El Camino College

EXECUTIVE SUMMARY

As an open access institution, El Camino College (ECC) serves as an entry point for our diverse community to pursue a wide range of educational goals ranging from degree/certificate programs and transfer to lifelong learning. Consequently, El Camino College makes students the centerpiece of its values and equitable outcomes for all students the driving force behind its mission. Interwoven with these principles is the understanding that "institutional practices develop from and reflect the shared cognitive frames of institutional participants." Thus El Camino College's approach to equity begins with a simple premise – a vision of inclusion. This vision does not only focus on ensuring that our students achieve equal educational outcomes, but also that administrators, faculty and staff are equipped to equitably serve El Camino College's diverse student population so those outcomes can be met.

The goal of ECC's 2019-2022 Student Equity Plan is twofold:

1. To build on the progress made through previous plan implementation.

2. To ensure that past implementations along with future ones align with the college's Integrated Strategic Plan and the California Community Colleges Chancellor's Office's Vision for Success, Guided Pathways, SEA Program goals, the California College Promise, the Student Centered Funding Formula and AB 705.

To achieve this goal, ECC's Student Equity and Achievement Committee (SEAC) collected and analyzed institutional data using percentage point gap methodologies and success indicators for various demographic subgroups of the college's student population to identify those that were being disproportionately impacted. Through this analysis, ECC identified the following student groups as being disproportionately impacted:

Disproportionately Impacted ECC Students	
American Indian or Alaska Native Black or African American Disabled Foster Youth Hispanic or Latino	Latino LGBTQIA+ Native Hawaiian or other Pacific Islander Veteran

Once having compiled this information, SEAC next initiated the process of re-evaluating existing programs and practices while exploring new activities intended to address equity gaps for the identified populations. In order to achieve the equity goals set, ECC has committed $2,964,967 dollars to fund existing and new activities, designs and programs.

Instrumental to ECC's vision of inclusion is El Camino College's approach to equity. More specifically, ECC's approach consults the work of Dr. Estela Mara Bensimon and USC's Center for Urban Education in order to reframe equity through organizational learning theory. This framework promotes institutional conversations about designing and implementing equitable practices through disaggregated completion data and addressing the results through an equity-minded cognitive framework.

Table 1: Comparing Deficit-Minded and Equity-Minded Frameworks[1]

Deficit-Minded Cognitive Framework	Equity-Minded Cognitive Framework
"A deficit standpoint attributes unequal outcomes to the personal characteristics of the students who experience them."	"Equity-mindedness refers to the outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity."

This framework encourages ECC to reflect on how, at an institutional level, it may be contributing to equity gaps and "where intentional action can be taken to reach goals outlined in your institutions Equity Plan."

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[1] Quotes taken from *The CUE Equity Model.*

STUDENT EQUITY GOALS

The tables below present the baseline gap and goal for reducing the gap. Data are only presented for groups where disproportionate impact was identified.

GOAL 1: Successful Enrollment (Applicant Yield Rate)

Definition: Among all applicants in the previous or selected year, the proportion who enrolled at ECC in the selected year.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
41%	43%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *Disabled (females)*
- *Black or African American (females)*
- *Hispanic or Latino (females)*
- *Native Hawaiian or other Pacific Islander (females)*
- *Foster Youth (all)*
- *LGBTQIA+ (females)*
- *Veteran (females)*

GOAL 2: Retention (a.k.a. Persistence)

Definition: Among all students, the proportion retained from fall to spring at ECC in the selected year, excluding students who completed an award or transferred.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
70%	72%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Black or African American (all)*
- *Foster Youth (all)*
- *Veteran (females)*
- *LGBTQIA+ (all)*

GOAL 3: Transfer math and English (Completion within first year)

Definition: Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment at ECC.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
12%	14%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Disabled (all)*
- *Black or African American (all)*
- *Hispanic or Latino (all)*
- *Foster Youth (all)*
- *Veteran (males)*
- *LGBTQIA+ (all)*

GOAL 4: Degree or Certificate Completion

Definition: Among all students, the unduplicated count of students who earned a Chancellor's Office approved certificate and/or associate degree and had an enrollment in the selected or previous year.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
2,409	2,696	20% increase from 2016-17 (Aligned with Vision for Success Goal)

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *American Indian or Alaska Native (males)*
- *Native Hawaiian or other Pacific Islander (females)*

- *Black or African American (all)*
- *LGBTQIA+ (all)*

GOAL 5: Transfer

Definition: Among all students who completed 12 or more units at any time, the number who exited the community college system and transferred to a postsecondary institution within the selected year.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
2,483	3,352	35% increase from baseline (Aligned with Vision for Success Goal*)

Vision for Success Goal only includes CSU and UC Transfers

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Disabled (males)*
- *American Indian or Alaska Native (females)*
- *Hispanic or Latino (males)*
- *Foster Youth (males)*
- *LGBTQIA+(males)*

ACTIVITES TO ACHIEVE EQUITY GOALS

To work toward addressing these goals, ECC will utilize several existing programs.
These included:

- **Asian American Pacific Islander Initiative (AAPI):** The Asian American & Pacific Islander (AAPI) Equity Initiative supports El Camino College Asian American and Pacific Islander students in reaching their educational and career goals through mentorship, workshops, trainings, field trips and learning community classes.

- **First Year Experience (FYE):** The First Year Experience Program is designed to prepare first year students for academic success and to help students in selecting a career path.

- **Guardian Scholars Program:** The El Camino College Guardian Scholars Program creates a welcoming and supportive environment for current and former foster youth. Its goal is to empower students to reach their full potential in order to achieve academic, personal, and career goals.

- **Knowledgeable, Engaged, and Aspiring Students (KEAS) Program:** The Knowledgeable, Engaged, and Aspiring Students (KEAS) Program was designed in 2015 to provide equitable support to students who have placed into pre-college level coursework at El Camino College. KEAS offers classes with dedicated instructors, resources and support services, like tutoring, advising and counseling, both inside and outside of the classroom, in order to reduce the academic achievement gap and increase persistence rates among our college community.

- **Student Leadership Institute:** The Student Leadership Institute (SLI) is a training seminar for El Camino College students that builds and enhances leadership skills. During the seminar, students refine their resumes, learn the importance of dressing for success, improve their networking skills, and polish their dining etiquette. At the end of the semester, students attend an awards and pinning ceremony and receive a certificate of completion and participation and a pin. The Student Leadership Institute creates an equitable opportunity specifically targeting students from special programs to participate in a series of professional training workshops that help develop leadership skills while learning from mentors consisting of supervisors and program coordinators from different programs on campus. Upon completing the Student Leadership Institute, students are encouraged to join a club or organization on campus in order to continue to build connections and network across campus. Students participate in conferences and attend campus trainings and workshops.

- **Mathematics, Engineering, Science Achievement Program (MESA):** MESA is based on a rigorous academic program that uses various components to support students pursuing math and science based degrees. Program components build an academically based peer community to provide student support and motivation. MESA creates a strong partnership between students, staff, advisors, school district officials, university professors and administrators, industry members, and parents.

- **Math Tutoring Center:** To help students succeed in their courses, the Math Study Center and Computer Lab provides an appropriate atmosphere to study math, one-on-one tutoring and access to mathematical software and web-based software for mathematics courses.

- **Project Success:** Project Success is a program designed to increase the retention rate and to improve the academic performance of students who meet the Project Success admission criteria. The mission of Project Success is to aid the successful transition of students from high school to El Camino College and beyond in order to achieve educational and career goals. Project success is an affiliate of the Umoja Community. Umoja is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students.

- **Puente Program:** The Puente Program provides three areas of service to students to help them transfer to a four year institution. Puente students take two consecutive writing classes, English 1AS in the fall and English 1C in the spring. These classes provide a supportive and stimulating environment for Puente students to build confidence in their writing skills through an exploration of the Mexican American/Latino experience and multicultural literature. Puente students work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. The network of trained Puente mentors provides many resources for the Puente students, their families, colleges and the community.

- **Reading Success Center:** The RSC offers one-on-one tutoring in all subjects, a computer center, topic specific workshops, and a warm and welcoming environment for students to study and work on their assignments. Trained specialists will work with students individually to instill reading strategies and comprehension techniques which will benefit them throughout their academic career.

- **Supplemental Instruction (SI) Program:** Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in selected courses. At El Camino College and other institutions of higher learning throughout the country, the SI method has been proven to help increase student understanding of course material and raise grades. Attendance at SI sessions is not mandatory, but highly encouraged. Students have an opportunity to compare notes, discuss important concepts, and take practice tests before taking the graded exam. Students will also increase their strategies for test-taking, studying and learning.

In addition to the programs above, the following activities were added to ECC's new plan:

- **Extended Opportunity Programs & Services (EOPS):** EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOPS is designed for the purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOPS is driven by a philosophy of providing services that are "over, above and in addition to" services available to all students. EOPS strives for innovative and creative ways to enhance and encourage students' academic success and excellence, while fostering the students' personal growth and development.

- **Learning Communities:** The model identified to best meet the needs of our students are learning communities. The learning community approach creates a culturally responsive learning experience that fosters and enhances connections among students, faculty and disciplines. They are composed of UC/CSU transferable courses and embed PASS Mentor Tutoring and academic/career counseling. Programs using this model included KEAS, Puente, AAPI's and pathways in Basic Accelerated Math, and Math Academies.

- **MANA Program:** El Camino College's MANA program aims to increase the number of Native Hawaiian and Pacific Islander (NHPI) students who complete requirements for an associate's degree and/or transfer to a four-year university. With MANA being an NHPI term that embodies spiritual power, the MANA program is intentionally designed to empower NHPI students by strengthening quality educational and support services to promote and foster student learning, sense of belonging, success, and self-advocacy. MANA's purpose is to not only assist students with their academic journey, but also integrate their cultural identity into the process.

- **Safe Zone Project Initiative:** The Safe Zone Project is an initiative that aims to bring awareness to the challenges and needs of LGBTQIA+ students on campus. Through workshops, trainings, conferences as well as cultural events this effort aims to bring visibility, support, and endless educational opportunities for this disproportionately impacted student population. Simultaneously, it also offers an opportunity for all students and our surrounding community to learn more about their experiences and collectively help close the equity achievement gap.

- **myPATH:** myPATH is a designation for stand-alone courses that integrate equity-minded culturally responsive teaching frameworks with Guided Pathways principles. Faculty teaching myPATH designated sections have received equity training through Student Equity Reenvisioned (SER) and infuse equity-minded/culturally responsive curriculum designs. Faculty also frame course content through questions that matter to students and go beyond the classroom and have an impact at the global, national, regional and local level. Embedded into these courses are PASS (Peer Assisted Study Sessions) Mentors to assist students with course content and counselors to assist with immediate and long range academic/career planning.

- **Undocumented Student Task Force:** This Task Force was formed in December 2016 to address and support Undocumented Students at El Camino College. Active participants on the task force include leaders from departments such as Admissions and Records, Counseling, Financial Aid, First Year Experience, Outreach and School Relations, EOPS, Academic Senate President, Student and Staff Diversity office, and a faculty advisor for the AHEAD Dreamers student club. Additionally, the task force includes allies from the Student Health Center, instructional and counseling faculty, EOPS, Student Development Office, students from the Student Equity Council, and one faculty member is an immigration lawyer. Collectively, this group discusses the needs of our undocumented students, plans events for students and personnel, and prepares information and resources for stakeholders**.**

- **PASS Mentors***:* Peer Assisted Study Sessions (PASS) is a mentoring/tutoring program that aims to provide a learning atmosphere which differs from the traditional tutorial environment by focusing on a group atmosphere with "peer to peer" interaction and learning.

- **SER/Behavioral and Social Sciences/ Equity-Minded Learning Communities:** These learning communities provide students with an opportunity to engage discourse and knowledge in student-centered learning environments. These learning communities are theme-based and interdisciplinary and are developed to address disproportionately impacted students. The learning community approach also creates a culturally responsive learning experience that fosters and enhances connections among students, faculty and disciplines. They embed PASS Mentors and academic/career counseling.

- **Student Equity Advisory Council (SEAC):** The Student Equity Advisory Council supports diversity and equity related student clubs, as well as, providing leadership opportunities for students. Their goal is to help address the needs of student groups that have been historically underserved. Related to this is the Student Development Office's Student Empowerment Lecture Series.

- **Student Equity and Achievement (SEA) Village:** The SEA Village is a designated area in ECC's new Student Services Building open to all students. SEA Village staff and professors will use a holistic approach to take students from start to finish by providing a safe, technologically comprehensive study lounge that includes support services such as academic counseling, PASS mentoring and tutoring. It will offer regular culturally relevant, community-building student success activities both as stand-alone workshops and in conjunction with other support programs on campus, thus providing a program experience to all students.

- **Student Equity Reenvisioned (SER):** Student Equity Reenvisioned (SER) is a Behavioral and Social Sciences Division and Student Equity Program initiative at El Camino College that addresses disproportionate impact and student equity by providing faculty with frameworks for creating equity-minded and culturally responsive learning environments. SER participants are exposed to asset-based pedagogical frameworks that are student-centered and culturally responsive with the ultimate aim of establishing culturally sustaining curriculum.

Metric: Successful Enrollment (Applicant Yield Rate)

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
41%	43%	Asian American Pacific Islander Initiative (AAPI)
		Extended Opportunity Programs & Services (EOPS)
		First Year Experience (FYE)
		Guardian Scholars Program
		Project Success
		Puente Program
		MANA Program
		Safe Zone Project Initiative
		Student Equity and Achievement (SEA) Village
		Undocumented Student Task Force

Metric: Retention (a.k.a. persistence)

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
70%	72%	Asian American Pacific Islander Initiative (AAPI)
		Extended Opportunity Programs & Services (EOPS)
		First Year Experience (FYE)
		Guardian Scholars Program
		MESA
		Math Tutoring Center
		Project Success
		Puente Program
		Reading Success Center
		Supplemental Instruction Program
		Learning Communities
		MANA Program
		myPATH
		PASS Mentors
		Safe Zone Project Initiative
		Student Equity Advisory Council (SEAC)
		SER/BSS/Equity-Minded Learning Communities
		Student Leadership Institute (SLI)
		Student Equity and Achievement (SEA) Village
		Student Equity Reenvisioned (SER)
		Undocumented Student Task Force

Metric: Transfer math and English (Completion within first year)

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
12%	14%	First Year Experience (FYE) Extended Opportunity Programs & Services (EOPS) MESA Math Tutoring Center Project Success Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors Safe Zone Project Initiative SER/BSS/Equity- Minded Learning Communities Student Equity and Achievement (SEA) Village Student Equity Reenvisioned (SER) Undocumented Student Task Force

Metric: Degree or Certificate Completion

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
2,409	2,696	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program MESA Math Tutoring Center Project Success Puente Program Reading Success Center Safe Zone Project Initiative Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors Student Equity Advisory Council (SEAC) SER/BSS/Equity- Minded Learning Communities Student Leadership Institute (SLI) Student Equity and Achievement (SEA) Village Student Equity Reenvisioned (SER) Undocumented Student Task Force

Metric: Transfer

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
2,483	3,352	Asian American Pacific Islander Initiative (AAPI)
		Extended Opportunity Programs & Services (EOPS)
		First Year Experience (FYE)
		Guardian Scholars Program
		MESA
		Math Tutoring Center
		Puente Program
		Reading Success Center
		Supplemental Instruction Program
		Learning Communities
		MANA Program
		myPATH
		PASS Mentors
		Safe Zone Project Initiative
		Student Equity Advisory Council (SEAC)
		SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities
		Student Leadership Institute (SLI)
		Student Equity and Achievement (SEA) Village
		Student Equity Reenvisioned
		Undocumented Student Task Force

2015-2018 STUDENT EQUITY FUNDING EXPENDITURES

The initial equity planning process at ECC involved many college stakeholders. The initial Student Equity and Achievement Committee included research analysts, the Vice President of Academic Affairs, faculty members, deans, classified managers, staff, and students. In addition, ECC established a Seeds of Change Initiative with the intent of facilitating collaboration between Student Equity (SE), Student Success and Support Program (SSSP) and Basic Skills Initiative (BSI). During a series of bi-monthly meetings, campus leaders from counseling, academic programs, categorical programs such as Foster and Kinship Care, the Veterans Office, MESA, Puente, and Project Success examined equity data and proposed new interventions and pedagogical approaches for current programs that would help bridge our existing equity gaps. More specifically, student success data, and disaggregated data by ethnicity, gender, disability status, and economic disadvantage status, as well as for foster youth and veterans, was analyzed to identify the areas of greatest need. Through this analysis and collaboration, ECC identified groups that were historically disproportionately impacted. After identifying ECC's target student groups, five success indicators were developed and goals identified for improving student outcomes and narrowing equity gaps. The following are those indicators:

Success Indicators	*Goals*
Access	Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.
Course Completion	*Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years.*
ESL and Basic Skills	*Increase basic skills completion rates for disproportionately impacted student groups 10% in 5 years.*
Degree/Certificate Completion	*Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.*
Transfer	*Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.*

2015 – 2016 Student Equity Expenditures

Object Code	Category	Total
1000	**Academic Salaries** Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Faculty English A Consistency, Faculty Release Time Faculty Special Assignments - English and Math Faculty Special Assignments (Student Support Programs) - Asian American Pacific Islander (AAPI), Summer Bridge Program First Year Experience (FYE), Project Success Faculty Special Assignments (Other) - Professional Development Across the Institution, Faculty Learning Teams	
	Academic Salaries TOTAL	**$346,905**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist (Full-Time) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math (Hourly) Office Assistance / Administrative Support / Marketing Assistant - Various student support programs, Student Equity, Career & Technical Education (Hourly) Case Manager and Program Assistant- Guardian Scholars (Hourly) Instructional Aide VI - Reading Success Center (Hourly)	
	Classified and Other Non-Academic Salaries TOTAL	**$843,406**
3000	**Employee Benefits TOTAL**	**$239,517**
4000	**Supplies and Materials** Book Loan Program - Puente, FYE, Math, English, Student Success Center Office/Faculty Training/Marketing Supplies and Materials, Workshop Food - Various student support programs across the institution, English, Faculty Learning Teams, Career & Technical Education Workshops Across the Institution	
	Supplies and Materials TOTAL	**$102,155**
5000	**Other Operating Expenses** Professional Development - Various equity activities across the institution Conference Travel - Student Equity Management, Student Equity Faculty, Staff, Project Success Students, Puente Students Transportation for Students to Conference - Behavioral & Social Sciences division, First Year Experience (FYE), Project Success,	

Puente
Other - Marketing (Copier), Attendance Tracking Software,
Reproduction (Copy Center (PASS)
Computer Equipment

Other TOTAL	**$74,514**

6000	**Capital Outlay**	
7000	**Other Outgo** (educational supplies)	
	Total 2015-16 Expenditures	**$1,606,497**

2016 – 2017 Student Equity Expenditures

Object Code	Category	Total
1000	**Academic Salaries** Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Puente Program English Instructor, Faculty Release Time Faculty Special Assignments - Summer Bridge Program First Year Experience (FYE), Asian American Pacific Islander (AAPI), Various Equity Activities Across the Institution, Statistics Math Review Workshops, Math Academies, Faculty Learning Teams	
	Academic Salaries TOTAL	**$393,286**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist: Student Success & Student Development Office (Full-Time), Transfer Center (50%) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly) Office Assistance / Administrative Support / Marketing Assistant / Coordinator - Various student support programs, Student Equity, Career & Technical Education, Student Development Office; Sick Leave (Hourly) Case Manager and Program Assistant- Guardian Scholars (Hourly)	
	Classified and Other Non-Academic Salaries TOTAL	**$1,202,963**
3000	**Employee Benefits TOTAL**	**$343,313**
4000	**Supplies and Materials** KEAS (Student Success Center) Supplies: Books/Materials Office/Faculty Training/Marketing Supplies and Materials,	

Workshop Food - Various student support programs/equity activities across the institution, Faculty Learning Teams, Career & Technical Education
Student Equity Materials and Supplies

Supplies and Materials TOTAL	**$73,530**

5000   **Other Operating Expenses**
AAPI/Epic Contract & AAPI Conference
Non-Personnel: Various Equity Activities Across the Institution
Conference Travel - Student Equity Management; Faculty, Staff, Students from various student support programs
Transportation for Students to Conference – Various student support programs/equity activities across the institution, Faculty Learning Teams
Other - Marketing (Copier), Workshop Food, Various equity activities across the institution, Reproduction (Copy Center) from various student support programs/equity activities across the institution
Computer Equipment for Student Equity and Various Equity Activities Across the Institution

Other TOTAL	**$155,582**

6000   **Capital Outlay**
7000   **Other Outgo** (educational supplies)

Total 2016-17 Expenditures	**$2,168,674**

2017 – 2018 Student Equity Expenditures

Object Code	Category	Total
1000	**Academic Salaries**	
	Counselors, Student Success (Full-Time & Part-Time)	
	Faculty Coordinator and Puente Program English Instructor, Faculty Release Time	
	Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	**$308,397**
2000	**Classified and Other Non-Academic Salaries**	
	Director, Student Equity (Full-Time)	
	Administrative Assistant, Student Equity (Full-Time)	
	Project Specialist, Student Equity (Full-Time)	
	Student Services Advisor, Student Success Center (Full-Time)	
	Coordinators - Student Success Center, Reading Success Center (Full-Time)	
	Institutional Research Analyst (Full-Time)	
	Student Services Specialist (2 Full-Time, .50)	
	Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly)	
	Office Assistance / Administrative Support / Marketing Assistant /	

Coordinator - Various student support programs, Student Equity, Career & Technical Education, Student Development Office; Sick Leave (Hourly)
Student Services Specialist (Full-Time) and Program Assistant- Guardian Scholars (Hourly)

	Classified and Other Non-Academic Salaries TOTAL	**$1,065,457**
3000	**Employee Benefits TOTAL**	**$366,165**
4000	**Supplies and Materials**	

KEAS (Student Success Center) Supplies: Books/Materials
Office/Faculty Training/Marketing Supplies and Materials, Workshop Food - Various student support programs/equity activities across the institution, Faculty Learning Teams, Career & Technical Education
Student Equity Materials and Supplies

	Supplies and Materials TOTAL	**$103,704**
5000	**Other Operating Expenses**	

MANA/Epic Contract & MANA Conference
Non-Personnel: Various Equity Activities Across the Institution
Conference Travel - Student Equity Management; Faculty, Staff, Students from various student support programs
Transportation for Students to Conference – Various student support programs/equity activities across the institution, Faculty Learning Teams
Other - Marketing (Copier), Workshop Food, Various equity activities across the institution, Reproduction (Copy Center) from various student support programs/equity activities across the institution

	Other Operating Expenses TOTAL	**$264,996**
6000	**Capital Outlay**	
	Computer Equipment for Student Equity and Various Equity Activities Across the Institution	**$16,582**
7000	**Other Outgo** (educational supplies)	
	Total 2017-18 Expenditures	**$2,125,301**

2019 –2020 PLANNED STUDENT EQUITY & ACHIEVEMENT BUDGET

Object Code	Category	Total
1000	**Academic Salaries** Counselors, SEA Village (Full-Time & Part-Time) Faculty Coordinator and Puente Program English Instructor, Faculty Release Time Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	**$545,779**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity & Achievement (Full-Time) Administrative Assistant, Student Equity & Achievement (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, SEA Village (Full-Time) Coordinators - SEA Village, Reading Success Center, & MANA (Full-	

	Time)	
	Institutional Research Analyst (Full-Time)	
	Student Services Specialist (2 Full-Time, .50)	
	Tutors / Peer to Peer Tutoring / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly)	
	Office Assistance / Administrative Support / Marketing Assistant / Coordinator - Various student support programs, Student Equity & Achievement, Student Development Office; Sick Leave (Hourly)	
	Student Services Specialist (Full-Time) and Program Assistant (Hourly)- Guardian Scholars	
	Classified and Other Non-Academic Salaries TOTAL	**$1,461,911**
3000	**Employee Benefits TOTAL**	**$554,391**
	Supplies and Materials	
	SEA Village Supplies: Books/Materials	
4000	Office/Faculty Training/Marketing Supplies and Materials - Various student support programs/equity activities across the institution, and Student Equity Reenvsion	
	Student Equity & Achievement Materials and Supplies	
	Supplies and Materials TOTAL	**$56,000**
	Other Operating Expenses	
	Non-Personnel: Various Equity Activities Across the Institution	
5000	Conference Travel - Student Equity & Achievement Management; Faculty, Staff, Students from various student support programs	
	Student transportation to various conferences/tours – Various student support programs/equity activities across the institution	
	Other - Marketing (Copier), Workshop Food for various equity activities across the institution, Reproduction materials from the Copy Center for various student support programs/equity activities across the institution	
	Other Operating Expenses TOTAL	**$336,886**
6000	**Capital Outlay**	
	Computer Equipment for Student Equity and Various Equity Activities Across the Institution	**$10,000**
7000	**Other Outgo** (educational supplies)	
	Total 2019-2020 Projected Expenditures	**$2,964,967**

A. ACCESS

GOAL: *Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.*

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Increase from 2012-13
Veteran	0.24	0.25	0.36	0.38	0.39	0.38	0.14
African-American	0.79	0.76	0.73	0.67	0.65	0.64	-0.15

B. COURSE COMPLETION (Fall and Spring)

GOALS: *Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years.*

Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

All Credit Courses	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**68%**		**69%**		**69%**		**70%**		**2%**
Foster Youth	48%	-19%	52%	-17%	48%	-22%	48%	-22%	0%
African-American	56%	-12%	58%	-11%	59%	-10%	59%	-11%	3%
Pacific Islander	57%	-11%	64%	-5%	66%	-3%	68%	-2%	10%
Latino*	65%	-2%	66%	-3%	66%	-3%	66%	-3%	1%
Basic Skills	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**61%**		**59%**		**59%**		**58%**		**-2%**
Foster Youth	43%	-18%	39%	-20%	33%	-26%	39%	-19%	-4%
African-Americans	48%	-13%	47%	-12%	46%	-13%	47%	-12%	-1%
Developmental	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**59%**		**58%**		**59%**		**58%**		**-1%**
Foster Youth	35%	-25%	41%	-17%	29%	-29%	40%	-18%	5%

	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
African-American	47%	-13%	45%	-13%	46%	-13%	46%	-12%	0%
Pacific Islander	54%	-6%	49%	-9%	51%	-8%	59%	0%	5%
Latino*	57%	-3%	55%	-3%	56%	-3%	55%	-3%	-2%
Transfer Level	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**69%**		**71%**		**71%**		**72%**		**2%**
Foster Youth	52%	-18%	55%	-16%	53%	-18%	51%	-21%	-1%
Pacific Islander	57%	-12%	66%	-5%	70%	-1%	70%	-2%	12%
African-American	58%	-11%	61%	-10%	62%	-9%	62%	-10%	4%
Latino*	67%	-2%	68%	-3%	68%	-3%	69%	-3%	2%

C. ESL AND BASIC SKILLS COMPLETION

GOAL: *Increase basic skills completion rates for disproportionately impacted student groups 10% in 5 years.*

Basic Skills Math	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**28%**		**30%**		**33%**		**33%**		**36%**		**8%**
Pacific Islander	15%	-13%	24%	-7%	24%	-9%	36%	2%	9%	-27%	-5%
African-American	16%	-12%	18%	-12%	18%	-15%	21%	-12%	25%	-11%	9%
Identified Disability	21%	-7%	24%	-6%	25%	-8%	30%	-4%	29%	-8%	8%
Foster Youth	25%	-3%	35%	5%	23%	-10%	39%	5%	27%	-10%	2%
Basic Skills ESL	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**33%**		**30%**		**37%**		**38%**		**38%**		**5%**
Latino	22%	-11%	25%	-5%	30%	-7%	19%	-19%	26%	-11%	4%
Female	28%	-4%	29%	-1%	40%	3%	38%	0%	38%	0%	10%
Basic Skills English	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**49%**		**52%**		**51%**		**52%**		**52%**		**2%**
Pacific Islander	31%	-18%	47%	-4%	33%	-17%	41%	-11%	38%	-14%	6%
African-American	33%	-16%	37%	-15%	38%	-12%	35%	-17%	38%	-14%	4%
Nat.	40%	-9%	*	NA	*	NA	*	NA	*	NA	NA

Amer./Al as. Nat.											
Identified Disability	47%	-2%	40%	-12%	41%	-10%	52%	1%	44%	-7%	-3%

D. DEGREE AND CERTIFICATE COMPLETION

GOAL: *Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.*

	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**19%**		**22%**		**21%**		**24%**		**26%**		**7%**
African-American	12%	-7%	13%	-9%	13%	-8%	17%	-7%	18%	-8%	6%
Latino	18%	-1%	21%	-1%	21%	0%	23%	-1%	24%	-2%	6%

E. TRANSFER

GOAL: *Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.*

	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase from 2015
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**35%**		**36%**		**35%**		**34%**		**34%**		**-1%**
Identified Disability	17%	-19%	24%	-12%	23%	-11%	28%	-5%	23%	-11%	7%
Foster Youth	23%	-12%	20%	-16%	39%	4%	18%	-16%	9%	-25%	-14%
Latino	26%	-9%	27%	-8%	27%	-7%	27%	-6%	26%	-8%	0%
African-American	28%	-7%	28%	-8%	27%	-8%	24%	-9%	23%	-11%	-5%
Pacific Islander	31%	-4%	32%	-4%	24%	-11%	11%	-23%	38%	4%	6%
Identified Econ. Dis.	32%	-3%	33%	-3%	32%	-3%	30%	-3%	31%	-3%	-1%

SUMMARY EVALUATION SCHEDULE AND PROCESS

El Camino College (ECC) has processes in place to ensure the timely evaluation of progress towards meeting our student equity goals. First, the Office of Institutional Research & Planning (IRP) has established annual milestones for each of ECC's overall student equity goals. The annual milestones are set from the baseline year and recommend the ideal yearly growth to meet the goals. As the SEA data file from the Chancellor's Office (Data on Demand) becomes available, IRP can evaluate if ECC is on track with the annual milestones, and therefore, on the trajectory to meet the long-term goals. Second, activities created to support the Student Equity Plan will be evaluated on an annual basis, using the same metrics as the student equity goals. ECC will assess quantifiable progress on each metric in consultation with the Equity Director, the Student Equity and Achievement Committee (SEAC). SEAC has the following membership: Vice President of Academic Affairs, Vice President of Student Services, deans, faculty, classified managers, staff, and students. During this annual evaluation, existing strategies will be reexamined and additional recommendations will be fielded. On an annual basis, a summary of activities, outcomes and supporting data will be provided to ECC's Equity Director who will then disseminate this data to SEAC. In addition, the Equity Director will keep track of progress on activities and ensure that these activities abide by the funding guidelines as defined by SEA/Student Equity Plan.

SUMMARY OF COORDINATION OF STUDENT EQUITY–RELATED CATEGORICAL PROGRAMS/CAMPUS-BASED PROGRAMS

El Camino College (ECC) supports the coordination of student equity-related categorical programs and campus-based programs in different ways. The alignment of ECC's student equity goals with the local Vision for Success goals, Enrollment Management Plan goals, and Guided Pathways Plan goals help ensure collaboration with existing plans on campus. Because equity is viewed as a support for the entire campus, the Equity Director and the Student Equity and Achievement Committee (SEAC) are engaged in strong working relationships with leadership across departments, divisions, and programs. Many of the student equity-related categorical programs and campus-based programs cited in the current Equity Plan have been a key part of closing equity gaps at ECC. Consequently, equity-related categorical programs and equity focused campus-based programs will continue to receive support at ECC. To ensure successful coordination of these programs, the Equity Director and SEAC continuously assess and promote integration efforts among programs where possible and across plans where feasible. In addition, SEAC also has sub-committees, one of which is the Tutoring sub-committee, whose mission is to reduce the redundancies on campus.