.

The DSS department director explained that they are currently building CW and will soon go into training phase where they will add data from their current database to CW. CW will be used to house all electronic books and files for student access. It will also manage DSS accommodations and provide

information for all counselor to be able to better serve students. CW will make the counseling appointments more time efficient and allow counselors to keep confidential counseling notes.

☞ Moving Forward

The research team will work with the DSS department. regarding what data should be collected to measure the effectiveness of CW.

DIPLOMA AND CERTIFICATE COMPLETION

Activity 10 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 three foreign transcripts have been sent to be evaluated, two in fall 2016 and one in winter 2017. The three student are currently enrolled and working toward their High School diploma.

☞ Moving Forward

As of now, data is only available for one student in terms of how many credits the student received from their foreign post-secondary education equivalency. Once the data is available for rest of the students, the research team will examine, on average, how many foreign credits are transferrable to SCE. We will examine whether or not the students drop out or eventually graduate, which will be a long-term process, approximately two to three years.

TRANSFER

Activity 11 Results:

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.

This activity was cancelled due to low enrollment.

Activity 12 Results:

Providing photos of SCE student populations and a variety of classes will encourage all SCE students including our targeted disproportionate groups to successfully transfer from noncredit to credit.

Photos were posted at the SCE locations in October 2016. No data is available at this time to determine whether posting of the photos led our targeted disproportionate groups to successfully transfer from noncredit to credit.

☞ Moving Forward

The research team suggests surveying SCE students to gain student perspective regarding the photos such as whether the students notice the photos, how they feel about them, whether they feel connected, and if the feel encouraged. (Possibly include questions about the photos in the campus climate survey).

Activity 13 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 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.