

El Camino College Community and Personal Development Institutional Learning Outcome Report



Spring 2021

Executive Summary

- The analysis of the Community and Personal Development ILO combines data from multiple surveys and data on use of student services from Fall 2019, Spring 2020, Fall 2020, and Spring 2021.
- Academic Support Services are accessed differently by different racial groups. For instance, Black/African American students are a large portion of the SEA Village users, but are under-represented in the use of supplemental instruction.
- Black/African American students feel the least prepared to engage in a racially diverse workplace or to live in racially diverse neighborhoods.

Introduction

El Camino College has established 4 Institutional Learning Outcomes (ILOs) to assess core competencies related to student learning. The college assesses one ILO each year and during the 2020-21 Academic Year, ECC assessed ILO #3:

Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Engage in on-campus programs and services that utilize campus resources and opportunities to foster community, civic, political, environmental, health and social awareness.

Demonstrate personal responsibility by identifying, maintaining, and improving physical and mental health and by implementing and evaluating personal, academic, financial, and career goals.

Seek feedback, analyze and evaluate one's own progress toward goals and be able to find applicable solutions to challenges impeding one's success.

This report is the last assessment of this ILO because the college is transitioning to a new set of ILOs based on the Guided Pathways framework. The Community and Personal Development ILO was challenging to assess because it was created to incorporate non-academic programs into the Learning Outcomes process by attempting to merge many disparate college functions

into one overarching ILO. In the future, the new ILOs will assess how well the college is living up to its mission to develop program pathways that lead to employment or transfer, and to provide the comprehensive support students may need to succeed.

Methodology

The methodology for assessing Community and Personal development has changed with each assessment. In the past, ECC used a homegrown survey which assessed the college's impact on personal attitudes. This was replaced with the Community College Survey of Student Engagement (CCSSE), a nationally validated survey out of the University of Texas that provides analysis about student engagement in community colleges. The assessment of the Community and Personal Development ILO also incorporated use of campus resources to develop a picture of how students utilize resources available to them at El Camino College.

This report continues to include campus resources usage. ECC has not conducted the CCSSE since 2014 so it will not be incorporated. However, elements of the National Assessment of Collegiate Campus Climates (NACCC) from the USC Race and Equity Center will be included along with information from the El Camino Campus Climate Survey. The NACCC survey was conducted during the Fall 2020 term, while the ECC Campus Climate survey was conducted during the Spring 2021 term. Both surveys were sent by email link to all students and allow for disaggregation of results. Disaggregation of the use of campus resources was not possible as the data available through College departments was submitted to Assessment of Learning Committee in summary form. Both of these surveys were also conducted during the COVID-19 pandemic when most classes were not being conducted on-campus.

Results

The Assessment of Learning Committee was able to gather student level usage data from four student academic support services across campus:

- The Math Study Center provided tutoring assistance for math, computer science, and physics courses.
- The SEA Village provided counseling and tutoring services.
- Supplemental Instruction provided added support for designated sections utilizing coaches who are embedded in the lectures and lead optional review sessions.
- The Tutoring Center provided data related to tutoring, which is offered in a variety of subjects both online and in person.

Table 1 shows the number of individuals using each of these resources during the indicated terms, as well as the relative percentage of each group by race/ethnicity and gender. Black/African American students are under-represented in students utilizing supplemental instruction, but are over-represented in utilizing the SEA Village and the Tutoring Center compared to the overall ECC population. Hispanic students are under-represented in the

population utilizing the Math Study Center and the Tutoring Center. Males are under-represented users in each resource, with the exception of the SEA Village.

Table 1: Which Students Are Using Academic Supports?

	ECC	MATH STUDY CENTER	SEA VILLAGE	SUPPLEMENTAL INSTRUCTION	TUTORING CENTER
TERMS	FA21	SP20, FA20, SP21	FA19, SP20	FA19, SP20, FA20, SP21	FA20, SP21
STUDENTS (N)	19,849	1,046	1,449	2,565	292
AMERICAN INDIAN	0.2%	0.0%	0.1%	0.2%	
ASIAN	14.3%	14.9%	9.7%	15.3%	14.0%
BLACK/AFRICAN AMERICAN	13.6%	14.1%	22.0%	10.3%	18.2%
HAWAIIAN/PACIFIC ISLANDER	0.4%	0.6%	3.2%	0.4%	
HISPANIC	49.6%	38.0%	52.8%	52.3%	39.4%
TWO OR MORE RACES	3.9%	2.9%	5.0%	3.7%	2.4%
UNKNOWN	4.4%	17.4%	1.2%	4.8%	11.0%
WHITE	13.5%	12.0%	6.1%	13.0%	15.1%
FEMALE	53.9%	44.8%	56.0%	56.1%	59.6%
MALE	45.8%	38.0%	44.0%	39.8%	30.8%
UNKNOWN	0.4%	17.2%		4.1%	9.6%

Students can use each of these services multiple times, therefore the Assessment of Learning Committee also wanted to see the distribution of actual usage of each resource. Table 2 shows the percentage of visits by each demographic group at each resource. Comparing Table 1 and Table 2 allows us to determine if the percentage of users within each demographic group matches the percentage of visits for each group. For the most part, the distribution of usage matched the distribution of users, although there are some trends that stand out. In the SEA Village, Black/African American students comprise 22% of the users, however this group accounts for 34% of the visits, indicating Black/African American students who use the center do so more often than their peers. The opposite trend is observed for Hispanic students who make up almost 53% of the SEA Village users, but only account for 42% of the visits.

Table 2: Are Academic Support Services Reaching Students Equally?

	MATH STUDY CENTER	SEA VILLAGE	SUPPLEMENTAL INSTRUCTION	TUTORING CENTER
TERMS	SP20, FA20, SP21	FA19, SP20	FA19, SP20, FA20, SP21	FA20, SP21
INTERACTIONS (N)	5,016	7,738	16,317	1,373
AVERAGE INTERACTIONS PER STUDENT	4.8	5.3	6.4	4.8
AMERICAN INDIAN		0.1%	0.3%	
ASIAN	14.0%	6.7%	15.5%	13.0%
BLACK/AFRICAN AMERICAN	13.8%	34.1%	9.7%	18.1%
HAWAIIAN/PACIFIC ISLANDER	0.9%	4.5%	0.2%	
HISPANIC	49.5%	42.0%	48.7%	42.0%
TWO OR MORE RACES	2.9%	7.2%	3.9%	3.1%
UNKNOWN	6.3%	0.8%	7.9%	5.8%
WHITE	12.5%	4.6%	13.9%	17.9%
FEMALE	48.5%	55.6%	58.2%	59.2%
MALE	45.2%	44.4%	36.9%	37.3%
UNKNOWN	6.3%		4.9%	3.5%

The Spring 2021 Student Campus Climate survey included questions that could help assessing the ILO by looking at how students use resources. The 2020 NACCC survey focused on perceptions of racism and experiences related to different situations, but it also included questions related to how well the college prepares students to live in a multicultural environment, which can relate to being engaged members of society.

Table 3 illustrates Campus Climate and NACCC survey questions, disaggregated by race. More than half of the students who responded to the Campus Climate survey indicated they had not used an academic support service within the previous 12 months. Asian and Hispanic students are the exception, with more than half of respondents indicating having used academic support services. Many students indicated they have talked with instructors or advisors about career plans, with 74% of Black/African American students stating they had these discussions. White, Asian, and Two or more race students were most likely to say they did not have these conversations.

The NACCC survey asked questions about whether the college was preparing students to be members of a diverse community. Table 3 shows questions aggregated to the positive (Mostly

or Strongly Prepared) and to the negative (Not at all or Slightly Prepared).¹ Black/African Americans are the least likely to feel El Camino is preparing them to work in a racially diverse setting and to feel like they are prepared to live in racially diverse neighborhoods. Green highlighted cells indicate a positive response of 5% above the overall rate. Red highlighted cells indicate a negative response of 5% above the overall rate.

Table 3: Do Students Have Positive Responses to Survey Questions?

	Overall	White	Asian	Black/ African American	Hispanic	Two or more
Campus Climate: During this academic year, how often have you used academic support services like tutoring, computer lab, or skills centers?						
Sometimes or Often	48%	37%	57%	46%	52%	29%
Never	52%	63%	43%	54%	48%	71%
Campus Climate: During this academic year, how often have you talked about career plans with an instructor or advisor?						
Sometimes or Often	71%	68%	65%	72%	74%	65%
Never	29%	32%	35%	28%	26%	35%
NACCC: How well do you think your institution is preparing you for working in a racially-diverse setting?						
Mostly or Strongly Prepared	53%	53%	49%	49%	55%	55%
Not at all or Slightly Prepared	19%	18%	19%	29%	16%	24%
NACCC: How well do you think your institution is preparing you for living in a racially-diverse neighborhood?						
Mostly or Strongly Prepared	46%	47%	42%	34%	52%	41%
Not at all or Slightly Prepared	24%	25%	20%	35%	21%	31%

Conclusions and Recommendations

El Camino Students are accessing Academic Support Services in different ways. The information in this report only includes four Academic Support Services. Survey data also supports the notion that Academic Support Services are accessed differently based on racial groups. Furthermore, Black/African American students have a much higher incidence of feeling unprepared to live and work in racially diverse environments.

- El Camino should ensure consistent record keeping across programs to determine effectiveness and usage of student support services.
- El Camino programs should review usage statistics to determine if populations utilizing the service are the expected populations or if outreach efforts are needed to reach

¹ NACCC survey neutral responses are not shown in Table 3.

students who may benefit from support services. For example, Supplemental Instruction showed an undersized proportion of Black/African American students. Outreach may be appropriate considering that Black/African American students are the annual priority for the 2022-23 academic year.

- Expanding El Camino cultural competency programs for students may help Black/African Americans feel more prepared to live and work amongst other racial groups.