



# **Black/African American Students Transfer Tipping Point Survey (RP Group)**

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JUNE 2023

# African American Transfer Tipping Point Survey: Why, When & Who

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## Why:

To gain a better understanding of the **facilitators of and barriers to success** for transfer-oriented **African American/Black students**.

## When:

Administered in late Fall 2022

## Who:

Survey sent to Black/African American students enrolled any time from AY 2018-19 through Fall 2022

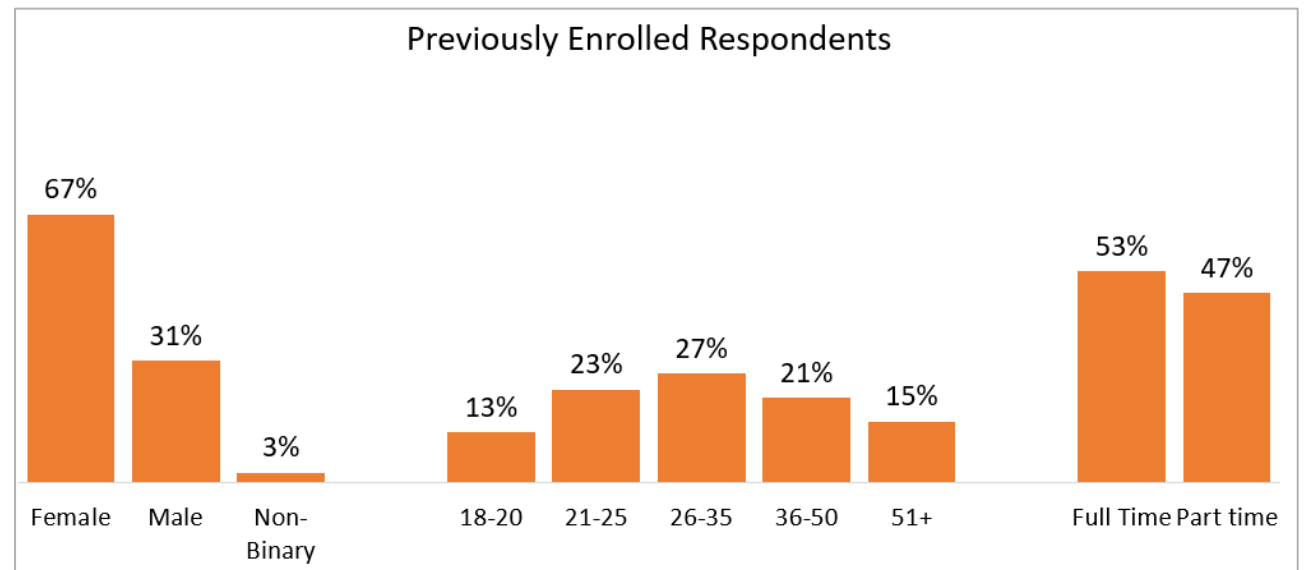
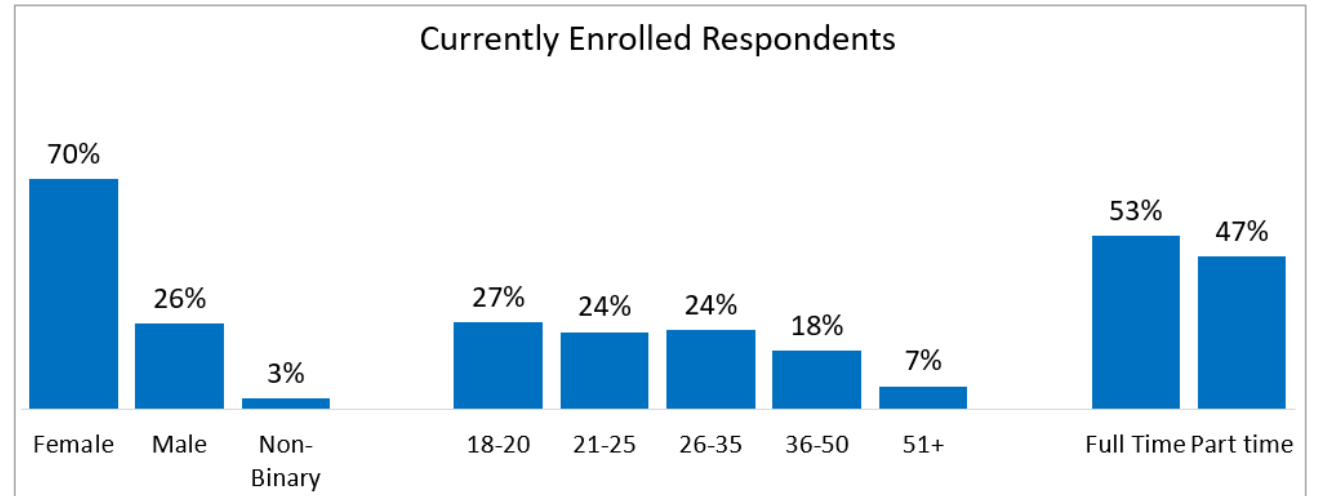
# Characteristics of ECC Survey Respondents

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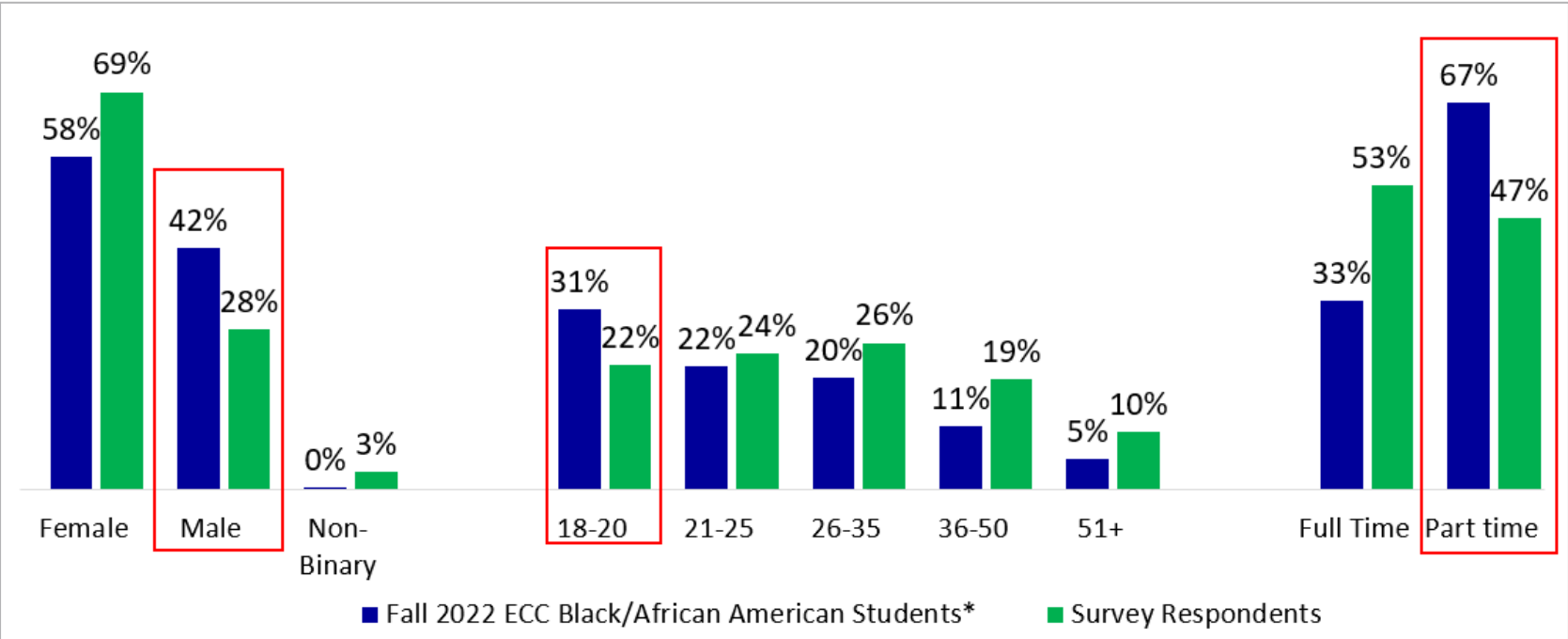
# What Were The Demographics of ECC Respondents?

## How Was ECC Response Rate?

|                              | Contacted    | Responded  | Response Rate |
|------------------------------|--------------|------------|---------------|
| Current Enrolled Students    | 3775         | 436        | 11.55%        |
| Previously Enrolled Students | 13326        | 233        | 1.75%         |
| <b>Total</b>                 | <b>17101</b> | <b>669</b> | <b>3.91%</b>  |



# How Representative Were Survey Respondents Compared to Fall 2022 Black/African American Student Population?



\*Survey includes include anyone who claimed Black/African American race (Black/African American, Black Hispanic, Black Two or More races)

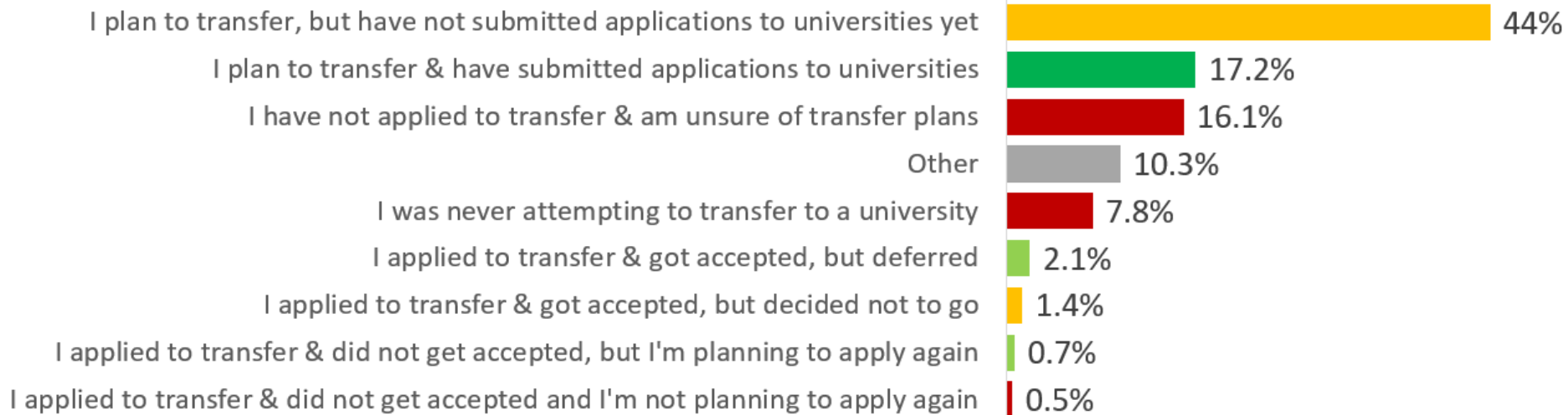
|                                     | Previously Enrolled Respondents | Currently Enrolled Respondents |
|-------------------------------------|---------------------------------|--------------------------------|
| Answered Gender                     | 151                             | 270                            |
| Unanswered                          | 82                              | 166                            |
| <b>Total</b>                        | <b>233</b>                      | <b>436</b>                     |
| Answered Age                        | 150                             | 266                            |
| Unanswered                          | 83                              | 170                            |
| <b>Total</b>                        | <b>233</b>                      | <b>436</b>                     |
| Answered Full-Time/Part-Time Status | 150                             | 262                            |
| Unanswered                          | 83                              | 174                            |
| <b>Total</b>                        | <b>233</b>                      | <b>436</b>                     |

# Academic Characteristics

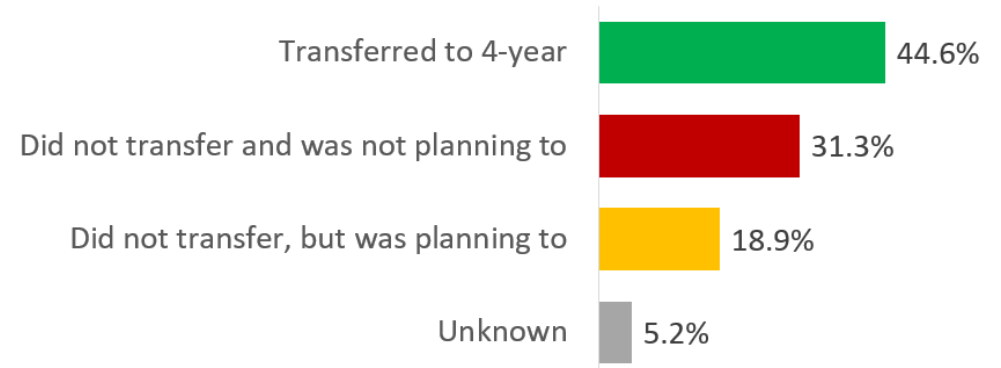
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# What Was The Transfer Status of Respondents?

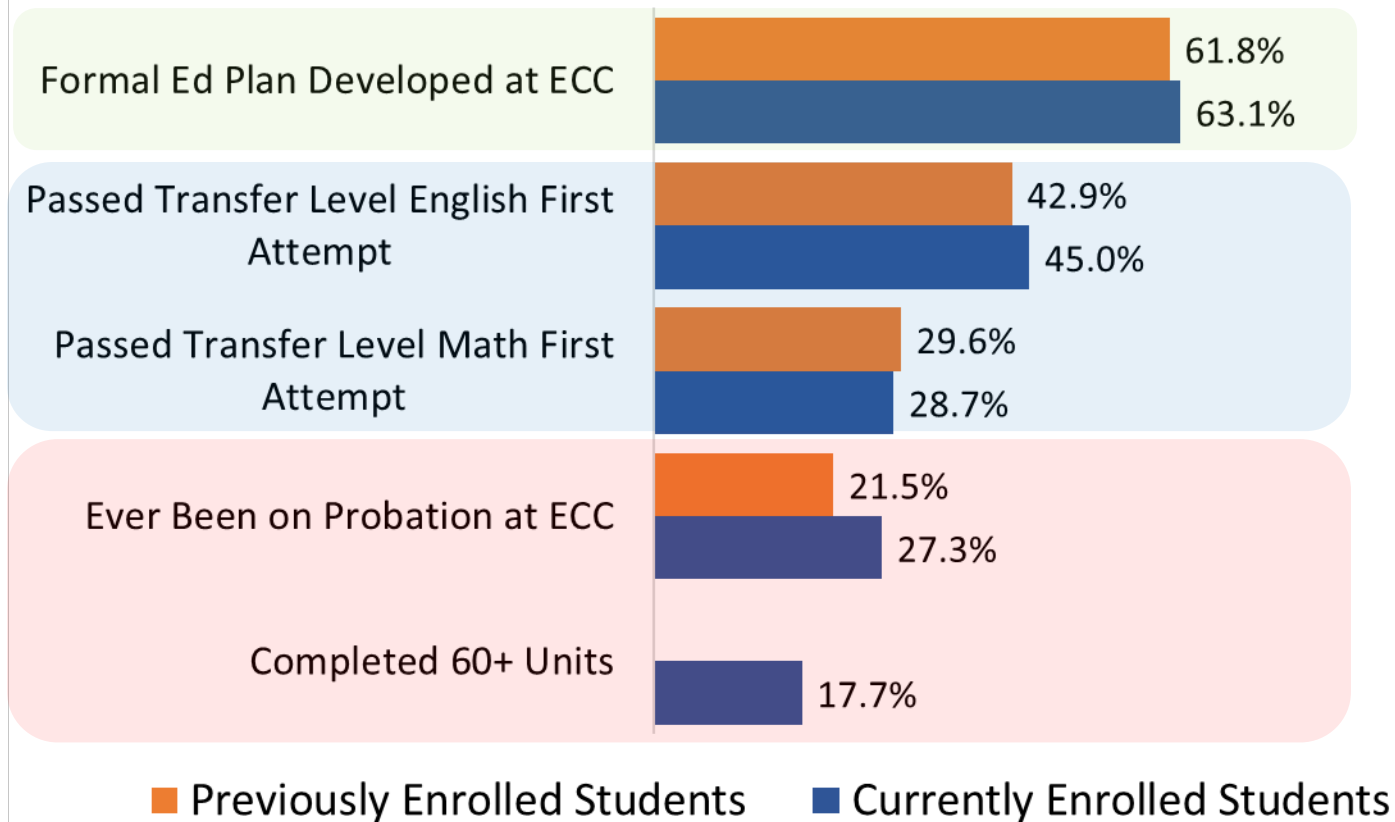
## Currently Enrolled Students



## Previously Enrolled Students



# ECC Respondents Transfer Path: Leading Indicators



## Keep the Good Job!

Continue finding ways to increase the number of students completing ed plans

## Do we have options for these students?

Plan to increase percent of students completing transfer level classes on first attempt

## How can we support these students?

Strengthen early alert system to reduce academic probation and increase unit completion



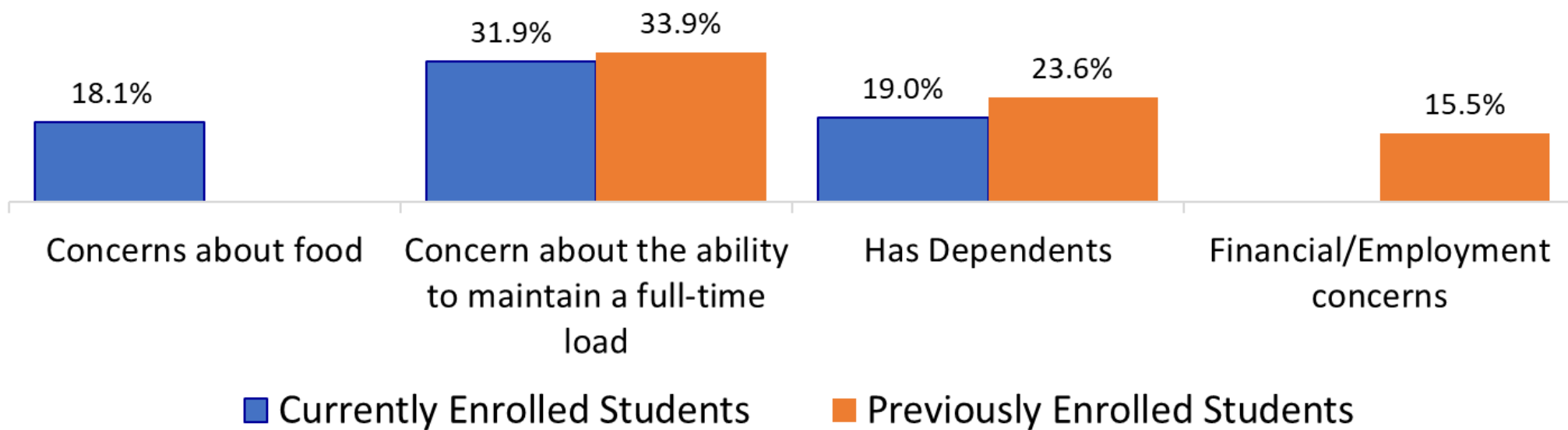
# Obstacles Impacting Success

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## Top 3 ECC Respondents Concerns

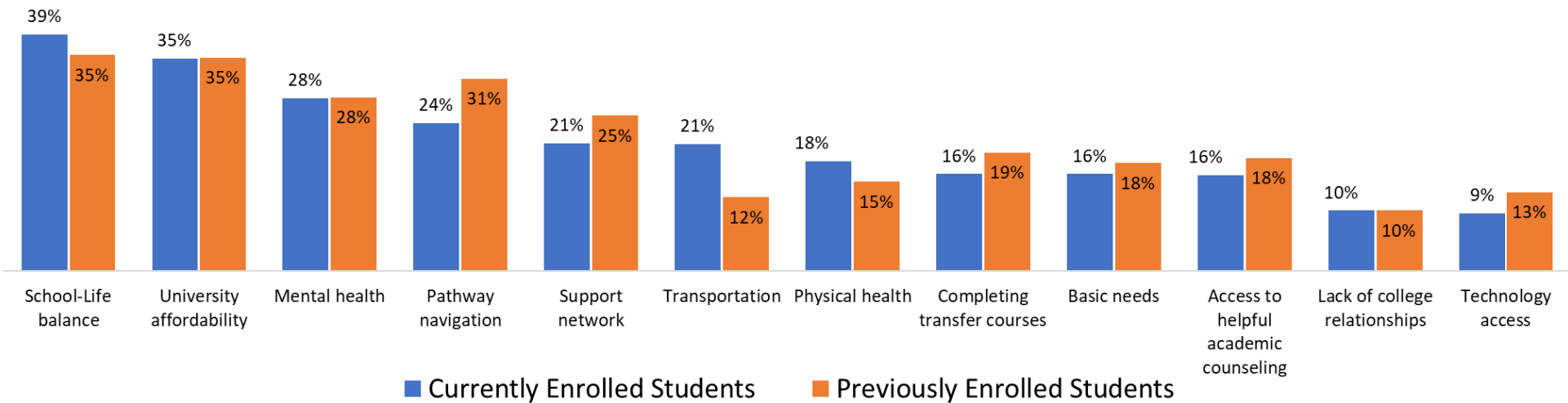
### Top 3 Current Concerns of Black/African American Students



# Difficulties Impacting Completion of ECC Respondents

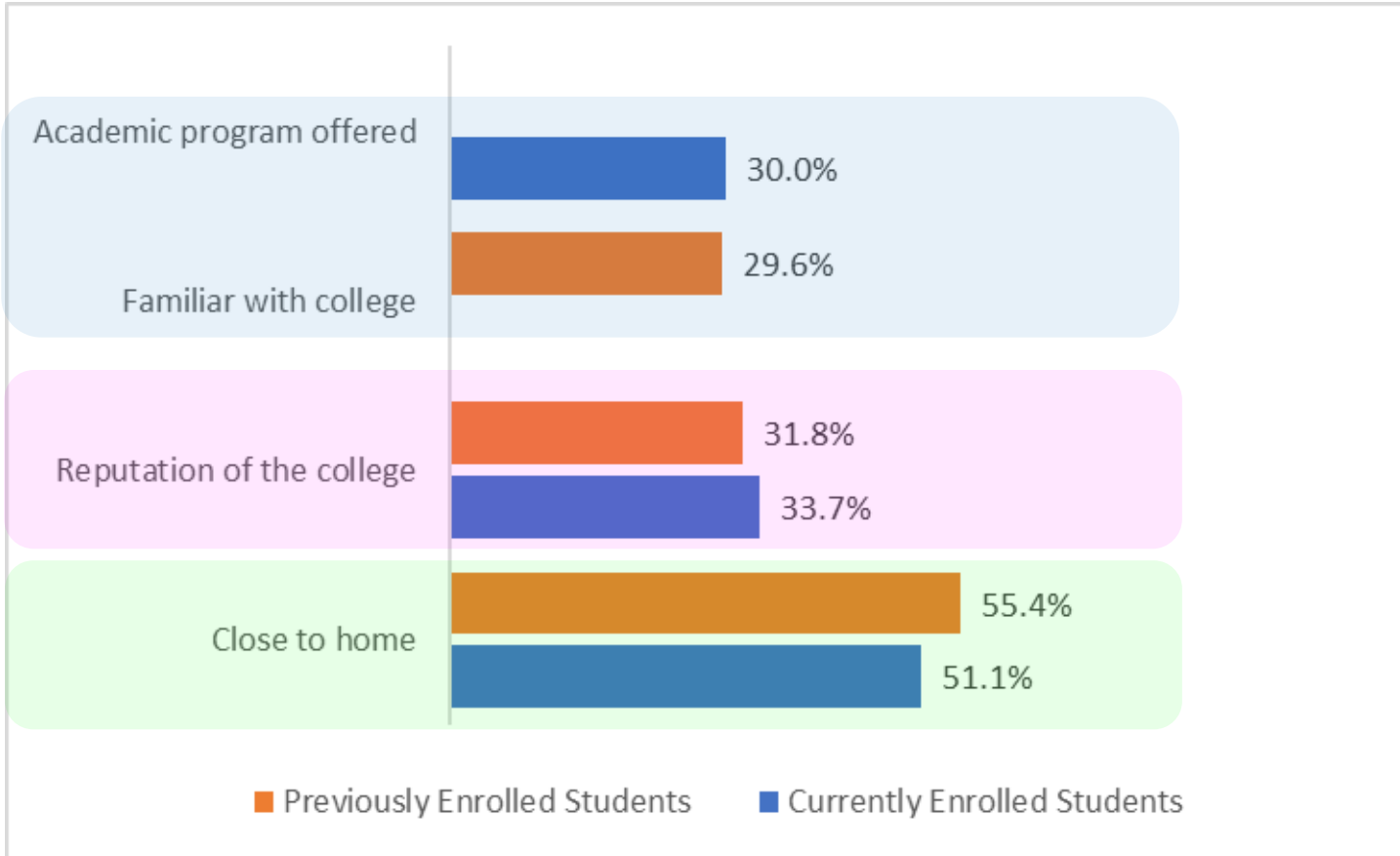
Challenges to Black/African American student success are:

- **External** (health, mental health, basic needs),
- **College-centered** (school-life balance, pathway navigation, access to helpful counseling),
- **Social** (support network, lack of college relationships)



Percentages include "Very Challenging" and "Slightly Challenging" responses.

## Top 3 Reasons Respondents Attend ECC

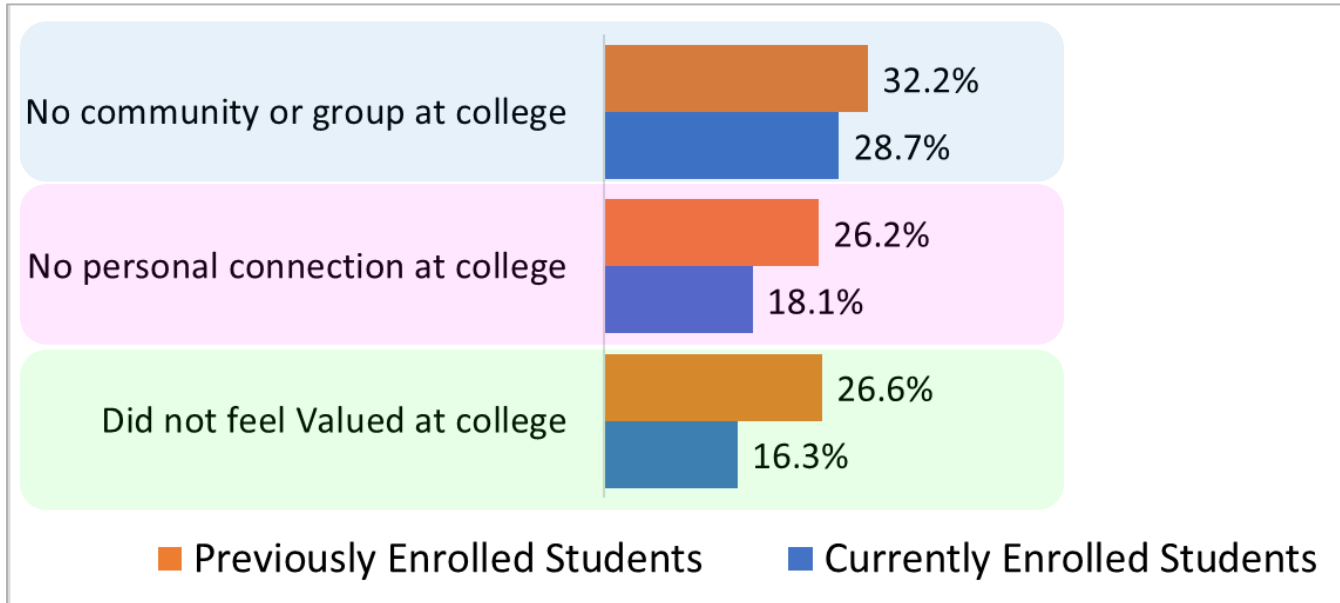


- How can ECC make its academic offerings more attractive to Black/African American students to encourage them to enroll?
- Is ECC considering Black/African American community needs when marketing academic offerings?
- Can ECC leverage its reputation to make itself an attractive option for the Black/African American community?
- Are we properly promoting the resources ECC has to support Black/African American student success?
- Can ECC leverage its place in the community to meet the needs of the Black/African American community?
- What can ECC do to increase its partnership with the Black/African American local community?

# Areas For Improvement & Opportunities

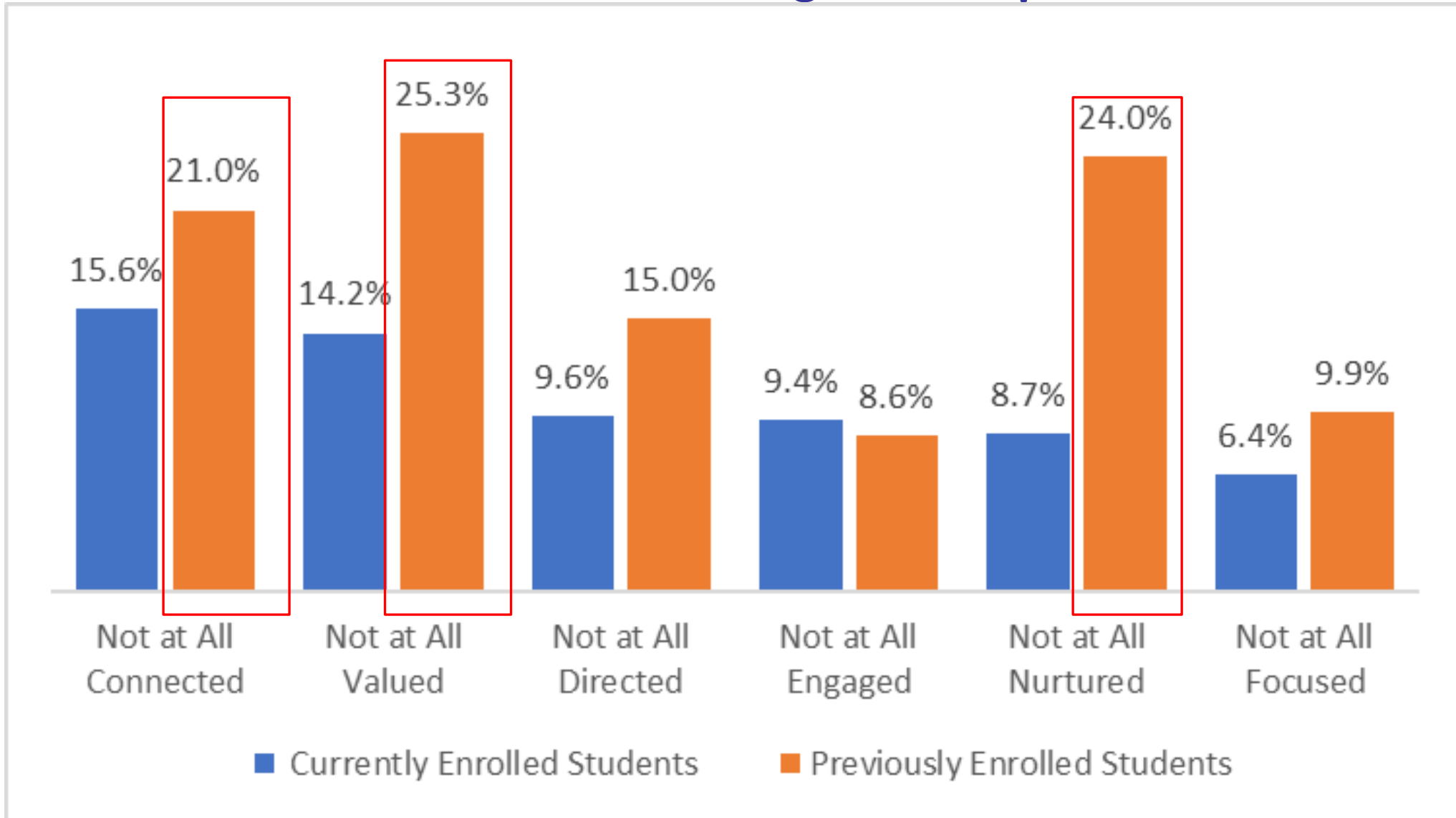
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## Top 3 Respondents' Negative Experiences at ECC



- How can we build social and academic community to help motivate and support Black/African American students?
- How can we create an atmosphere where Black/African American students have a personal resource at ECC who they can turn to for support?
- What can ECC do to show Black/African American students they are valued at this institution?
- What structural changes need to be made at ECC to Black/African American support students?

## Value Statements – Negative Responses



# QUESTIONS TO ADDRESS

## Institutional Resources

- Do we have intentional processes to ensure Black/African American students are aware of the resources available to support them academically?
- Are we proactively tailoring publicity of health, mental health, and basic needs resources to Black/African American students?

## Building Community

- Are we monitoring the impact of Project Success, the Black Student Success Center, the Social Justice Center, and other ECC initiatives in building a community for Black/African American Students inside the college?
- Are there external community partnerships we can develop to support Black/African American attendance and retention?

## ECC Added Value

- What are the advantages of enrolling at ECC for Black/African American potential students compared to other surrounding community colleges?
- Is ECC offering and promoting the academic programs that Black/African American students desire?
- How is ECC ensuring that faculty and staff interact with Black/African American students in a manner that shows the students they are valued in the college?





**Thank You  
Questions?**