April 4, 2023

Academic Senate of El Camino College 2022-2023

16007 Crenshaw Blvd., Torrance, CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, April 4, 2023 Distance Education 166 and via Zoom (Please see page 2 of the packet for additional teleconference locations)

Agenda Item	Page Numbers
A. Call to Order/ Introductions (3 minutes)	
B. Approval of Minutes (2 minutes)	6-10
C. Unfinished Business: a. BP/AP 4050, Articulation- Camila Jenkin (5 minutes) b. BP 7160, Professional Development- Camila Jenkin (3 minutes)	11-14 15-16
D. New Business: a. 2022-2025 ECC Strategic Enrollment Management Plan- Carlos Lopez (15 minutes) b. 2022-2026 ECC Guided Pathways Workplan- Jenny Simon and Polly Parks (15 minutes) c. Resolution in Support of Faculty Input on Technology Needs- Stephanie Burnham (10 minutes)	17-69 70-103 104
E. Information Items – Discussion a. FDC Announcements- Anna Brochet (5 minutes) b. Call for nominations, Academic Senate Executive Board Positions- Darcie McClelland (5 minutes)	
F. Reports a. Academic Senate President's Report (Packet only, will not be read) - Darcie McClelland b. VP Reports (Packet only, will not be read)- Senate Executive Board c. Academic Affairs Report- Carlos Lopez d. Student Services Report- Robin Dreizler	
G. Future Agenda Items	
H. Public Comment (5 minutes)	
I. Adjournment	

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:
http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, dmcclelland@elcamino.edu (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

Academic Senate of El Camino College 2022-2023

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Zoom information for Academic Senate Meeting 4/4/2023

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96066759172
Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#
Or Telephone Dial: +1 669 900 6833 (US Toll)
Meeting ID: 960 6675 9172

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions. Each speaker will be limited to 2 minutes of time for comments/questions on a given agenda item.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, April 4. In the subject line, please put Academic Senate Meeting 4/4 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.

Teleconference locations for Academic Senate Meeting 4/4/2023

647 Camino De Los Mares San Clemente CA
Digital Humanities Center, San Diego State University Library, 5500 Campanile Dr, San Diego, CA 92182
5428 Vinmar Ave, Alta Loma, CA 91701
2537 Wallace Ave. Fullerton CA 92831-4429 USA
ArtB 340D, 16007 Crenshaw Blvd, Torrance CA 90506
14170 Limonite Ave Eastvale, CA 92880
1121 S. Highland Ave. Los Angeles, CA 90019
6644 Eddinghill Drive, Rancho Palos Verdes, CA 90275
1044 W. 227th St., Torrance, CA 90502
1904 Artesia Blvd, Redondo Beach CA 90278
149 S Clarence St, Los Angeles, CA 9003
4138 Delphi Cir, Huntington Beach, CA 92649
18417 Dalton Ave., Gardena, CA 90248
11670 Chesterton St., Norwalk, CA 90650
16007 Crenshaw Blvd., Torrance, CA 90506

- ArtB 340D
- Natural Sciences 111
- Natural Sciences 219
- Art 125
- Construction Technology 504
- Chem 122

Academic Senate of El Camino College 2022-2023

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Officers & Executive Committee

President	**Darcie McClelland**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Stephanie Burnham**	VP Instructional Effectiveness	**Kevin Degnan**
VP Ed. Policies/Pres-Elect	**Camila Jenkin**	Curriculum Chair	**Edwin Ambrosio**
VP Faculty Development	**Anna Brochet**	Secretary	**Maria Garcia**
VP Equity, Diversity, and Inclusion	**Erica Brenes**	Sargent at Arms	**TBA**

Part-Time (One-year terms)

Ismael de la O

Annette Owens

Behavioral & Social Sciences

Stacey Allen	22/23
Yun Chu	23/24
Kristie Daniel-DiGregorio*	22/23
Orion Teal	23/24
Hong Herrera Thomas	23/24

Business

Kurt Hull	24/25
Philip Lau*R	24/25
Josh Troesh	24/25

Counseling

Maria Garcia*	23/24
Amy Herrschaft	24/25
Ana Fernandez	22/23

Library Learning Resources

Tiffanie Lau	24/25
Gary Medina*	23/24
Camila Jenkin	23/24

Fine Arts

Larry Leach	24/25
Vince Palacios	23/24
Russell McMillin*R	24/25
Kevin Blickfeldt	24/25
Diana Crossman	24/25

Health Sciences & Athletics/Nursing

Andrew Alguliar	23/24
Dina Mauger	22/23
Shiney Johnson	22/23
Tom Hazell	23/24
Eric Villa	23/24

Humanities

Sean Donnell	24/25
Brent Isaacs	24/25
Erica Brenes	24/25
Stephanie Burnham	23/24
Kevin Degnan	24/25

Industry & Technology

Charlene Brewer-SmithR	24/25
Ross Durand*	24/25
Dylan MeekR	24/25
Bruce Tran	24/25
Jack Selph	24/25

Mathematical Sciences

Susana Acuna-Acosta	22/23
Diaa Eldanaf	22/23
Arturo Martinez	24/25
Greg Fry	23/24
Lars Kjeseth	24/25

Natural Sciences

Troy Moore	24/25
Darcie McClelland*	22/23
Mia Dobbs	23/24
Sanda Oswald	24/25
Jwan AminR	22/23

Academic Affairs & Student Services

Carlos Lopez

Robin Dreizler

Associated Students Organization

Luisa Paredes

President/ Superintendent

Brenda Thames

Ex-officio positions

Edwin Ambrosio	CCC Chair
Anna Brochet	VP FD
Kelsey Iino	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 22/23 = 2022/2023.

*Denotes longest-serving division senator (i.e., the "senior senator"). R Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

The Academic Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – <u>COLLABORATION</u> - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult <u>ECC Academic Senate Handbook</u> or <u>Local Senates Handbook</u>.

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 1-230 p.m., Distance Education Conference Center (DE 166).
 SPRING 2023: February 21, March 7 & 21, April 4 & 18, May 2 & 16, June 6.

SENATE COMMITTEES:
Academic Technology. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. Dates TBA, 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & Irena Zugic. Thursdays, 1230-2pm, Library 202 or Communications 109.
College Curriculum. Chair: Edwin Ambrosio. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Online and Digital Education. Chair: Moses Wolfenstein. D.E. Liaison: TBA. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Anna Brochet. 2nd & 4th Tuesdays, 1-2, West Library Basement.
Equity, Diversity, and Inclusion. Chair: Erica Brenes. 1st and 3rd Wednesdays, 2-3pm, TBA.

CAMPUS COMMITTEES:
Accreditation. Chair: Carlos Lopez. Faculty Co-Chair:TBA. Standards Co-Chairs: TBA
Board of Trustees. Chair: Kenneth Brown. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Boardroom.
Calendar. Chair: Robin Dreizler. Senate Reps: Anna Brochet and TBA. Meets annually or as needed.
College Council. Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1st Friday & 3rd Monday, 1:00-3:00, Zoom.
Council of Deans. Chairs: Carlos Lopez & Robin Dreizler. Senate Rep: Darcie McClelland, 1st Thurs., 915-10:30, Zoom.
ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chairs: Carlos Lopez and D. McClelland. 1st Thursday, 115-215, Zoom.
Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Reps: Tom Hazell and Ross Durand, Oct. 3 and Dec 5, Zoom.
Guided Pathways Steering Committee: Chair: J. Simon Senate Rep: D. McClelland. 1st Tues, 2:30- 3:30 DE 166.
Planning & Budgeting (PBC). Chairs: Robert Suppelsa and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 3rd Thurs, 1- 2, Zoom.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEA	Student Equity and Achievement
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)
☒ Ismael De La O
☒ Annette Owens

Behavioral Social Sciences
☒ Stacey Allen
☒ Yun Chu
☒ Kristie Daniel Di-Gregorio
☒ Hong Herrera-Thomas
☒ Orion Teal

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☒ Anna Brochet
☒ Ana Fernandez
☒ Maria A. Garcia
☒ Amy Herrschaft

Fine Arts
☒ Kevin Blickfeldt
☒ Diana Crossman
☒ Joe Hardesty
☒ Larry Leach
☒ Russ McMillin

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Tom Hazell
☒ Shiney Johnson
☒ Dina Mauger
☒ Eric Villa

Humanities
☒ Stephanie Burnham
Excused Sean Donnell
☒ Brent Isaacs

☒ Kevin Degnan
☒ Erica Brenes

ITEC
☒ Charlene Brewer-Smith
☒ Ross Durand
☒ Dylan Meek
☒ Jack Selph
☒ Bruce Tran

Library
☒ Camila Jenkin
☒ Tiffanie Lau
☒ Gary Medina

Mathematics
☒ Susana Acosta-Acuna
☒ Diaa Eldanaf
Excused Lars Kjeseth
☒ Greg Fry
☒ Arturo Martinez

Natural Sciences
☒ Jwan Wageman
☒ Mia Dobbs
☒ Sanda Oswald
☒ Darcie McClelland
Excused: Troy Moore

ASO
☒Luisa Paredes

Curriculum Chair
☒Edwin Ambrosio

Academic Affairs
☒Carlos Lopez

Student Services
 Robin Dreizler

President/Superintendent
Brenda Thames

ECC Federation
☒Kelsey Iino

Institutional Research
☒Josh Rosales

Dean's Reps/Guests/Other Officers:
☒ Ali Ahmadpur
☒ Jeff Baumunk
☒ Debra Breckheimer
☒ Linda Cooks
☒Analu Cruze
☒ David Gonzalez
☒Arturo Hernandez
☒ Dr. Jeny Joy
☒ Julie Meredith
☒ Lavonne Plum
☒ Michael Wynne
☒ Michelle Navarro
☒ Ms. Nishi
☒ Polly Parks
☒ R. McCullum

ACADEMIC SENATE MINUTES March 21, 2023

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. Call to Order/ Introductions (3 minutes)

- 1:04pm
- CIP agenda item pulled. Will present April 18th

B. Approval of Minutes (2 minutes, p. 6-11)

- Motion to approve by C. Brewer-Smith, seconded by K. Degnan
- 23 yes, 0 no, 0 abstention
- Approved

C. Unfinished Business:

- none

D. New Business:

a. BP/AP 4050, Articulation- Camila Jenkin (7 minutes, p. 12-15)

- BP 4050
    - Came to ed policy committee with edits from Lori Suekawa
    - No comments/questions
- AP 4050
    - Included CalGETC in language
    - No questions/comments
- Send any feedback by 3/29

b. BP 7160, Professional Development- Camila Jenkin (3 minutes, p. 16-17)

- New policy created in consultation with PD adopted on 3/14/2023
- Suggested to mark as new policy so folks don't look for "previous" version on website
- Send any feedback by 3/29

E. Information Items –Discussion

a. Guided Pathways Updates- Chris Page (5 minutes, p. 18)

- Rebuilding success teams to include faculty and program representation
- Create IMPACT grid for success teams so any changes for intervention are seen through this lens
- Focus on Pillar 4 Ensure Learning
- Embed tutoring/counseling within courses
- New projects finalized end of spring to outline fall focus areas

- Questions:
  - Gateway course definition:
    - High enrollment, low success rate and has equity gaps

b. Changes to Curriculum DE Addenda re: Hyflex- Edwin Ambrosio (5 minutes, p. 19-22)

- Definition of hyflex and components required to provide hyflex courses
  - Need for TA, student to student interaction, regular contact with faculty (live and office meetings), timely feedback, etc.
  - Refer to packet for complete details
- Comments/Questions:
  - For courses already approved for DE they need to include these components
  - Bulk approvals will be granted. Consult with division curriculum committees
    - Please have discussions within department and divisions to identify courses for hylfex

c. Changes to PD Day Planning Process- Anna Brochet (5 minutes, p. 23)

- Expectations all employee groups will attend PD day
  - Offices closed during this time
- Since PD day is inclusive to all then all employees are a part of PD planning process
  - Issues with coordination of these process
    - Lack of faculty representation
    - Inconsistency in participation of planning meeting
- FDC (faculty committee) and PDAC (campus wide committee to represent all employees)
- FDC will start general session
- Professional Development Advisory Committee (PDAC) will consult with FDC to plan sessions for the day

d. Call for nominations, Academic Senate Executive Board Positions- Darcie McClelland (5 minutes, p. 24)

- VP Academic Technol
- VP Ed Policies
- VP EDI
- VP Finance and Special Projects
- VP Logistics and Communications
- Consider running. Click on link to constitution to review position description
- Comments/Questions:
  - Can part-time faculty hold position on e-board?
  - Can part-time faculty serve longer than one year as senators?
    - It is in constitution. Will revisit justification.
    - Will check in with state-wide senate for guidance

e. CIP Update- Viviana Unda (20 minutes, p. 25-68)

- Tabled

F. Reports

a. Academic Senate President's Report (Packet only, will not be read) – Darcie McClelland (p. 69-87)

- ASCCC statewide senate resolutions in packet. Let Darcie know by 3/24 if you have any suggestions/edits

b. VP Reports (Packet only, will not be read)- Senate Executive Board (p. 88-99)

Faculty Development Announcements

· College Book Club, Fridays 11am-12pm:
  · March 24
  · April 28
  · May 19

Faculty Development Committee

COLLEGE BOOK CLUB
SPRING 2023

Welcome back to El Camino College - Spring 2023! This semester the College Book Club will focus on the topic of Linguistic Justice. What is Linguistic Justice? Why does it matter? How can linguistic freedom be integrated into pedagogy?

Sign up on Cornerstone. Articles will be emailed to you. Meetings take place virtually on Fridays from 11 am - 12 pm:

March 24th | April 28th May 19th

SPEAK EVEN WHEN YOUR VOICE SHAKES

Participation is Flex Credit and Racial Equity Credit Eligible

Please see the packet for the full report.

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Robin Dreizler

G. Future Agenda Items

a. Guided Pathways Plan

b. Strategic Enrollment Management Plan 2022 – 2025

c. Police/Community Relations and Safety Presentation

H. Public Comment (5 minutes)

- March 30th 1pm East Dining Lounge: Police Community Engagement luncheon with community and students. Check MarCOM meeting. Lunch provided.
  - Topic campus safety and theft
- LCJ, business and Fine Arts→ need faculty reps (1 per division) so Student Success Committee can begin work

I. Adjournment

- 1:44pm

Board Policy 4050 Articulation

The Superintendent/President or designee will assure appropriate articulation of the District's educational programs with four-year institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedure may support articulation with other institutions, including those that are not geographically proximate but whose partnerships are appropriate and advantageous for the District.

The procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference:
Title 5, Section 51022(b); 53200
Education Code section 66720-66744
Replaces Board Policy 6201

Ed Policies 2/28/23

BP 4050 Articulation

References:
> Education Code Sections 66720-66744;
> Title 5 Section 51022 subdivision (b);
> ACCJC Accreditation Standard II.A.10

NOTE: *This policy is **legally required**.*

The **[CEO]** shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions.

NOTE: *Although the following is not legally required, it is legally advised.*

The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

Revised 2/07, 11/14

Administrative Procedures 4050   **Articulation**

El Camino College adheres to the Handbook of California Articulation Policies and Procedures developed by the California Intersegmental Articulation Council and the procedures established by the College Curriculum Committee for articulation.

The articulation officer establishes partnerships with four-year university faculty and staff to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses that the university has agreed to accept as being comparable or accepted in lieu of the university courses. The articulation agreements are separated into the following categories:

> California State University (CSU) Baccalaureate List
> University of California Transfer Course Agreement (TCA)
> Private and Independent Agreements
> Out of State University Agreements
> General Education for Intersegmental General Education Transfer Curriculum
>   (IGETC) and CSU General Education Breadth (CSUGE), and CalGETC.
> Course to Course Agreements
> Lower Division Major Preparation Agreements

The agreements are valid for a specific academic year. Any changes to the agreement, course curriculum, units, prerequisites, or substantive changes are sent to the articulation officers at the universities, University of California Office of the President, CSU Chancellor's Office, ASSIST Database, and California Community College articulation officers.

Staff, in consultation with the articulation officer and instructional faculty, facilitate the process of developing articulation agreements with local high schools and occupational centers.
Articulated courses, where the faculty in the appropriate discipline have determined courses are comparable to El Camino College courses, may be accepted in lieu of community college courses to satisfy requirements for a certificate or associate degree program. El Camino College follows Board Policy 4235, credit by exam, procedures for the student to receive college credit for the course and ~~for the credit~~ to be notated on the transcript.

Reference:
Title 5, Section 51022(b) and 55051;
ACCJC Accreditation Standard
II.A.6.a; Education Code section
66720-66744. 3/15/10, 2/17/15,
2/28/2023

AP 4050 Articulation

References:
   Education Code Sections 66720-66744;
   Title 5 Sections 51022 subdivision (b) and 55051;
   ACCJC Accreditation Standard II.A.10

NOTE: *This procedure is **legally required**. Districts may insert local practice here, which, as good practice, should address designated responsibility and processes for the development, maintenance, and distribution of articulation agreements.*

Procedures may also identify schools and baccalaureate-level institutions with which the institution articulates that are not geographically proximate (as required by law) but that are determined to be appropriate and advantageous for the college.

Revised 2/07, 11/14, 4/17

Book	Board Policies
Section	CHAPTER 7: HUMAN RESOURCES
Title	Professional Development
Code	BP-7160
Status	Active
Adopted	March 14, 2023

NEW **Board Policy 7160 Professional Development**

It is the intent of the District to maximize professional development opportunities for its employees. Professional Development is essential for all employees to provide the best learning experience and support for our students and to ensure the effective, efficient, and safe operation of the College.

Every employee will have the opportunity to participate in professional development activities, and **specifically** to participate in trainings focusing on diversity, equity, inclusion, and accessibility.

Reference:
ACCJC Accreditation Standard III.A.14

Educational Policies 3/14/23

BP 7160 Professional Development

Reference:
> ACCJC Accreditation Standard III.A.14

NOTE: *The following is* **suggested as good practice**. *Districts may insert their own policy language pertaining to professional development.*

It is the intent of the District to maximize professional development opportunities for its employees.

NOTE: *The following* **sentence** *is* **Optional***:*
Every employee will receive professional development opportunities in critical race theory, critical gender theory, and general sensitivity training.

New 4/15; Revised 4/21

El Camino College
DRAFT Strategic Enrollment Management Plan
2022-2025

Table of Contents

President's Message

<To be completed...>

Strategic Enrollment Management Plan Development Team

Leadership Team

Robin Dreizler, Acting Vice President of Student Services

Carlos Lopez, Vice President Academic Affairs

Darcie McClelland, Academic Senate President, Professor of Biology

Viviana Unda, Director of Institutional Planning and Research

Strategic Enrollment Management Taskforce
(Members listed in alphabetical order and includes anyone who attended at least one meeting)

Jose Anaya, Dean Community Advancement

Julieta Aramburo, Interim Dean Enrollment Services

Michelle Arthur, Coordinator Dual Enrollment

Vera Ashley, Professor Fashion

Loic Audusseau, Chief Technology Officer

Taryn Bailey, Guided Pathways Program Administrator

John Baranski, Professor History

Jeff Baumunk, Director of Public Safety Programs

Debra Breckheimer, Dean Humanities

David Brown, Assistant Director Financial Aid

Walter Cox, Associate Dean Fine Arts

Chau Dao, Director Financial Aid

Sara Di Fiori, Associate Professor Geology and Oceanography

Sean Donnell, Professor English

Robin Dreizler, Acting Vice President Student Services

Jaime Gallegos, Counselor Transfer Center

Christina Gold, Dean Behavioral and Social Sciences

David Gonzales, Dean Industry and Technology

Amy Grant, Dean Natural Sciences

Gary Greco, Director Special Resource Center

Edith Gutierrez, Director EOPS/CARE/CalWORKS/Guardian Scholars

Arturo Hernandez, Director MESA

Christine Jefferies, Professor Counseling

Kristen Johnson, Assistant Director EOPS/CARE/CalWORKS/Guardian Scholars

Jeny Joy, Director of Nursing

Lillian Justice, Registrar

Scott Kushigemachi, Associate Dean Humanities

Marlow Lemons, Dean Mathematical Sciences

Carlos Lopez, Vice President Academic Affairs

Crystle Martin, Dean Library and Learning Resources

Darcie McClelland, Academic Senate President, Professor of Biology

Jon Minei, Assistant Professor Music

David Mussaw, Enrollment Data Analyst

Renee Newell, Professor Welding

Ann O'Brien, Executive Director of Marketing and Communications

Dipte Patel, Dean Counseling and Student Success

Gema Perez, Learning Management Systems Specialist

Berkeley Price, Dean Fine Arts

Virginia Rapp, Dean Business

Edgar Romo, Research Analyst

Russell Serr, Dean Health Sciences and Athletics

Jenny Simon, Professor of English as a Second Language

Katie Sundara, Associate Dean Industry and Technology

Viviana Unda, Director of Institutional Research and Planning

Gerson Valle, Associate Dean Mathematical Sciences

Moses Wolfenstein, Distance Education Faculty Coordinator

Irena Zugic, Associate Dean Academic Affairs

El Camino College Mission, Vision, and Values

Mission Statement
El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

Vision Statement
El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Statement of Values
Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.
Respect – We work in a spirit of civility, cooperation and collaboration.
Integrity – We act ethically and honestly toward our students, colleagues and community.
Diversity – We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.
Excellence – We deliver quality, innovation, and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range integrated planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis.

Executive Summary and Strategic Enrollment Management Plan Goals

Enrollment at El Camino College dropped significantly during the COVID-19 pandemic. At its peak, the College enrolled over 34,000 students and generated 18,626 Full-Time Equivalent Students (FTES) in 2018-2019. Since the onset of COVID-19, the college has lost nearly 26% FTES. This represents a loss of 4,500 unduplicated students when comparing Fall 2019 (pre-COVID enrollment) and Fall 2021. With the approval of the California State Budget in June 2022, all colleges have been given until the completion of the 2024-2025 academic year to rebuild enrollment. A new baseline for funding each college will be established at the end of the 2024-2025 academic year based on the Student-Centered Funding Formula (SCFF) which includes enrollment and outcomes. Given these circumstances, it is imperative that El Camino College focus its efforts on improving enrollment, student retention, and student completion while closing equity gaps.

The Strategic Enrollment Management Plan (SEMP) is designed to serve as the operational guide toward meeting the College's enrollment, student retention, and student success goals. The plan is data informed based on data from the El Camino College Office of Institutional Research and Planning, the California Community Colleges Chancellor's Office Datamart, and the California Community Colleges Student Success Dashboard. In addition, the plan is aligned with College strategic goals and initiatives (Guided Pathways, Student Success, Student Equity, Program Development, and Workforce Development), and the California Community College Chancellor's Office Vision for Success.

The content of the plan was developed with grant support from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In addition to funding, AACRAO provided support in the form of a coach and the goals-strategies-tactics (activities) model used to develop the College's plan. The College formed a taskforce composed of faculty, classified professionals, and administrators who met during 2021-2022 and 2022-2023 in order to develop Goals, Strategies, and Activities. Importantly, the goals of the plan are specific, measurable, attainable, realistic, and timebound (SMART).

Strategic Enrollment Management Plan Goals:

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)
2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)
3. Improve student course and term-to-term retention and course success by 5% each year through 2024-2025 (Retention)
4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

The College will engage in significant effort to support strategies and activities in support of these goals. These strategies and activities include work in:

- Expansion and development of program pathways including Non-Credit, Dual Enrolment, articulation, transfer, and workforce development
- Implement integrated marketing, outreach, and recruitment efforts
- Improve course schedule effectiveness through use of actionable enrollment data
- Expand Guided Pathways Framework implementation
- Surge student and academic support programs
- Provide focused professional development on student retention with specific attention to students in disproportionately impacted groups
- Remove barriers to full-time student enrollment
- Improve enrollment management data systems to improve student access and course schedule efficiency

Lastly, the SEM plan is intended as a living document and as such the College will engage in an annual cycle of assessment associated with each goal. Each goal includes metrics and targets in order to assess progress towards goal attainment. In addition, the strategies and activities associated with each goal will be assessed for effectiveness through numerical and qualitative data analysis. The assessment process also allows for the flexibility to add, delete, or modify the goals, strategies, and activities as needed based on an annual basis.

Purpose of the Strategic Enrollment Management Plan, Model, and Process

The purpose of the 2022 – 2025 Strategic Enrollment Management Plan is to serve as an actionable and flexible plan that will allow El Camino College to regain enrollment to pre-COVID-19 levels, improve student outcomes, and establish baseline funding to support long-term goals. This plan is aligned with the College's strategic goals and the California Community College's Vision for Success. Moreover, this plan includes an assessment plan that will allow the College to modify goals, strategies, and activities as the enrollment picture continues to develop through the 2024-2025 academic year.

Notably, the 2024-2025 academic year will be critical to the college's long-term enrollment goals and fiscal stability. Currently, the College remains on emergency conditions allowance funding due to the COVID-19 pandemic. While SCFF student success metrics have improved and the college is receiving direct funding from this part of the model, it continues to receive approximately $23 million in enrollment funding (FTES) due to losses experienced during the pandemic. In addition, the 2022-2023 academic year state budget for California Community Colleges included an element that Colleges are expected to recover enrollment by the end of the 2024-2025 academic year. At the conclusion of the 2024-2025 year, all colleges will have a new funding baseline based on student enrollment and student outcomes based on the Student-Centered Funding Formula (SCFF) model. Colleges are guaranteed this level of funding moving forward, though it could represent a decrease in funding if enrollment and SCFF outcomes do not increase sufficiently.

The SEM planning model has been developed with the support of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) through coaching of the College Strategic Enrollment Management Team. The model includes establishing SMART goals supported with broad strategies and specific activities. Accountability is a core element of the model. Accordingly, each strategy and activity include metrics, milestones, timelines, and individuals responsible for the work. Appendix A includes a full crosswalk of all goals, strategies, and activities with their relevant details.

The SEM plan was developed in partnership with faculty, staff, and administrators at El Camino College. The committee was formed from the existing Enrollment Management Committee and expanded to 48 members during the Spring and Fall of 2022. The committee met through the Spring

and Fall of 2022 with the support of coaching from AACRAO to develop baseline goals, strategies, and activities that are included in this plan. Through the Fall 2022 and Spring 2023 term the plan was finalized, and an assessment plan was included to ensure accountability, measure effectiveness, and create flexibility to adjust the work as conditions require. The plan was reviewed through the College Governance process in March and April 2023 for input from constituent leadership. Finally, the plan was brought to the College Board of Trustees in April 2023 for review and feedback.

Enrollment Data Snapshot

El Camino College continues to be significantly impacted by enrollment losses experienced during the COVID-19 pandemic. Based on enrollment data, fall-over-fall unduplicated headcount fell from 33,248 in 2019-2020 to 28,573 in 2021-2022. The college lost 4,675 unduplicated students, a decrease of 14.1%. In addition, Full-Time Equivalent Students (FTES), fell by 3,839 (-20.4%) from 2019-2020 to 2021-2022. This second metric is critical as it represents 70% of the College's funding under the Student-Centered Funding Formula.

In addition to the direct enrollment losses, equity analysis based on race, ethnicity, gender, age, enrollment status (part-time/full-time), and special populations (BOG waiver, California Promise, first generation, DSPS, EOPS, foster youth, veterans, first-year students, and students with more than 60 units) was conducted to determine the impact on access to the college as a result of COVID-19. Based on headcount enrollment losses the largest impacted groups include Latinx students (-12,704), African American students (-3,695), Asian students (-3,501), and White students (-3,398).

In addition to the direct enrollment losses, student enrollment data from Spring 2020 to Fall 2021 was disaggregated by these categories and assessed using the proportionality index (P.I.). This method makes use of the proportion of the demographic group who were lost to enrollment during the pandemic compared to its proportion in the prior two years in order to assess the magnitude of the impact of enrollment loss. In an equitable environment, P.I. methodology assumes that the impact of enrollment losses would occur in proportion to a demographic group's relative size. In other words, a P.I. ratio of 1.0 indicates that a demographic group's enrollment was impacted in proportion to its relative size in the overall population. A P.I. greater than 1.0 indicated that more students were lost to enrollment proportionally in comparison to the demographic group's relative size in the population. Moreover, a P.I. ratio of greater than 1.12 indicates an oversized impact to a demographic group.

P.I. analysis indicates that the following groups were disproportionately impacted (lost to enrollment):

- Native American/Alaskan Natives
- Pacific Islanders
- Ethnicity Unknown
- Students aged 40+
- Low-income Board of Governor's Waiver – California College Promise Grant recipients
- Students with Disabilities
- First generation students
- Foster youth
- New Students

*Non-binary students also demonstrated evidence of disproportionate impact, however, the population of students in this demographic is not considered to be accurate at this time because it is believed to be significantly under-reported.

Based on the equity analysis above, the College will engage in targeted outreach and support activities for those populations most impacted with respect to enrollment as a result of the pandemic. Detailed data of the equity analysis using the proportionality index appears in the appendix.

Additional data related to course scheduling appears in the appendix focused on the proportion of course sections scheduled by modality (in-person, online, and hybrid), full-term vs. short-term, and day-evening-weekends courses. As the College and surrounding community recover from the pandemic, course offerings have shifted back onto campus. During the Fall 2022 term, 58% of course sections were either fully or partially scheduled on-campus while 42% remained fully online. During the Spring 2023 term these percentages shifted further on-campus with 63% of sections fully or partially on-campus and 37% fully online. In terms of course length, the College is shifting more of its courses to short-term offerings in order to create more flexibility for students and improve retention and success rates.

Strategic Enrollment Goals, Strategies, and Activities

Goals and strategies were developed during the Spring 2022 and Fall 2022 terms by the Strategic Enrollment Management taskforce. These goals are Specific, Measurable, Attainable, Realistic, and Timebound (SMART). By using SMART goals, the College will be able to assess progress toward goal attainment.

Strategic Enrollment Management Plan Goals:

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)
2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)
3. Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)
4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

To achieve these goals, the College will engage in significant and specific strategies and activities. These strategies are aligned with the College's Guided Pathways framework implementation efforts, the current Strategic Plan, and the California Community College's Updated Vision for Success. A brief description of the major strategies and activities follow in this section. A full detailed crosswalk of goals strategies and activities appears in the appendix.

Goal 1 - Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels. (Guided Pathways Pillar – Access)

Specific annual FTES targets for 2022-2023 through 2024-2025 have been established in order to restore to pre-COVID levels.

ECCD 2022-2023 to 2024-2025 FTES Targets 2024-2025 Restoration FTES Target = 18,626 2021-2022 FTES Achieved based on Oct 2022 Re-Calc Report Baseline = 14,787				
Restoration FTES Goals by Year	FTES	15,378	16,608	18,626
	% Growth from Prior Year	4%	8%	12%
	# Growth from Prior Year	591	1,230	2,018

Strategies:

- Expand program offerings focused on dual enrollment, non-credit Career Development and College Preparation (CDCP), work-based experiential learning (internships and apprenticeships).

   The College plans to increase dual enrollment pathways and enrollment by 200% over 2021-2022 baselines by 2025. To accomplish this goal, the College will engage with K-12 partners (public, charter, and private) to develop defined pathways for students to complete 12+ units of college-level work by the time they graduate from high school. Examples of these efforts include the early college high school model developed in partnership with Torrance Unified School District at North High School. The Early College High School at North High School is designed to allow students to complete college-level degrees or certificates during their 4-years at North (up to sixty units). Another example partnership is with the Da Vinci RISE Academy, a county-wide charter high school, to base a location on the El Camino College campus and allow students to complete both high school and college course work seamlessly. Notably, the students who attend Da Vinci RISE have had life events that caused disruption in their academic journeys (foster care, housing instability, probation, etc.). Through the embedded nature of the partnership students will

be able to make significant progress toward the completion of college-level degrees and certificates while receiving focused support from both RISE and the College.

Non-Credit program expansion will increase Career Development and College Preparation (CDCP) certificate pathways by 200% over 2021-2022 baselines by 2025. These types of pathways qualify for enhanced apportionment funding from the state and allow students to enroll in free non-credit instruction to receive training in areas like ESL, Career Education Pathways – short certificates for first entry-level jobs, English and Mathematics preparation support for transfer-level coursework, and dual enrolled credit/non-credit programs.

- **Improve Student Recruitment through the creation of a call center, expansion of student recruiters focused on new populations that have traditionally been underserved by the College, and implementation of customer relationship management (CRM) technology.**

    The College has already developed a Call Center in order to allow for high-touch personalized contact of targeted populations of students. This center plans to hire at least 24 callers and makes use of existing data to reach out to students who stopped out during the pandemic, prospective students who have applied but not enrolled, and new tools like College APP. Notably, College APP uses publicly available demographic data on District residents to identify households with "likely students". In addition, the College Call Center has also implemented a Customer Relationship Management system that allows auto-step communication with prospective students. This system allows the College to continue communication with prospective students via email and text message to further support Call Center Campaigns.

- Creation of targeted campaigns by Marketing & Communications to reach disproportionately impacted students using the College App database. Audiences to be segmented by income level, level of college achievement and interest in college. Audiences to be reached with tailored and personalized messaging utilizing frequent contact through email blasts, texting, mailings, and robocalls.

- **Leverage institutional marketing and outreach efforts to improve college enrollment through broad campaigns and messaging with an equity focus.**

Marketing and Communication efforts will create targeted campaigns to attract those students who were lost to enrollment during the pandemic and new populations of students the College has traditionally underserved with special focus on the following audiences:

- Latinx students
- African American males
- Additional disproportionately impacted populations as ident
- Adult learners
- Applied-not-registered students
- Stop-out students
- General public/influencers
- Non-native English speakers (noncredit ESL)

- Improve the design of program mapping and incorporate maps onto the website.
- Communicate pathways including noncredit and workforce development pathways, apprenticeship opportunities, and dual enrollment to relevant community members and potential students.
- Once developed, market short-term programs to working professionals.
- Map the student journey and write/design relevant and effective content for CRM Recruit.
- Messaging will be coordinated with high-touch outreach efforts in the Call Center. In addition, detailed metrics measuring the effectiveness of each campaign will be developed and tracked to improve the College's efforts.
- Review student registration windows against surrounding colleges in order to remain competitive for student enrollment.

Goal 2 - Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% each year through 2024 – 2025 (Engagement)

Strategies:

- Enhance the student on-boarding process

  The College will enhance the current onboarding processes for students through the Warrior Welcome Center and connecting students with their Meta-Major Student Engagement/Success Teams. Implementation of group counseling sessions during orientation in order to increase the number and percent of students with a Student Education Plan. All new applicants will also receive a welcoming phone call to sign up for New Student Orientation and check in on additional student support needs. In addition, the College will provide additional professional development to all front-line staff in order to answer basic student questions and connect them to the correct service or expert on campus.

- Strengthen Student Success and Engagement Teams within the Guided Pathways program at El Camino College

  The College will empower student support through Student Engagement/Success Teams in an integrated model. These teams of student support professionals will work closely with instructional faculty and students to ensure students receive the support needed when it is needed. The teams will accomplish this work through the development of Meta-Major specific recruitment and support, establishing a system for supporting undecided students and assessing their level of "undecidedness", designing and engaging in professional development focused on improving student retention with specific attention to groups that have been disproportionately impacted, and the development of integrated and embedded Engagement Centers for student support after they have been on-boarded.

- Remove Barriers to full-time student enrollment

  The College will support student to increased full-time enrollment by increasing the number of students receiving grant aid, re-engineering ECC Connect (Starfish) to better identify student barriers to

enrollment, and development additional support resources for working students and students with family obligations.

- **Improve understanding of student engagement in collaboration with Marketing and Outreach by implementing the following:**

  Survey applied-not-registered students to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns.

  Identify students who want help registering so that outreach can contact these leads directly. Market recruitment/support events to students within each Meta Major.

  "Secret shop" the El Camino College experience from first contact through registration to identify areas of improvement.

  Write and design CRM content to communicate meta-majors, milestones, and progress maps.

  Develop and execute a financial aid campaign to encourage application.

Goal 3 - Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)

Strategies:

- **Leverage the use of ECC Connect to improve communication between students and the College support network**

  The College will continue to expand and provide additional depth of service available through ECC Connect. This work will include additional training for faculty to assist students who may be at risk. Additional work will occur to simplify both the student and faculty user experience to ECC Connect to make it easier to use. In addition, efforts will be made to implement Degree Planner for comprehensive student education planning. Moreover, the data included in student education plans will be used to inform future course schedule development.

- **Strengthen the use of tutoring and counseling services/resources across the College**

  The College will bolster tutoring and counseling services that make them more unavoidable for students, especially those in need of these services. Academic support services will build data systems in order to track student usage of these critical services and implement non-credit supervised tutoring. This latter strategy will generate non-credit FTES and create a dedicated funding stream for tutoring services. Additional communication and internal marketing efforts will be developed in order to improve the utilization of support services. Additionally, the College will continue the development of affinity centers in order to support specific student populations with academic and non-academic needs.

- **Expand retention related professional development for classified professionals, faculty, and administrators**

  The College will continue to expand professional development available to all employees focused on student retention and supporting those students in disproportionately impacted groups. This training includes expanded Green Zone, Safe Space, first-generation, culturally responsive pedagogy, and experiential learning professional

development opportunities. Additional focus will be placed on proven techniques for the retention of students at the start of a term when drop and stop-out rates tend to be higher. This work also includes the expansion of the use of Open Educational Resources and no- or low-cost course materials that improve student retention and success. Lastly, the College will continue efforts to support high quality online instruction and services and become a CVC-OEI teaching college.

- **Develop a case management system to address the individual needs of students (especially those not already in a special program)**

  The College will leverage ECC Connect into a full-feature and deeply implemented case management system for supporting the broad needs of students. This will be accomplished by improving support through the system for disproportionately impacted students who are not already supported through an affinity program/service. Increase the number and proportion of students receiving directed interventions due to improved use of ECC Connect. College Engagement/Success teams will measure the impact of follow-up support and improve communication among team members to ensure that students engage with these support services.

- **Reduce scheduling and registration inefficiencies**

  The College will identify and remove existing course schedule and student registration inefficiencies in order to improve enrollment and the student experience. To accomplish this Academic Affairs and Student Services will work closely together to develop course schedules that are aligned with student educational plans, match student's preferred modalities (face-to-face, online, hybrid, or hi-flex), and day/time preferences. Enrollment management dashboards will be created to allow real-time tracking of student enrollment to make data-informed decisions on section cancellations and additions. Technology will also be leveraged to develop systems to allow for multi-term schedule development informed by student education plan data. More effort will be made to improve the enterprise system areas related to course equivalencies, pre- and co-requisites, and course type information to remove barriers to student enrollment and goal completion. Lastly, College leadership and faculty will continue to ensure that mathematics, English, and ESL placement is focused on

allowing students to complete transfer-level coursework within the timeframes included in the Vision for Success, AB 705, and AB 1705.

- **Design informed marketing messaging and intervention support**

  Use tested stop-out survey tool to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.

  Write and design CRM and social media content to communicate financial aid, tutoring services, counseling services, and other student opportunities.

  Write CRM content that communicates to disproportionately impacted students with info on direct intervention and support. Support faculty working with students during the first two weeks of classes with communications toolkits they can easily deploy to encourage retention and ongoing success.

Goal 4 - Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

Strategies:

- **Leverage technology to reduce College structural barriers to student award completion**

  The College will implement technological tools like degree audit to improve student award attainment and transfer to 4-year universities. Development towards fully online associate degrees for Transfer (ADT) pathways will continue in order to increase access for students. Additional focus will be made on the development of more short-term course offerings in the credit and non-credit programs in order to improve program completion. These short-term course offerings will include sequenced courses in order to accelerate students time to completion and reduce the number of excess units students earn. This work includes specific support for part-time students intended to increase the number of these students reaching their educational goals.

- **Improve transfer and career pathways**

  The College will continue work to expand transfer pathways, associate

degrees for Transfer (ADTs), experiential learning opportunities for students, and relationships with major South Bay employers in order to increase students transferring to 4-year colleges/universities or entering the workforce in better than living wage jobs. Additional transfer partnerships will be developed with universities like Historically Black Colleges and Universities, regional public and private universities. Further work will focus on course schedules to ensure ADT pathways can be completed as quickly as possible. Lastly, additional efforts will be made to increase apprenticeships for female students and students from other disproportionately impacted groups.

- **Successfully re-engage stopped-out students**

  The College will engage students who have "stopped out" in order to improve services that prevent this from occurring and remove barriers so that stopped out students re-enroll. Using time-tested tools, students will be surveyed to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.

  Assist with CRM implementation to consistently reach former students. Once developed, market short-term/hybrid programs to former students.

  Develop consistent alumni communication to re-engage former students, even those who have completed a degree/certificate and who may be interested in returning.

Assessment of the Strategic Enrollment Management Plan

The 2022-2025 Strategic Enrollment Management Plan is intended to serve as a living guide to the College's enrollment goals. Strategies and activities associated with each of the plan's four goals will be evaluated annually by the Institutional Research & Planning department in order to check milestone progression. This annual assessment will allow college governance committees and leadership to make recommendations for changes to goals, strategies, and activities. In this way the plan allows for flexibility, innovation, and change over time as the date or internal/external conditions require.

The evaluation cycle will follow a Plan – Assess – Analyze – Improve cycle.

Plan – The planning phase includes the development of goals, strategies, and activities.

Assess – The assessment phase will track all metrics and data associated with each goal, strategy, and activity in order to demonstrate progress, indicate areas for improvement, or indicate that changes to the plan are required.

Analyze – The data collected through the assessment cycle will be analyzed and compared to SEM targets and milestones.

Improve – Recommendations for improvement to plan goals, strategies, or activities will be made through review of the annual SEM assessment report. Any changes will be shared with the College community via the college governance structure.

The annual timeline for the assessment of the SEM plan will be established by the Institutional Research & Planning department and shared with the campus community for review during the Spring 2023 term. As part of this work, baselines and milestones will be established for each goal. The initial assessment of the SEM will begin in the Fall 2023 term with an annual report of progress completed over the fall term of each year. This report will be shared with College leadership and governance committees at the beginning of each Spring term. Leadership and governance review will then occur with recommendations for improvement or change being completed by May of each year.

Appendix

A. Action Plan Crosswalk
B. Student Enrollment, Retention, and Success Data
C. Student Access Equity Analysis

Appendix A – SEM Plan Crosswalk

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
ACCESS	ECC will increase number of FTES by 11.6% each year through 2025. 2022 - 2023 +4% 2023 - 2024 +8% 2024 - 2025 +12%	1) Expand program mapping based on students' needs	1A) Create program maps part-time / full-time status; common transfer destinations; 4,6,8 semester plans; pathways to family-sustaining employment.	# of new program maps developed	Curriculum Specialist, Guided Pathways Coordinators, counselors
			1B) Disseminate new program maps through orientation sessions.	# of orientations and # of students served	Counselors
			1C) Incorporate new program mapping into ECC website.	Added to website? Yes/No?. # website/traffic visitors	MarCom
		2) Expand Program Offerings and Workforce Development Opportunities	2A) Expand Non-Credit Career Development and College Preparedness (CDCP) certificate pathways by 200% between 2022 and 2025. ESL – ESL for Career Pathways and ESL for Academic Communication Pathways English and Math Prep - Preparation for Transfer Level Courses Career Education Pathways - Short certificates for first entry-level jobs (Construction/Trades, IT, Office Careers, Digital Literacy, Health Care, etc.) or transition to credit programs (Dual enrolled credit/non-credit) Adult High School Diploma Pathway Citizenship Course Pathway	# of new non-credit certificates developed # of CDCP certificates earned by students	Academic Deans, Director Career Education, Director Adult Education

			2B) Expand work-based experiential learning programs including credit-based apprenticeship and internship (paid or unpaid) pathways/opportunities	# of work-based experiential learning programs for students # of Students Enrolled in credit Apprenticeship Programs # of students enrolled in internship courses/programs	Academic Deans, Director Career Education, Director Adult Education
			2C) Expand workforce development opportunities for students to new industry sectors and pathways.	# of new workforce pathways created # of additional students enrolled in CTE programs and workforce pathways	Academic Deans, Director Career Education, Director Adult Education
			2D) Expand Dual Enrollment Pathways across all K-12 Districts, Private High Schools, and Charter Schools Served by ECCD by 200% between 2022 and 2025.	# of Dual Enrollment Courses Offered # of Dual Enrollment Students enrolled and successful course completion # of Dual Enrollment Pathways available (total, by high school, by district)	Academic Deans, Director Career Education, Director Adult Education
		3) Improve student recruitment	**3C) Create the Call Center to deliver high touch, personalized contact with targeted populations and at least 24 callers Implement data tool to identify populations of likely students for recruitment to ECC.**	**# of callers, # of students reached, # of students reached who enrolled at ECC**	**Welcome Center Staff**
			3D) Implementation of student recruiters and territories to include working adult (24+ y.o.), community, high schools, non-credit, and business.	**# of recruiters, # of territories, # of students reached and enrolled including demographic analysis of students recruited**	**School Relations & Outreach (MarCom supporting)**
			3E) Complete setup and implementation of CRM Recruit to include auto step communication with prospective students.	**CRM Recruit Implemented? Yes/No, # of prospective students reached**	**ITS**

			3A) Increase K-12 articulated courses through the Strong Workforce Program (SWP).	# of K-12 career education courses articulated with ECCD courses	K-14 community partnerships and outreach; Strong Workforce content expert
			3B) Develop a nuanced assessment of working professional students' needs and motivations to develop short term programs that can compete in a challenging market **Audience Segments (EAB)** **Upskilling in Place** **Seeking Promotion** **Facing Replacement** **Returning to Workforce** **Preparing for a Switch** **Pursuing a Passion**	Conducted assessment? Yes/No	IRP
		4) Leverage institutional marketing and outreach efforts with an equity focus	4A) Develop campaigns, outreach materials, web pages and catalog pages to communicate all program pathways.	New outreach materials? New pathways added to website? Yes/No? Dissemination efforts?	Curriculum Specialist, Guided Pathways Coordinators, counselors, MARCOMM
			4B) Communicate pathways to high school partners, current students, and prospective students.	# of high schools and # of students who received communication	K-14 community partnerships and outreach
			4C) Engage prospective students through responsive marketing, interactive digital content, and student-generated content. A focus of these campaigns will be student populations that have traditionally been under-served by the College and those populations that were disproportionally impacted by the pandemic.	# and type of marketing campaigns, $ spent, and if available, # of potential students engaged	MARCOMM

| | | | 4D) Marketing and Communication efforts will create targeted campaigns to attract those students who were lost to enrollment during the pandemic and new populations of students the College has traditionally underserved with special focus on the following audiences:

-- Latinx students

-- African-American males

-- Additional disproportionately impacted populations as ident

-- Adult learners

-- Applied-not-registered students

-- Stop-out students

-- General public/influencers

-- Non-native English speakers (noncredit ESL)

Improve the design of program mapping and incorporate maps onto the website.

Communicate pathways including noncredit and workforce development pathways, apprenticeship opportunities, and dual enrollment to relevant community members and potential students.

Once developed, market short-term programs to working professionals. | Production of content needed for above activities

Traffic to Program Mapper pages

Results of direct marketing of short-term programs to working professionals. | Marketing |

			Map the student journey and write/design relevant and effective content for CRM Recruit.		
ENGAGEMENT	**ECC will increase its yield rate by 5% each year through 2025 Yield rate: Percent of students who choose to enroll in ECC after having been admitted** **ECC will increase the rate of students who are enrolled in 12+ units in the fall term by 5% each year through 2025**	**1) Enhance students' onboarding process**	**1A) Implement full on-boarding Orientations for ALL new students run through the Warrior Welcome Center in partnership with Meta Major Success Teams**	**# of orientations and # of attendees**	**Warrior Welcome Center staff, Meta Major Engagement/Success Teams staff, counselors**
			1B) Implement group counseling during the Orientation to create student Educational Plans with counselor sign-off and introduction to the major by the Meta Major Success Team	**# of group orientations and # of attendees, # of Student Education Plans Completed, % of students with a completed Student Education Plan**	**Meta Major Engagement/Success Teams staff, counselors**
			1C) Ensure all front-line staff have the training and tools necessary to answer basic student questions and connect to the correct service or expert on campus	**# and type of training(s) provided and # of staff impacted**	**Students Services staff**

		2) Strengthen the Student Success and Engagement Teams within the Guided Pathways Program	2A) Provide resources for professional development in student retention with specific attention to disproportionately impacted groups	# and type of resources provided	Professional Development
			2B) Develop student recruitment specific to each respective Meta-Major to engage students with hands-on events and direct engagement with Meta Major faculty	# of events, # of students reached, # of outreached students who enrolled	Outreach & School Relations (MarComm)
			2C) Develop systems for identifying undecided students and their degree of "undecidedness". This may include creation a new introduction class into the respective Meta Majors for undecided students that will encompass the support systems from FYE, SBP, and GP Success Teams.	# of students assessed for "undecidedness", # of classes created, # of students impacted	Meta Major Success Teams staff
			2D) Develop Engagement Teams and Engagement Centers to support students based on referrals from classroom faculty members	# members in response team, # of referrals addressed	Students Services staff
			2E) Train and setup communications between tutors, peer mentors, support staff, success coaches, and faculty counselors to intervene and follow up with students.	# of trainings and # people trained	Students Services staff

			2F) Embedded faculty counselors, success coaches, and student mentors into the classes to create a first-term support network for incoming students.	# of embedded staff, # of classes with embedded support	Academic Deans, Meta Major Success Teams, Counseling & Student Success Dean
	3) Develop career/transfer exploration avenues	**3A) Implement the Chancellor's Office Systemwide software "MyPath" to help guide students with steps to enrollment**	**Implemented? Yes/No**	**ITS**
		3B) Incorporate meta-majors, milestones and program maps into the application/enrollment process to help students explore the field and choose metamajor	**Incorporated? Yes/No**	**Enrollment Services Dean, Guided Pathways Coordinators**
		3C) Explore career options through campus events and online portals specifically with undecided students	**# of events, # online traffic/visitors, # of students impacted**	**K-14 community partnerships and outreach, MARCOMM**
	4) Remove Barriers towards Full-Time Enrollment (e.g. financial, family, work, etc.)	4A) Assist students with completed student applications in the application of the Financial Aid full-time grant program	# of students who received help, # of students receiving Pell, California Promise, and other grants	Financial Aid Director and Staff
		4B) Re-engineer ECC Connect (Starfish) to identify student barriers toward full-time enrollment	# Improvements made to ECC Connect	ITS
		4C) Develop solutions, support, and resources for students with work or family responsibilities (childcare, elderly parent care, etc.)	# and type of new resources, # students impacted	Students Services staff

		5) Improve understanding of student engagement.	5A) Survey applied-not-registered students to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns.	survey engagement and responses email open rate CTA engagement Vanity URL traffic Social media engagement	Marketing and Outreach
			5B) Identify students who want help registering so that outreach can contact these leads directly. Market recruitment/support events to students within each Meta Major.	# of students identified as needing help	Marketing and Outreach
			5C) "Secret shop" the El Camino College experience from first contact through registration to identify areas of improvement.	Results of Secret Shop activity	Marketing and Outreach
			5D) Write and design CRM content to communicate meta-majors, milestones, and progress maps	Results of campaigns designed for CRM	Marketing and Outreach
			5E) Develop and execute a financial aid campaign to encourage application.	Engagement with Financial Aid campaign vanity URL	Marketing and Outreach
RETENTION	**ECC will increase student retention by 5% each year through 2025 (First term to second term and first term**	**Leverage the use of ECC Connect to facilitate communication between students and the ECC support network**	**1A) Engage faculty with ECC Connect training and usage: Financial Aid alert to connect with Financial Aid recipients; identify at-risk students to send early alerts /Academic Progress education**	**Establish an early alert system in ECC Connect. # of faculty trained, # of students with "resolved" alerts**	**Professional Development staff; Senate professional development committee**

to second year - typically Fall to Spring and Fall to Fall) **ECC will increase course completion by 5% each year through 2025**		**1B) Fully implement Degree Planner for comprehensive ed plans and use ed plan data to inform future term scheduling**	**% of students whose ed plan has been input into degree planner.** **Ed plan data is being used to inform course schedule development? Yes/No**	**Counseling, ITS**
		1C) Improve data in ECC Connect so that it can keep track of real-time student data	**Real-time student data available? Yes/No**	**Counseling, ITS, IRP**
	2) Strengthen the use of tutoring and counseling services and resources across campus	2A) Build a tracking system for tutoring services (counseling, library, Basic Needs, etc.) inclusive of all students. Implement non-credit supervised tutoring.	Tracking system developed? Yes/No, # students received tutoring	Tutors, ITS, Dean of Library and Learning Resources
		2B) Create a marketing strategy to encourage tutoring through counseling via embedded and discipline-specific counseling centers	# and type of marketing used, # of students reached	Conuselors, MARCOMM
		2C) Communicate students' needs and progress via ECC Connect to classroom faculty & tutors	# of students impacted	Dean of Counseling, Academic Senators, ITS
		2D) Implement the Black Student Success Center	Implementation? Yes/No, type of resources offered, # students impacted	BSSC Coordinator & Staff
		2E) Create an infrastructure of support on campus for evening students	What resources, programs, services were developed/enhanced?	Warrior Welcome Center
		2F) Utilize work-study funds to train students to support recruitment and retention	# of students trained	Financial Aid, Warrior Welcome Center
	3) Expand retention-related professional development for staff and faculty	**3A) Offer year-round Green Zone, Safe Zone, First-Gen, experiential learning, and culturally-responsive teaching trainings**	**# of trainings, # participants in each training**	**Student Services staff**

			3B) Offer year-round advanced online instruction and student support training, and the expansion OER, no-cost, and low-cost instructional materials	**# of participants, # of courses using OER, no-cost, and low-cost materials**	**Dean of Library and Learning Resources**
			3C) Train faculty to work with students during first two weeks where drop rates are higher, including no-show students	**# of trainings, # of participants**	**Dean of Counseling, Dean of Student Support Services, Academic Senators**
			3D) Establish a Local Peer Online Course Review (POCR) process to align the College's online courses to the California Virtual Campus - Online Education Initiative (CVC/OEI) Course Design Rubric. Increase ECC online offerings in the California Community Colleges	**Developed process? Yes/No**	**Distance Education Faculty Coordinator**
		4) Develop a case management system to address the individual needs of students (especially those who are not in a special program)	4A) Identify via ECC Connect disproportionately impacted students who are not in a special program for directed intervention and support	# of students identified	IRP
			4B) Engage in directed intervention with identified disproportionately impacted students who are not in a special program	# referred to support	faculty, counselors, tutors, financial aid staff
			4C) Measure impact of support of follow-up activities (by effort type: educational plans, access to financial aid/basic needs, use of academic resources, etc.)	Impact of follow-up activity: # developed educational plans, # access to financial aid, # of resources, etc.	IRP

		5) Reduce scheduling/registration inefficiencies	**5A) Design course offerings that match student education plans, preferred modality, and day/time preferences**	**# of course offerings by modality compared to student preferences**	**Academic deans, IRP**
			5B) Correct course equivalencies, prerequisites, and course type information	**Were corrections made? Yes/No**	**Academic deans, curriculum specialist**
			5C) Ensure math and English placement at transfer level for all non-transient ECC students	**% of students at transfer-level**	**Math and Humanities Deans**
			5D) Implement enrollment management dashboards for both high-level views and day-to-day enrollment management. Implement sound enrollment management practice strategies that promote enrollment, increase units per students, and meet student course demand.	**Dashboards developed? Yes/No # of FTES generated Efficiency Metric Improvement (FTES/FTEF, WSCH/FTEF, Average Enrollment per Section, and Fill Rates**	**VPAA, Academic Deans**
		6) Design informed marketing messaging and intervention support	6A) Use tested stop-out survey tool to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.	Survey results and comments Engagement and open rate of emails Engagement of vanity URL in texting Action taken upon receiving phone call.	**Marketing**

|			6B) Write and design CRM and social media content to communicate financial aid, tutoring services, counseling services, and other student opportunities. 6C) Write CRM content that communicates to disproportionately impacted students with info on direct intervention and support. Support faculty working with students during the first two weeks of classes with communications toolkits they can easily deploy to encourage retention and ongoing success.		
Completion	ECC will increase degree and certificate completion, as well as transfers by 5% each year through 2025.	1) Leverage technologies to reduce College structural barriers to obtain awards	1A) Implement use of degree audit system to give students accurate time to degree progress	Full degree audit system implemented? Yes/No	Admissions & Records, ITS
			1B) Fully Implement online ADTs (AA/AS and Certificates)	% of ADT's offered online	Dean of Library and Learning Resources, Academic deans
			1C) Implement short-term/hybrid offerings for program completion	# of short-term/hybrid offerings, # of units completed for degree/certificate completion, time to degree/certificate completion	Academic deans, curriculum specialist

		2) Improve transfer and career pathways.	2A)Strengthen partnerships with universities in regards specific programs (example: LMU pathways FYE, USC and NAI)	# of partnerships	Outreach staff, Community Engagement Dean
			2B) Ensure that courses that are required for ADT are offered regularly	Develop a procedure to prioritize specific courses	Academic deans, curriculum specialist
			2C) Include apprenticeship programs for women and other disproportionately impacted groups	# of apprenticeship programs, # of women or students from other disproportionately impacted groups participating in apprenticeship opportunities	Business Division Dean, Community Engagement Dean
			2D) Strengthen relationships with South Bay employers to increase "living wage" jobs for ECC Career Education graduates	# partnerships with South Bay employers, # students impacted	Business Division Dean, Community Engagement Dean
		3) Successfully reengage "stopped-out students" in the communities that ECC serves.	**3A) Determine reasons students stop out to ascertain better retention strategies in the future**	**Conducted assessment? Yes/No**	**IRP**
			3B) Create and implement an intervention plan to re-enroll "stopped-out students"	**Plan developed? Yes/No, # of stopped out students who re-enroll at the College**	**Enrollment Services Dean**
			3C) Establish a fee forgiveness plan to encourage student reengagement	**# of students impacted $ saved by students**	**Financial Aid Director**
			3D) Using time-tested tool, students will be surveyed to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly	Number of students identified as needing help	**Marketing**

			3E) Assist with CRM implementation to consistently reach former students. Once developed, market short-term/hybrid programs to former students	Results of short-term/hybrid program campaign engagement	**Marketing**
			3F) Develop consistent alumni communication to re-engage former students, even those who have completed a degree/certificate and who may be interested in returning	Engagement by alumni in alumni email campaign	**Marketing**

Appendix B – Student Enrollment, Retention, and Outcome Data

Unduplicated Headcount by Fall Terms
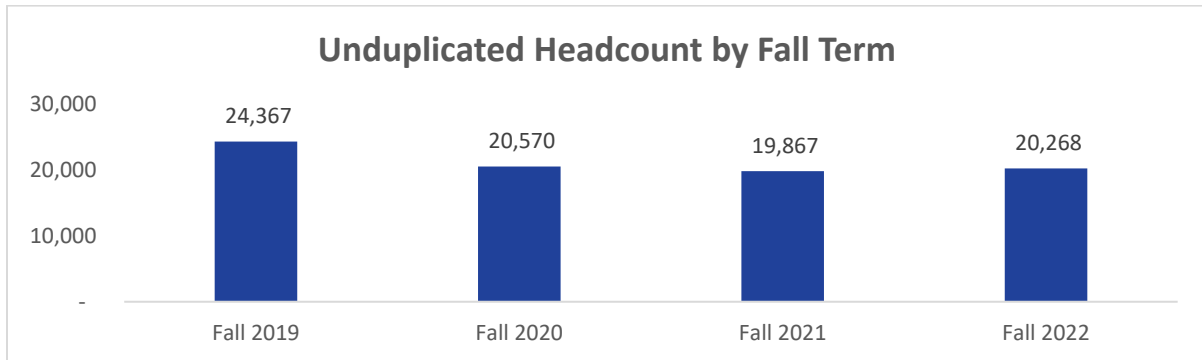
Data Source: CCCCO Datamart

Fall to fall enrollment dropped consistently from Fall 2019 to Fall 2021. Headcount enrollment experienced an initial rebound in Fall 2022. Based on current enrollment data, the rebound has continued through Winter 2023 and Spring 2023.

Application and Yield Rate Data

ECC Applications	1/30/2023	2/7/2023	2/14/2023
Spring 2022	3,936	3,989	4,727
Spring 2023	4,658	5,183	5,719
Difference	722	1,194	992
Total Enrolled	1,740	2,314	2,739
Yield	37.36%	44.65%	47.89%
Summer 2022	1,101	1,114	1,315
Summer 2023	1,323	1,428	1,520
Difference	222	314	205
Total Enrolled	N/A	N/A	N/A
Yield	N/A	N/A	N/A
Fall 2022	1,521	1,559	1,954
Fall 2023	1,621	1,852	2,053
Difference	100	293	99
Total Enrolled	N/A	N/A	N/A
Yield	N/A	N/A	N/A

Data Source: ECCD Outreach and Call Center Data

Application to enrollment yield rates are improving based on comparison to Spring 2022. Current yield rate for Spring 2023 is nearly 50% and the

demonstrates that efforts to improve this rate are working. Overall, the College goal of 60% by 2024-2025 may be attainable.

Full-Time Student Enrollment Fall 2017 to Spring 2021

Full-Time Enrollment								
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Spring 2018	Spring 2019	Spring 2020	Spring 2021
32.89%	31.79%	34.30%	37.07%	34.03%	29.74%	29.01%	30.43%	32.13%

Data Source: CCCCO DataMart

Full-time student enrollment (24+ units per year) fell from a peak in fall 2020 (37.07%) to a low in Spring 2019 (29.01%).

Term-to-Term Retention Rates

One-term Retention (% of students retained to next primary term, e.g., fall-to-spring)								
Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021		
58.20%	70.50%	57.90%	69.60%	53.40%	69.50%	55.00%		

Data Source: Institutional Research and Planning Internal Data

Term to term retention rates going back to Spring 2018 shows that fall-to-spring rates or typically lower than spring-to-fall rates by nearly 20%. In addition, the fall-to-spring retention rates fell from 28.2% in Spring 2018 to 55% in Spring 2021. When comparing fall to fall and spring to spring rates, the data has generally declined from 2018 to 2021.

Course Completion Rates (Course Retention)
*Spring 2020 numbers are heavily inflated by the pandemic and should be interpreted with extreme caution

Course Completion					
Spring 2019	Fall 2019	Spring 2020*	Fall 2020	Spring 2021	Fall 2021
83.64%	82.87%	99.01%	81.61%	82.75%	82.17%

Data Source: Institutional Research and Planning Internal Data

Course completion rates include those students who finished a course with any mark other than a withdrawal. The rates at El Camino College have been

steady, between 82% and 83%, with the exception of Spring 2020. The course completion rate in this term was heavily impacted by the COVID-19 pandemic.

Program Awards

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ADT	808	974	1068	1094	1184
Associate Degree	1023	1086	1161	1008	1060
Credit Certificate	227	350	409	318	206
Total	2058	2410	2638	2420	2450

Data Source: Institutional Research and Planning Internal Data

Overall program awards have remained steady between 2016-2017 and 2020-2021. Awards reached a peak in 2018-2019 with 2638 degrees and certificates. The large increase in awards from 2016-2017 to 2017-2018 primarily occurred in ADTs and credit certificates.

Appendix C – Access with Equity Analysis

From Spring 2020 to Fall 2021, El Camino College experienced an 18% enrollment decline. During this time, El Camino lost 24,873 students (unduplicated headcount) who did not receive an award or transfer and did not return for the next Fall or Spring term. These enrollments approximate to an aggregate loss of 11,775 FTES.

Student demographics were analyzed and disaggregated by ethnicity, gender, age, part-time/full-time status, and special populations (BOG/CCPA, Pell, first-generation, DSPS, EOP&S, foster youth, veterans, and first year students, as well as students with >60 units earned). Hispanic students are the single largest group of students lost during the pandemic from Spring 2020 to Fall 2021 (-12,704 students). Additional student populations that experienced significant losses included African American (-3695), Asian (-3501), and White (-3398).

A methodology that allows for deeper analysis of equity impacts makes use of the proportionality index (P.I.). This method is used to compare the proportion of the demographic group from the students who left to the proportion of the demographic group from the student population for the two most recent academic years (2020-21 & 2021-22). In an equitable environment, the P.I. methodology assumes the percentage of a demographic among the student population will be the same as the percentage the demographic among the group of students who left creating a P.I. ratio of 1. A P.I. value of greater than 1.12 indicates an oversized proportion of the demographic group is leaving El Camino College without completing an award or transferring to a four-year institution, and are a disproportionately impacted (DI) group – flagged in red.

Data showed that the disproportionately impacted groups during the enrollment declines were:

- Native Americans/Alaskan Natives
- Pacific Islanders
- Ethnicity unknown
- Students aged 40 and above
- Low-income BOG/CCGP recipients
- Disabled students
- First generation students
- Foster youth
- New students

Non-binary gender students also demonstrated evidence of disproportionate impact, however, the number of students who self-identify are assumed much lower than the number of non-binary students on campus. El Camino

can emphasize targeted supports to ensure the special populations like low income, disabled students, foster youth, and new students receive the support they need to be successful in their courses. The college should also employ targeted outreach towards the end of each semester to ensure these students understand what they need to achieve their educational plan and that the El Camino personnel is here to help them succeed on each step of their journey.

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
Race/Ethnicity	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Asian	3,501	14.1%	6,754	15.1%	0.94
Black/African American	3,695	14.9%	6,371	14.2%	1.05
Hispanic	12,704	51.1%	22,613	50.4%	1.01
Native Am./Alaskan Native	55	0.2%	84	0.2%	1.18
Pacific Islander	105	0.4%	159	0.4%	1.19
Two or More Races	951	3.8%	1,783	4.0%	0.96
White	3,398	13.7%	6,449	14.4%	0.95
Unknown	464	1.9%	663	1.5%	1.26
Total	24,873	100%	44,876	100%	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
Gender	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Non-Binary	37	0.1%	22	0.0%	3.03
Female	13,042	52.4%	24,753	55.2%	0.95
Male	11,732	47.2%	19,960	44.5%	1.06
Unknown	62	0.2%	141	0.3%	0.79
Total	24,873	100%	44,876	100%	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
Age Group	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
<=19	8,077	32.5%	14,051	31.3%	1.04
20-24	7,799	31.4%	16,166	36.0%	0.87
25-29	3,844	15.5%	6,357	14.2%	1.09

30-34	1,951	7.8%	3,283	7.3%	1.07
35-39	1,025	4.1%	1,763	3.9%	1.05
40-49	1,169	4.7%	1,854	4.1%	1.14
50+	1,005	4.0%	1,400	3.1%	1.30
Unknown	3	0.0%	2	0.0%	2.71
Total	**24,873**	**100%**	**44,876**	**100%**	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
Full-Time	**Headcount**	**%**	**Headcount**	**%**	**P.I. (%Leave/%Pop)**
Part-Time	21,180	85.2%	36,011	80.2%	1.06
Full-Time	3,693	14.8%	8,865	19.8%	0.75
Total	**24,873**	**100%**	**44,876**	**100%**	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
Special Populations	**Headcount**	**%**	**Headcount**	**%**	**P.I. (%Leave/%Pop)**
BOG/CCPG	11,196	45.0%	18,033	40.2%	1.12
PELL	6,061	24.4%	11,086	24.7%	0.99
First Generation	4,664	18.8%	5,760	12.8%	1.46
DSPS	561	2.3%	569	1.3%	1.78
EOPS	437	1.8%	1,473	3.3%	0.54
Foster Youth	188	0.8%	238	0.5%	1.43
Veterans	235	0.9%	480	1.1%	0.88
First-Year students	8,492	34.1%	13,603	30.3%	1.13
>=60 units completed	2,783	11.2%	9,427	21.0%	0.53

2022-2025 STRATEGIC ENROLLMENT MANAGEMENT PLAN (SEM)

Carlos Lopez, VP Academic Affairs

April 2023

SEM Development

- Developed between Spring 2022 and Spring 2023
- Plan developed with the support of the SEM Taskforce including faculty, classified professionals, and administrators (48 participants)
- Based on the Association of College Registrars and Admissions Officers (AACRAO) Model with grant support

Enrollment Snapshot

- Pre-Covid Enrollment (2019-2020):
  - 18,626 FTES (annual)
  - 33,248 Unduplicated Students (Fall 2019)
- 2021-2022 Enrollment:
  - 14,787 FTES (annual, loss of 3839 FTES, -20.6%)
  - 28,573 Unduplicated Students
    (Fall 2021, -4675 students, -14.1%)

Equity Analysis of Enrollment

Analysis of student enrollment from Spring 2020 to Fall 2021

- Largest Aggregated Enrollment Losses:
  - Loss of 12,704 Latinx students
  - Loss of 3,695 African American Students
  - Loss of 3,501 Asian Students
  - Loss of 3,398 White Students

Equity Analysis Continued

- Comparison of enrollment based on equity analysis based on proportionality index (P.I.) to assess disproportionate impact:
  - Native American/Alaskan Natives
  - Pacific Islanders
  - Ethnicity Unknown
  - Students aged 40+
  - Low-income Board of Governor's Waiver – California College Promise Grant recipients
  - Students with Disabilities
  - First generation students
  - Foster youth
  - New Students
  - *Non-binary students also demonstrated evidence of disproportionate impact, however, the population of students in this demographic is not considered to be accurate at this time because it is believed to be significantly under-reported.

SEM Goals

Goals aligned with CCCCO Vision for Success 2.0, El Camino College Strategic Plan Goals, and Guided Pathways Framework

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)
2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)
3. Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)
4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

Enrollment Recovery Strategies

SEM Plan includes strategies and activities intended to increase enrollment, promote student retention, support student completion, and improve College effectiveness with respect to enrollment planning. Example strategies include:

- Continue and expand marketing and outreach activities
- Expand Non-Credit Career Development and College Readiness Pathways with a focus on Workforce Development
- Expand K-12 Partnerships and Dual Enrollment Programming
- Continue to Focus on Workforce Development Programs
- Complete Teaching College Status via the CVC-OEI Course Exchange
- Surge support services intended to improve student retention and completion rates
- Develop Additional Transfer Pathways and Opportunities
- Maintain an Equity Focused Approach to Serving Students Within the District

Assessment Plan

- Plan goals and milestones will be assessed annually by the Office of Institutional Research and Planning

- Report will be shared with Enrollment Management Committee for Review

  – Goal/Strategy Refinement or Changes

- Any proposed changes will be shared via College Governance for feedback and review

Questions?

GUIDED PATHWAYS:
2022-26 Work Plan

Development Template

Deadline to Submit in NOVA: June 1, 2023
Questions? Please contact guidedpathwaysinfo@cccco.edu

Contents

Guided Pathways 2022-26 Work Plan Template

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.

As always, the Chancellor's Office is available to assist you. Please contact us at guidedpathwaysinfo@cccco.edu if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

If you have questions related to this Work Plan, please contact the Guided Pathways program team at guidedpathwaysinfo@cccco.edu

Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

Guided Pathways 2022-26 Work Plan:

Education Code requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:
https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View

Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional.**

Work Plan Content:

Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:
Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

<mark>50% to 75% complete</mark>

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

> 75% of FTES enrollment goals is obtained 1 month prior to the start of a semester. From current enrollment management plan

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

> Continuing issues with CRM Recruit and Colleague connection; The enrollment process is not clear to students, many students leave courses in their cart thinking they are fully registered

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

> IT rolled out the self-service module for enrollment which was a substantial improvement from the previous version.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

> IT will need to continue to clean up lingering issues with the Colleague SIS and stablizing the connection with external software.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

A major equity consideration is that these types of barriers hurt First Generation and Disproportionately impacted students the most because they are oftentimes less familiar with the process of registering for college, than students from families where college is the norm.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

VP of Student Services is on the Steering Committee for Guided Pathways. It is also a campus priority to clean up this process.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

N/A

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

To reach continuous improvement, we need to make regular assessment of the process a task of either the newly formed Student Success Committee or the Strategic Enrollment Management committee.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

> More focus groups and feedback from students to better understand how they interact with the process.

Question Group: Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

<mark>50% to 75% complete</mark>

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

> The institutional local goal for persistence is 72% by 2023. The college had achieved this goal prior to 2018-19, were just under the goal in 2019-20, and have fallen below the goal in 2020-21.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

> Funding for part time students, counseling availability to have students start with a clear course path and support resources, availability and access to online support, sufficient course offerings in multiple modalities.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

> Starting to use the early alert system in a more cohesive way. Creation of intake form to assess student needs and ensure they are connected to the appropriate support system/Meta major.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

> Expansion of use of early alert system, incorporate academic supports, better connection of flags with services, creation of the Meta-major Engagement Center to give Meta-majors a physical location on the campus, more presence for Meta-majors on campus to create a sense of community.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

> These efforts will help students stay on their path, and will help us address equity gaps as we better support disproportionally impacted students.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

> Guided Pathways has been reassigned to the Dean of Library and Learning Resources, instead of reporting to the VP which will help move the efforts forward. Also a second user support technician who will be the administrator for the Early Alert System (ECC Connect), will allow the college to expand the use, better support users, and turn on new pieces that haven't been used before.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

> N/A

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

This will become part of the purview of the new Student Success Committee to make sure we are constantly improving.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Best practices that we can incorporate

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

80%

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

ECC has a goal of 15% completion in 2022-2023. We exceeded this goal in 2020-2021 with a 16% completion rate. This is based on a 2017-2018 baseline of 9%.

What are the major barriers for your college to reach this goal?

All student demographic groups have seen an increased throughout rate following the implementation of AB705. However, many students still do not complete transfer-level English and Math upon their first attempt. For example, in English during Fall 2021, approximately 51% of students starting in transfer-level English with co-requisite support completed the course within their first year at ECC. Some students may struggle with the demanding courseload when taking Math and English concurrently. Moreover, many students attend part-time and may not enroll in these courses within their first year.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

ECC has taken active steps to adhere to AB705 and AB1705 based on the evidence-based guidance provided by the Chancellor's Office. For example, in Fall 2022, the English Department ceased to offer pre-transfer English courses. This is after only 8% of offerings were pre-transfer the previous year (and only taken optionally).

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

We are exploring MMPS, which would potentially increase the number of students registering for transfer-level English and Math in the first year (since they will not need to undergo a placement process separate from the CCCApply application). The AB705 workgroup is also continuing to meet to implement changes required by AB1705.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Black or African American students have seen gains following AB705, but they still experience disproportionate impact. For example, while the overall completion rate rose from 9% to 16% between 17-18 and 20-21, the completion rate for Black or African American students went from 3% to 7%. We need to ensure that we provide additional support to these students that is specific to English and Math course completion. Such efforts currently exist, such as with equity-minded Embedded Counseling in co-requisite English classes, but they can be expanded.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed 'Transfer-level Math & English Completion' work remains an institutional priority moving forward?

Helper Text: N/A

There is an AB705 workgroup that meets bi-weekly during the regular terms.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

> There are not significant barriers to sustaining these efforts. One minor barrier is that the AB705 workgroup is an informal one that does not necessarily have an institutionalized reporting structure. However, we overcome this barrier by formalizing efforts when information is needed for Academic Senate, Board, and Chancellor's Office reporting.

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

> This goal is embedded in other continuous improvement systems at the college. For example, formative assessments occur at the program level in the context of Math and English department program review. It is also an institutional goal, which therefore receives attention as part of our broader planning and research cycles. However, perhaps we need a formal structure to surround this goal so that it receives sufficient attention in itself.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

 Helper Text: N/A

> It would help to learn how other campuses structure their AB705 and AB1705 evaluation efforts, and where they fit in relationship to existing campus continuous improvement systems.

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:
Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

N/A, awaiting year 1 data for equity goal and awaiting current data for overall transfer goal.

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Key Performance Indicator:
Increase students who transfer to a UC or CSU by 35%: 2015-2016 baseline= 1660 goal for 2022-2023 = 2241. In 2019-2020 this was at 1209.

Equity goal for transfer that was included in the 2022-2025 equity plan: Eliminate the equity gap in transfer rates to a UC/CSU for Black or African American students.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The major barrier for our college to reach this goal is being able to strategically coordinate efforts across campus towards a collective goal. Our campus is holding a 2-day Comprehensive Integrated Planning Summit this semester where we will look at goal alignment to help facilitate not only reaching this goal but to also reach other campuswide goals.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Completing the Student Equity Plan and publishing the goals as outlined above was the first step that will lead us to significant advancement towards this goal. The action steps as outlined in the plan have already started and progress is being monitored.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

> Continuing to raise awareness of this goal to the campus community and to also publish any data related to our progress.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

> Equity is at the forefront of this goal as has been outlined in our equity plan. The college plans to scale up efforts by utilizing data to inform intentional efforts in counseling and the transfer center.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

> Equity and Guided Pathways have been prioritized by the institution and have been incorporated as a key component in the planning process across campus. The counseling support groups by meta major and the transfer center also will help ensure that GP- informed transfer work remains a priority.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

> These are the supports needed as outlined in the equity plan:
> Field Guidance & Implementation
> Technical Assistance/Professional Development
> Data & Research
> Policy & Regulatory Actions
> Technology Investments & Tools
> Pilots & Building Communities of Practice
> ● From the California Community Colleges Chancellor's Office, funding that can be applied to this metric to ensure Black/African American student success.
> ● From the California Community Colleges Chancellor's Office, facilitate the creation and collaboration of campus communities of practice that will share ideas and experiences in addressing Black/African American equity gaps in this metric.

> ● ECC needs to support ITS by ensuring available technologies are maximized or are invested in to support students experiencing equity gaps.

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

> We need to utilize the data dashboards that were created by our institutional research team to coordinate efforts and work collaboratively towards a collective goal.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

> Using our current efforts and the data collected after this first year as a benchmark to regularly adjust our efforts to measure effectiveness. Engaging in this reflection on an annual basis will help us to modify our approaches to ensure that we are making regular improvements in order to reach out goal.

Question Group: Completion

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved

certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Selections:

More than 75% complete

Sub Questions:

Which areas of Completion does your college identify as More than 75% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

> For degree completion, our college's current goal is a total of 2,202 students earning a degree in a given year. For certificate completion, our college's current goal is a total of 484 students receiving a certificate in a given year. Further, we have identified targeted equity goals for completion and transfer as well, focusing on Black or African American students; these goals aim for 277 students earning a degree in a given year, and 61 students earning a certificate in a given year. For 2021-2022, the college awarded 3311 degrees and 498 certificates. For Black or African American students, 349 students earned degrees and 39 students earned certificate.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

> One major barrier identified in the Student Equity Plan was the lingering impact of the Covid-19 Pandemic on our most vulnerable students. Several barriers were identified when it came to targeted groups and their access to basic needs, computers and wifi, participation of parents or guardians in completion of FASFA/CADAA, and eligibility for special programs. Others include lower percentages of Black or African American students completing Comprehensive Ed Plans and completing the CCCAPPLY process after starting. In addition, more students than ever are part-time, which extends timelines for completion and makes student ineligible for support programs. In addition, because of work schedules and family commitments, more students are registering for online or hybrid classes for convenience without full awareness of what it entails to study in these different modalities.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Current actions include the creation of the EMTI (Equity Minded Teaching Institute) for instructors, partnerships between programs such as Guardian Scholars and Project Success, cohort programs like MyPath, embedded tutoring and counseling in gateway courses, increased adoption and use of the early alert system (ECC Connect), and the work of Success Teams to identify and address equity gaps in their respective programs or departments. The connective tissue in all of these plans is the focus on the success of Disproportionately Impacted students, and Black or African American students in particular. Our updated Institutional Research Dashboards allow anyone on campus to find data about their students (filtered by major, department, or class) that has been disaggregated by race and ethnicity (among many other possible filters). This ensures that plans can begin from a strong foundation in the data.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

This is already an institutional goal and completion is part of the Student Centered Funding formula. Adult education and noncredit are now also priorities and are expanding on campus. In addition, to increase the number of students completing degrees and certificates, students close to completion are contacted by Counseling to conduct grad checks and submit petitions for awards (certificate, AA/AS, or ADTs).

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

As outlined above, the college is prioritizing African-American / Black students in its efforts to increase completion, and it's seeing significant success.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

The college has implemented programs that specifically target DI populations (as outlined in the "actions" section above). In addition, the college is launching the "Meta-Major Center" which will provide an

> additional layer of support for students as well as providing students with meta-major-(or major)-specific experiences.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

> Currently, the funding base for Guided Pathways is shifting from special grants to institutional; as this transition continues, new sources may need to be identified and utilized to ensure that the structure currently in place can continue to function. Also, much of this intervention effort is conducted by temporary staff such as success coaches. The college is in the process of establishing full-time staff poisitons to ensure oversight and consistent practice, particularly with students who are not part of a cohort or special program.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Completion equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

<mark>In Progress</mark>

Selection Sub Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

> Adult Education/Noncredit Completion
> Certificate Completion
> Degree Completion

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

> The campus Guided Pathways coordinators and those working closely with Guided Pathways have facilitated the annual "Winter Summit," which helps attendees attain an awareness of the goals (i.e. Vision for Success goals) and the college's progress towards these goals as well as help attendees gain an understanding of each stakeholder's role in advancing these goals. The college needs to continue to hold these annual summits as well as find new ways to communicate to campus stakeholders their roles in helping the campus reach the Vision for Success goals.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

> Further research into students from DI populations and their experiences in Gateway Courses would provide a foundation for targeted professional development; further, interventions that are being considered should be validated through the IMPACT Equity Grid and then analyzed for efficacy.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

>

Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here.**

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

> While ECC's equity efforts in the last four years sought to ensure that student success is not predicted by race, it recognizes that in the California Community College system (CCC), in institutions of higher education across the state, and

in institutions of higher education across the nation equity gaps identified by disaggregated data are not race-neutral. ECC is no exception to this as it continues to address race specific equity gaps. Much work still needs to be done as a 2021 student Campus Climate Survey demonstrates. 46% of Black/African American student respondents "indicated being aware of discrimination or harassment at El Camino . . . despite being in a mostly remote environment during Spring 2021." Given what disaggregated data has revealed about student equity, race must continue to be an integral part of equity dialog and action if equitable educational outcomes are to be truly achieved. Consequently, ECC's equity work and the focus of its 2022-2025 equity plan, driven through the quantitative and qualitative analysis identifying racially marginalized student groups, is intentional in creating strategies, supporting programs, and promoting professional development that address any vestiges of institutional racism while seeking to eliminate existing racial equity gaps.

To effectively close the equity gaps for Black/African American students at El Camino College, we need to address the support services and intrusive, intentional support for students who are not part of special programs.

There are several friction points Black/African American students experience at El Camino College that can impact this metric. El Camino College needs to more effectively identify the barriers Black/African American students may be experiencing that is adversely impacting accessibility to campus financial and support services. In addition, El Camino College needs to develop a more systematic way to identify the barriers and challenges Black/African American students face that is impeding them from completing their course work and affecting retention. Since financial aid is a major barrier for persistence, ECC needs to more effectively deliver information to Black/African American students of the different programs and resources available on campus that can help them stay in college. Also, ECC needs to negate any feeling of isolation Black/African American students experience on campus or a sense of not belonging as exemplified by the climate survey. Also, ECC needs to more effectively ensure that Black/African American students receive career education and transfer education so that their career opportunities are visualized. Finally, support programs such as Project Success/Umoja and EOPS along with others on campus need to be further supported. Equally important, ECC needs to implement a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of Black/African American students, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.

What are the actions your college has taken / plans to take to overcome these challenges?

Student Equity and Achievement (SEA) has attempted to work with Guided Pathways in the recent past. There has been and continues to be SEA representation in the Guided Pathways Advisory Committee. In addition, SEA, has in the past made, the myPATH model, a research asset-based/student asset-based equity curricular model, accessible to Guided Pathways and the success teams. The myPATH model also integrates Guided Pathways principles bringing the Guided Pathways Institutional theoretical model to classroom application. In addition, SEA has in the past has participated in Guided Pathway symposiums, has provided training opportunities for Guided Pathways faculty, and has helped develop the Behavioral and Social Sciences Pathway through the creation of Social Sciences 101: Introduction to the Social Sciences. While these efforts are a start, they certainly are not the culmination of SEA integration into Guided Pathways. Much still needs to be accomplished and SEA will continue to engage and support Guided Pathways at El Camino College as needed and requested.

Effective equity planning at ECC not only considers how the College designs its programs and services to support equitable outcomes, but also focuses using funds to implement activities and practices that work towards eliminating existing equity gaps. The aim is to provide direction towards achieving equity in innovative, research-based, and measurable ways. Drawing from past shortcomings at ECC, the college has sought to bridge the principles of the Vision for Success and Guided Pathways. Also consulted have been student services, programs, divisions, and campus faculty, classified professionals, and administrators to create an equitable learning environment not only for those student groups historically minoritized, but for all students enrolled at the College.

Over the past four years, El Camino College has centered its equity efforts in the following areas with a wide range of activities:
● Faculty professional development providing a broad scope of equity and anti-racism training opportunities
● Guided Pathways initiatives that are designed with and integrate racial equity
● Equity-minded teaching practices
● Eliminating barriers for students created by the COVID-19 Pandemic

Along with state legislation and equity initiatives, El Camino College has referenced the intentions and direction of what has been termed the Student Equity Plan 2.0. Taking into account on how the national landscape has witness the rise racial oppression and tension, experienced the adverse socioeconomic and political effects of the COVID-19 pandemic, and acknowledged the need for more collaborative approach to equity, this plan sets out new iterations that California Community College equity plans must implement.

Student Equity Plan 2.0: New Iterations
▪ Increasing collaboration and integration among the campus community
▪ Keeping students at the center
▪ Creating opportunity to transform institutions in new ways
▪ Establishing a stronger alignment to the Vision for Success and the Call to Action

The result of these iterations should be an equity plan that is transformational while keeping equity at its center, which is community driven to ensure accountability and transparency, that is race-consciousness, and that can inform other college planning documents to ensure that equity is present.

El Camino College has also closely reviewed the recommendations to its 2019-2022 Equity Plan provided by The California Community College Chancellor's Office in collaboration with the Center for Urban Education (CUE) completed June 2019.

CUE Recommendations:
▪ Create equity activities that explicitly align the race-specific metrics to race-specific activity descriptions.
▪ Focus on specific racially minoritized student populations rather than on all students.
▪ Adopt equity-minded language, including operationalizing a definition of equity for the college.
▪ Work to incorporate more classroom-focused equity efforts and engage instructional faculty.
▪ Include equity-minded inquiry as a strategy to better understand inequities.
▪ Include transfer-specific equity activities.
▪ The area of greatest promise in this plan is the Student Equity Re-envisioned Initiative (myPATH). Though this effort seems to be focused on behavioral and social sciences, it could serve as a great model for expansion to other departments on the campus.

Action Taken by SEA:
myPATH is the result of a Behavioral and Social Sciences (BSS) and Student Equity and Achievement Program (SEA) initiative at El Camino College. Student Equity and Achievement through the efforts of myPATH seeks to address equity gaps from an organizational learning framework that moves faculty to evaluate how their teaching methods, their views on student learning, their assignment design, and their content delivery may be contributing to equity gaps and impacting degree completion, transfer, and student retention and success. This framework promotes institutional conversations about designing and implementing equitable practices through disaggregated

completion data and addressing educational inequities through an equity-minded cognitive framework. myPATH also integrates Guided Pathways principles by bringing together in the classroom counseling faculty, teaching faculty, library faculty, and PASS Mentors to collaborate in ensuring student success. Why does myPATH focus on this approach? Faculty agency! If one stops and thinks about it students spend most of their time during any given semester in the classroom. In addition, equity gaps are measured by retention and success rates based on student course completion. Agency for addressing student equity is most pronounced in the classroom setting with faculty at its center as agents of change. Through this model, myPATH seeks to address equity gaps and create a programmatic experience for all students enrolled in myPATH designated courses. Students enrolled in these courses benefit in the following specific ways:

- Students are introduced to programs of studies.
- Students explore career pathways.
- Students have access to academic and career counseling.
- Students are instructed on academic skill sets relevant to the course they are enrolled in.
- Students are instructed in information literacy.
- Students are exposed to equity-minded learning and teaching practices.
- Students explore issues relevant to their lives through the course's theme-based approach.
- Students receive peer mentorship.

In addition, myPATH aids faculty in conducting instructional objectives, course outline of record, and syllabus equity audits to ensure that they reflect equitable designs and practices. Finally, myPATH includes instruction on Guided Pathways and understanding the critical collaboration that needs to exist between content faculty, counseling faculty, library faculty, and peer mentorship. myPATH accomplishes its objectives and vision by bridging organizational learning with its four pillars for creating an equitable learning environment: intersectionality, social/emotional engagement, support system cultivation, and equitable instructional design.

- **Positionality, Critical race Theory and Intersectionality:** Positionality is the "idea that a person's position, or relationship, with a topic or a community is impacted by their social identities, values, and experiences." Critical race theory is "engaged in studying and transforming the relationship among race, racism, and power." Intersectionality focuses on "how intersecting power relations influence social relations across diverse societies as well as individual experiences in everyday life."
- **Social/Emotional Engagement:** Social-emotional engagement recognizes the importance of establishing "reciprocal trust among educators, students, and families" and that it is essential to "create systems that support the social-emotional engagement of its members and help them to feel understood and valued."
- **Support System Cultivation:** Support system cultivation integrates in the classroom counseling faculty, teaching faculty, library faculty, and PASS Mentors to collaborate in ensuring student success.
- **Equity-Minded Instructional Design:** Equity-minded instructional design is "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation" through an equity lens.

Faculty are prepared to engage equitable instructional design and classroom practices by first completing the BSS/SEA myPATH Institute. The academy seeks to accomplish the following:

- To set within context myPATH's objectives on how to address the inequities historically marginalized students experience in college.
- To understand what the Vision for Success goals and objectives are and how myPATH addresses them in the classroom.
- To explain what Guided Pathways is and how it facilitates the implementation of the Vision for Success Goals.
- To explain what EDC 78222(a) is and how it relates to student equity and El Camino College's funding formula.
- Define equity and explain why institutionalized analysis of disaggregated data is critical for identifying equity gaps.

- Explain what organizational learning is and why it is the framework used by myPATH as the starting point for conducting its equity work.
- Explain why race matters when addressing equity gaps.
- Define what positionality is and explain how it shapes how faculty approach equity.
- Define what critical race theory is and explain how it can serve as a method of inquiry as to how policies, practices, and curriculum can contribute to equity gaps.
- Define what intersectionality is and explain how learning about historically marginalized student lived experiences can help create policies, practices, and curriculum that recognizes their voices.
- Explain why positionality, critical race theory, and intersectionality can help build an equity lens.
- Define and explain what equitable instructional design is.
- Define and explain what anti-racist pedagogy is.
- Define and explain what role social-emotional engagement has in creating an equitable learning environment.
- Define and explain how support system cultivation can contribute to creating an equitable learning environment.

- **Support System Cultivation:** Support system cultivation integrates in the classroom counseling faculty, teaching faculty, library faculty, and PASS Mentors to collaborate in ensuring student success.
- **Equity-Minded Instructional Design and Anti-Racist Pedagogy:** Equity-minded instructional design is "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation" through an equity lens. Anti-racist pedagogy is "pedagogical approach that reveals the structural inequalities within U.S. society, while fostering students' critical analysis skills, as well as their critical self-reflection."
- **Social/Emotional Engagement:** Social-emotional engagement recognizes the importance of establishing "reciprocal trust among educators, students, and families" and that it is essential to "create

systems that support the social-emotional engagement of its members and help them to feel understood and valued."

- **BSS/SEA myPATH Institute:** The primary goal of the BSS/SEA myPATH Institute is to provide participating faculty with a foundation to begin introducing equitable instructional designs anti-racist pedagogy into the curriculum they teach. Agency for addressing student equity is most pronounced in the classroom setting with faculty at its center as agents of change. Through the Institute, Student Equity and Achievement through the efforts of myPATH seeks to address equity gaps by helping faculty create a programmatic experience for all students enrolled in their courses. There is no end to equity work as it is constantly evolving and changing. For this reason, continued self-education beyond the boundaries of the BSS/SEA Institute is critical to ensure equitable outcomes are achieved. As a foundational start to this journey, the myPATH Institute has faculty focus on the following four things while engaging its content:

- ✓ **Context:** Exploring why equity has become a key driving force in the California Community College System.
- ✓ **Developing a Shared Language:** To fully understand what equity is and how to apply an equity-minded cognitive framework to all facets of instruction.
- ✓ **Positionality and Self-Reflection:** Applying an interative process to better understand one's positionality towards equity and the amount of agency one is willing to commit to equitable practices.
- ✓ **Building an Equity Framework:** Bridging theoretical frameworks to create a lens from which
- ✓ **Equitizing the Curriculum:** Review course materials, content, and instructional objectives to ensure that the course is intentional and explicit in creating an equitable learning environment and where applicable the infusion of anti-racist pedagogy.

- **Guided Pathways Principles:** myPATH designated courses bring the four pillars of Guided Pathways (clarifying the path for students, helping students get on their path, helping students stay on their path, ensuring students are learning) into the classroom through its

collaborative model and a series of student activities all participating faculty are encouraged to implement.

- **BSS Social Sciences 101: Introduction to the Social Sciences:** This course was developed as an onboarding course in collaboration with BSS and Dr. Chris Gold. This course is myPATH designated and introduces students to the fields of study that comprise the social sciences and their interrelationship. Students will be introduced to the basic theories and methods of social science disciplines and how their contributions facilitate our understanding of the social and cultural worlds humans inhabit and the problems experienced by contemporary societies. This course also exposes students to the concepts and techniques that are used in social science research and in career choices available to students pursuing a degree in the social sciences

Plans by SEA to overcome challenges:
- Increase the number of Umoja/Project Success cohorts to three within the Behavioral & Social Sciences, Humanities, and Mathematics divisions to increase the number of Black/African American Students enrolled in general education/transfer courses.
- Within the academic sphere, the BSSC will be partnering with the Humanities Department to hire and house tutors within the center, with the plans of finding staff that are both equity-minded, and student centered in their approach to learning styles.
- BSSC will be housing a Warrior Cupboard with food and basic need items mostly provided by the Warrior Pantry. We will also be hosting recruitment events to encourage students to seek supplemental support through programs like Cal Fresh. There will also be a partnership with the Basic Needs Coordinator to ensure eligible students are enrolled in campus and state-funded food programs.
- In collaboration with Umoja-Project Success, the BSSC will host cultural and educational events (i.e., culturally based University tours and Black film discourse nights) as well as learning opportunities to provide a much need space for Black students to create community.
- The Guardian Scholars program strives to support all program participants with the development of a personalized educational plan to help students feel directed, focused, and empowered to know the courses they need to take in order to achieve their goals. The educational plan is updated as necessary to accommodate the students' academic and personal needs.

- The Guardian Scholars Program will conduct wellness checks throughout the semester and review student records to ensure that all students have an updated comprehensive educational plan and progress is being made towards the student's identified educational goal. Maintain case management model of proactive and intentional messaging to connect students with academic and student support services. Facilitate workshops on topics recommended by students (general focus academic, career, transfer, financial aid, and personal development).
- The Guardian Scholars Program will check student progress and utilize ECC Connect early alert to connect with instructional faculty to identify and support students in need throughout the semester.
- The Guardian Scholars Program will support students with completing/renewing their FAFSA/CARE Dream Action Application. Provide students with Satisfactory Academic Progress (SAP) appeal support as may be needed.
- Student Equity through the efforts of MyPATH will identify majors/classes with high Black/African American enrollment and recruit faculty teaching these courses to adapt the myPATH model that integrated equity-minded teaching practices, counseling faculty integration, PASS Mentorship embedding, and instructional objective/curriculum design audits.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Work with partners on campus (Umoja/Project Success and the Black Student Success Center), build on and expand the African American students' ability to advocate for themselves as a community

through supporting and honoring student-led learning/social support communities. Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars. myPATH will identify majors/classes with high Black/African American enrollment and recruit faculty teaching these courses to adapt the myPATH model that integrated equity-minded teaching practices, counseling faculty integration, PASS Mentorship embedding, and instructional objective/curriculum design audits.
Intermediate: Increase Project Success-Umoja cohorts to 3. Increase staffing for Project Success-Umoja, Puente Project and Affinity Centers to help close the equity gaps within ECC DI populations.
Long-Term: Increase Project Success-Umoja to meet student needs in various disciplines across campus. Have enough staffing for Project Success-Umoja, Puente Project and Affinity Centers to help close the equity gaps within ECC DI populations.

How will your college evaluate these listed outcomes?

Data generation to measure program success in helping students persist and succeed will be done both quantitatively and qualitatively and will include formative and summative information. The primary data source will be generated both by Institutional Research by the students engaged in the myPATH classes, Umoja Project Success classes, and affinity center attendance and participation. In addition to disaggregated data analysis and success/retention data provided by Institutional Research, reaction questionnaires, surveys and self-evaluations will also be

administered to students and evaluated to gauge myPATH's, Umoja Project Success, and affinity center areas of success and areas that need bolstering.

Question Group: Associate Degree for Transfer (ADT) Integration

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Fully Integrated**

> Sub-Questions:
>
>> Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration
>>
>> **Helper Text:** What were some key steps taken to reach full integration? What step is your college currently on?
>>
>> All existing ADTs are in meta-majors and faculty who have purview over the ADT are involved in success teams and meta-majors. We also have ADTs laid out in Program Mapper, we are currently working on an institutionalized process for making sure Program Mapper stays up to date.
>>
>> What did your college learn from this process?
>>
>> **Helper Text:** Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.
>>
>> It's necessary to make sure processes are integrated and automated as much as possible so that more work is not created on top of already existing work.
>>
>> To optimize and sustain the integration, what Is your college's plan to continuously improve?
>>
>> **Helper Text:** What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?
>>
>> We are hiring a user support technician to make sure updates are maintained in program mapper. We are working with Program Review to

> potentially include the requirement that faculty review their degrees and certificate maps as part of this process.

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

> While our campus ZTC Program itself is well underway, has been growing each academic term, and the development of future ZTC degree pathways are being planned, we are still in the beginning stages of determining how this work specifically integrates with Guided Pathways itself beyond being one method to support equity by removing barriers to student enrollment, retention and success.
>
> Discussions about how ZTC supports Guided Pathways efforts have occurred across campus but there has been little formal integration between the two programs. Funding provided for ZTC has not come from the campus directly or Guided Pathways, but rather from other statewide grants (e.g. AB798), and inclusion of ZTC/OER is not always found in campus strategic documents or program plans. Perhaps it has not been fully understood that the ZTC program should be integrated with Guided Pathways more purposefully.
>
> This work is being steered by the OER/ZTC Advisory Committee with members including faculty coming from the different divisions/meta-majors and classified staff who support this effort in various ways.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

> Discussions of ZTC have increased during Guided Pathways summits in the past couple of years so there is a better connection between the two and the

> campus ZTC/OER liaison has worked with GP Success Teams (particularly Behavioral & Social Sciences) to support their goal of implementing ZTC degrees/certificates.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Determine in what ways ZTC can be integrated with Guided Pathways without slowing down the progress already achieved.
Intermediate: Guided Pathways helps promote ZTC offerings to students and gather quantitative evidence to the impacts on student success.
Long-Term: ECC offers multiple ZTC degree or certificate pathways and they are displayed in the Program Mapper platform.

How will your college evaluate these listed outcomes?

- Guided Pathways coordinators are more well-versed in the campus ZTC/OER initatives and how it supports student equity.
- Students are fully informed of their instructional material costs PRIOR to registration .
- OER used is made available from the campus Bookstore's online platform.

- A minimum of 1 ZTC Degree and/or Certificate pathway is offered and available for view in Program Mapper
- ZTC sections see strong student enrollment, retention and success.

Question Group: California Adult Education Program (CAEP) Integration

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Selections:
Starting Integration –
Sub-Questions:

What are some present challenges that have impacted integration?
Helper Text: Expanded answers are acceptable. Please list, if possible.

Initiatives like noncredit, competency-based learning, microcredentials, and credit by exam did not previously have much support on campus from leadership so the initiatives are nascent. But we are at the point where we can start making progress.

What are the actions your college has taken / plans to take to overcome these challenges?
Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Noncredit has a campus wide faculty liaison now who is moving noncredit forward with the Divisions. Competency-based learning and microcreditials are being explored for implementation, along with open entry/open exit courses. Also, part of the REACH grant is institutionalizing Credit by Exam.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?
Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Work on REACH grant implementation
Intermediate: Expand short term credentialling for working adults
Long-Term: Create stable pathways from non-credit to credit in programs utilizing non-credit.

How will your college evaluate these listed outcomes?

Question Group: Strong Workforce Program (SWP) Integration

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Selections:
Starting Integration –
Sub-Questions:
What are some present challenges that have impacted integration?
Helper Text: Expanded answers are acceptable. Please list, if possible.

> The biggest challenges have been a lot of upper leadership turn over.

What are the actions your college has taken / plans to take to overcome these challenges?
Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

> New administrators are in place and now we can start integrating Strong Workforce and Guided Pathways

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Determine how SWP and GP can immediately start working together
Intermediate: Infuse GP in the SWP selection criteria
Long-Term: Better integration of CTE programs into Guided Pathways, they have not been as fast to adopt GP as Associate programs.

How will your college evaluate these listed outcomes?

Resolution for Faculty in high-tech fields involvement in technology selection

WHEREAS, It is recognized that most disciplines and labs on campus can use the standard technology (PCs or Macs) selected by ITS, however, certain disciplines fall outside of these standards;

WHEREAS, Faculty who teach in disciplines with specialized computer lab technology demands, requiring more than standard PCs or Macs, have expertise in the needs of technology for their instructional needs;

WHEREAS, These disciplines are currently considered to be Architecture, Computer Science, Computer Information Science, Data Science, Digital Arts, and Games and Playable Media;

WHEREAS, Faculty in these disciplines also need more than the standard PC or Mac to prepare and teach their courses effectively;

RESOLVED, Faculty in Architecture, Computer Science, Computer Information Science, Data Science, Digital Arts, and Games and Playable Media must be consulted by ITS when labs are created, scheduled for an upgrade, or in need of an off cycle upgrade to support instruction;

RESOLVED, ITS must provide appropriate technology for those labs, without requiring the faculty to purchase the equipment on grants, or to find other sources of funding on their own;

RESOLVED, Faculty in Architecture, Computer Science, Computer Information Science, Data Science, Digital Arts, and Games and Playable Media must be given a computer that meets the requirements of their discipline;

RESOLVED, As new high-tech disciplines emerge they can petition the Academic Technology Committee to be added to the list of disciplines that must be consulted.