

## STUDENT EQUITY PLAN REFLECTION

**Leads:** Jeffrey Stephenson and Jason Suarez

### Key Learnings

Despite El Camino College's comprehensive 2022–2025 Student Equity Plan, the persistence of equity gaps for African American/Black students suggests that implementation challenges and structural limitations may have hindered the plan's effectiveness. Several underlying issues emerge from the plan itself that help explain why intended outcomes may not have been fully realized. First, while the plan outlines numerous action steps and initiatives, there is an overreliance on voluntary participation—particularly from faculty—when it comes to adopting equity-minded practices. Many critical strategies, such as embedding culturally responsive pedagogy, completing course equity audits, and participating in the Teaching Academy for Continuous Learning (TACL), were encouraged but not mandated. Without institutional accountability or formal requirements, the diffusion of equity practices was likely inconsistent across departments and courses, limiting their impact on student outcomes. Second, the plan notes the underrepresentation of African American/Black students in support cohorts, such as Umoja, South Bay Promise, and Guardian Scholars. Despite efforts to increase cohort participation, the vast majority of Black students—up to 73%—remained outside these high-touch support systems. This disconnect meant that the most at-risk students did not receive the intensive, community-based support proven to close equity gaps. Third, while the plan emphasizes data-driven decision making, it acknowledges gaps in real-time, race-disaggregated data access. The lack of fully integrated and actionable data systems made it difficult for departments to track student progress, intervene early, and monitor the effectiveness of interventions for Black students. Decisions based on outdated or fragmented data limit the ability to respond to students' evolving needs in a timely and equitable manner. Fourth, structural barriers persisted in the form of limited culturally affirming learning environments and barriers to accessing resources, especially among non-cohorted students. Although the plan includes steps to redesign curriculum and offer culturally relevant programming, these changes were slow to institutionalize and often siloed within specific departments or centers like BSSC. Additionally, basic needs insecurity, academic imposter syndrome, and a lack of belonging, which were identified in campus climate surveys, were not comprehensively addressed across all divisions. Finally, while numerous initiatives were proposed, the plan often relied on pilot programs and short-term projects without clear metrics for scale or sustainability. This may have resulted in scattered implementation, preventing the kind of systemic transformation necessary to close longstanding racial equity gaps. In essence, although the plan demonstrated a strong conceptual framework and good intentions, its lack of enforceable accountability, inconsistent implementation, and systemic underreach likely contributed to its limited success in reducing equity gaps for African American/Black students.

## **EXECUTIVE SUMMARY**

**Leads:** Jeffrey Stephenson and Jason Suarez

El Camino College's 2025–2028 Student Equity Plan is an ambitious, equity-driven initiative designed to address persistent disparities in student success across critical outcomes, particularly for African American/Black students and other disproportionately impacted (DI) groups. The plan targets key student achievement metrics: successful enrollment, completion of transfer-level Math and English, persistence, certificate/degree completion, and transfer to four-year institutions. The identified student groups include African American/Black students, low-income adults, veterans, foster youth, justice-impacted students, and students with disabilities. Goals have been established to eliminate disproportional impact and fully close equity gaps by 2028. These include increasing the enrollment yield to 39%, ensuring more students complete transfer-level Math and English in their first year, and increasing persistence and completion rates—particularly among DI groups. El Camino also aims to increase the number of Associate Degrees for Transfer (ADTs) and to strengthen transfer pathways, especially to CSU, UC, and HBCUs. To achieve these goals, the college has outlined several strategic initiatives. These include: (1) mandating equity-minded training for faculty, (2) scaling cohort-style supports, (3) expanding targeted outreach and dual enrollment, (4) improving real-time, disaggregated data tracking for early intervention, and (5) enhancing wraparound services such as mental health support, food security, and culturally affirming programming. These efforts are reinforced by structural strategies like embedding counselors and tutors in meta-majors, expanding Credit for Prior Learning, increasing work-based learning opportunities, and aligning course offerings with degree requirements.

## SUCCESSFUL ENROLLMENT

### Data Review/Establishing Equity and Student Populations Goals

**Lead:** Kristina Martinez

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	21.6%	4394	N/A	N/A	N/A	N/A
Black or African American Female	18.8%	217	0.6%	7	2.9%	34
White	13.3%	914	10.5%	717	12.4%	851

### Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

The El Camino College Education Plan (2024–2034), the Strategic Enrollment Management Plan (2022–2025), and the Comprehensive Integrated plan Focus on rebuilding and growing enrollment post-pandemic through targeted outreach and expanded access. The plans also emphasize equity by increasing enrollment among disproportionately impacted student populations. This includes a goal of increasing the percentage of applicants who enroll to 39% by 2028.

### KEY STRATEGIES TO ADVANCE COMPLETION GOALS

#### Disproportionately Impacted Student Population(s)

1. Targeted Marketing Campaigns: Implement targeted marketing campaigns to reach potential students, including underrepresented groups. This involves using data analytics to identify and engage with prospective students through personalized communication. This strategy uses outreach efforts that are relevant and resonate with the specific needs and interests of the identified disproportionately impacted student populations. Initiatives:

Launch data-informed, personalized marketing campaigns. Develop multilingual and culturally relevant outreach materials. Strengthen community partnerships and presence at local events. Use CRM tools to segment and target prospective students. Host community info sessions and college fairs in underserved areas. Track engagement metrics to refine outreach efforts.

2. **Holistic Support Services: One-Stop Student Services:** Creating a one-stop model for student services makes it easier for students to access all necessary support in one location. This is particularly beneficial for students from disproportionately impacted groups who may face additional barriers in navigating the college system. **Comprehensive Support:** Improve collaboration to ensure awareness and ease of access to resources that support academic, financial, and personal needs of students. This holistic approach helps ensure that students from underrepresented backgrounds receive the support they need to succeed. **Increase Awareness and Utilization of Support Services:** Develop a targeted communications strategy using multiple platforms (email, social media, campus events) to increase awareness and utilization of student support programs and services by 10%. This initiative aims to ensure that students are well-informed about the resources available to them, which can help in retaining and supporting them throughout their academic journey.
3. **Strengthen Partnerships Between the Classroom, Workplace, and the Community:** **Expand Dual Enrollment Programs:** The college will strengthen relationships with high schools within the El Camino Community College District (ECCD) to expand dual enrollment programs. This includes increasing Early and Middle College programs to provide more equitable pathways for students to access college-level coursework. **Enhance Career and Technical Education (CTE) Enrollment:** Intentional marketing and outreach efforts will be implemented to boost CTE enrollment and address demographic gaps, ensuring that more students are aware of and can take advantage of these opportunities. **Create Flexible and High-Value Educational-to-Employment Experiences:** **Expand Credit for Prior Learning Pathways:** The college plans to expand pathways for students to earn credit for prior learning via the CCCCO Mapping Articulated Pathways (MAP) platform. This will help students receive recognition for previous education, training, and work experience. **Increase Work-Based Learning Opportunities:** By conducting labor market analyses and strengthening relationships with industry partners, the college aims to expand work-based experiential learning opportunities, including internships and apprenticeships, to enhance career readiness.

## **ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION**

- **Assess and Improve Registration Processes:** The college plans to assess business process improvement opportunities and implement targeted technology improvements to reduce registration inefficiencies. This includes optimizing registration with ongoing user feedback and integrating software solutions. **Increase Application Yield Rate:** By focusing on reducing registration inefficiencies, the college aims to increase the percentage of applicants who enroll at El Camino College to 39% by 2028. **Reimagine Various Technologies Used to Support Students for Greater Efficiency and Ease of Use:** Redesign and improve existing systems (e.g., Gecko, ECC Connect, CRM) for ease of use and efficiency. By making these technologies more user-friendly, the college can streamline student-facing operations, making it easier for students to navigate the enrollment process and access the support they need.

**COMPLETED BOTH TRANSFER-LEVEL MATH & ENGLISH**

**Leads:** Scott Kushigemachi and Marlow Lemons

## Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	14%	915	N/A	N/A	N/A	N/A
Black or African American	6.9%	53	6%	47	8.1%	63
First Generation	10.1%	65	2%	14	4.3%	29
LGBT	10.1%	44	1.4%	6	4.1%	18

## KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH & ENGLISH GOALS

### Disproportionately Impacted Student Population(s)

1. Implement an effort to increase first-year completion of Math and English among disproportionately impacted students by marketing these courses to first-year students, promoting education plans with Math and English in the first year, and implementing incentives to encourage completion, including a Math and English completion seal.
2. Expand communities of practice among Math faculty to prepare students for first-level Calculus in MATH 187, and to work effectively with students in first-level Calculus, including extensive workshops focused on equity-minded teaching practices.
3. Expand communities of practice in English to promote equity-minded teaching practices among instructional faculty (communities might focus on, for example, addressing student

AI usage within an equity framework, and the Reading Apprenticeship model for promoting active learning).

## **PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM**

**Leads:** Dipte Patel and Crystle Martin

### **Data Review/Establishing Equity and Student Populations Goals**

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	62.9%	3336	N/A	N/A	N/A	N/A
Black or African American	53.5%	370	7.2%	51	10.9%	76
First Generation	59.1%	325	0.2%	2	4.3%	24
LGBT	54.9%	157	2.7%	8	8.5%	25

## **ADDITIONAL GOALS**

CTE Plan, Year 1, Goal 1, C. Implement marketing and outreach efforts that target reach a wide range of demographic groups with gaps in high-wage, high-growth CTE. Year 3, Goal 1, B. Identified CTE programmatic gaps have been reduced by 50%

## **KEY STRATEGIES TO ADVANCE PERSISTENCE GOALS**

### **Disproportionately Impacted Student Population(s)**

1. Expand use of ECC Connect early alert by instructional faculty to include both kudos for positive reinforcement and referrals to support services for early intervention. This will trigger timely outreach by counseling and success teams, fostering academic momentum and holistic care for DI students. Online and Digital Education reports annually on the DI student populations in online classes. They have created a host of trainings, new

assessment of Regular and Substantive Interaction in online courses, and opportunities for faculty to work together on strategies to close gaps in online classes.

2. Implement just-in-time workshops and mid-semester campaigns to help students check registration dates, update Ed Plans, and navigate enrollment. Move registration earlier and improve awareness through targeted messaging, how-to guides, and personalized outreach. Directed call campaigns and support will focus on DI students to reduce barriers and increase timely enrollment in the next primary term. The WINGS initiative support DI student populations that are not currently in a special cohort pass transfer level Math and English. This is an at scale program that focuses on strategies to support students who have historically faced barriers to passing transfer level Math and English, including providing more intentional support and providing training for faculty teaching the courses.
3. Foster and increase engagement aligned with major, career or transfer interests, student clubs or organizations, special programs or affinity centers to increase sense of belonging. Use our systems to track student touchpoints across our programs and services. Caring Campus is a campus wide approach to serving students that rolled out for Staff in Spring of 2025 and will roll out for Faculty in Fall of 2025. Campuses that implement Caring Campus see closure of their equity gaps and increase in persistence and retention.

#### **ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION**

- Overall increasing Comprehensive Student Educational Planning, increasing student readiness and access of academic and student support services will serve as leading indicators for persistence. The college could explore badges or other incentives such as English and Math Pathway Scholar awards to recognize and incentivize students to persist. Remove structural barriers to enrollment through the implementation of our SIS and business processes. The systems in place create unnecessary barriers and students often get stuck and experience unnecessary frustration while attempting to complete seemingly simple tasks. Cleaning up these systems and processes will increase the retention and success of both our DI populations and the overall student population.



## COMPLETION: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

**Leads:** Dipte Patel

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.3%	864	N/A	N/A	N/A	N/A
Black or African American	9.1%	61	4.8%	33	7%	48
Econ Disadvantaged Male	13.2%	240	1.1%	21	3.2%	58
First Generation	10.7%	88	3.3%	28	5.4%	45
Hispanic Male	12.2%	163	2.1%	29	4.1%	55
LGBT	9.8%	37	2.9%	11	5.8%	22
Male	12.5%	356	3.6%	103	5.6%	161

## KEY STRATEGIES TO ADVANCE COMPLETION GOALS

### Disproportionately Impacted Student Population(s)

1. Implement a degree audit and “close to completion” alert system using Ellucian and ECC Connect to notify students nearing award eligibility. This supports case management, reduces manual errors, and enables equity-driven interventions for DI students, with focused outreach to Black/African American and male students to increase completion within three years.
2. Prioritize and increase Comprehensive Student Educational Planning (CSEP), particularly with identified DI student populations. Ensure all outside transcripts are evaluated and

reflected in the student record promptly, to support accurate degree audits, CSEP updates, and early award identification.

3. Collaboration among Academic Affairs and Student Services areas to identify and offer sufficient course offerings needed for degree/certificate completion. Use data from student education plans and historical enrollment patterns of DI students to inform course offerings. Provide early and repeated communication and registration support for Black/African American and male students in particular.

#### **ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION**

- Centralize Credit for Prior Learning (CPL) and course substitution processes. Improve clarity and access to these options, especially for working adults and returning students with relevant experience. Additionally, increase collaboration with CTE areas in particular for certificate filing

## TRANSFERRED TO A FOUR-YEAR

**Leads:** Dipte Patel

### Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	28.7%	618	N/A	N/A	N/A	N/A
Asian	23%	76	2.2%	8	6.8%	23
Black or African American	23.4%	49	0.2%	1	5.8%	13
Econ Disadvantaged Male	23.8%	186	4.6%	36	7.6%	60
Hispanic	26.5%	285	1.8%	20	4.5%	49
Male	25.6%	278	3.7%	41	6.3%	70

### ADDITIONAL GOALS

- Our college's Educational Plan includes goals to improve transfer rates and ensure that transfer students are equipped with the knowledge and skills needed for success. Academic departments and student services included goals and intent to advancing these goals. A sample of key strategies include expanding partnerships and transfer guarantees with university partners, securing ongoing funding for university tours, and increasing the number of STEM cohorts within learning communities to support students of color pursuing STEM fields.

## **KEY STRATEGIES TO ADVANCE TRANSFER GOALS**

### **Disproportionately Impacted Student Population(s)**

1. Strengthen dedicated transfer case management for DI populations. Partner with affinity centers to increase DI student participation in transfer services, with focused outreach and directed intervention with Black/African American students and males. Use targeted communication and campus events to drive engagement in application support, tours, and fairs, with follow-up tracking to monitor participation and outcomes.
2. To address transfer awareness and expand opportunities among DI populations, our college will examine and strengthen the integration of transfer planning into onboarding, orientation, and early first-year experiences, providing students with a clear roadmap to university pathways. We will expand participation in the Transfer Success Pathway (TSP) program to support early and sustained transfer preparation and develop a transfer awareness module that introduces key tools such as TSP, CSU Transfer Planner, TAG, UC TAP, and HBCU Pathways.
3. Our college will implement a degree audit process to help students monitor their progress toward transfer requirements. This includes ensuring timely evaluation of external transcripts so that all prior coursework is accurately reflected. An effective degree audit process will facilitate the college's capacity to implement intentional case management efforts enabling targeted, equity-driven support for DI students and accelerating successful transfer outcomes.

### **ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION**

- With the goal of increasing the number of ADTs and transfer students, our college will evaluate how majors and programs are presented in CCCApply, assess and expand program offerings to better align with students' transfer goals, and ensure course sections needed to meet transfer requirements are scheduled in alignment with student demand for timely completion. Additionally, we will identify areas lacking ADTs and explore opportunities to develop new degrees that strengthen transfer pathways.

### **TRANSFER EMPHASIS**

- These four strategies directly address systemic barriers that disproportionately impact underrepresented students and create intentional, equity-focused pathways aligned with Vision 2030 goals to increase transfer to CSU and UC systems and non-profit private/independent four-year institutions. Removing Barriers and Addressing Student Needs: Strategy 1 (Dedicated Transfer Case Management) tackles one of the most critical

access barriers—lack of personalized support. By embedding transfer support within affinity centers and directing outreach to Black/African American students and males, the college is reducing the disconnect between at-risk students and critical services. It ensures that DI students are not only aware of opportunities but are actively guided through the process. Strategy 2 (Transfer Planning in Onboarding and first year experiences) removes the barrier of late or unclear transfer planning. Many students—especially first-gen and DI students—are unaware of transfer opportunities, process, tools and deadlines. Integrating transfer awareness into the earliest stages of the college experience, and promoting structured tools like UC TAP, CSU Transfer Planner, TAG, and HBCU pathways, empowers students to plan proactively and stay on track from day one. Strategy 3 (Degree Audit and Transcript Evaluation) addresses logistical and procedural barriers that delay or derail transfer. Many students are unaware of how close they are to transfer due to outdated records or missing evaluations. By streamlining transcript evaluations and implementing degree audits with milestone tracking, the college enables earlier, data-informed advising and intervention, particularly for students approaching 30 and 45 units. Strategy 4 (ADT Expansion and CCCApply Alignment) directly removes structural misalignment between program offerings and transfer goals. Some majors lack ADTs or clear pathways, creating uncertainty and longer timelines for students. By evaluating CCCApply program listings, aligning course availability with demand, and creating new ADTs in high-transfer majors, the college removes confusion, expands access, and supports timely completion. Creating Clear, Supported Pathways to CSU and UC: Together, these strategies build a comprehensive, guided pathway that spans onboarding, engagement, progress, and completion. They embed early awareness of transfer tools and timelines (Strategy 2), build sustained, personalized guidance for DI students (Strategy 1), use real-time academic data to intervene before students stall (Strategy 3), and ensure that programs and course offerings reflect transfer realities (Strategy 4). In summary, these strategies transform a fragmented transfer experience into a cohesive, student-centered pathway, ensuring more students—especially from underrepresented groups—successfully reach their transfer goals.

## **INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT (DI)**

**Leads:** Jeffrey Stephenson and Jason Suarez

### **Student Population(s) Experiencing DI for Intensive Focus**

#### **DI Student Population**

African American/Black

#### **Current Challenges/Barriers \***

- To close persistent equity gaps for African American/Black students at El Camino College, a more intentional, systemic, and accountable approach must be adopted. One way to accomplish this is to institutionalize participation in the Teaching Academy for Continuous Learning (TACL) for all faculty and equity audits across syllabi, assessments, and course content. These practices should be embedded into faculty evaluations and tenure processes to ensure long-term accountability. Simultaneously, cohort-style support systems must be expanded beyond special programs like Umoja and Guardian Scholars. This includes offering embedded counselors, tutors, and peer mentors for all students within meta-majors, especially those not already in support programs. Shifting from opt-in to opt-out models would ensure that Black students automatically receive proactive, high-touch academic and personal guidance. The college should also invest in real-time, race-disaggregated data dashboards that are accessible to faculty, counselors, and administrators. These systems would allow for timely interventions based on course performance, enrollment behavior, and support service usage. Departments must be held accountable through annual equity reports and required to evaluate how their programs are impacting student success for disproportionately impacted populations. Additionally, course scheduling must be reformed to align better with the real-life circumstances many Black students face—offering evening, weekend, and flexible online options, while also embedding culturally relevant curriculum and pedagogy into all high-impact courses, particularly transfer-level Math and English. Support services must also be expanded to address the broader barriers that hinder academic persistence. This includes growing access to mental health services that are culturally responsive, enhancing basic needs support through the Warrior Cupboard and transportation subsidies, and organizing community-building events that affirm Black identity and foster a sense of belonging. The Black Student Success Center (BSSC) should be strengthened as a centralized hub for academic, cultural, and wellness support, with full-time staff and strong links to MESA, Guardian Scholars, and the Transfer Center. Additionally, institutional leadership is essential—appointing a Vice President or Dean of Equity and placing equity liaisons in each department would ensure that racial equity goals are prioritized across all levels of

decision-making. All program reviews and funding requests should be required to demonstrate alignment with institutional equity goals. These systemic reforms would enable El Camino College to move from well-meaning intentions to measurable and sustainable change for its African American/Black student population.

#### **Action Plan for Ideal Institution \***

- The suggestions proposed to improve equity outcomes for African American/Black students align closely with El Camino College's key strategies across completion, persistence, successful enrollment, Math and English success, and transfer goals, as outlined in the 2025–2028 Student Equity Plan. First, the recommendation to institutionalize participation in the Teaching Academy for Continuous Learning (TACL) and require regular equity audits directly supports strategies to improve both completion and persistence. These practices complement the college's efforts to expand communities of practice among Math and English faculty and to embed equity-focused pedagogy into foundational courses. They also reinforce the college's commitment to improve instructional quality and support students in completing transfer-level Math and English within their first year, aligning with the goal to promote early academic momentum through marketing, structured education plans, and course sequencing. Moreover, the proposal to embed counselors and mentors across all meta-majors and to scale up cohort-style supports aligns directly with strategies aimed at increasing completion and retention. These include the use of Ellucian and ECC Connect to support proactive case management and degree audits, which are intended to help students—particularly Black/African American and male students—stay on track to earn degrees or certificates within three years. The emphasis on expanding support for non-cohorted students and improving real-time tracking of educational plans echoes the plan's focus on increasing access to Comprehensive Student Educational Planning (CSEP) and ensuring that all transcripts are reflected in degree progress evaluations. Furthermore, the push for real-time data dashboards and system-wide equity metrics strongly supports the college's broader goals to close gaps in persistence and enrollment by enabling more targeted interventions and outreach. These tools can work in tandem with strategies such as mid-semester campaigns, early alerts, and just-in-time workshops, which the college is already implementing to enhance student engagement and timely registration—especially for disproportionately impacted students. In terms of successful enrollment and student support, the recommendations to expand basic needs services, increase mental health resources, and provide holistic, identity-affirming programming (e.g., through the Black Student Success Center) directly reinforce the college's holistic support approach. These ideas complement efforts to centralize support through a One-Stop Student Services model and to deploy targeted marketing campaigns that are culturally and linguistically responsive. Efforts to improve student belonging and access to support services are essential to boosting enrollment and reducing early attrition, particularly among African American/Black students who report lower levels of inclusion and higher rates of

disengagement. The call for strengthened partnerships between academic and student services staff, equity leadership across departments, and greater investment in faculty equity training also directly support strategies outlined to enhance CTE and dual enrollment participation and expand flexible pathways to employment. By aligning institutional efforts through structured leadership roles, cross-campus equity liaisons, and race-conscious hiring practices, the college can create a more coherent and equitable environment that prepares students for both academic and career success. Finally, the recommendations to elevate the visibility of transfer programs for Black students—through targeted workshops, counseling embedded in meta-majors, and transfer events in collaboration with HBCU partners—strongly align with the college’s key strategies to improve transfer outcomes. This includes expanding the Transfer Success Pathway (TSP) program, integrating transfer awareness into early onboarding, and enhancing the use of degree audits to monitor student progress toward university transfer. Together, these aligned actions present a comprehensive and synergistic roadmap to fulfill the college’s equity goals by eliminating persistent disparities for African American/Black students and ensuring their full participation in every step of the educational journey.



## STUDENT EDUCATION PLANS

**Leads:** Dipte Patel and Marcie Myers-Mojica

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan <u>by end of First Primary Term</u>	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan <u>by End of First Primary Term</u>	# of Students who Received a Comprehensive Ed Plan <u>by end of First Academic Year</u>	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan <u>by End of First Academic Year</u>
<b>Fall 2022 Cohort</b> (Comprehensive Ed Plan by 6/30/2023)	4,610	1,335	29%	1,791	39%
<b>Spring 2023 Cohort</b> (Comprehensive Ed Plan by 12/31/2023)	1,395	337	24%	436	31%
<b>Fall 2023 Cohort</b> (Comprehensive Ed Plan by 6/30/2024)	4,711	1,642	35%	2,124	45%
<b>Spring 2024 Cohort</b> (Comprehensive Ed Plan by 12/31/2024)	1,144	297	26%	373	33%
<b>Fall 2024 Cohort*</b> <i>As of 4-28-25</i>	5,170	1,930	37%	2,220	43%

**Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan**

At El Camino College, the data show that several student populations are experiencing disproportionate impact (DI) in receiving a Comprehensive Education Plan, with the most significant and consistent gaps observed among Black/African American, Unknown, Hawaiian/Pacific Islander, and American Indian students, and more recently White students. Black/African American students face persistent equity gaps across nearly every term measured, while students who identify as Unknown show consistent and often severe gaps, suggesting barriers to engagement or challenges in self-identification. Hawaiian/Pacific Islander students also demonstrate recurring DI across terms, though at varying levels, and American Indian students experienced the most severe gap of all groups at -26% in Fall 2024. Additionally, White students have emerged as disproportionately impacted in recent terms, and smaller but notable gaps are present for Asian, Hispanic, and students identifying with Two or More Races. These findings highlight the need for intentional, equity-minded interventions that improve access to and awareness of Comprehensive Ed Plans, while addressing systemic barriers faced by historically underrepresented and marginalized student groups.

### **Comprehensive Education Plan Implementation for DI Student Populations**

To address equity gaps in comprehensive education planning for DI student populations - particularly Black/African American, and Hawaiian/Pacific Islander students -our college will implement the following strategies:

1. **Strengthen Educational Planning in Onboarding and Orientation:** We will integrate guidance on educational planning at the earliest point of student engagement, beginning at the time of application. Orientation content will be reviewed to explain the difference between abbreviated and comprehensive education plans (CSEP), highlight the value of long-term planning, and introduce tools for career exploration, major selection, and transfer preparation (e.g., CSU Planner, UC TAP). Additional topics to support success will include understanding Satisfactory Academic Progress (SAP), using the syllabus, checking grades and email, and leveraging student support resources. Culturally sensitive and appropriate offerings will be developed for specific student populations.
2. **Formalize Early Alert:** We will expand the use of the Start Strong survey—administered prior to the first term during first semester planning sessions—to assess student needs and connect them with counselors and appropriate support services, Career Services, Basic Needs, Financial Aid, etc. Faculty and staff referral processes will be expanded formalized to ensure early intervention. Differentiated care efforts will be implemented with DI student populations. Affinity centers (e.g., Black Student Success Center, MANA) and support programs will partner to ensure DI students receive timely guidance and complete a CSEP during their first term.
3. **Implement Case Management Touchpoints:** In addition to the Start Strong survey, we will formalize early alert flags to identify students with 15+ units who have not yet

completed a CSEP. Black/African American students without a CSEP will be prioritized for personalized outreach and follow-up counseling appointments.

4. **Just-in-Time Communication:** We will enhance targeted messaging aligned with students' academic progress and unit milestones. These communications will prompt students to complete their CSEP, clarify next steps, and offer opportunities for support and engagement to staying on the path.

Collectively, these strategies aim to ensure DI students receive early, personalized support that promotes completion of a comprehensive education plan within their first term or year, advancing equity in outcomes and aligning with Vision 2030.

### **Comprehensive Education Plan Implementation for ALL Students**

As part of the college's Educational Plan, El Camino is committed to increasing educational planning across all student populations, with focused attention on students who are not affiliated with special programs—often referred to as “non-cohort” or “non-affiliated” students. Strategies are in place to increase the number of non-cohort new students with 15+ attempted units who have approved education plans. The baseline in Fall 2022 was 49%, with goals of reaching 58% by Fall 2026 and 67% by Fall 2030. Programs such as First Year Experience, NextUp and Guardian Scholars have also prioritized increasing education plans and CSEP completion as key goals.

The strategies outlined for DI student populations—such as enhanced onboarding, early alerts, case management, and timely messaging—will also enhance campus-wide improvements in CSEP completion.

Additional strategies to support all students include improving the use of institutional tools and data to identify students without an ed plan or CSEP. Proactive tracking will allow staff to intervene earlier and direct students toward planning milestones. Early information about college success behaviors, financial literacy, and Satisfactory Academic Progress (SAP) will also be expanded to reduce risks related to probation or loss of financial aid. Sharing this information early promotes stability, increases motivation, and supports course completion.

To support long-term planning and students sense of being informed and confident about their choices, we will continue to enhance the integration of educational plans with program maps and ensure that tools used for major and career exploration are accessible and visible across multiple student touchpoints.

Professional development for counselors will be expanded to support a balanced approach that addresses both academic planning and non-academic concerns such as basic needs, mental health, and financial stressors. This holistic model will help build student trust and improve follow-through on CSEP completion.

Finally, we will review counseling appointment practices to ensure equitable access. This includes evaluating appointment availability, wait times, and usage patterns to ensure all

students—especially those balancing work and family responsibilities—can meet with a counselor in a timely manner to complete a CSEP.

Together, these efforts are designed to ensure that all students receive timely, comprehensive educational planning support that aligns with their goals.

## **STUDENT EQUITY PLAN VISION 2030 ALIGNMENT/COORDINATION**

**Guided Pathways:** Crystle Martin, Polly Parks and Chris Page

Key Strategies: Expansion of noncredit to support students who are finding their path, especially those that are returning to college, creating noncredit to credit pathways as a way to help students get on the path, expansion of Program Maps to include transfer institutions paths so students can see their entire journey, supporting expansion of Colleague tools that will make it easier for students to stay on the path, better coordination of academic supports (tutoring, etc.) so that they are accessible to as many students as possible. Implementation of Caring Campus to create an environment where all students feel supported and connected to the campus to help them meet their educational goals. Our Warrior Initiative for Greater Success (WINGS) provides intentional outreach and academic support to first-year students in college-level Math courses through Supplemental Instruction and tutoring.

**Student Financial Aid Administration:** Chau Dao and David Brown

El Camino College's Financial Aid Office is dedicated to maximizing financial aid receipt and increasing FAFSA/California Dream Act Application (CADAA) completion to eliminate equity gaps for DI populations, as outlined in the Student Equity Plan Appendix. Our holistic plan integrates with SEA Program efforts and collaborates with Guided Pathways, EOPS, NextUp, DSPS, Veterans Resource Center, and Justice-Impacted Students programs to enhance access and success.

Targeted Outreach and Support: We will expand workshops and one-on-one counseling, focusing on DI groups (e.g., low-income adults, foster youth). In 2024–2025, we increased FAFSA completion by 15% among these groups through partnerships with EOPS and NextUp. We aim to boost completion rates by 20% by 2028, using data-driven outreach informed by Appendix metrics.

Program Integration: Collaborating with Guided Pathways, we embed financial aid checkpoints within student success teams to ensure timely aid access. For DSPS and veterans, we offer specialized advising to navigate Pell Grants, Cal Grants, and emergency aid, addressing financial barriers unique to these groups.

Innovative Access Strategies: We will implement a “high-tech/high-touch” approach, leveraging technology like automated FAFSA reminders and virtual advising to reach low-income adults and justice-impacted students. Partnerships with Dual Enrollment and Strong Workforce programs will promote aid for early college and career-focused students, including emergency grants.

Measurable Outcomes: Our goal is to increase aid reciprocity to 75% for DI populations by 2028 (up from 65% in 2024). We will reduce application drop-off rates by 10%

through streamlined processes and enhanced support, aligning with Vision 2030's equity in access and success metrics. We are committed to collaboration and welcome feedback.

**Students with Disabilities (DSPS):** Gary Greco and Bonnie Mercado

The Special Resource Center (SRC) at El Camino College supports students with documented disabilities by providing academic accommodations and advocates for accessibility. The SRC plays a key role in eliminating disproportionate impacts on these students by ensuring equal access and legal compliance to classes and campus events. The SRC serves as a resource for information and support to El Camino College with the goal of eliminating barriers to education and providing equal access. It collaborates with all academic divisions to promote the Universal Design for Learning and aims to make the campus fully inclusive and accessible. The collaborative efforts include but are not limited to; Professional Development In Service Workshops, Individual or Division meetings with Faculty, Open house orientations of the SRC and services. The SRC also hosts visits to the Center from local area High Schools and students in Special Education who are transitioning to the post educational setting. Additionally, the Special Resource Center is voluntary, and is not a mandated requirement for students with disabilities to participate in. The Special Resource Center will work in conjunction and collaboration with the Student Services Division to provide academic adjustments/accommodations to students with disabilities requesting to receive their accommodations through the district. This has always been an option for this specific population, and the SRC will provide support to the district in this manner as well. The very nature and philosophy of the Special Resource Center amongst its staff and faculty, is to eliminate barriers and provide equal access while promoting student success to this disproportionately impacted student population.

**Extended Opportunity Programs and Services (EOPS)/CalWORKs:** Kristen Johnson

EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and success of students who are challenged by language, social, economic, and educational disadvantages. The mission and charge of the EOPS program is outlined in California Education Code, Sections 69640 through 69656, and California Code of Regulations, Title 5, Sections 56200 through 56292. EOPS is driven by a philosophy of providing services that are “over, above, and in addition” to the services that are provided to the entire student population. EOPS is one of the original equity programs in the state of California. The EOPS and CARE programs strongly align with Vision 2030 goals and El Camino College's mission to be equity-focused and partner with our diverse communities to provide student-centered learning, career development, and lifelong enrichment. EOPS and CARE will continue to engage in intentional and strategic outreach efforts focused on low-income, underserved, and underprepared students within our service areas, assist students with their transition to higher education, and provide support services that enable students to overcome significant academic, financial, and personal challenges in their pursuit of a vocational certificate, associate degree, and/or transfer to a four-year college or university. The programs will provide academic counseling, advisement, direct aid, supplemental tutoring, peer

mentorship, academic progress monitoring, school supplies, student success workshops, and other student support services to low-income, historically marginalized students.

**NextUp/Foster Youth:** Kristen Johnson

The El Camino College Foster Youth Student Success programs seek to create a welcoming and holistic support system for current and former foster youth to achieve their academic and personal goals through the delivery of services across the NextUp and Guardian Scholars programs. The NextUp program seeks to provide a combination of support services and direct aid to ensure that current and former foster youth are successful in their academic, career, and personal pursuits. The Guardian Scholars program seeks to empower foster youth students to reach their full potential and achieve their academic, personal, and career goals. Guardian Scholars promotes self advocacy by establishing meaningful connections and a support network within the El Camino College campus community. The Foster Youth Student Success Programs will continue to engage in intentional efforts to assist current and former foster youth students with their transition to higher education and provide support services that enable students to overcome significant academic, financial, and personal challenges in their pursuit of a vocational certificate, associate degree, and/or transfer to a four- year college or university. By ensuring that all foster youth have an updated educational plan and then targeting intentional and proactive services, the Foster Youth Student Success programs will empower students to develop the navigational capital and skills to self-advocate and actively engage at our college and beyond. The Foster Youth Student Success Programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for foster youth by: Advancing towards a more equitable program to close equity gaps among groups of students by focusing on outreach, academic support, basic needs, financial aid, and community building; clarifying students' paths to completion, further education and employment; helping students explore options and build foundation skills; and helping students stay on the path.

**Programs for Veterans (Veterans Resource Center):** Brenda Threatt

Projected Impact: 8-12% increase in completion rates: The combination of served meals, food pantry access, and mentorship programs directly addresses basic needs security and academic support, which research shows are significant factors in student persistence. Studies of similar comprehensive veteran support centers show completion rate improvements in this range, with food-insecure students showing the most dramatic improvements when basic needs are met. Projected Impact: 10-15% increase in living wage attainment: Mentorship programs that include career guidance and the professional networking that occurs in VRC community spaces have been shown to significantly impact post-graduation employment outcomes. The computer lab facilitates job searches and application processes, while the community connections often lead to employment referrals. Projected Impact: 15-20% increase in veteran enrollment: Word-of-mouth is particularly powerful in veteran communities. A well-established VRC with comprehensive services typically sees enrollment growth as current veterans recommend the college to their networks. The

welcoming community environment creates a powerful recruitment tool. Projected Impact: 12-18% increase in benefits utilization: The mentorship program and community spaces facilitate knowledge-sharing about VA benefits and financial aid opportunities. Veterans with access to peer mentors show significantly higher rates of complete benefits utilization compared to those navigating systems alone. Projected Impact: 5-8% reduction in excess units: Credit for Prior Learning (CPL) supports reducing units to completion by granting veterans academic credit military experience. This efficiency helps veterans complete their degrees with fewer excess units. Utilization Rates: The percentage improvements assume at least 70% of eligible veterans utilize VRC services. Integration of Services: The projections assume coordination between the physical resources (food, space, computers) and human resources (mentorship, staff support). Data Collection Systems: Achievement of these outcomes requires robust tracking of veteran student progress and intervention when issues arise. Resource Adequacy: The projections assume sufficient food pantry supplies, computer workstations, and mentor availability to meet demand. Outreach Effectiveness: Maximum impact requires proactive outreach to veterans who might benefit from services but haven't engaged with the VRC.

**Justice-Impacted Students:** Xocoyotzin Herrera, Monica Delgado and Francisco Lopez

Upon review of the Metric and Disproportionately Impacted (DI) population summary appendix data, various student groups are analyzed across key indicators such as successful enrollment, completion, persistence, and transfer rates. The data includes Black or African American students, first-generation students, LGBTQ+ students, economically disadvantaged male students, and Asian, White, and Hispanic/Latino students. Black or African American students are represented in all five data categories, while first-generation and LGBTQ+ students appear in three. However, Hispanic/Latino students—who make up over 50% of El Camino College's population—are only represented in two categories. Asian and White students appear just once each. While some mixed-group categories may include Hispanic students, the limited targeted data collection and analysis specific to this group is disproportionate and concerning. This oversight risks marginalizing the college's largest demographic as an ethnic and cultural entity. As a Chicano Studies content specialist in the Departments of Ethnic and Social Justice Studies and History, I work closely with Hispanic/Latino students—many semesters my classes are composed almost entirely of them. I have firsthand knowledge of their diverse needs, including those who are justice-impacted. I've also been active in campus learning communities and cultural awareness initiatives. To address the underrepresentation and improve outcomes for Hispanic/Latino students—and by extension, other disproportionately impacted populations—I recommend the following actions: Expand Educational Travel Opportunities - Since 2018, I've co-led ECC's Summer Study Abroad Program in Madrid, where 75–80% of participants are Hispanic/Latino students. I've also taken part in the Alternative Spring Break Program, which focuses on migrant issues at the U.S.-Mexico border. These initiatives consistently engage diverse groups of students, including Black, LGBTQ+, economically disadvantaged, and justice-impacted students. These experiences foster academic and personal growth, cultural awareness, community-building, and social integration. The DEI plan should support the creation and expansion of similar programs, led by equity-minded MyPath

faculty who have a proven understanding of students' lived experiences and cultural backgrounds. Fully Activate and Fund the MICASA Center - Although the MICASA Center—ECC's Latino student center—officially opened in Fall 2024 and hired a full-time director in Spring 2024, it has yet to operate as a fully functional affinity space. Programming has been limited, and student access has been severely restricted, apparently due to administrative barriers. This lack of accessibility undermines the center's mission to foster community and support for Latino students, which is essential for improving retention, completion, and transfer rates. Greater administrative support, increased funding, and genuine student access to the MICASA Center are overdue and vital to achieving the college's DEI goals. Create MyPath Cohorts for Justice-Impacted Students -Within the Behavioral and Social Sciences Division, ECC has a strong pool of faculty of color—particularly Latino, African-American, and Asian-American educators—who deeply connect with students through culturally relevant curriculum and shared lived experiences. These faculty members are uniquely positioned to lead specialized MyPath cohorts aimed at supporting justice-impacted and disproportionately represented students. To foster equity and improve outcomes, the DEI program should invest in these cohorts, ensuring they are led by instructors equipped to provide culturally responsive instruction and mentorship. My intention in highlighting the needs of Hispanic/Latino students is not to detract from the importance of supporting other groups, but to advocate for equitable focus on ECC's largest and least-addressed demographic. With strategic, equity-minded initiatives like these, El Camino College can make significant strides in promoting student-centered success for all.

**Low-Income Adults:** Chau Dao and David Brown

El Camino College's Student Equity Plan outlines strategies to improve access and success for low-income adult learners, especially among disproportionately impacted (DI) populations. The college will implement changes to address academic and non-academic barriers. A major strategy is expanding pathways for adult learners by aligning noncredit and credit programs for smooth transitions into degree or certificate programs. This includes integrating Credit for Prior Learning (CPL) to recognize students' work and life experiences, helping them earn credits for existing knowledge, which lowers completion time and costs. El Camino will enhance outreach through partnerships with community organizations, local adult schools through the consortium, and workforce agencies such as the South Bay Workforce Investment Board to connect low-income learners with programs and services. Special attention will ensure information is accessible, culturally responsive, and available in multiple languages. To support persistence, student support services like case management, academic counseling, and access to basic needs such as food, housing, transportation, and emergency aid will be enhanced. The college also plans professional development for staff to support adult learners inclusively. Additionally, data tracking will improve to monitor low-income and other DI students' progress, allowing assessment of intervention effectiveness and data-informed decisions to close equity gaps. Overall, El Camino College aims to create an inclusive environment, addressing the unique needs of low-income adult learners by removing barriers and providing targeted resources for success.

**Credit for Prior Learning:** Dipte Patel, Lilian Justice and Brenda Threatt



Key strategies: Finish developing an easy to use process for faculty wanting to adopt CPL, completion of student facing process for CPL, leveraging MAP so students are able to self-identify and submit for credit, continue to expand offerings for students.

**Dual Enrollment:** Michelle Arthur, Crystle Martin and Maricela Sandoval

Key Strategies include: Streamlining of the enrollment process, expansion of early college programs with our local high school partners, expanded support from Counseling, expanded CCAP offerings, focusing on expanding noncredit in Dual Enrollment as a low stakes way to help build students' college confidence, expanded support for high school partners.

**Strong Workforce Program/Perkins:** Jason Barquero

El Camino College is an active partner in the regional CTE Faculty Academy–Industry to Classroom Project, a collaborative initiative designed to address critical workforce needs in the Los Angeles region by recruiting, preparing, and retaining highly qualified faculty in Career Technical Education (CTE) programs. This project plays a key role in closing racial equity gaps by intentionally developing a diverse pipeline of CTE educators who reflect the racial and cultural backgrounds of the students they serve—particularly African American and Latinx students, who have been historically underrepresented in high-wage, high-growth industries. By equipping industry professionals to transition into teaching roles, the initiative strengthens faculty capacity across all eight regional priority sectors, including advanced manufacturing, health, life sciences, and ICT/digital media. Central to this effort is the commitment to equity-minded instruction, which includes targeted professional development, culturally responsive pedagogy, and a community of practice that supports inclusive teaching strategies. The project also focuses on improving classroom and work-based learning environments through the development of tools and resources that better engage African American and Latinx students, increase retention, and support success in CTE pathways. Activities such as curriculum development, cohort-based training, and faculty stipends are designed not only to address the CTE teacher shortage but also to ensure that students of color have access to diverse, industry-informed role models and high-quality instruction that supports long-term academic and career outcomes. In alignment with the Chancellor's Vision 2030, this initiative represents a critical step toward advancing racial equity and improving economic mobility for historically underserved student populations. El Camino College has developed a draft Data Dashboard to increase transparency in the allocation of Strong Workforce (SWP) and Perkins funds. This dashboard integrates funding data with student demographic information to intentionally examine how resources are being distributed across Career Technical Education (CTE) programs. A key objective of this effort is to use data-informed decision-making to close equity gaps for African American and Latinx students, who remain underrepresented in many high-wage, high-demand CTE pathways. By identifying disparities in program participation, completion rates, and access to resources, the dashboard will guide strategic investments that directly support these student populations. This includes targeted outreach, culturally responsive student support services, faculty development, and expanded work-based learning opportunities. Ultimately, this tool will ensure that SWP and Perkins funds are leveraged to promote racial equity and align with Vision

2030 goals of improving completion, workforce outcomes, and economic mobility for historically underserved students.