**School of Continuing Education Internal Scan**

The SCE internal scan comes from data presented in the School's 2009-2010 Annual Report as well data analyzed in August 2011 and focuses on enrollment trends, student characteristics, and student achievement. An analysis of the data will show how well the School is achieving its goal of student success.

**Enrollment Trends**

*Enrollment by Zip Code, High School Graduates, Language Other than English.* Most of the English Language Learners in Orange County live in the northern portion of the county. Of the major cities served by the NOCCCD, Garden Grove has the highest percentage of English Language Learners, closely followed by Anaheim. This information is valuable to those conducting outreach for SCE’s ESL program.

The largest numbers of county residents who have not obtained a high school diploma are found in the northern portion of the county. The highest percentage resides in Anaheim. This, too, is particularly important to know when SCE conducts outreach for its high school diploma program. This data show the great demand for English language and Basic Skills/High School Diploma in North Orange County. SCE has served the needs of this community since 1972 (verify date).

Replace existing Table with Table 1

Replace Students Served at SCE Chart with Table 2

Insert Table 3 – FTES

Delete Chart—SCE Noncredit Program – Duplicated Headcount by SCE Location

Insert Table 4

Insert Table 5

Delete Chart—SCE Fee-Based Program Enrollment by SCE Location

Delete Table—Kids’ College & Teen Program Enrollment Annual Comparison

**Student Enrollments**

*Students Served and FTES.* In light of the State's reduction in funding to the California Community College system, SCE met the challenge of reducing enrollment as a school-wide effort. In spite of an increase in demand, SCE made efficiency changes while minimizing the impact on students, reducing FTES from xx in 2008-2009 to xx for 2009-2010. Headcount was reduced from 73,817 unduplicated students in 2008-2009 to 47,943 unduplicated students in 2009-2010.

- Majority of SCE courses are offered in off-site locations, primarily for the ESL and Older Adults Programs
- In 2008, Career Development and College Preparation (CDCP) courses were approved for enhanced funding
- In 2009-2010, SCE closed its Yorba Linda center
In 2009-2010, SCE discontinued offering instruction in noncredit labs for credit students enrolled at Cypress and Fullerton. Historically, enrollments at the Cypress and Wilshire campus were high due to these college student enrollments. As a result of discontinuing these offerings, the Anaheim campus now has the highest enrollments for on-site instruction.

As a result of changes in State funding to SCE Older Adults programs, SCE converted a number of its apportionment offerings to fee based offerings. Thus, enrollment in fee-based programs has increased.

Student Characteristics

Insert Tables 6-11

Delete Pie Chart – SCE 2009-2010 Student Ethnicity
Delete Pie Chart—SCE 2009-2010 Student Gender
Delete Pie Chart—SCE 2009-2010 Student Age

Student Profile

Ethnicity. As the accompanying chart shows, SCE is extremely multi-cultural with students coming from many different countries and cultures, and representing many different ethnic groups.

- Plurality of ethnic groups at SCE, with the highest percentages for apportionment students representing Hispanic, White, and Asian or Pacific Islander ethnic groups. For fee-based programs, the highest percentages represent Hispanic, Asian, and White ethnic groups.

Gender. SCE has a very high percentage of females attending classes (67.0%) compared to the percentage of males (29.5%)

- Many of SCE’s CTE programs represent occupations that are traditionally female dominated.
- Older Adults Programs have higher female enrollments

Age. Because SCE offers a highly successful Kids College and Older Adults Program, SCE serves residents from toddlers to seniors.

- For apportionment students, highest percentage of students are 50+ or between ages of 40 and 49. After SCE discontinued its noncredit lab offerings at the colleges, a fewer percentage of students are younger than 19
- For fee-based students, a high percentage are younger than 19 due to the highly successful Kids College Program

Student Achievement

ESL Program. When students apply to enter the English as a Second Language (ESL) program, they are assessed using CASAS – Comprehensive Adult Student Assessment Systems. CASAS is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community and family. With the implementation of CASAS, SCE’s English-as-a-Second-Language (ESL) program has established measurable goals for students, documented learner outcomes, and reported program impact to students, staff, local boards and policy makers.

The first of the accompanying tables demonstrates the percentage of students entering the SCE ESL program that, based on CASAS scores, are placed into each ESL leveled course. The second table demonstrates the results of total student significant learning gains of those taking the ESL CASAS test. It is important to note that CASAS testing has increased each year, but with the cancellation in off-site ESL classes in 2009-2010, SCE saw
a program-wide decrease in testing participation.

- Most students enrolling in the ESL program have an intermediate low level of English language skills, corresponding to 4 levels below transfer-level English. A high percentage entering are at the Advanced level, which is only 2 levels below transfer.

Delete Table – Percentage of students entering the ESL Program, that based on CASAS scores, are placed into each ESL leveled course

Insert Table 12

Keep Tables that show CASAS testing significant gains and EL Civics

One of the successful ESL programs is El Civics, a program that connects literacy to the lives of learners, and reflects their experiences as community members, parents, and participants in the workforce. Through this program, adults understand and deal with social issues through community research projects, collecting and analyzing information and interpreting findings in ways that connect school-based learning with personal knowledge and community experience. Although there was a decrease in CASAS testing participation, ESL showed an increase in the number of students participating in EL Civics. Civics topics for 2009-2010 included Immigration Rights, Soft Skills, and United States History.

It is noteworthy that for the first time, in 2009-2010, SCE opened the CASAS program to Disabled Students Programs and Services (DSPS) students. Four hundred students were assessed; 98 students showed significant learning gains from pre-to-post test.

Career Development and College Preparation. Even though SCE is not a college, the fact that it teaches non-credit, basic skills courses results in its being included in the Accounting Reporting for the Community Colleges (ARCC) – “ARCC Report.” The ARCC report shows results achieved by those students in a cohort defined as the following: (1) students taking courses for the first time at any California Community College or, as in this case, a college-related center, (2) did not enroll in any credit courses during the first term they enrolled, and (3) completed eight or more positive attendance hours within their first two terms of attendance. Students are tracked to see if they achieved any of the following within the first three years of their entry into college-level courses:

- Completed at least one degree applicable credit course
- Achieved “transfer-directed” status, meaning they successfully completed transfer-level math and transfer-level English courses
- Achieved “transfer-prepared” status, meaning they successfully completed 60 University of California/California State University (UC/CSU) transferable units with a grade point average (GPA) greater than 2.00
- Earned an A.A., A.S., and/or credit certificate
- Transferred to a four-year institution

SCE’s percentages of student gains have increased every year since 2004-2005.

Keep Tables depicting the 2010 ARCC Report and Disaggregated Career (note typo in chart)

Development and College Preparation (CDCP)

- CDCP Tables show that a sizable number of CDCP students completed a degree-applicable course at a community college within 3 years of taking their first CDCP course. Many even
transferred to a 4-year institution during this time. Tracking the cohorts for a longer period of
time would likely reveal additional transfers. However, it must be noted that a goal for many
CDCP students is to immediately enter into employment, not transfer to a community college

High School Completion. Students wanting to enter the high school diploma program are assessed using

the TABE – Test

of Adult Basic Education – a widely used assessment for adults who are seeking a high school diploma, a

General Educational Development (GED) test, or post-high school vocational training. Areas assessed

include reading, math computation, applied math, and language. The TABE assessment mirrors current adult
curricula and reflects the standards for skills essential to a student’s success in the classroom and on the job.
The TABE assessment at SCE provides counselors and faculty with an in-depth analysis of student skill
levels that can be utilized to assist students as they complete their high school

studies and refer students to support services and tutoring.

The accompanying table demonstrates the percentage of students seeking enrollment in SCE’s High School

Diploma program that were assessed to have skills levels

corresponding to content taught in elementary, middle, or high school grade levels.

Successful completions of students who enrolled into the High School Diploma program after testing have increased
every year since 2003. The highest number of students graduating was 435 in 2010.

Keep Table depicting Test of Adult Basic Education (TABE) results

- The TABE results indicate that a high percentage of students wishing to enter the High

School Diploma program are assessed as having 6th-8th grade skill level in the areas of

reading, math, and language. This suggests that many of these students are underprepared

for the High School curriculum and will need basic skills coursework to be successful.

Keep Table depicting SCE High School Diploma Graduates

Insert descriptive section on SCE Learning Center

Insert Table 13

- Most students served by the Learning Center are enrolled in the High School Diploma

program and CTE programs, and many of these students are also enrolled in ESL courses.
The demand for the Learning Center is steadily increasing. A large number of Cypress
College students are also referred to the Learning Center for basic skills instruction. SCE also

expects referrals by Fullerton College to the SCE Learning Center to grow.

Career Technical Education Certificate Graduates. Pharmacy Technician is, by far, the most sought after
certificate program at SCE. Ninety-three students received a certificate in this field in 2010. Other programs
awarding certificates to students in 2010 included Administrative Assistant, Early Childhood Education,
Management, Medical Assistant, Medical Device: Quality Assurance, and Project Management.

Keep Table depicting SCE Career Technical Education Certificate Graduates, but add a column for Totals
Insert Tables 14-17

- Females are completing CTE certificates at higher rates than males. However, there is a low enrollment of males in CTE programs (traditional female occupations)
- Males are completing HS diplomas at higher rates than females. Perhaps child-rearing responsibilities is a factor?
- There do not appear to be significant differences by ethnicity of rates of High School diploma completion
- Asians have highest rates of CTE certificate completion

Keep text section and tables/charts for Adult College and Career Transitions (ACCT)

Insert following text to ACCT Section: Preliminary analyses show that, despite barriers to enrollment due to limited course offerings, 21.1% of students receiving ACCT services transferred to Cypress or Fullerton College and enrolled in one or more courses there. SCE expects the transfer rate to improve as the state budget allows Cypress and Fullerton to admit more new students and increase course offerings.