
IMPACT Project: Pick up the PACE!

El Camino College IMPACT Fall 2022

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ROOTED
IN
LOVE

The Hook

- The campus is making great efforts to attract and retain students while bringing equity to the forefront of decision-making concerning student success
- Many of these efforts benefit full-time students in the form of programs that increase wraparound support and services
- A significant number of working students attend ECC that cannot commit to being full-time students.
- Bringing a PACE program to ECC addresses working part-time students and has the potential to increase our enrollment, success and retention rates, and is an equity issue as many of these students are often from lower socio-economic backgrounds and under-resourced demographics

The Problem

El Camino does not have a program that supports working students that can only attend on a part-time status

Our website redirects searches for PACE to other campuses – It sends the message that ECC does not serve working part-time students

Part-time students have less success and retention rates, lower GPA's, and generally do not qualify for programs that support students

With an increased significance on enrollment, ECC cannot afford to ignore this forgotten demographic of students.



Evidence of Inequitable Access

- According to the Student Services Dashboard, **Black and Latino students are overrepresented among PT students:**
 - Percentage of ECC students who are PT: **65%**
 - Percentage of Black ECC students who are PT: **71%**
 - Percentage of Latino ECC students who are PT: **67%**
- However, for various reasons, FT status correlates with higher participation in cohort programs
- At the same time, **participation in a cohort correlates with greater success...**

Evidence of Inequitable Access

- **Effect on Course Success:**
 - Black students in a cohort have an approximately **5.8% higher course success rate** when in a cohort
 - Latino students in a cohort have an approximately **8.4% higher course success rate** when in a cohort
- **Black and Latino students in a cohort also have higher GPAs**
 - In the case of Latino students, participation in a cohort **increases the average GPA from 2.54 to 2.72**

Source: ECC Student Services Dashboard



Chabot College - “Program for Adult College Education” (PACE) Program

- PACE is a multi-semester Learning Community Designed for people who work 9am-5pm, who wish to complete their Freshman and Sophomore levels of college education
- Complete their A.A. Degree in 3 years or less ☐
- Mixture of evening and online classes ☐
- Be part of a “College within a College” community ☐
- Clear pathways toward certain academic goals ☐
- Instructors teach toward adult learners ☐
- Specialized academic counseling and email newsletter
- Meets AA Degree & CSU GE Transfer Requirements



Chabot College - "Program for Adult College Education" (PACE) Program

PACE Half-Time Education Plan: Fall 2019

PACE Degree & Transfer Program for Working Adults

This is an example of an Education Plan for a PACE Student taking half-time classes (6 units/sem)

Courses are planned to be offered both Fall ("F") and Spring ("Sp") semesters unless otherwise indicated.

Semester 1

Health 1 or 4 Online (3 units)
Psychology 33 (3 units)

Semester 2

English 1 (4 units)
Religious Studies 50 Online (3 units)

Summer: (take 1): Sociology 4 Online (3 units)

Semester 3

English 4 Online or English 7 (3 units)
Sociology 1 Online (3 units)

Semester 4

Geography 1 (3 units) and Geography 1 Lab (1 unit)
1 unit of **PE** as ADPE, ATHL, or PEAC* (*not offered in PACE*)

Summer: (take 1): Sociology 2 Online, or History 12 Online (3 units)

Semester 5

Anthropology 1 Online (3 units)
History 7 Online (3 units)

Semester 6

Communication Studies 1 (3 units)
Psychology 1 Online (3 units)

Summer: (take 1): Humanities 68 Online (3 units)

Semester 7

Psychology 5 or Math 43 (4 units)
Music 8 Online (3 units)

Semester 8

History 8 Online (3 units) or *Summer Hist. 12*
Sociology 3 Online (3 units)



Automotive Technology PACE Career Pathway

Year One	Fall	Introduction to Automotive Service (ATEC 1)
	Spring	Brakes (ATEC 14)
	Summer	Suspension and <u>Four Wheel</u> Alignment (ATEC 16)
Year Two	Fall	Automatic Transmission (ATEC 34)
	Spring	Automotive Air Conditioning (ATEC 81)
	Summer	Manual Transmission, Drive Train and Drive Axles (ATEC 35)
Certificate of Accomplishment – Transmission & Drive Train Technician		
Certificate of Achievement – Automotive Brakes/Suspension Transmission/Drive Train Technician		
Eligible to Take Industry Automotive Service Exam <u> </u> (27 CTE Units)		

Childhood Education PACE Career Pathway

Year One	Fall	Child Growth and Development (CDEV 103 hybrid)
	Spring	The Home, the School, the Community (CDEV 104 online)
	Summer	Child Health, Safety and Nutrition (CDEV 110 online)
Year Two	Fall	Principles and Practices of Teaching Young Children (CDEV 108 hybrid)
	Spring	Teaching Young Children in a Diverse Society (CDEV 112 online)
	Summer	Observing and Assessing Young Children (CDEV 114 online)
Certificate of Achievement in Early Childhood Education and Eligible to Apply for Teacher Assistant State Permit		
Year Three	Fall	Introduction to Curriculum (CDEV 115 in person) Reading and Composition (ENGL 1A online)
	Spring	Child Development Practicum I (CDEV 125 in person) Art and Visual Culture: A Global Perspective (AHIS 101 online)
	Summer	Probability and Statistics for Prospective Elementary School Teachers (Math 115 in person)
Year Four	Fall	General Psychology (PSYC 101 online – 1 st 8 weeks) Introduction to Ethnic Studies (ESTU 1 online – 2 nd 8 weeks) Music Appreciation Survey (MUSI 111 online)
	Spring	Introduction to Spanish and Latin American Language and Cultures (SPAN 24 online) Fundamentals of Biology (BIOL 10 hybrid)
	Summer	Exploring the Physical Sciences (PSCI 25 online)
Early Childhood Education – Associate Transfer Degree (IGETC = 36 units + 24 CDEV units = 60 units)		

The Solution, Benefit & Conclusion

- Give consideration to Pace-like programs, career pathways
- Clear course patterns
 - Evening and online options
- Wrap-around services for students: counseling, career advising, etc.

- Testimonials from Chabot College
 - "The PACE program has brought me back to school after 10 years of never taking a look back. **With the support of my counselor and teachers, and classes that accommodate my full time work schedule**, I can finally reach my goals and obtain my degree." – Sharon Wang
 - "The PACE program has been great so far; I wish I had started the program sooner! There are so many classes to choose from I can always find one that works with my hectic schedule." – Name withheld by request

- Increasing success and retention for part-time students