



# UNDOCUMENTED STUDENTS IN THE LACCD

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## REPORT ON STUDENT CHARACTERISTICS AND SUCCESS INDICATORS

Institutional Effectiveness & Student Success Committee

January 25, 2017

## How are Undocumented Students Identified?

- Identification is Based on Citizenship and Residency Status
- **Undocumented Students** are students:
  - who are not U.S. citizens, permanent or temporary residents, refugees or asylees, or visa students, **AND**
  - who are designated for residency purposes as AB 540 students or foreign non-resident students

## Research Questions

- *How many undocumented students are in the LACCD and at each college?*
- *What are the demographic and enrollment characteristics of undocumented students and how do they compare to all LACCD students?*
- *What are the academic outcomes of undocumented students and how do they compare with LACCD students?*
- *How much FTES is generated by undocumented students?*
- *What efforts have the colleges undertaken to assist undocumented students?*

*How many undocumented students are in the LACCD and at each LACCD college?*

- In Fall 2015 there were **10,967** undocumented students enrolled in LACCD colleges
  - 6,465 Credit Students
  - 4,502 Non-credit students
- This is about **7.1%** of all enrolled students
  - 4.6% of Credit students
  - 35.7% of Non-credit students
- Next slide shows the breakdown by college

*How many undocumented students are enrolled in the LACCD and at each college?*

**Credit Students enrolled at LACCD in Fall 2015**

| College      | Undocumented Students | All LACCD Students | % Undocumented |
|--------------|-----------------------|--------------------|----------------|
| City         | 1,050                 | 18,154             | 5.8%           |
| East         | 1,843                 | 28,722             | 6.4%           |
| Harbor       | 302                   | 10,449             | 2.9%           |
| ITV          | 20                    | 1,033              | 1.9%           |
| Mission      | 500                   | 10,241             | 4.9%           |
| Pierce       | 779                   | 20,820             | 3.7%           |
| Southwest    | 175                   | 6,866              | 2.5%           |
| Trade-Tech   | 848                   | 14,854             | 5.7%           |
| Valley       | 660                   | 19,060             | 3.5%           |
| West         | 288                   | 11,449             | 2.5%           |
| <b>Total</b> | <b>6,465</b>          | <b>141,648</b>     | <b>4.6%</b>    |

**Non-Credit Only Students enrolled at LACCD in Fall 2015**

| College      | Undocumented Students | All LACCD Students | % Undocumented |
|--------------|-----------------------|--------------------|----------------|
| City         | 1,884                 | 3,463              | 54.4%          |
| East         | 319                   | 1,793              | 17.8%          |
| Harbor       | 25                    | 134                | 18.7%          |
| ITV          | -                     | -                  | NA             |
| Mission      | 399                   | 789                | 50.6%          |
| Pierce       | -                     | 1,591              | 0.0%           |
| Southwest    | 998                   | 1,893              | 52.7%          |
| Trade-Tech   | 543                   | 1,814              | 29.9%          |
| Valley       | 333                   | 1,077              | 30.9%          |
| West         | 1                     | 43                 | 2.3%           |
| <b>Total</b> | <b>4,502</b>          | <b>12,597</b>      | <b>35.7%</b>   |

*What are the demographic / enrollment characteristics of undocumented students and how do they compare to all LACCD students?*

- Undocumented students are overwhelmingly Hispanic (over 80% of credit and non-credit students)
- Undocumented **credit** students tend to be younger (higher proportions in the Under 20 and 20-24 age groups)
- Undocumented **non-credit** students tend to be older (higher proportions in the 25-34 and 35-54 age groups)
- Undocumented **credit** students mirror the overall student population in gender balance, while undocumented **non-credit** students are disproportionately female (74.3% undocumented vs 69.6% overall)
- Undocumented **credit** students are disproportionately part-time (78.3%) compared to all students (73.7%)

## *What are the outcomes of undocumented students and how do they compare with all LACCD students?*

- We examined many different student outcome measures including:
  - **Successful Course Completion** (% of student grades that are C or higher)
  - **Retention** (% of students that stay enrolled to the end of the class)
  - **Persistence** (% of students continuing their enrollment from one semester to the next)
  - **Milestones of student success** (units completed; completion of transfer and college level English and Math; degree, certificate, and transfer completion)

*What are the outcomes of undocumented students and how do they compare with all LACCD students?*

- Undocumented students had slightly higher **successful course completion rates** (67.8%) compared to all LACCD students (65.9%)
- Undocumented students had slightly lower **fall to spring persistence** (84.0%) compared to all LACCD students (88.0%)
- A lower proportion of undocumented students **completed 6 units in the first semester** (49%) compared to all LACCD students (53%)
- A much lower proportion of undocumented students **transferred** (1%) compared to all LACCD students (9%)
- Other outcomes and milestones are comparable between undocumented students and all LACCD students



## *How much FTES is generated by undocumented students?*

- Undocumented students generated approximately **2,500** FTES (credit + non-credit) in Fall 2015
- This was about 5% of the total FTES for Fall 2015
  - **1,924 Credit FTES** (4% of total credit FTES)
  - **559 Noncredit FTES** (30% of total non-credit FTES)
- Estimated revenue for this amount of FTES is approximately **\$11M** for this semester

*What efforts have the colleges made to assist undocumented students?*

- Made resources more accessible through college websites
  - AB 540
  - DACA
  - Financial Aid and Scholarship
  - Transfer Support for Dreamers
  - Non-credit Program
  - Student Services
  - External Resources
- Provide direct services through designated staff members
  - Information about community resources
  - Help students in accessing and completing forms
  - Referrals to community agencies
  - Conduct workshops and informational sessions
- Supporting Student Groups/Clubs and Social Media

# Questions?

