

STUDENT EQUITY PLAN

2022 - 2025



El Camino College
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EXECUTIVE SUMMARY

Since its inception, El Camino College (ECC) has served as a vital part of the South Bay community. Reflecting the demographics of the communities it serves today, 60% of ECC's student enrollment have been identified as belonging to groups historically marginalized in higher education. Combined, 57% are Latino and African-Americans. With Latinos representing the largest ethnic group on campus, comprising an average 43% of the student population, ECC is proud to be a designated Hispanic-Serving Institution (HSI). The college community service area also faces many challenges, particularly those generated by the COVID-19 pandemic. Thus more than ever, ECC faculty, classified professionals, and administrators are committed to the values that drive the College's mission "to make a positive difference in people's lives through innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities." ECC's mission and vision establishes it as a "college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning." To ensure that El Camino College's vision and mission hold fast, it has established a social and moral imperative to address existing educational, racial and ethnic, and socio-economic inequities in its student community.

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

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.

EQUITY PLAN CONSTRUCTION

State Legislation and Equity Initiatives

Although the work of equity is not foreign to ECC, recent state-wide initiatives has provided it with the direction needed to more effectively solidify its historical work on addressing racial disparity in student success. In 2017, the California Community Colleges Board of Governors adopted the *Vision for Success* by making clear goals that needed to be fulfilled for the improvement and commitment of community college student success.

Vision for Success Goals

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California Community College students earning associate degrees
- Increase the percent of exiting CTE students who report being employed in their field of study.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

The 2021 update to the *Vision for Success* emphasizes that, “From the beginning, the Vision for Success has always been about equity . . . [and] . . . its overarching goal (Goal 5) is to reduce equity gaps across all measures by 40 percent within 5 years and to fully close those gaps within 10 years. The California Community Colleges Chancellor’s Office has identified *Guided Pathways* as the model that can best achieve the goals set forth by the *Vision for Success*. It is a model that “engages college administration, faculty, and staff to enact comprehensive changes across an entire college.” At the core of *Guided Pathways* is student equity. *Guided Pathways* has four pillars to make its objectives and the *Vision for Success* a reality.

Guided Pathways – Four Pillars

- *Clarifying the path for students:* All courses are designed as part of a coherent pathway with a clear outcome, either transfer or a career outcome. Students understand what a given path will require of them, how the courses in a pathway are connected into a logical sequence that will prepare them for their end goal, what milestones they will meet along the way, and what outcomes they can expect at the end of the path.
- *Helping students get on their path:* Students explore career and/or transfer options before they begin college and extensively in their first year. Multiple measures are used to assess student academic needs. Students receive contextualized, integrated academic support to pass gateway courses.
- *Helping students stay on their path:* Students can easily track their own progress and receive ongoing, intrusive advising. Data systems monitor student progress. Students are provided support or redirected if they fall off track.
- *Ensuring students are learning:* Learning outcomes for every course and program are clear to the student and tied to a specific transfer, completion, or workforce outcome. Students are engaged in active, collaborative learning experiences. Systems are in place for the college and students to track mastery of outcomes. Students are engaged in active, collaborative learning experiences. Faculty are leading efforts to improve teaching practices.

In addition to Guided Pathways, AB705 also contributes the commitment by CCCs to simplify educational goals and facilitate the completion in a timely fashion of the Math and English transfer-requirement by “avoiding remedial courses that may delay or deter their educational progress.”

To implement the goals established by the Vision for Success, the CCC Chancellor’s office created a new CCC funding formula to support the current reform effort and to ensure that student equity continues to be a top priority for the CCC system. In response to this priority, EDC 78222(a) was put into effect through California Legislation on September 17, 2018. From this legislation has been created the Student Equity and Achievement Program (SEA) with the aim of “advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students.”

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.

Student Equity Plan 2.0: New Iterations

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.

EQUITY PLAN 2.0 THREE-YEAR METRIC

Metric Activity Contributors:

- Black Student Success Center
- Counseling Division/Transfer Center
- Curriculum Committee
- English Department
- The Equity-Minded Teaching Institute
- First Generation
- Guardian Scholars
- Mathematics Department
- MESA
- myPATH
- Program Review
- Umoja-Project Success

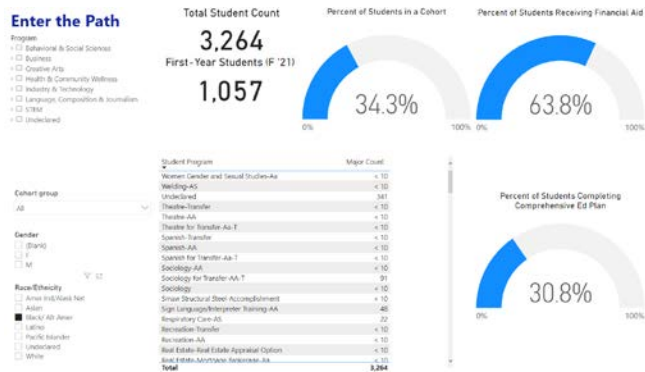
Metric: Successful Enrollment

(Successful enrollment in the first year (applied and enrolled in the same year))

Population Experiencing the Most Significant Disproportionate Impact:

- Black/African American - Male and Female

Students Entering Pathways Dashboard: Data shows only 30.8% of Black/African American students have a comprehensive education plan.



Student demographics of the 1,550 students participating in the Fall 2020 South Bay Promise. Only 9% Black/African American students belonged to a cohort.

	Fall 2020 SBP Cohort	ECC
Latino	59%	53%
Black or African American	9%	13%
Asian	14%	15%
White	15%	14%

Target Outcomes For 2022-25

Successful Enrollment in the First Year	Baseline				Not in Template				
	2016-17	2017-18	2018-19	2019-20	2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	17%	21%	28%	30%	32%	34%	37%	39%	42%
Non-Black/African American Student	26%	31%	35%	39%	42%				
Equity Gap	-9%	-9%	-7%	-9%	-10%				

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

ECC’s current enrollment structure has addressed a variety of challenges the institution faced over the years. For example, it has revamped the El Camino College website for an improved student experience. It has also opened the Warrior Welcome Center to support student enrollment. With regards to scheduling, it has developed a block schedule to reduce scheduling inefficiencies and increase enrollment. It has also centralized tutoring services across campus and reduced the median years to complete a program and obtain an award from 3.8 in 2017-18 to 3.0 in 2020-21. Finally, it has implemented a degree audit process to automate graduation analysis. In addition, ECC has created the South Bay Promise, “an initiative by which El Camino College commits to help students transition from high school to college by providing financial, educational, and social support to students enrolling at the College directly after high school.” However, navigating the matriculation process is challenging for many students, but disproportionately for first-generation, low-income students across disproportionately impacted race groups. There are many challenges students face from basic needs, access to technology and Wi-Fi, cooperation of parents or guardians to support FAFSA/CADAA completion, time to understand and complete multiple steps such as orientation, assessment survey, educational planning and registration interdependently. Outreach and recruitment to black/African American students and communities is another area that needs to be strengthened.

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure, to ensure successful enrollment at ECC, attention also needs to be placed on redesigning and improving enrollment management so that it embraces and applies race-specific strategies to ensure the successful enrollment and educational needs of historically minoritized students. Particular attention needs to be focused on Black/African American students who face some of the

highest equity gaps in this metric. To accomplish this, financial, instructional, technical, and human resources need to be committed to ensuring successful enrollment and onboarding achieve the reduction of equity gap of Black/African American students in this metric. This refocus would be informed by both feedback provided by students (qualitative) as well as quantitative data. In addition, the campus community should be engaged in relevant diversity, equity, inclusion, anti-racism training to ensure that all aspects of enrollment management is approached in the most equity focused way possible. Guided Pathways also need to be an important part of equitable enrollment management, particularly with the onboarding component. In addition, 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. Among Black/African American students enrolled in Fall 2022, 27% (n=737) are in a cohort program while 73% (n=1976) students are not in a special program. This percentage is highest among the known race categories. Although the college's Student Support Services may proactively address engaging more Black/African American students in special programs, due to eligibility requirements such as full-time attendance, enrollment in specific learning communities or courses, pursuing specific majors, etc.; students may opt to not engage in these programs. As such, counseling has reorganized to provide services by meta major to better address and narrow these equity gaps and with ultimate aim of increasing access and enrollment to college, supporting students in English and Math the first year, and proactively supporting retention and progress to degree.

Planning and Action: Black/African American Students

Intended Audience/Recipient

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- Counseling, Outreach and School Relations and Warrior Welcome Center partner to proactively outreach to Black/African American students who have applied but not followed up on steps to enrollment.
- Ensure that First Semester Plans provide key information and guidance to streamline the process to registration. Students are made aware of support services and special programs.
- Ensure that call center lists are filtered to prioritize Black/African American students informing them of and registering students in onboarding events that include orientation, career exploration, assessment survey, educational plans or course recommendations, and registration assistance. Further, financial aid process and guidance is provided.
- Narrow the gap between African American/Black students who belong to a cohort and have comprehensive education plans with students who do not belong to a cohort.
- Identify and follow-up with Black/African American students who started but did not complete CCCAPPLY
- Communicate pathways and meta majors to high school partners and students targeting high schools with a high Black/African American enrollment.
- Evaluate and improve the onboarding process by continuing to survey Black/African American students about their application and enrollment experience.

- Increase outreach workshops with a special focus on high schools with a higher percentage African-American/Black students.
- Within the South Bay Promise, emphasis should be placed on improving Black/African American and Latino student outcomes
- Give priority to placing African American/Black students in an appropriate support program, as these students are under-represented in the support cohorts and show lower outcomes among students participating in South Bay Promise.
- Ensure there is adequate staff and processes to outreach to students missing key steps, and provide specifically scheduled opportunities to complete steps to enrollment with special attention to African American/Black students.
- Continue to grow dual enrollment opportunities with a special focus on high schools with a higher percentage African-American/Black student enrollment.
- Develop training opportunities for equity-minded online education, and provide learning opportunities in equity-minded cognitive frameworks for student Services staff and faculty.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.
- Mesa will strategically recruit Black and African American STEM students by collaborating with the Outreach Office and campus programs such as the Black Student Success Center, Social Justice Center, South Bay Promise, First Year Experience and Project Success as well as get access to ECC databases.
- The Black Student Success Center (BSSC) will create welcome events during key enrollment periods to help incoming students become more acquainted with their major as well as build community with other students within their affinity groups.
- The Guardian Scholars Program will request disaggregated data by race/ethnicity to conduct targeted outreach support to African American foster youth students.
- First-Gen advisory group to look at better ways and practices to support first-gen students across campus
- Host a series of first-generation professional development conferences for faculty to learn more about first-gen students on campus and how to better support them through their educational journey, including hosting annual First-Gen week activities
- Train all campus ambassadors to understand the importance of the hidden curriculum, academic imposter syndrome, and how to define first-gen terms when conducting presentations for prospective students
- Incorporate first-generation terms into First Year Experience information sessions, orientation, and classroom and counseling settings
- Purchase swag and related school gear to identify and celebrate first-gen status of our students, faculty, and staff
- In partnership with Outreach, hire a person to increase recruitment of African-American students.
- In collaboration with the Division of Counseling and Outreach, the first-gen initiative is planning to be the focal point of the “College Collaborative” to teach our k-12 partners about the innovative work happening around first-gen students
- In partnership with the Office of School Relations, the first-gen initiative is working to create marketing materials for the campus that highlight the designation for first-gen forward and to inform the community as well as prospective students that El Camino College is a first-generation destination.

Support Needed

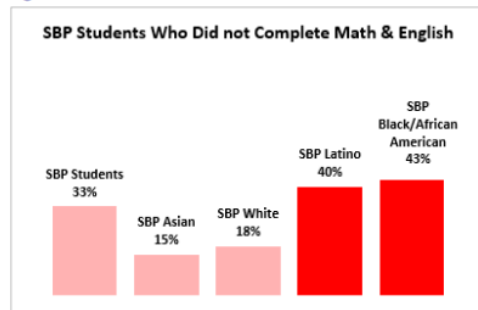
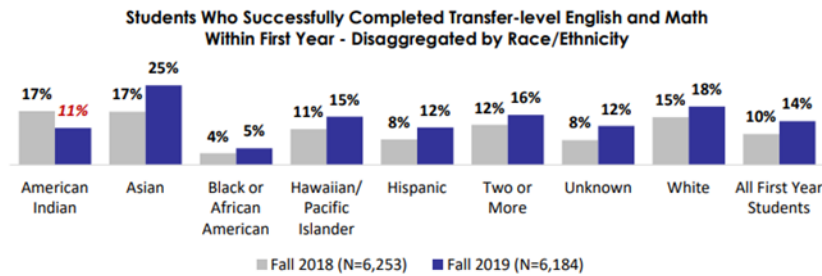
- ✓ Field Guidance & Implementation
 - ✓ Technical Assistance/Professional Development
 - ✓ Data & Research
 - ✓ Policy & Regulatory Actions
 - ✓ Technology Investments & Tools
 - ✓ Pilots & Building Communities of Practice
-
- From the California Community Colleges Chancellor's Office, funding that 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.
 - Improve CCCAPPLY data integration with SIS to capture information for timely follow through. For example, students indicate program information needed, race data, etc. However, the college does not have tools in place to effectively access, share or take action on this data. Information in a secure dashboard with filters to take action and follow up with students would be helpful.
 - To decrease the successful enrollment equity gap emphasis must be placed on ensuring collaboration between campus areas, Information Technology Services, and Institutional Research.
 - ECC needs to support ITS by ensuring available technologies are maximized or are invested in to support students.

Metric: Transfer-Level Math and English

(Completed transfer-level English and Math in the first year.)

Population Experiencing the Most Significant Disproportionate Impact: Black/African American - Male and Female

Transfer-level Math and English El Camino College	2017-18 (Baseline)	2018-19	2019-20	2020-21 (Recent)	2021-22 Goal	2022-23 Goal
Overall	9%	12%	16%	16%	16%	15%
Black or African American	3%	5%	6%	7%	8%	9%
First Generation	3%	6%	9%	9%	9%	10%
Students with Disabilities	5%	7%	11%	15%	9%	10%
LGBTQ+	6%	6%	7%	10%	10%	11%
Hispanic	7%	10%	16%	11%	12%	13%



English 1A without support

Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	24	70.8%	7.3%	87.5%	7.0%
Asian	1,189	76.1%	14.6%	88.0%	8.7%
Black or African American	1,120	53.7%	-11.5%	76.3%	-5.2%
Hawaiian/Pacific Islander	46	58.7%	-4.8%	82.6%	2.1%
Latino	4,379	59.6%	-8.6%	78.9%	-4.2%
Two or More Races	342	70.2%	6.8%	86.5%	6.2%
Unknown or Decline	914	74.1%	11.3%	87.9%	7.9%
White	1,052	75.6%	13.5%	87.5%	7.7%

English 1A with support

Race/Ethnicity
Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	11	27.3%	-25.6%	81.8%	2.7%
Asian	333	69.1%	17.8%	83.2%	4.5%
Black or African American	718	43.9%	-10.3%	75.2%	-4.5%
Hawaiian/Pacific Islander	22	40.9%	-12.0%	68.2%	-11.0%
Latino	2,807	46.2%	-10.5%	75.6%	-4.9%
Two or More Races	115	61.7%	9.1%	75.7%	-3.5%
Unknown or Decline	534	57.1%	4.6%	85.0%	6.3%
White	361	64.3%	12.6%	82.8%	4.0%

English 1B

Race/Ethnicity
Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	< 10				
Asian	103	75.7%	1.9%	85.4%	0.1%
Black or African American	68	61.8%	-13.8%	77.9%	-8.5%
Hawaiian/Pacific Islander	< 10	50.0%	-25.1%	75.0%	-10.9%
Latino	356	73.3%	-4.5%	86.8%	0.2%
Two or More Races	39	76.9%	2.3%	79.5%	-6.5%
Unknown or Decline	< 10	66.7%	-8.0%	66.7%	-19.1%
White	103	82.5%	8.3%	90.3%	5.1%

Math 150 no support

Race/Ethnicity
Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	< 10	60.0%	3.5%	100.0%	25.5%
Asian	673	73.1%	19.5%	86.3%	13.6%
Black or African American	551	41.7%	-16.7%	63.7%	-12.1%
Hawaiian/Pacific Islander	19	57.9%	1.3%	73.7%	-0.9%
Latino	2,472	49.1%	-12.9%	71.6%	-5.9%
Two or More Races	179	65.9%	9.6%	79.3%	4.8%
Unknown or Decline	279	53.8%	-2.7%	75.6%	1.2%
White	526	66.5%	11.7%	78.3%	4.6%

Math 150 with support

Race/Ethnicity
Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	< 10	50.0%	3.3%	50.0%	-20.1%
Asian	328	64.6%	20.7%	79.0%	10.3%
Black or African American	478	34.7%	-13.8%	59.4%	-11.8%
Hawaiian/Pacific Islander	15	33.3%	-13.4%	53.3%	-16.8%
Latino	1,804	38.4%	-12.1%	63.1%	-9.4%
Two or More Races	80	53.8%	7.4%	68.8%	-1.2%
Unknown or Decline	319	32.3%	-15.1%	64.3%	-6.2%
White	294	58.8%	13.8%	75.5%	6.2%

Target Outcomes For 2022-25

Completed Both Transfer-Level Math and English within the First Year	Baseline					Not in Template				
	2016-17	2017-18	2018-19	2019-20	2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	
Black/African American Students	3%	4%	6%	8%	9%	12%	16%	19%	22%	
Non-Black/African American Student	11%	13%	17%	21%	22%					
Equity Gap	-8%	-10%	-11%	-13%	-13%					

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In Fall 2019, AB705 was required to be fully implemented by state law. Under AB705, students must be assessed by using multiple measures and complete transfer-level English and math within one year. At El Camino College, multiple measures include high school GPA and coursework (math only) as the primary determining factors for placement. Incoming degree-seeking students are encouraged by ECC’s counseling department to enroll into relevant Math and English courses in their first year. The Guided Pathway program maps in Program Mapper accessible to students also indicate that English and Math should be completed within the first year of attendance at ECC. Currently, ECC transfer level gateway English and Math courses that are designated as receiving additional support in which, students review core skills and topics necessary to complete their courses successfully. The ECC Writing Center is an additional resource available to students and it embeds tutors in every *English IAS: Reading and Composition* course. Even with these efforts, the disaggregated data shows that Black/African American students are experiencing some the highest equity gaps for this metric. Although AB705 addressed the assessment and placement inequities across disproportionately impacted populations, supporting students to completion and more so successful completion of both of these discipline areas require additional structural and mindset adjustments.

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure there needs to be a more concerted effort to support Math and English faculty and Black/African American students enrolled in relevant transfer level English and Math courses. Along with race-specific regular equity-minded and culturally responsive training, course content and course outline of records also specifically reflect the representation of Black/African American culture. Along with this, additional support needs to be embedded for Black/African American students in these courses. Fortunately, the counseling division has already headed some of these practices. The counseling division has partnered with both the Mathematical Sciences and Humanities divisions for instructional and counseling faculty to have open discourse and work collaboratively in supporting students in transfer level courses.

With Humanities, the counseling division has established a Counseling Partnership where a counselor, success coach, embedded tutor and instructor partner for all English 1A with support classes that are not part of a special program. This community care model was established to ensure:

- Students feel connected, cared, nurtured, and supported.
- Students are aware of campus and community resources and supports to benefit their learning, life and success.
- Students develop or improve student skills to support them across the curriculum.

Counselors and success coaches have access to tools to filter the class roster by attributes, and Black/African American students are among the specific criteria for high touch services. Counseling and Math faculty have semesterly meetings facilitated by the respective division deans and a shared TEAMS site to continue to communicate and support structural changes. The divisions are exploring an embedded support model for Math Academy.

The English Department, through English 1AS, supports students as they work through introductory English, many of whom are attempting the course in their first year. It features specially trained and supported professors who understand the pedagogy needed in high support/high rigor courses. These professors are members of a CoP that discusses the challenges of the course, spreads best practice, and accentuates the need to practice culturally responsive teaching. The 1AS professors regularly meet with embedded counselors, are highly encouraged to regularly use ECC connect, and share their Canvas with embedded counselors and success coaches. This collaboration aims to provide students, particularly those in need, with extra attention and support. The program leads to a demystification of how to graduate and transfer, increased retention, and more students having an educational plan. Many faculty report that this program is a powerful tool— students are often intimidated by counselors and afraid to seek out help. This program simplifies that process. Finally, the 1AS professors are also encouraged to go to bimonthly tutor round table discussions so that the relationship between the embedded tutor and professor is as effective as possible. Having a tutor embedded into each 1A helps ease students into the rigors of college writing.

The Mathematics Department has also actively been involved in addressing the equity gaps its transferable courses experience. Many studies show that students of color (including Black/African American students) do not feel as welcomed and do not feel supported in BSTEM courses and programs. The prevalent cultures in BSTEM programs use entry courses to weed out so-called “nonserious or underprepared” students. Too often, students of color and students who have not had opportunities before college, including some Black/African American students, are among those deemed unready and therefore unworthy of pursuing a BSTEM career. Assessment and grading practices that focus more on sorting students, reward privilege and compliance, and punish lack of resources have traditionally driven many students away from BSTEM majors. Our CoP addresses these and other impediments to equity in BSTEM, at least in the entry-level courses and ideally throughout our BSTEM programs. The Math Department has also been proactively creating a community of practice of faculty teaching our SLAM general education courses (Math 120/150). Members of the CoP are committed to creating courses that welcome Black/African American students into these courses. Members of the CoP would commit to maximizing the number African American students who complete their transfer-level mathematics course in the first year.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- Continue to train and support professors who understand the pedagogy needed in high support/high rigor courses.
- Encourage 1AS professors to become members of a CoP that discusses the challenges of the course, spreads best practice, and accentuates the need to practice culturally responsive teaching.
- Have 1AS professors meet regularly embedded counselors and make regularly use ECC connect. Additionally, share their Canvas shell with embedded counselors and success coaches. This collaboration aims to provide students, particularly those in need, with extra attention and support and also to demystify how to graduate and transfer, increased retention, and ensure more students have an educational plan.
- 1AS professors are encouraged to go to bimonthly tutor round table discussions so that the relationship between the embedded tutor and professor is as effective as possible. Having a tutor embedded into each 1A helps ease students into the rigors of college writing.
- Students are served by the center via 1:1 face to face appointments in the center, virtual drop-in appointments over zoom, and through the use of embedded tutors who host office hours, provide feedback and validation on Canvas, and participate during class time, helping to facilitate workshops and building relationships and rapport with students so that seeking support is easier.
- The Writing Center hosts student-friendly, equity-minded workshops that offer just-in-time foundation building and feature important skills like scholarship writing and paragraph construction.
- The English department currently sponsors several culturally affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars.
- Researching withdrawals would be a high-impact way to learn more about why students are not completing 1A. We already have a questionnaire, but more information is needed, especially on the factors that lead to Black student withdrawals and failure.
- Hire more tutors to increase support across the college for Black students who want and need writing support and ensure that all tutors are trained in Anti-racist, equity-minded practices that support Black student success.
- Conduct equity audits of course syllabi; course content, pedagogy and assessment design; and course policies.
- 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.
- Disseminate useful qualitative data and successful practices to the division as a whole and to faculty teaching subsequent BSTEM courses.
- Target outreach efforts to students who do not pass English and math courses to encourage repeat enrollment and guide them to resources to ensure course success.

- Gather qualitative data from Black/African American students through their own voices.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.
- Develop an equity-minded/race specific student retention program to help faculty increase student retention and course completion.
- 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.

Support Needed

- ✓ 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.

Metric: Retention from Primary Term to Secondary Term

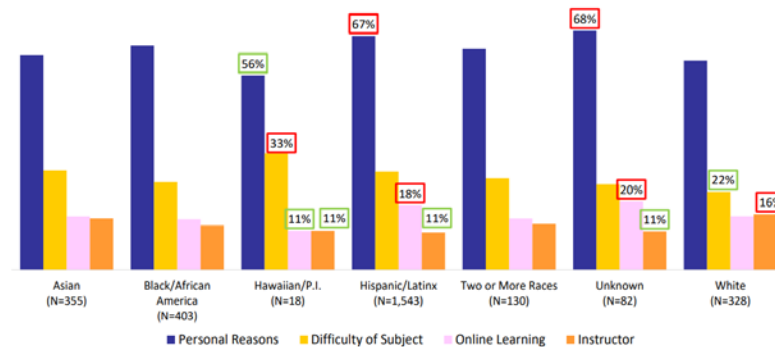
(Persisted first primary term to next primary term: fall-winter, winter-spring, or spring-next fall)

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

Persisted from Fall to Spring El Camino College	2018-19 (Baseline)	2019-20	2020-21 (Recent)	2021-22 Goal	2022-23 Goal
Overall	70%	69%	70%	71%	72%
Foster Youth	56%	61%	59%	63%	64%
Black or African American	58%	63%	64%	64%	65%
First Generation	59%	60%	62%	64%	66%
Veteran	67%	64%	71%	70%	70%
LGBTQ+	68%	66%	67%	70%	70%

Withdrawal Survey 2021



Target Outcomes For 2022-25

Persisted First Primary Term to Subsequent Primary Term	Baseline					Not in Template				
	2015-16	2016-17	2017-18	2018-19	2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	60%	60%	59%	63%	62%	64%	66%	68%	71%	73%
Non-Black/African American Student	77%	75%	76%	76%	73%					
Equity Gap	-16%	-15%	-17%	-13%	-11%					

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

A recent campus student climate survey recorded that 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.” 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.

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal state, curriculum course outlines of record will be reviewed for equity-minded cultural competency to ensure that courses have the proper fidelity of ensuring race consciousness. With the adjustments in courses comes a need for an investment of resources in pedagogical training that assures the faculty can effectively facilitate these courses. Implementation of an equity-minded cultural competency review will help facilitate a shift in the culture to equitable outcomes for this population through ensuring that the curriculum not only is sensitive to underrepresented groups, but also is also adaptable to the evolution of dynamic disciplines. Faculty are the essence of the college, and their performance/practices are among the biggest factors in whether students succeed. By training faculty to be Anti-Racist equity-minded practitioners, El Camino College will provide the supportive, nurturing environment students need to succeed in achieving their educational and career goals. Through the implementation and institutionalization of EMTI ECC will gain faculty who are well versed in equity-minded theory and practice and who have adjusted significant portions of their courses to be more equitable. This, in turn, will lead to the closing or elimination of equity gaps between Black students and other student populations. Direct access to dashboards or metrics with current student data, or lack thereof, factor into the effectiveness with retention efforts. Piecemealed data is available such as early alert flags or referrals, or reports indicating when a student has dropped a course. However, this information needs to be centralized and accessible to effectively and timely intervene. From a Guided Pathways perspective, an educational plan is key in supporting a student's path to continue. Currently, the rates of ed plans and more so Comprehensive Student Educational Plans (CSEP) are higher among Black/African American cohorted student populations. Parity must be achieved with non-cohorted Black/African American students. A baseline also is needed to see if professional development opportunities in equity and antiracism training are in fact being transferred and integrated into practices on campus. Adjustments and designs to existing student services and financial aid need to be done so taking into consideration the barriers faced by Black/African American students. Given the high number of students that indicated personal reasons for withdrawal from courses, ECC would focus on expanding mental health services and basic needs services. Finally, ECC areas, divisions, and departments need to be systematically informed about the barriers Black/African American students experience and find ways to ensure that they can complete their academic obligations while considering the implications of their external/personal obligations. Ideally, Black/African American students need to be supported by ECC

inside and outside of the classroom. To do so, the college must conduct self-assessments of how effectively it does so to ensure it is responsive to the needs of Black/African American students enrolled.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- El Camino College will be implementing a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of underrepresented groups, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.
- Counselors and success coaches will be embedded in transferable English courses with support sections.
- First Semester Plans (FSPs) with incoming students providing connection to a counselor or student services personnel and guidance with course selection.
- Push to make ECC Connect mandatory since active early alert utilization by instructors and student services has demonstrated to increase retention.
- Within Meta Majors, which filter for students who are not in a cohort, increase intentional efforts to serve Black/African American students through outreaching to Black/African American students who do not have an educational plan and prioritize this group for counselor appointments. Also target direct outreach efforts in gateway courses where further advancement gaps in this population are noted.
- Create/increase specific transfer workshops for first time students where transfer and retention gaps exist by meta major; and outreach to first year students where the retention is lower than returning or continuing students.
- Create an integrated system or dashboard to conduct race-specific data analysis that are real time rather than based on trends from two plus years ago.
- Exacerbated by the pandemic and hybrid offerings, continue disaggregated research on students' behaviors and needs for course enrollment and our systems ability to address them.
- Increase Black/African American culturally-affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars such as the annual Slam Poetry contest, scholarship writing workshops, college application essay writing workshops, the publication of the student-run Myriad, which is a collection of poetry, short stories, art and photography, and the publication of both the campus magazine and newspaper which features student work, highlights student success, and addresses student interest and needs.
- Encourage faculty to participate the Equity Minded Teaching Institute (EMTI) to ensure that they become Anti-Racist, equity-minded practitioners and have the skills and tools to cultivate this culture in their classrooms. Institutionalize EMTI so that all ECC faculty, both full-time and part-time, who wish to participate are given an opportunity to do so.

- Connect EMTI participants with resources to help students such as faculty communities of practice, Project Success/MyPath and other cohort programs with embedded support, and SI coaching and other peer mentor programs.
- Surround faculty who are new to equity work with a support system that will mentor/advise them on high impact practices to support student success.
- Mentor faculty in revising course curriculum and materials to center the voices of traditionally marginalized populations so that all students can see themselves and their experiences reflected in the curricular and pedagogical techniques/materials.
- Guide Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Continue to have as many faculty as possible transition and designate their class sections as Zero-Textbook Cost, Low-Textbook Cost and Open Educational Resources in order to potentially lower costs for students.
- 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 MESA database is designed to strategically allow us to quickly identify students from traditionally underrepresented groups and backgrounds, especially Black and African American students. The MESA Personal Success Plan (PSP) case management project allows us to surgically identify and support Black and African American students year-round by assessing student needs, challenges and opportunities for growth as well as progress towards their transfer and career goals. This allows the MESA team to build rapport with each of these students, which in turn allows students to feel connected to their STEM community for support. Data management allows to track student progress and follow ups as needed to ensure student success.
- Dedicated MESA counselors are available year-round to advise and support students not just with their academic loads but also to provide advice and support in non-academic areas such as personal, professional and career advising. MESA counselors have a very good understanding of the challenges STEM student face and also run workshops on important topics like Time Management, Study Skills for STEM, and STEM Transfer Prep among many others to ensure students are informed about key areas that will help them succeed at El Camino College and beyond.
- The MESA team and counselors take charge in the ECC Connect Early Alert system which is linked to the MESA Personal Success Plan (PSP) to check student progress in their classes and connect them with appropriate resources for support as needed. It also allows us to connect with faculty to get a better understanding of the student status in their classes and to help encourage

students to advocate for themselves before deciding to drop a course by ensuring they connect with their professors and counselors before making any decisions about their classes.

- MESA|STEM Center is the central hub for STEM students to help them develop a sense of community and belonging and allows the MESA team to connect with students in person year-round. MESA Students are required to use the MESA|STEM Center at least 5 hours a week to ensure we stay connected but also to incentivize students to connect with each other and build strong collaborative relationships with their peers.
- 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.
- 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.

Support Needed

- ✓ 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.

Metric: Completion

(Attained CCCCO approved degree/certificate within 3 years)

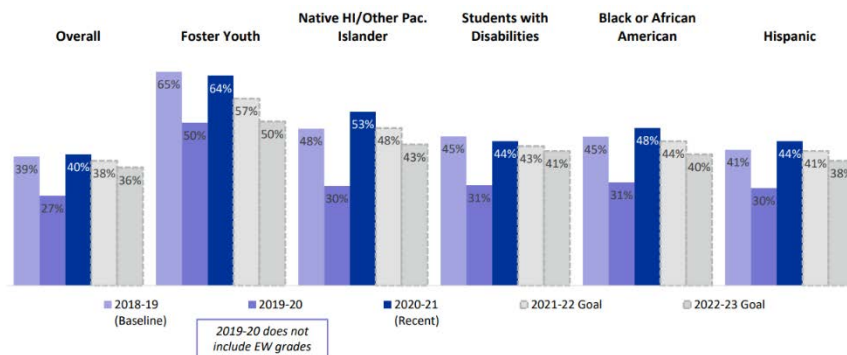
Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

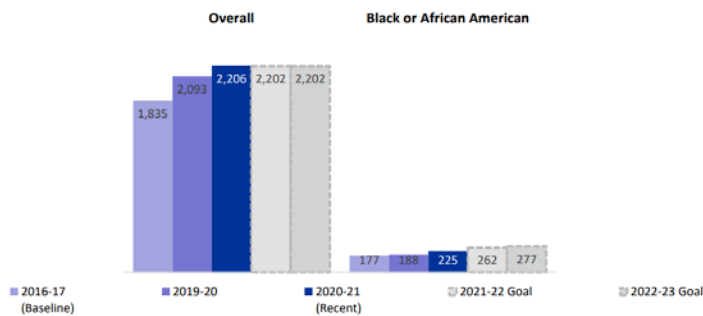
30+Units – Percent of students completing 30+ units within first year.

30+ Units El Camino College	2018-19 (Baseline)	2019-20	2020-21 (Recent)	2021-22 Goal	2022-23 Goal
Overall	7%	6%	6%	7%	8%
Black or African American	4%	3%	3%	5%	6%
First Generation	4%	4%	4%	5%	6%
Students with Disabilities	4%	5%	5%	6%	6%

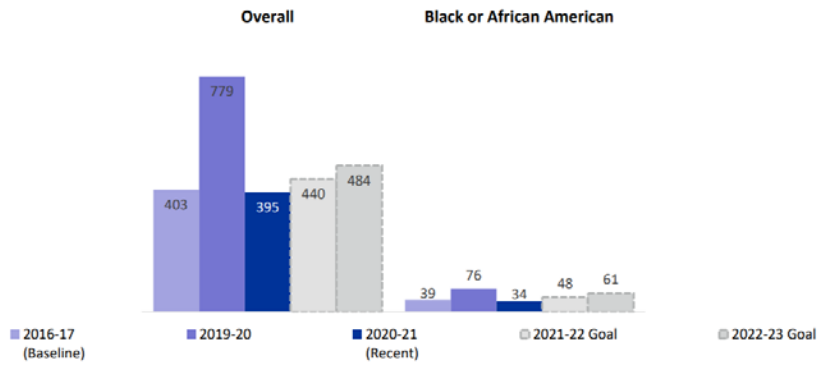
Course Withdrawal – Percent of students who withdraw from one or more courses during the academic year.



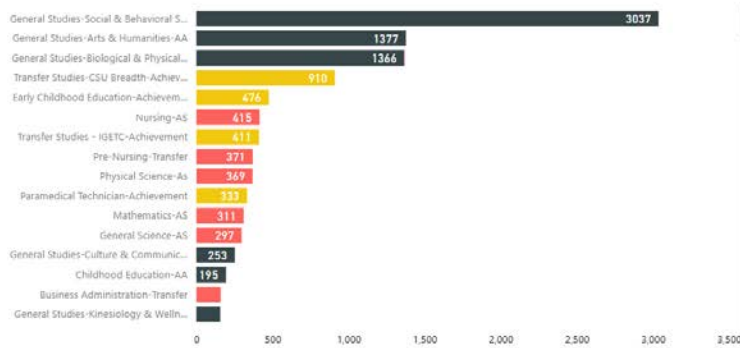
Degree Completion – Number of students earning a degree.



Certificate Completion – Number of students completing a certificate.



Program Award Type ● Associate in Arts ● Associate in Science ● Certificates



Award Summary

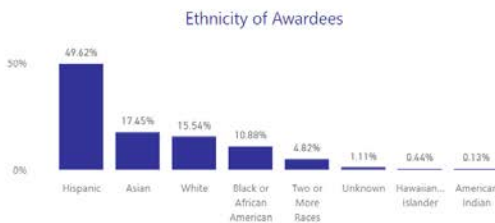
Associate in Arts
7390

Certificates
4235

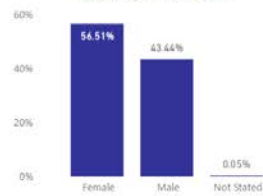
Associate in Science
3355

14,980
Total Awards

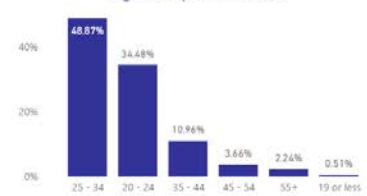
10,385
Unduplicated Number of Awardees



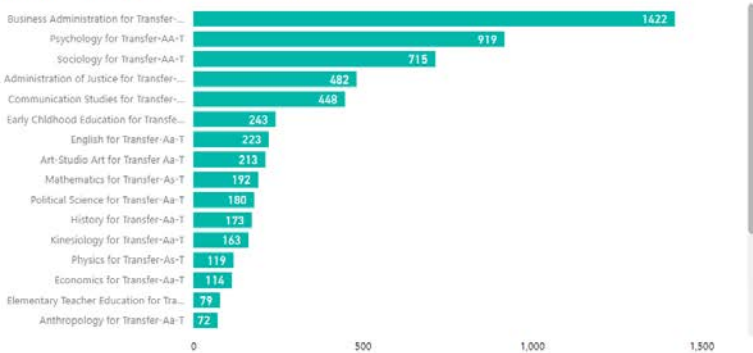
Gender of Awardees



Age Group of Awardees



Program Award Type ● Associate Degree for Transfer

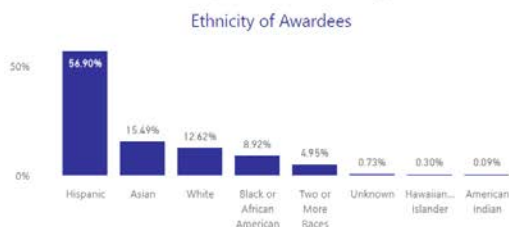


Award Summary

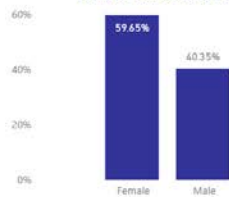
Associate Degree for Transfer
5940

5,940
Total Awards

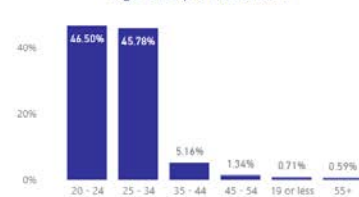
5,596
Unduplicated Number of Awardees



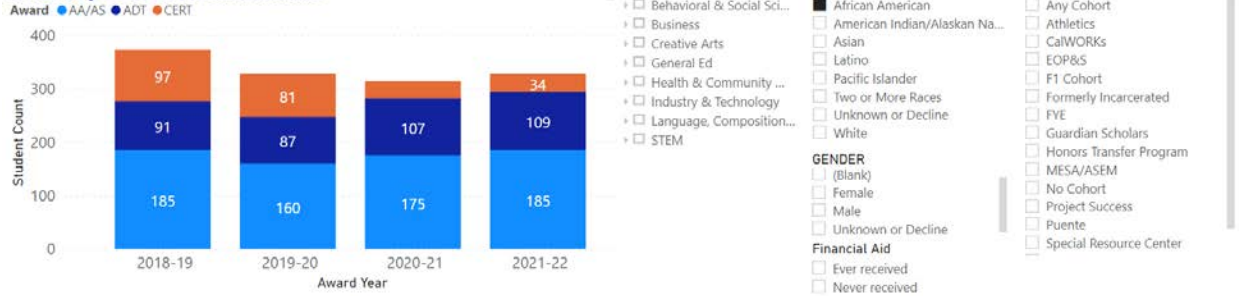
Gender of Awardees



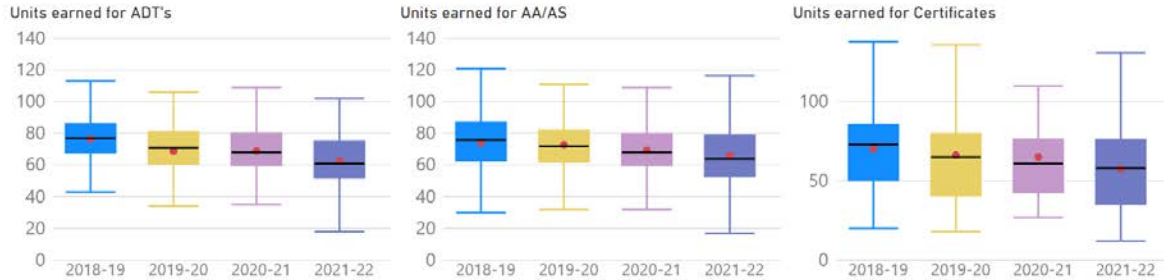
Age Group of Awardees



How many students received awards?



How many units do students collect to earn an award?



Target Outcomes For 2022-25

Completion	Baseline				Not in Template			Not in Template			Not in Template		
	2013-14	2014-15	2015-16	2016-17	2017-18	Year-3	Year-2	Year-1	Year 0	Year 1	Year 2	Year 3	
Black/African American Students	4%	4%	6%	7%	7%	9%	10%	11%	13%	14%	15%	17%	
Non-Black/African American Student	8%	12%	13%	14%	17%								
Equity Gap	-5%	-8%	-7%	-7%	-9%								

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

Black/African American students face a variety of barriers on campus and off-campus that can impede their desire and ability to complete the necessary course sequences needed to achieve an ECC certificate or degree. Schedule of class offerings, the modality in which required courses are offered, course sequencing, and a lack of certificate/degree information all can contribute to inability for students to balance their academic life with their personal life. In addition, teaching practices may still be lagging when it comes to equity-minded instruction and curricular design since there is no required training such as the one provided by the Equity Minded Teaching Institute. ECC Connect, success-oriented tool used to facilitate communication and support for student on campus is not used by all faculty members. It is also an exceptional tool to bring together and network teaching faculty with student services faculty. All these factor impact whether a student can earn an A.A., A.S., ADT within three years

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure ECC would foster more coordination between teaching faculty, Academic Counseling, and Student Services to ensure a collective effort is made to address the barriers Black/African American students face in ECC degree/certificate completion. Additionally, traditionally held course scheduling would be regularly reviewed to ensure that times and modalities are tuned with the academic aspirations and personal obligations of Black/African American students. In instruction, course sequences would be regularly analyzed and course materials and curriculum be put through an equity audit to ensure equitable instruction is taking place and creating a greater sense of belonging. To facilitate data collection, in an ideal structure the college would have software implemented that can communicate with each other for better tracking purposes. The collaboration between Academic Counseling, English, and Math has set one example of how collaboration and coordination can be established within different areas. Equally important are the Guided Pathways Success Teams who are tackling a series of challenges and barriers our students are facing as ECC implements Guided Pathways and the Vision for Success.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- El Camino College will be implementing a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of underrepresented groups, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.
- Create an integrated system or dashboard to conduct race-specific data analysis that are real time rather than based on trends from two plus years ago.
- Require faculty to participate the Equity Minded Teaching Institute (EMTI) to ensure that they become Anti-Racist, equity-minded practitioners and have the skills, and tools to cultivate this culture in their classrooms.
- Connect EMTI participants with resources to help students such as faculty communities of practice, Project Success/MyPath and other cohort programs with embedded support, and SI coaching and other peer mentor programs.
- Mentor faculty in revising course curriculum and materials to center the voices of traditionally marginalized populations so that all students can see themselves and their experiences reflected in the curricular and pedagogical techniques/materials.
- Guide Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- First Semester Plans (FSPs) with incoming students providing connection to a counselor or student services personnel and guidance with course selection.
- ECC Connect should be mandatory since active early alert utilization by instructors and student services has demonstrated to increase retention.

- Within Meta Majors, which filter for students who are not in a cohort, increase intentional efforts are made to serve Black/African American students through outreaching to Black/African American students who do not have an educational plan and prioritize this group for counselor appointments. Also target direct outreach efforts in gateway courses where further advancement gaps in this population are noted.
- Continue to train and support professors who understand the pedagogy needed in high support/high rigor courses.
- Encourage 1AS professors to become members of a CoP that discusses the challenges of the course, spreads best practice, and accentuates the need to practice culturally responsive teaching.
- Have 1AS professors meet regularly embedded counselors and make regularly use ECC connect. Additionally, share their Canvas shell with embedded counselors and success coaches. This collaboration aims to provide students, particularly those in need, with extra attention and support and also to demystify how to graduate and transfer, increased retention, and ensure more students have an educational plan.
- 1AS professors are encouraged to go to bimonthly tutor round table discussions so that the relationship between the embedded tutor and professor is as effective as possible. Having a tutor embedded into each 1A helps ease students into the rigors of college writing.
- Students are served by the center via 1:1 face to face appointments in the center, virtual drop-in appointments over zoom, and through the use of embedded tutors who host office hours, provide feedback and validation on Canvas, and participate during class time, helping to facilitate workshops and building relationships and rapport with students so that seeking support is easier.
- The Writing Center hosts student-friendly, equity-minded workshops that offer just-in-time foundation building and feature important skills like scholarship writing and paragraph construction.
- The English department currently sponsors several culturally affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars.
- Researching withdrawals would be a high-impact way to learn more about why students are not completing 1A. We already have a questionnaire, but more information is needed, especially on the factors that lead to Black student withdrawals and failure.
- Hire more tutors to increase support across the college for Black students who want and need writing support and ensure that all tutors are trained in Anti-racist, equity-minded practices that support Black student success.
- Conduct equity audits of course syllabi; course content, pedagogy and assessment design; and course policies.
- 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.
- 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.
- Disseminate useful qualitative data and successful practices to the division as a whole and to faculty teaching subsequent BSTEM courses.
- Target outreach efforts to students who do not pass English and math courses to encourage repeat enrollment and guide them to resources to ensure course success.
- Gather qualitative data from Black/African American students through their own voices.

- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.
- Develop an equity-minded/race specific student retention program to help faculty increase student retention and course completion.
- 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.
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- The MESA team and counselors take charge in the ECC Connect Early Alert system which is linked to the MESA Personal Success Plan (PSP) to check student progress in their classes and connect them with appropriate resources for support as needed. It also allows us to connect with faculty to get a better understating of the student status in their classes and to help encourage students to advocate for themselves before deciding to drop a course by ensuring they connect with their professors and counselors before making any decisions about their classes.
- MESA|STEM Center is the central hub for STEM students to help them develop a sense of community and belonging and allows the MESA team to connect with students in person year-round. MESA Students are required to use the MESA|STEM Center at least 5 hours a week to ensure we stay connected but also to incentivize students to connect with each other and build strong collaborative relationships with their peers.
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- 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.
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Support Needed

- ✓ Field Guidance & Implementation
 - ✓ Technical Assistance/Professional Development
 - ✓ Data & Research
 - ✓ Policy & Regulatory Actions
 - ✓ Technology Investments & Tools
 - ✓ Pilots & Building Communities of Practice
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- 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.

Metric: Transfer

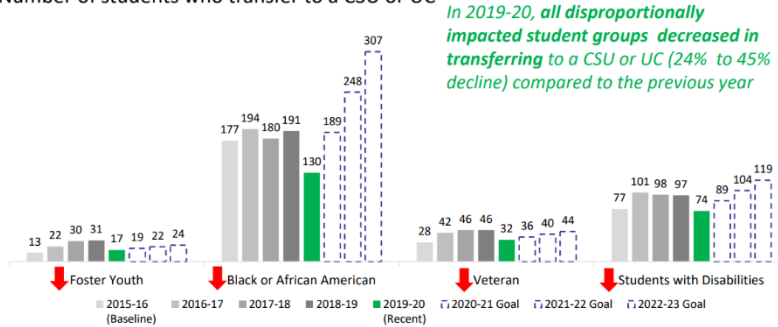
(Transferred to four-year institution within 4 years)

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

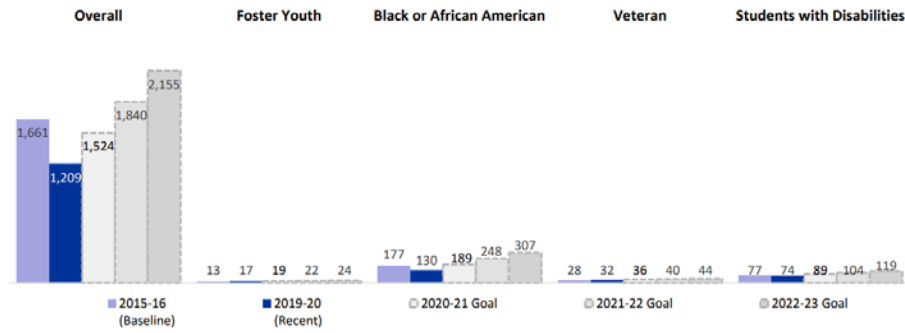
Transfers to CSU or UC Disproportionately Impacted Student Groups

Number of students who transfer to a CSU or UC



ALIGNED COLLEGE-LEVEL GOAL W/ DISPROPORTIONATELY IMPACTED GROUPS		2016-17 BASELINE	2019-20 CURRENT YEAR	2021-22 GOAL NUMBER*
Increase students who earned an Associate Degree (including ADTs)	OVERALL	1,835	2,206*	2,202
	BLACK OR AFRICAN AMERICAN	177	225	262
Increase students who earned a Chancellor's Office approved Certificate	OVERALL	403	395	484
	BLACK OR AFRICAN AMERICAN	39	34	58
Increase students who earned an Associate Degree or Certificate	OVERALL	2,062	2,411	2,474
	BLACK OR AFRICAN AMERICAN	203	241	297
Increase students who earned an Associate Degree for Transfer	OVERALL	808	1,162*	1,091
	BLACK OR AFRICAN AMERICAN	64	102	119
Increase students who transferred to a CSU or UC institution (2015-16 baseline)	OVERALL	1,660 (2015-16)	1,209 (2019-20)	2,241
	FOSTER YOUTH	13	17	23
	BLACK OR AFRICAN AMERICAN	177	130	291
	VETERAN	28	32	43
	STUDENTS WITH DISABILITIES	77	74	116

Transfer to CSU or UC – Number of students who transfer to a CSU or UC.



Full year transfers by year and UC campus

Academic year: 2020-21 | Search for a college:

Campus: Universitywide | Filter by city: | Filter by county: (All)

School	City	County	Count	All	African American	American Indian	Hispanic/Latino	Asian	White	Domestic unknown	International
EL CAMINO COLLEGE	Torrance	Los Angeles	App	786	75	4	287	220	137		47
			Adm	582	49		217	159	102		40
			Enr	405	29		146	122	69		30

Full year transfers by year and UC campus

Academic year: 2019-20 | Search for a college:

Campus: Universitywide | Filter by city: | Filter by county: (All)

School	City	County	Count	All	African American	American Indian	Hispanic/Latino	Asian	White	Domestic unknown	International
EL CAMINO COLLEGE	Torrance	Los Angeles	App	752	79	4	241	221	139		48
			Adm	591	58		191	176	106		44
			Enr	435	42		133	140	76		35

Full year transfers by year and UC campus

Academic year: 2018-19 | Search for a college:

Campus: Universitywide | Filter by city: | Filter by county: (All)

School	City	County	Count	All	African American	American Indian	Hispanic/Latino	Asian	White	Domestic unknown	International
EL CAMINO COLLEGE	Torrance	Los Angeles	App	738	86	7	224	236	122	16	47
			Adm	545	58	5	155	186	89	12	40
			Enr	400	34	4	114	145	67	5	31

California Community College Transfer to the CSU

Systemwide Discipline	CSU Concentration Name	CIP Code (text)	African American	American Indian	Asian American	Hispanic	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	International Student	Grand Total
Undeclared	Pre-Nursing	51.1105	1			1				1		3
Grand Total			154	1	210	795	4	58	46	176	94	1,538

California Community College Transfer to the CSU

Systemwide Discipline	CSU Concentration Name	CIP Code (text)	African American	American Indian	Asian American	Hispanic	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	International Student	Grand Total
			154	1	221	837	6	83	44	192	102	1,640
Grand Total			154	1	221	837	6	83	44	192	102	1,640

California Community College Transfer to the CSU

Systemwide Discipline	CSU Concentration Name	CIP Code (text)	African American	Asian American	Hispanic	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	International Student	Grand Total
Undeclared	Undeclared	24.0102			2			1			3
Grand Total			182	178	831	4	69	45	179	128	1,616

Target Outcomes For 2022-25

Transfer	Not in Template											
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Black/African American Students	14%	15%	15%	16%	18%	20%	21%	22%	24%	25%	27%	28%
Non-Black/African American Student	26%	23%	25%	25%	28%							
Equity Gap	-12%	-8%	-11%	-9%	-10%							

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

The transfer process from a California community college to a four-year institution has been historically difficult for students to navigate. Along with fulfilling specific course work based on the institution a student is transferring to, additional requirements guidelines may need to be followed to ensure transfer success. In addition to this, students must also contend with challenges associated with attending a community college before moving on to their target institution. Many of these have already been highlighted in the previous metrics. While ECC has programs and support services that aid students navigate the transfer process, such as Project Success-Umoja and Guardian Scholars, the reality is that a majority of Black/African American students do not belong to a cohort that can offer transfer guidance.

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure Black/African American student who do not belong to a cohort should have the same accessibility to guidance that those that are part of one do. This would require that programs such as First Year Experience, EOPS, and Project-Success/Umoja, be consulted to learn about their design and activities that ensure successful transferability. The counseling department, already working towards addressing the need, has been examining data and taking specific action to address equity gaps and align services to DI populations based on the SEA plan. To best allocate resources and create cohesive efforts to provide intentional support to specific populations, general counseling was restructured to serve students by meta major. This change allows for the Counseling department to collaborate with meta-major success teams to holistically meet the needs of students. The focus of the meta-major Counseling teams is to specifically reach out to student populations that are identified in the SEA plan and are not part of a cohort program. These teams aim to provide students who are not in a cohort program with a high level of support and access to support programs and services. These teams include meta-major counselors, SSP (probation and financial aid counselors), Equity and Retention advisors, and success coaches. Further, we have counselors with specialized knowledge and expertise in career counseling to support team members within these teams as well as liaise with the Career Center. These success teams are designed to unite counselors, instructional faculty, and student services programs to create a support network designated to work with students in the assigned meta-major. These teams work collaboratively to provide intentional support and ensure we are allocating our resources most effectively to serve and outreach to disproportionately impacted populations. In addition the gains made by counseling, faculty would explore how to integrate Guided Pathways principles in the classroom by coordinating with counseling faculty, library faculty, and academic support (tutoring, SLI, PASS Mentorship) to collaborate in ensuring equitable educational outcomes and successful progression towards transfer. Combine with equitable instructional practices, this collaborative learning environment would procure for all non-cohort Black/African American students the opportunity to be exposed to the benefits of the cohort experience. The Program Review process has incorporated is contributing greatly to facilitate department reflection and dialog about equitable teaching practices. In the curriculum review section of the template, faculty are asked to examine the program curriculum using an equity lens. More specifically, faculty are asked if they prepare students to actively engage in a diverse society, if multicultural content is included, how they respond to diverse students' learning needs, if they use critical/equity-oriented pedagogy, and if they ensure that an empowering classroom environment is being created. By demystifying the transfer process, providing students with regular access to academic counseling, ensuring that academic support is accessible, and exposing student to race-specific equitable instruction and curriculum, avenues for transfer success are opened. The Transfer Center has been proactively engaged in addressing equity gaps for this metric. The Transfer Center, for example, has reached out and has committed to work collaboratively with the Black Student Success Center coordinator, Keiana Daniel to co-coordinate and co-offer culturally- centered workshops, activities and events with the purpose of fostering Black student transfer success. In addition, The Counseling division has supported the creation of an intentional Transfer Center Outreach Plan. This plan targets equity student groups not part of a Student Support Program to connect them to Transfer Services (counseling, advising, workshops), ensure their transfer readiness and support them throughout the application transfer process.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- The Transfer Center will identify currently enrolled African-American students that have met the following criteria (declared transfer as a goal, passed English 1A, not part of a support program cohort and earned a minimum 2.0 GPA). Intentional outreach will be conducted to connect Black students with one-on-one transfer counseling & advising, transfer intersegmental admission workshops, application/PIQ workshops, individual university rep appointments and sign them up for university tours.
- The Transfer Center will collaborate with the Black Student Success coordinator to offer transfer-specific workshops at the Black Student Success Center.
- The Transfer Center will identify African-American courses (History, Ethnic Studies, Psychology) and Black student organizations and conduct Transfer presentations.
- The Transfer Center will collaborate with Umoja/Project Success to help them co-coordinate a mini-transfer event for the program's student cohorts and offer transfer presentations in the program's learning community courses.
- The Transfer Center will work more intentionally with the project director of the HBCU priority and guarantee partnerships and potentially co-host an HBCU fair as part of the existing caravan.
- The Transfer Center will outreach to all African-American students that apply to UC system via a Data-sharing project (if UC's have the ability to share race data) to ensure a smooth transfer transition after submission of the application.
- The Transfer Center will invite special programs to identify African-American students within their programs/cohorts for intentional transfer outreach (workshops, invitations to sign up for tours, priority for No Cal tour, etc.)
- El Camino College will be implementing a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of underrepresented groups, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.
- Counselors and success coaches will be embedded in transferable English courses with support sections.
- First Semester Plans (FSPs) with incoming students providing connection to a counselor or student services personnel and guidance with course selection.
- ECC Connect should be mandatory since active early alert utilization by instructors and student services has demonstrated to increase retention.
- Within Meta Majors, which filter for students who are not in a cohort, increase intentional efforts are made to serve Black/African American students through outreaching to Black/African American students who do not have an educational plan and prioritize this group for counselor appointments. Also target direct outreach efforts in gateway courses where further advancement gaps in this population are noted. e.g.

- Create/increase specific transfer workshops for first time students where transfer and retention gaps exist by meta major; and outreach to first year students where the retention is lower than returning or continuing students.
- Create an integrated system or dashboard to conduct race-specific data analysis that are real time rather than based on trends from two plus years ago.
- Exacerbated by the pandemic and hybrid offerings, continue disaggregated research on students' behaviors and needs for course enrollment and our systems ability to address them.
- Increase Black/African American culturally-affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars such as the annual Slam Poetry contest, scholarship writing workshops, college application essay writing workshops, the publication of the student-run Myriad, which is a collection of poetry, short stories, art and photography, and the publication of both the campus magazine and newspaper which features student work, highlights student success, and addresses student interest and needs.
- Guided Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Require faculty to participate the Equity Minded Teaching Institute (EMTI) to ensure that they become Anti-Racist, equity-minded practitioners and have the skills, and tools to cultivate this culture in their classrooms.
- Connect EMTI participants with resources to help students such as faculty communities of practice, Project Success/MyPath and other cohort programs with embedded support, and SI coaching and other peer mentor programs.
- Surround faculty who are new to equity work with a support system that will mentor/advise them on high impact practices to support student success.
- Mentor faculty in revising course curriculum and materials to center the voices of traditionally marginalized populations so that all students can see themselves and their experiences reflected in the curricular and pedagogical techniques/materials.
- Guide Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.
- Ensure that Divisions, departments, and areas are adopting equitable hiring practices so that Black/African American students are reflected throughout ECC's campus communities.
- Continue to support and expand the efforts of the Counseling Division and the Transfer Center to create cohort experiences for non-cohort students.
- 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.

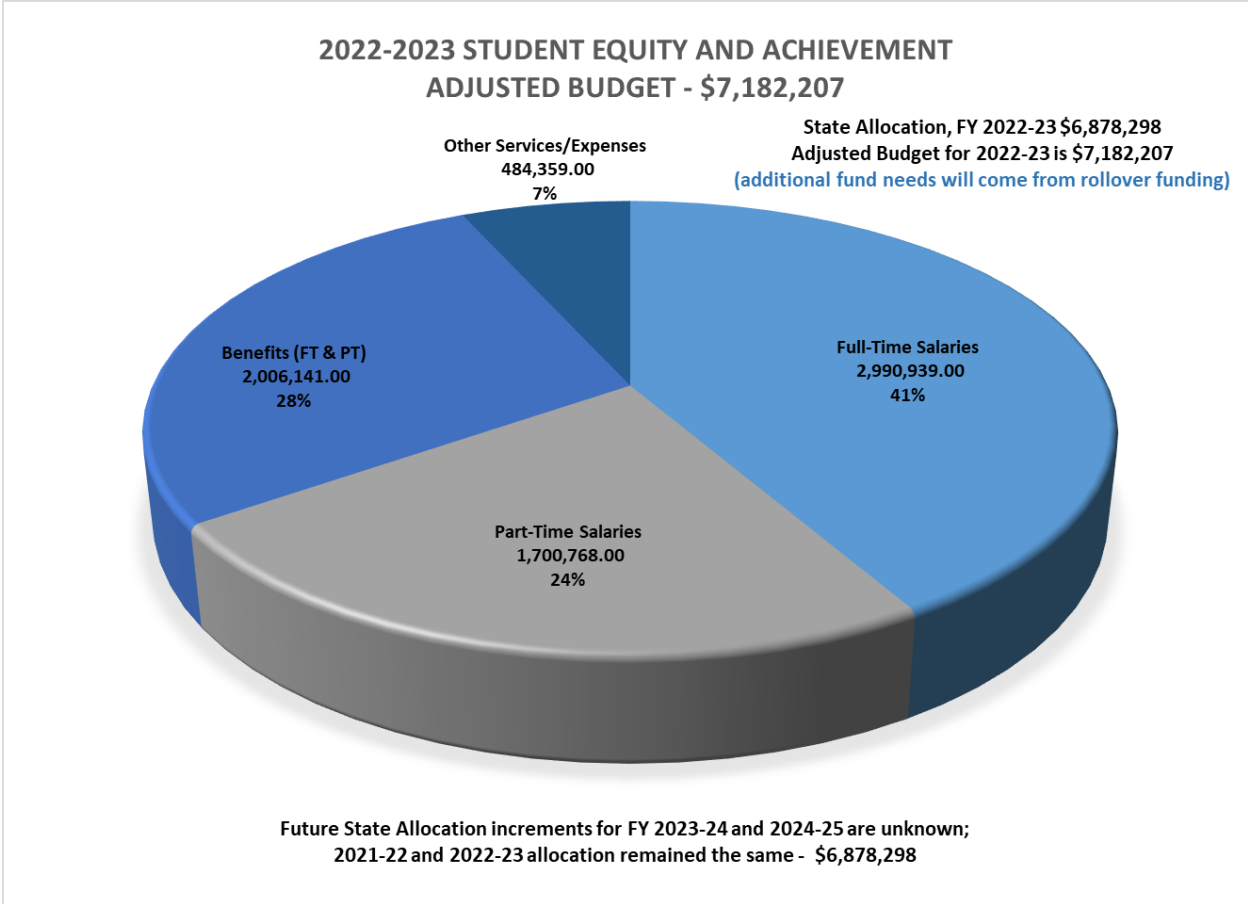
- In collaboration with Umoja-Project Success, the BSSC will host cultural and educational events (i.e., culturally based University tours and Black film discourse nights) as well as learning opportunities to provide a much needed space for Black students to create community.
- The MESA database is designed to strategically allow us to quickly identify students from traditionally underrepresented groups and backgrounds, especially Black and African American students. The MESA Personal Success Plan (PSP) case management project allows us to surgically identify and support Black and African American students year-round by assessing student needs, challenges and opportunities for growth as well as progress towards their transfer and career goals. This allows the MESA team to build rapport with each of these students, which in turn allows students to feel connected to their STEM community for support. Data management allows to track student progress and follow ups as needed to ensure student success.
- Dedicated MESA counselors are available year-round to advise and support students not just with their academic loads but also to provide advice and support in non-academic areas such as personal, professional and career advising. MESA counselors have a very good understanding of the challenges STEM student face and also run workshops on important topics like Time Management, Study Skills for STEM, and STEM Transfer Prep among many others to ensure students are informed about key areas that will help them succeed at El Camino College and beyond.
- The MESA team and counselors take charge in the ECC Connect Early Alert system which is linked to the MESA Personal Success Plan (PSP) to check student progress in their classes and connect them with appropriate resources for support as needed. It also allows us to connect with faculty to get a better understanding of the student status in their classes and to help encourage students to advocate for themselves before deciding to drop a course by ensuring they connect with their professors and counselors before making any decisions about their classes.
- MESA|STEM Center is the central hub for STEM students to help them develop a sense of community and belonging and allows the MESA team to connect with students in person year-round. MESA Students are required to use the MESA|STEM Center at least 5 hours a week to ensure we stay connected but also to incentivize students to connect with each other and build strong collaborative relationships with their peers.
- 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).
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- In collaboration with the Transfer Center on campus, host a First-Gen Transfer workshop targeted to students who identify as first-to-go-to college to learn more about the transfer process.

Support Needed

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 - ✓ Technical Assistance/Professional Development
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Student Equity and Achievement Funding



El Camino College Student Equity Plan 2022-2025

