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School of Continuing Education

Student Equity Plan

Signature Page

District: North Orange County Community College District

Date Approved by the Board of Trustees:

Interim Provost: Valentina Purtell

Dean of Instruction & Student Services and Student Equity Coordinator/Contact Person:
Vaniethia Hubbard

Academic Senate President: Dr. Adam Gottdank

EXECUTIVE SUMMARY

The School of Continuing Education (SCE) is an Orange County, California community college-based comprehensive adult education program which in 2013/14 served a diverse student body of 38,490 (5,732 FTES) students. SCE's Mission and Vision Statements are shown below.

Mission Statement

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision Statement

SCE has a comprehensive presence in the community and is recognized for excellence. SCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. SCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. SCE is responsive to evolving community needs.

SCE is part of the North Orange County Community College District (NOCCCD), also consisting of Cypress College and Fullerton College. The school operates under the direction of the NOCCCD Board of Trustees and utilizes the principles of participatory governance. SCE has an Academic Senate and a 13-member school leadership council called the Provost's Cabinet, which is comprised of representatives from all employee constituent groups. Community input is obtained from advisory committees, focus groups, local reports, studies, and surveys of students, residents, and employers. The school utilizes a strategic planning process to develop annual goals and to monitor its WASC Accreditation Action Plan.

In order to promote student success for all students, SCE has developed and presented for Board of Trustees approval a Student Equity Plan, consistent with guidelines adopted by the California Community College Chancellor's Office. At a minimum, the plan is required for American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (Title 5, §54220).

The Student Equity Plan focuses on the indicators of access, course completion, and CTE, Basic Skills and ESL graduates, certificate completion and transfer. A description of the approach that was taken for each of these areas for our noncredit students is contained in the Campus Based Research section of the report. In terms of the target groups included in this report, the process of developing and completing this report has led to discussion about the type of institutional data that is collected and tracked and new ways to obtain additional data in the future. While ethnicity and gender data was readily available for analysis, SCE recognizes the need to develop additional opportunities to examine students with disabilities, veterans, students who are economically disadvantaged and foster youth in greater depth.

A summary of the Student Equity Plan findings and goals are shown below. A more detailed description that includes activities and desired outcomes for each goal is contained later in the report.

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is representation in the frequently calculated as a participation rate.

Access Findings #1

Males are a disproportionately impacted group, as they represent 36.33% of those enrolled in the three programs (CTE, Basic Skills (High School), and ESL).

A.1. Goal: Increase male student enrollment in CTE, Basic Skills, and ESL programs.

Access Findings #2

The least represented groups to demonstrate a disproportionate impact are African American, Pacific Islander and American Indian/Alaskan Native.

A.2. Goal: Increase enrollment of African American, Pacific Islander, and American Indian/Alaskan Native students.

Access Findings #3

Students under 24 years of age are a disproportionately impacted group in CTE and Basic Skills (High School) and ESL programs.

A.3. Goal: Increase enrollment of students age 18-24 in CTE, Basic Skills, and ESL programs.

B. Course Completion (*Retention*¹)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion Findings #1

African American male and Pacific Islander female and male students experience a disproportionate impact in course completion for CTE programs.

B. 1. Goal: SCE will increase the success of CTE course and program completion by African American (male) and Pacific Islander (female/male) students by identifying students at risk of not passing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing.

C. ESL and Basic Skills Completion

The credit definition pertains to *“the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.”* However, for the purpose of this report, completion pertains to *the number of students who attempted or completed a degree-applicable course after having completed ESL Academic Success.*

C.1. Goal: Increase noncredit-to-credit transfer rate of Hispanic students enrolled in the ESL Program.

¹ Although title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

SCE's Student Success Committee did not address this finding yet will continue to identify instructional and student support services to support degree and certificate completion.

E. Transfer

For the purpose of this research, transfer pertains to the ratio of the number of noncredit students by population group who successfully graduated from noncredit diploma and certificate programs and have attempted credit coursework within a six-year period after transitioning to credit campuses within the North Orange County Community College District.

Noncredit to Credit Transfer Findings #1

Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student groups are disproportionately impacted in terms of transferring to credit.

E.1. Goal: Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma students and ESL Academic Success.

Noncredit to Credit Transfer Findings #2

Asian, Filipino, African American, and Native American certificate students are disproportionately impacted in terms of transferring to credit.

E.2. Goal: Improve the success rates of Asian, Filipino, African American, and Native American certificate students transferring to credit.

A summary of the budgeted resources and estimated costs are contained in the report. SCE will invest the available Student Equity resources towards the implementation of the Student Equity Plan and will look for additional resource opportunities to support goals and activities that are not able to be funded within the amount of available Student Equity funding.

Currently, the contact person for the SCE Student Equity Plan is Vaniethia Hubbard who serves as Dean of Instruction and Student Services at the SCE Wilshire Center. Our Student Equity Plan has identified the need for someone to serve as a Student Equity Coordinator and that person would work under the direct supervision of the Dean.

Student Equity Plan Participants

Title V, Section 54220, requires that student equity plans for each district be developed in consultation with representatives of faculty, staff and students. The School of Continuing Education (SCE) Student Equity Plan was shaped through a collaborative effort by members of the Provost's Cabinet Committee. This shared-governance committee, composed of faculty, staff, students, and administrators, was charged with this critical task due to its ability to lead innovative campus initiatives and projects to support student success. In order to move the student equity project forward purposefully and in a timely manner, a four-step process was developed. The committee began with a thorough review of the California Community College Chancellor's Office Student Equity Plan document, followed by the formation of a work group of the Provost's Cabinet focused on student equity referred to as the Student Success Committee. The Student Success and Equity Advisory Committee then identified how the School of Continuing Education would respond to the goals, activities, and outcomes for each of the five student success indicators. The next step involved reviewing the 2010 Census data and 2013/2014 Institutional Research data produced by the SCE Institutional Research Office. Based on the data from this report, the committee identified meaningful goals and activities with measurable outcomes for each student success indicator. Finally, the Student Success Committee agreed to maintain student equity as a part of its ongoing areas of responsibility to ensure the implementation and sustainability of the Student Equity Plan upon approval of the plan.

The following is a list of participants involved in the development of the 2015/16 plan:

Student Success and Equity Advisory Committee

Shontel Corona, Classified, Interim Administrative Assistant III

Dennis Davino, Interim Dean of Instruction and Student Services, Cypress Center

Carlos Diaz, Faculty, ESL Program

Dr. Adam Gottdank, President, Academic Senate and Faculty, Disability Support Services

Martha Gutierrez, Dean of Instruction and Student Services, Anaheim Campus

Raine Hambly, Manager, Career Technical Education Program

Vaniethia Hubbard, Chair, Student Success and Equity Advisory Committee and Dean of Instruction and Student Services, Wilshire Center

Jennifer Perez, Director of Campus Communications

Lorenze Legaspi, Manager, Administrative Services

Khanh Ninh, Counselor, Student Success and Support Program

Valentina Purtell, Interim Provost

Denise Simpson, Director, Disability Support Services

CAMPUS-BASED RESEARCH

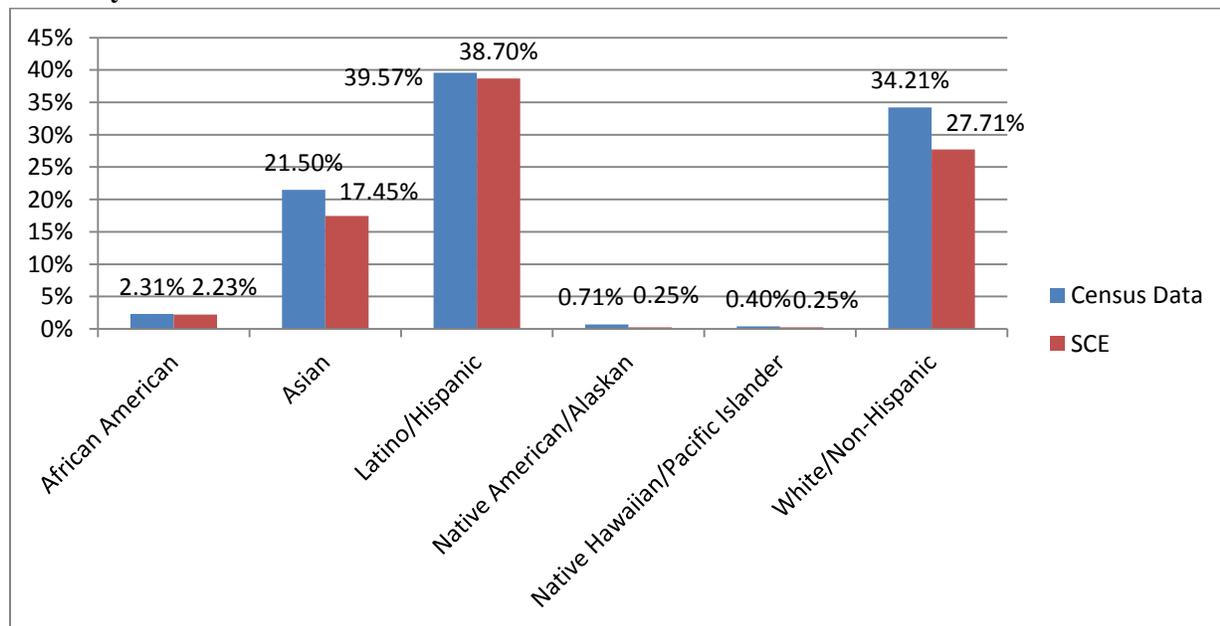
Indicator: ACCESS

The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This is frequently calculated as a participation rate.

North Orange Community College District (NOCCCD) School of Continuing Education (SCE) measured access by first examining the overall SCE school student participation rates based on ethnicity/race and gender of those served compared to the general population demographics based on U.S. Census 2010 data within the District’s service boundaries. Secondly, the researcher conducted an in-depth analysis of participation rates based on student demographics reviewing three key program areas upon recommendation of the SCE Student Success Committee: Career Technical Education (CTE), Basic Skills (High School) and English as a Second Language (ESL).

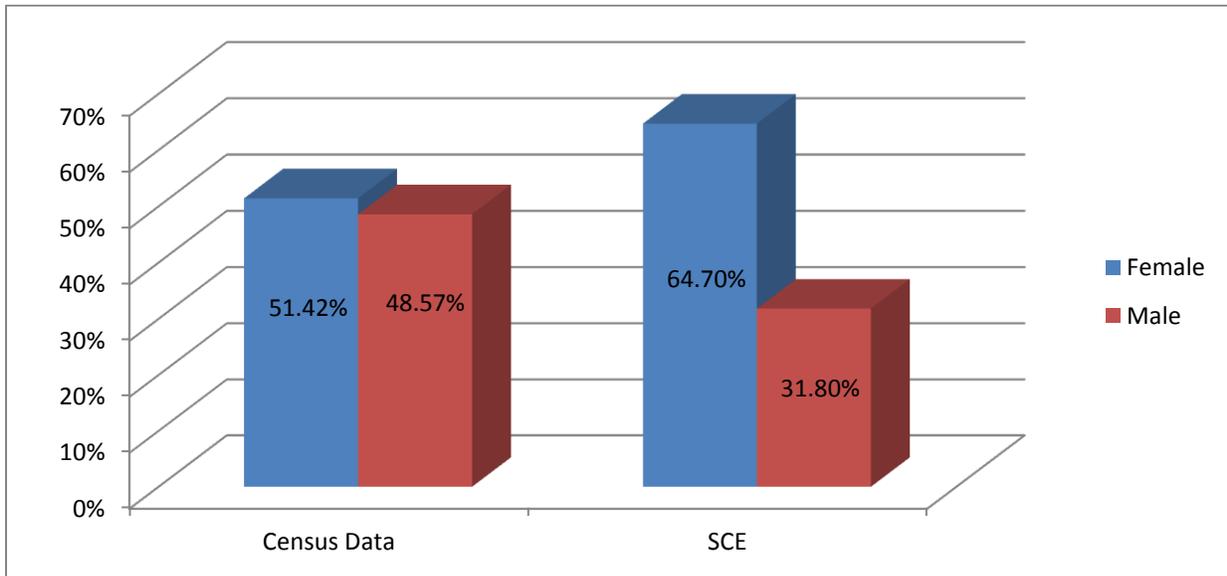
The tables below illustrate results from the Access analysis based on Ethnicity/Race, and Gender compared to the general population per US Census data.

Ethnicity/Race



In terms of Ethnicity/Race, Latinos/Hispanics are the highest represented group at 38.70%, with a strong parallel to the general population at 39.57%. Also, drawing a similar pattern in comparison to the general population is the White/Non-Hispanic group, who make up 34.21% of the general population with a participation rate of 27.71%. Asians are the third group represented at SCE with a participation rate of 17.45% and make up 21.50% of the general population. Among the least represented groups at SCE are Pacific Islander and Native American/Alaskan, both at .25%; however, it must be noted, they represent less than one percent of the population of NOCCCD service boundaries. Overall, SCE student participation rates mirror US Census data of general population within NOCCCD service boundaries, with White/Non-Hispanics having a slightly higher percentage difference when compared to the general population at 6.5%.

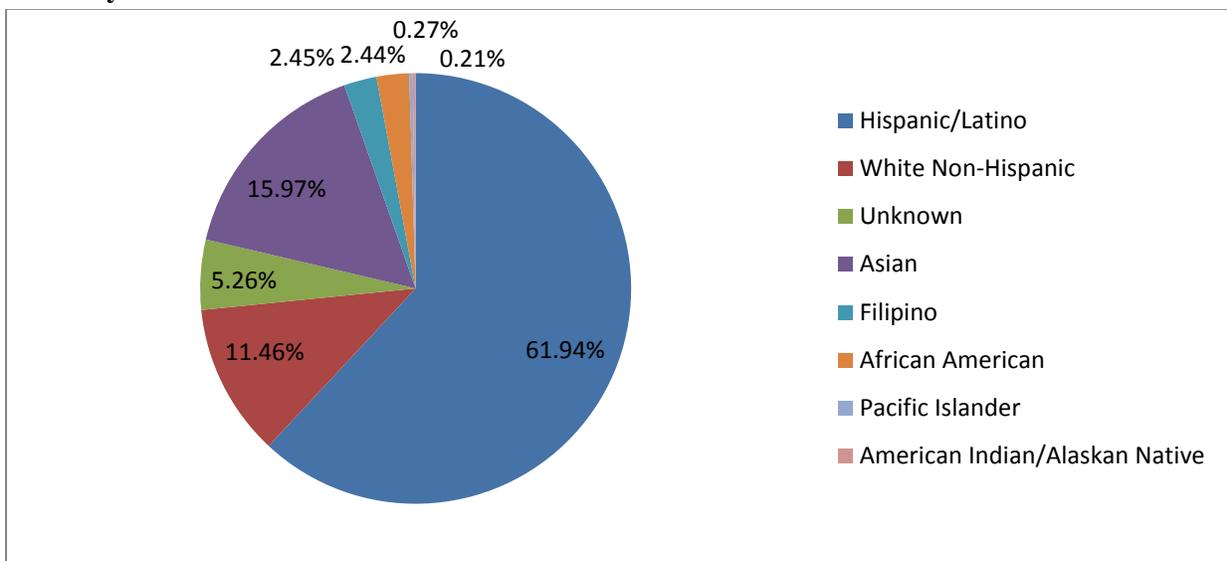
Gender



In terms of gender, females are the highest represented group at SCE with a participation rate of 64.70%, surpassing the general population by 13.28% based on US Census data. Male students show a participation rate of 31.8%, when compared to females and are underrepresented compared to the general population based on US Census data.

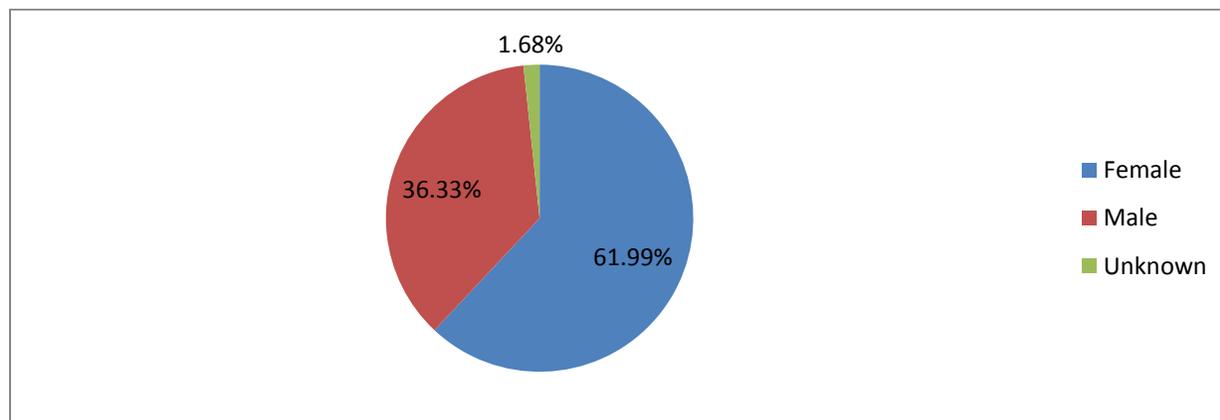
The tables below illustrate participation rates based on student demographics in three SCE programs: Career Technical Education (CTE), Basic Skills (High School) and English as a Second Language (ESL).

Ethnicity/Race



Within the three programs reviewed, data shows that Latino/Hispanics are the highest represented at 61.94%, followed by Asian at 15.97%, and White/Non-Hispanic 11.46%. The least represented groups to demonstrate a disproportionate impact are African American, Pacific Islander and American Indian/Alaskan Native at 2.44%, .27%, and .21%, respectively.

Gender



In regards to gender, females make up the highest proportion of students enrolled in the three programs at 61.99%. Males are a disproportionally impacted group, as they represent 36.33% of those enrolled in the three programs.

Enrollment Rates and 80% Index

Age
2013-2014

	Enrollment Count	Percentage	80% Index
Under 24	3017	22.31%	0.75
25-34	3478	25.71%	0.86
35-49	4037	29.85%	1.00
50+	2994	22.14%	0.74

Four age groups were examined: under 24, 25-34, 35-49, and 50 +. As it pertains to age, data indicates that students under 24 and 50 + age groups are a disproportionally impacted group in CTE and Basic Skills (High School) and ESL programs.

Disabled Students

Regarding participation rates among disabled students in the three programs, they represent a small proportion at 1.4%.

Other Categories for Future Inclusion

At this time, the School of Continuing Education does not have access data on students who are foster youth, veterans and/or socioeconomic status.

The Student Success Committee has recognized the need to capture such data, with regards to disabled students, foster youth, veterans and socioeconomic status regarding all Student Equity indicators. The Student Equity Plan is an ongoing, continuous process in which the School of Continuing Education and Student Success Committee will continue to address the disproportionate impact of the aforementioned groups on an institutional and structural level in order to bring forth significant parity that creates equitable opportunities and outcomes for all students. As the data for foster youth, veterans and or socioeconomic becomes available it will be incorporated into future Student Equity Plan reports.

ACCESS Findings

- Latino/Hispanic students represent the majority of SCE enrollment in CTE, Basic Skills (High School) and ESL
- Male students are underrepresented in CTE, Basic Skills (High School) and ESL
- Students with disabilities represent 1.4 % of enrollment in CTE, Basic Skills (High School) and ESL
- The age group under 24 and 50 + are a disproportionately impacted group in CTE, Basic Skills (High School) and ESL

Indicator: COURSE COMPLETION

The ratio of the number of noncredit courses that students pass (“P”), by student population, compared to the number of courses in which students in that group enrolled and received either “P”, not-pass (“NP”) or withdrew (“W”) at the end of term.

Based on internal data, the Student Success Committee decided to focus on three programs that have graded courses, such as CTE, Basic Skills (High School) and ESL (Academic Success). Successful completion for graded courses was measured with a “P.”

Upon analysis, results show that in all three programs the success rate based on gender and age were not disproportionately impacted. However, when examining race/ethnicity, Pacific Islanders were disproportionately impacted, with success rate of 60%, making it .74 of the 80% Index, compared to the highest success rate group, Filipino, who represent a completion rate of 81.07%.

Overall Course Completion Rates and 80% Index

Ethnicity/Race
2013-2014

	Enrollment Count	Success Count	Success Rate	80% Index
Hispanic/Latino	6071	4656	76.69%	0.95
White/Non-Hispanic	2333	1841	78.91%	0.97
Unknown	833	648	77.79%	0.96
Asian	2011	1557	77.42%	0.95
Filipino	824	668	81.07%	1.00
African American	397	277	69.77%	0.86
<i>Pacific Islander</i>	55	33	60.00%	0.74
American Indian	39	31	79.49%	0.98

Demographic analysis was conducted on CTE, Basic Skills (High School), and ESL to examine completion rates in each group. According to the data examined, there were no disproportionate impacted groups in the Basic Skills/ESL group, when it came to gender, age, and race/ethnicity.

However, when analyzing CTE by ethnicity/race, African American and Pacific Islander students experience a disproportionate impact in course completion falling below the 80% index when compared to the success rate of Filipino students which was the highest group of course completers.

CTE Course Completion Rates and 80% Index

Ethnicity/Race

2013-2014

	Enrollment Count	Success Count	Success Rate	80% Index
Hispanic/Latino	4411	3042	69.00%	0.86
White/Non-Hispanic	2063	1582	76.70%	0.95
Unknown	742	557	75.10%	0.93
Asian	1914	1465	76.50%	0.95
Filipino	774	623	80.50%	1.00
<i>African American</i>	<i>321</i>	<i>205</i>	<i>63.90%</i>	<i>0.79</i>
<i>Pacific Islander</i>	<i>45</i>	<i>24</i>	<i>53.30%</i>	<i>0.66</i>
American Indian	38	30	78.90%	0.98

Further analysis was conducted by gender and race amongst the CTE group. According to the data examined, the highest disproportionate impacted students by ethnicity/race and gender, were Pacific Islanders, both female and male students, followed by African American males.

CTE Course Completion Rates and 80% Index

Ethnicity/Race & Gender

2013-2014

		Enrollment Count	Success Count	Success Rate	80% Index
Female	Hispanic/Latino	3327	2283	68.62%	0.86
Female	White/Non-Hispanic	1433	1108	77.32%	0.96
Female	Unknown	440	338	76.82%	0.96
Female	Asian	1398	1092	78.11%	0.97
Female	Filipino	524	420	80.15%	1.00
Female	African American	279	181	64.87%	0.81
Female	<i>Pacific Islander</i>	<i>28</i>	<i>17</i>	<i>60.71%</i>	<i>0.76</i>
Female	American Indian	29	24	82.76%	**

**The committee decided to use Filipino as the highest group, instead of American Indian because of small sample size.

CTE Course Completion Rates and 80% Index

Ethnicity/Race & Gender

2013-2014

		Enrollment Count	Success Count	Success Rate	80% Index
Male	Hispanic/Latino	1050	737	70.19%	0.86
Male	White/Non-Hispanic	566	424	74.91%	0.92
Male	Unknown	147	108	73.47%	0.90
Male	Asian	498	361	72.49%	0.89
Male	Filipino	247	202	81.78%	1.00
Male	<i>African American</i>	<i>42</i>	<i>24</i>	<i>57.14%</i>	<i>0.70</i>
Male	<i>Pacific Islander</i>	<i>17</i>	<i>7</i>	<i>41.18%</i>	<i>0.50</i>
Male	American Indian	7	5	71.43%	0.87

Disabled Students Among CTE

While disabled students make up a small population within CTE, it should be noted that there was no disproportionate impact among this student group.

COURSE COMPLETION Findings

- There was no disproportionate impact when it came to course completion for Basic Skills/ESL among gender, race/ethnicity, and age
- There was a disproportionate impact for both female and male Pacific Islanders, and for African American male students for CTE
- There was no disproportionate impact for age and gender in course completion for CTE
- There was no disproportionate impact for students with disabilities in course completion for CTE at 0.98

Indicator: ESL AND BASIC SKILLS COMPLETION

The credit definition pertains to “the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.” However, for the purpose of this report, completion pertains to the number of students who attempted or completed a degree-applicable course after having completed ESL Academic Success.

ESL Academic Success

ESL Academic Success Transfer Rates and 80% Index

Gender
2009-2010

	Enrollment Count	Success Count	Success Rate	80% Index
Female	27	8	29.63%	1.00
Male	11	2	18.18%	0.61

ESL Academic Success Transfer Rates and 80% Index

Ethnicity/Race
2009-2010

	Enrollment Count	Success Count	Success Rate	80% Index
Hispanic/Latino	26	6	23.07%	0.62
White/Non-Hispanic	3	1	33.33%	0.88
Asian	8	3	37.50%	1.00
African American	1	0	0.00%	0.00

The data indicated that there was a disproportionate impact for male students in their transition to credit. In addition, there was a disproportionate impact for Hispanic/Latino and African American students; however, it must be noted that the African American group represent a small sample size. It should be noted that due to a limitation in the data the students were only followed for four years. In further examination of the data, ten students transferred to community college, two graduated with a high school diploma, two graduated with a Career Technical Education certificate, eight enrolled in CTE and twelve enrolled in SCE’s high school program.

Indicator: DEGREE AND CERTIFICATE COMPLETION

Indicator: The percentage of Basic Skills (High School) and CTE graduates compared to the overall student graduate group representation.

Basic Skills (High School) Graduates

Basic Skills (High School Diploma) Graduates and 80% Index

Gender
2007-2008

	Graduate Count	Percentage	80% Index
Female	126	41.90%	0.74
Male	170	56.50%	1.00
Unknown	5	1.60%	0.03

Basic Skills (High School Diploma) Graduates and 80% Index

Ethnicity/Race
2007-2008

	Graduate Count	Percentage	80% Index
Hispanic/Latino	168	55.81%	1.00
White/Non-Hispanic	62	9.63%	0.17
Unknown	10	3.30%	0.13
Asian	22	7.00%	1.00
Filipino	9	3.00%	0.05
African American	18	6.00%	0.11
Other	7	2.33%	0.04
American Indian	5	1.70%	0.03

**Institutional data was used to analyze data for Basic Skills (High School) graduates.

The data indicated there was a disproportionate impact for female students with Basic Skills (High School) graduates. In addition, there was a disproportionate impact for all ethnicities/race with Basic Skills (High School) graduates when compared Hispanic/Latino who had the highest number of Basic Skills (High School) graduates.

CTE Graduates

CTE Graduates and 80% Index

Gender
2007-2008

	Graduate Count	Percentage	80% Index
Female	125	88.65%	1.00
Male	13	9.22%	0.10
Unknown	3	2.13%	0.24

CTE Graduates and 80% Index

Ethnicity/Race

2007-2008

	Graduate Count	Percentage	80% Index
Hispanic/Latino	47	33.33%	1.00
White/Non-Hispanic	30	21.28%	0.64
Unknown	6	4.30%	0.13
Asian	38	27.00%	0.81
Filipino	13	9.22%	0.28
African American	2	1.42%	0.04
Other	4	2.84%	0.09
American Indian	1	0.71%	0.02

**Institutional data was used to analyze data for CTE graduates.

The data indicated there was a disproportionate impact for male students with overall CTE graduates. In addition, there was a disproportionate impact for certain ethnicities with overall CTE graduates count. In analyzing the data, “Hispanic/Latino” had the highest number of graduates in CTE. The disproportionately impacted groups are White/Non-Hispanic, along with Filipino, “Unknown”, African American, “Other” and American Indian.

Indicator: TRANSFER

The credit definition for transfer pertains to *“the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.”* However, for the purpose of this research, the definition of transfer pertains to the ratio of the number of noncredit students by population group who successfully graduated from noncredit diploma and certificate programs and have attempted credit coursework within a six-year period after transitioning to credit campuses within the North Orange County Community College District.

Basic Skills (High School) Graduates

	Enrollment Count	Success Count	Success Rate	80% Index
Hispanic/Latino	168	55	32.73%	0.55
White/Non-Hispanic	62	29	46.77%	0.79
Unknown	10	1	10.00%	0.17
Asian	22	13	59.09%	1.00
Filipino	9	5	55.55%	0.94
African American	18	7	38.88%	0.66
Other	7	1	14.28%	0.24
American Indian	5	2	40.00%	0.68

Thus, the data indicated that there was a disproportionate impact for certain ethnicities as they transition to credit. Asian students had the highest success rate transitioning to credit at 59.09%. The disproportionately impacted groups are Latino/Hispanic, White/Non-Hispanic, African American, Unknown, Other, and American Indian. However, it must be noted the “Other” and American Indian groups represent a small sample size. Within a six-year period, 4.4% of noncredit transition students graduated with an AA/AS and 4.2% of the noncredit transition students received a Career Technical Education certificate.

CTE Graduates

	Enrollment Count	Success Count	Success Rate	80% Index
Hispanic/Latino	47	13	27.66%	0.83
White/Non-Hispanic	30	9	30.00%	0.90
Unknown	6	2	33.33%	1.00
Asian	38	8	21.05%	0.63
Filipino	13	1	7.69%	0.23
African American	2	0	0.00%	0.00
Other	4	0	0.00%	0.00
American Indian	1	1	100.00%	**

**The committee decided to use “Unknown” as the highest group, instead of American Indian given the small sample size

The data demonstrates that there was a disproportionate impact for certain ethnicities that transition to credit. In analyzing the data, “Unknown” had the highest rate in transition to credit. The disproportionately impacted groups are Asian and Filipino, along with African American, “Other”, and Native American. It must be noted that African American, “Other” and Native American students represent a very low sample size. In further examination of the data, no student graduated with an AA/AS within a six-year period.

ESL Academic Success

	Enrollment Count	Success Count	Success Rate	80% Index
Female	27	8	29.63%	1.00
Male	11	2	18.18%	0.61

The data indicated that there was a disproportionate impact for male students in their transition to credit. It should be noted that due to limitations in the data the students were only followed for four years. In further examination of the data, ten students transferred to community college, two graduated with a high school diploma, two graduated with a Career Technical Education certificate, eight enrolled in CTE and twelve enrolled in SCE’s high school program.

GOALS AND ACTIVITIES

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Access Findings #1

Males are a disproportionately impacted group, as they represent 36.33% of those enrolled in the three programs (CTE, Basic Skills (High School), and ESL).

A.1. Goal: Increase male student enrollment in CTE, Basic Skills, and ESL programs.

Activity #1

By providing offsite High School Diploma Program (HSDP) labs, such as Gilbert West and El Camino, in partnership with local K-12 high school districts, Anaheim Union High School District and Placentia Yorba Linda Unified High School District, SCE will implement targeted outreach techniques, an enrollment process, and instructional programs, specifically designed for male student population, provided at the sites of the students' home high school districts.

Outcome: The High School Diploma Program enrollment numbers of male students will be increased by 3%.

Activity #2

NOCCCD counselors (Cypress College, Fullerton College, and SCE) as well as an ACCT coordinator will promote CTE options to the students enrolled at the offsite HSDP labs, Gilbert West and El Camino.

Outcome: CTE enrollment number of male students will increase by 3%.

Activity #3

The Disability Support Services (DSS) program will use resources such as the DSS counselors, College to Career staff, and Adult Education Block Grant (AEBG) partnerships to perform outreach that will result in more students with disabilities enrolling in SCE CTE courses and programs.

Outcome: There will be at least 5% more students with disabilities enrolled in CTE courses by the end of the 2015/2016 Academic Year.

Access Findings #2

The least represented groups to demonstrate a disproportionate impact are African American, Pacific Islander and American Indian/Alaskan Native.

A.2. Goal: Increase enrollment of African American, Pacific Islander, and American Indian/Alaskan Native students.

Activity #1

SCE will implement targeted outreach techniques, an enrollment process, and instructional programs, specifically designed for African American, Pacific Islander and American

Indian/Alaskan Native student population. In addition, approximately one week prior to the registration period for CTE programs, faculty from each program will offer day and evening information sessions to inform prospective students about their programs and the registration process.

***Outcome:** There will be at least 5% more African American, Pacific Islander and American Indian/Alaskan Native students enrolled in SCE courses by the end of the 2015/2016 Academic Year.*

Access Findings #3

Students under 24 years of age are a disproportionately impacted group in CTE and Basic Skills (High School) and ESL programs.

A.3. Goal: Increase enrollment of students age 18-24 in CTE, Basic Skills, and ESL programs.

Activity #1

SCE will implement targeted outreach techniques and an enrollment process specifically designed for the younger student population. Outreach efforts will be provided at the sites of the students' home high school districts for CTE, Basic Skills, and ESL programs.

***Outcome:** Program enrollment numbers of students under 24 years of age will be increased by 5%.*

Access Findings # 1 – 3

Goal: Increase enrollment of students from underrepresented groups, see findings 1 – 3, in ESL, Basic Skills, and CTE programs.

Activity #1

SCE will plan and implement a series of outreach interventions to targeted populations identified in Findings 1 through 3. The interventions will include production of informational brochures and their distribution at high school and community events, which are likely to attract targeted populations; postcards mailed to the areas with the zip codes with higher concentration of targeted populations, and mobile advertisement.

***Outcome:** enrollment numbers of students from the populations identified in Findings 1 through 3 will be increased by 2%.*

B. Course Completion (*Retention*²)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion Findings #1

African American male and Pacific Islander female and male students experience a disproportionate impact in course completion for CTE programs. Also, students with disabilities, specifically Hispanic/Latino students, demonstrate lower success rate (82% index) in CTE courses.

² Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

B. 1. Goal: SCE will increase the success of CTE course and program completion by African American (male), Pacific Islander (female/male), and students with disabilities by identifying students at risk of not passing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing as well as appropriate accommodations.

Activity #1

Students at risk of failing CTE courses will be individually referred either by an instructor or a counselor to the Basic Skills Learning Center where contextualized and individualized math, reading, and writing instruction will be provided by basic skills faculty and tutors.

***Outcome:** By identifying students in danger of failing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing, SCE will increase the success of CTE course and program completion by African American and Pacific Islander students by 5%.*

Activity # 2

Students at risk for failing CTE courses due to identified and un-diagnosed disability, especially learning disability, will be referred to the SCE DSS Department for evaluation and development of an accommodation plan. SCE instructors whose classes include students placed on an accommodation plan will be timely notified. DSS staff will offer necessary assistance.

***Outcome:** By identifying students in danger of failing CTE courses due to a disability in a timely manner, and providing these students with diagnostic services and proper accommodations, SCE will increase the success of CTE course and program completion by 5%.*

Activity # 3

Students at risk for failing CTE courses due to identified and un-diagnosed disability, especially learning disability, will be referred a tutoring education coaches for scheduled additional academic support with course material, content review, test taking strategies, and to cultivate self-advocacy skills.

***Outcome:** By identifying the academic barriers that affect students with a disability in a timely manner, and providing these students with supplemental instructional services, SCE will increase the success of CTE course and program completion by 5%.*

C. ESL and Basic Skills Completion

The credit definition pertains to “*the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.*” However, for the purpose of this report, completion pertains to *the number of students who attempted or completed a degree-applicable course after having completed ESL Academic Success.*

C.1. Goal: Increase noncredit-to-credit transfer rate of Hispanic students enrolled in ESL Program.

SCE’s Student Success and Equity Advisory Committee did not address this finding yet will continue to identify instructional and student support services to support ESL and Basic Skills completion.

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

D.1. Goal: Increase the completion rate of the High School Diploma Program by the students transferring their credits from foreign countries, i.e., relying on the evaluation of foreign transcripts.

Activity #1

SCE will fund foreign transcript evaluation of those students who enroll in the SCE High School Diploma Program and intend to transfer their high-school credits from a foreign country.

Outcome: The completion rate of the students transferring high-school credit from a foreign country will increase by 3%.

E. Transfer

For the purpose of this research, transfer pertains to *the ratio of the number of noncredit students by population group who successfully graduated from noncredit diploma and certificate programs and have attempted credit coursework within a six-year period after transitioning to credit campuses within the North Orange County Community College District.*

Noncredit to Credit Transfer Findings #1

Latino/Hispanic, White/Non-Hispanic, African American, and American Indian high school diploma student groups are disproportionately impacted in terms of transferring to credit.

E.1. Goal: Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student and ESL Academic Success.

Activity #1

HSDP and ESL students intending to transfer to credit will be identified individually by the HSDP faculty and SCE counselor and referred to the IHSS 300 Transitioning to College course.

Outcome: *The noncredit-to-credit transfer rate of the High School Diploma and ESL students whose goal is to enroll in a credit program will increase by 3%.*

Noncredit to Credit Transfer Findings #2

Asian, Filipino, African American, and Native American certificate student are disproportionately impacted in terms of transferring to credit.

E.2. Goal: Improve the success rates of Asian, Filipino, African American, and Native American certificate students transferring to credit.

Activity #1

Certificate students intending to transfer to credit will be identified individually by the CTE academic and counseling faculty and referred to participate in the Adult College to Career

Transition (ACCT) program for appropriate resources (campus tours, college enrollment, financial aid workshops, etc.)

***Outcome:** The noncredit-to-credit transfer rate of the CTE students whose goal is to enroll in a credit program will increase by 3%.*

Budget - Estimated Costs of Proposed Activities

A. ACCESS	
<p>A.1. Goal: Increase male student enrollment in CTE, Basic Skills, and ESL programs.</p> <p>A.2. Goal: Increase enrollment of African American, Pacific Islander, and American Indian/Alaskan Native students.</p> <p>A.3. Goal: Increase enrollment of students age 18-24 in CTE, Basic Skills, and ESL programs.</p>	
Proposal	Estimated Costs
Improve access to all CTE programs with expanded counseling support provided to students with disabilities.	\$15,000
Increase CTE course enrollment for male students under 24 years of age; promote CTE options to students enrolled in AEBG offsite HSDP labs through increased academic counseling efforts and partnership with ACCT.	\$33,396
Initiate faculty led Information Sessions prior to registration to better inform students of academic options; extend services to all three SCE campuses.	\$7845
<p><i>Outreach/Marketing Strategy:</i></p> <p>Hire a professional expert to research and develop outreach/recruitment strategy per the Student Equity targeted student populations.</p> <p>Targeted mailers specific to underrepresented student groups in the ESL, Basic Skills and CTE programs; highlight the benefits of learning opportunities and earning a career certificate; market program highlights.</p> <p>Mobile advertising specific to low income geographic locations with targeted recruitment of disproportionately impacted groups.</p> <p>Develop program videos of student success stories and program overview for targeted recruitment of African American, Pacific Islander and American Indian male students as well as students with disabilities and foster youth.</p> <p>Development of an instructional program brochure; production of additional student service brochures for marketing of services and programs.</p>	
Access - Total	\$105,134
\$161,375	
B. COURSE COMPLETION	
<p>B. 1. Goal: SCE will increase the success of CTE course and program completion by African American (male), Pacific Islander (female/male), and students with disabilities by identifying students at risk of not passing CTE courses in a timely manner and equipping them with foundational skills in reading, math, and writing as well as appropriate accommodations.</p>	

Proposal	Estimated Costs
Increase success in completion of CTE courses and programs by African American (males) and Pacific Island (male/female) students with increased counseling, follow-up, and supplemental instruction.	\$105,368
Clockwork Software to generate accommodation plans and letters, track student progress immediately, and identify academic challenges requiring follow-up.	\$33,230
Tutoring/education coaches for students with disabilities who are enrolled in CTE courses	\$12,000
Course Completion - Total	\$150,598
C. ESL & BASIC SKILLS COMPLETION	
SCE’s Student Success and Equity Advisory Committee did not address this finding yet will continue to identify instructional and student support services to support ESL and Basic Skills completion.	
ESL & Basic Skills Completion - Total	\$0
D. DEGREE & CERTIFICATE COMPLETION	
D.1. Goal: Increase the completion rate of the High School Diploma Program by the students transferring their credits from foreign countries, i.e., relying on the evaluation of foreign transcripts.	
Proposal	Estimated Costs
Transcript evaluation service for transferring foreign high school credits.	\$2,000
Degree & Certificate Completion - Total	\$2,000
D. TRANSFER	
E.1. Goal: Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, and American Indian high school diploma student and ESL Academic Success.	
E.2. Goal: Improve the success rates of Asian, Filipino, African American, and Native American certificate students transferring to credit.	
Proposal	Estimated Costs
Offer additional IHSS 300 Transiting 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.	\$1,380
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.)	\$77,369
Transfer - Total	\$78,749
Program Personnel	
Student Equity, Special Projects Manager	\$91,434
Research Analyst	\$91,083
Program Personnel - Total	\$182,517
Grand Total	\$575,239

Evaluation Schedule and Process

Following adoption of the Student Equity Plan, departments and programs will set out to accomplish the goals and activities defined in the plan, as permitted within the resources that are available to the school.

Provost's Cabinet will review progress on the Student Equity Plan on a semi-annual basis, and an annual review of institutional data will be performed to evaluate progress with respect to implanting goals, activities and the related outcomes. As a workgroup of Provost's Cabinet, the Student Success Committee will lead this effort and will discuss additional opportunities for SCE to collect, monitor and report institutional data as it relates to the goals established in the Student Equity Plan. The work to be completed will include efforts to address any compliance issues if discovered, as well as mitigate disproportionate impacts where found.

The committee shall develop and complete a summary on an annual basis that links the goals contained in the Student Equity Plan to the budget and expenditures as well as to an analysis of outcomes.

The ongoing process of formulating, monitoring and communicating SCE's Student Equity Plan will be discussed and determined by Provost's Cabinet.