



El Camino College  
Compton Center

# STUDENT EQUITY

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Board of Trustees Presentation  
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# Student Equity—Why?

- The purpose of the Student Equity program is “....to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans”.

*Education Code section 78220 and Title 5, sections 54220 and 51026*



# 2015 Funding Formula

|   |                       |
|---|-----------------------|
| <b>FACTOR 1: Annual FTES</b>                                    | <b>Weight:</b><br>40% |
|   |                       |
| <b>FACTOR 2: High Need Students</b>                             | <b>Weight:</b><br>20% |
|   |                       |
| <b>FACTOR 3: Educational Attainment of Residential Zip Code</b> | <b>Weight:</b><br>10% |
|   |                       |
| <b>FACTOR 4: Foster Youth</b>                                   | <b>Weight:</b><br>5%  |
|   |                       |
| <b>FACTOR 5: Participation Rate</b>                             | <b>Weight:</b><br>5%  |
|   |                       |
| <b>FACTOR 6: Poverty Rate</b>                                   | <b>Weight:</b><br>18% |
|   |                       |
| <b>FACTOR 7: Unemployment Rate</b>                              | <b>Weight:</b><br>2%  |

## Student Populations Included in Student Equity Guidelines

American Indians/Alaskan natives  
Asians/Pacific Islanders  
African-Americans  
Hispanic/Latino  
Whites  
Men  
Women  
Persons with disabilities  
Foster youth  
Veterans  
Low income students

## Student Populations Identified in El Camino Compton Center Student Equity Plan

Pacific Islanders  
African-Americans  
Hispanic/Latino  
Males  
Students with disabilities  
Foster Youth  
Veterans

# STUDENT EQUITY GOALS

- Increase the **enrollment of males and veterans** by improving the proportionality index by 5% by Fall 2020.
- Increase **course completion** by 5% within five years for African Americans, Pacific Islanders, and for students who have identified themselves as foster youth and disabled.
- Increase **basic skills pathway completion** by 5% within 5 years for African Americans, Pacific Islanders, and identified students with disabilities.
- Increase **degree and certificate completion** by 5% within five years for Latino and African American students.
- Increase **transfer rates** by 5% within five years for all student populations at the Compton Center with special emphasis on students with identified disabilities.
- **Create a community that is inclusive** and strives to ensure that all students succeed in achieving their educational goals.

# WHAT THE RESEARCH TOLD US

*Note: Values of the proportionality index close to 1 indicate that the subgroup has a similar composition within the student population as it does with in the community population.*

Veterans and males are **under-represented** in the student population:

| Target Populations | Current Proportionality Index |
|--------------------|-------------------------------|
| Veterans           | 0.52                          |
| Males              | 0.75                          |

Some student groups are not **completing courses** at the same rate as others:

| Target Population(s) | Current Gap |
|----------------------|-------------|
| African American     | -7%         |
| Pacific Islander     | -21%        |
| Foster Youth         | -17%        |

Some student groups are not completing Basic Skills Math at the same rate:

| Target Populations    | Current Percentage Point Gap |
|-----------------------|------------------------------|
| African American      | -5%                          |
| Pacific Islander      | -6%                          |
| Identified Disability | -4%                          |

# WHAT THE RESEARCH TOLD US

Some student populations are not completing **Basic Skills English** at the same rate:

| Target Populations    | Current Percentage Point Gap |
|-----------------------|------------------------------|
| African American      | -3%                          |
| Pacific Islander      | -20%                         |
| Identified Disability | -7%                          |

African-American and Latino students need support to **complete degrees and certificates**:

| Target Populations | Current Percentage Point Gap |
|--------------------|------------------------------|
| African American   | -0.7%                        |
| Latino             | -0.5%                        |

All students, especially those with identified disabilities, need help to **transfer**:

| Target Populations    | Current Percentage Point Gap | Completion Rate in 2015 Scorecard |
|-----------------------|------------------------------|-----------------------------------|
| Identified Disability | -9%                          | 5%                                |
| All Students          | 0.0%                         | 14%                               |

# Student Equity Initiative Highlights

|   |  |
|---|--|
| <b>F.I.S.T. Program</b>                         | <b>Build community and provide material support for students re-entering society after incarceration</b>                   |
| <b>SRC Instructional Assistance</b>             | <b>Academic support for students with disabilities</b>   |
| <b>Just in Time Workshops</b>                   | <b>Faculty-facilitated workshops for Basic Skills Math topics identified as areas in need of review by Math Diagnostic</b> |
| <b>English Supplemental Learning Associates</b> | <b>In-class tutoring and workshops for Basic Skills English</b>  |
| <b>University Tours</b>                         | <b>College tours for HBCU, HSI, and Northern California campuses to encourage transfer</b>                                 |



# Student Equity Staffing

Student Equity is overseen by the Dean of Student Success:

- A Director was hired to manage the Compton Center Student Equity Initiatives.
- 2 Student Service Advisors were hired to directly support Foster Youth, Formerly Incarcerated, and Basic Skills students, along with other populations identified in the Compton Center Student Equity Plan.
- 1 full-time Counselor has been hired to work with Compton Center students.

# Student Equity Impact Data

- The F.I.S.T (Formerly Incarcerated Students in Transition) program has enrolled over **60 new students** since August 2016—42% are African American males, a population identified as underrepresented at the Compton Center.
- In Fall 2015, Hispanic students in Basic Skills math classes with “embedded” (in-class) tutors had a retention rate of **85%**; the retention rate for Hispanic students in classes without tutors was **76%**.
- Students who attended 3 or more Math workshops in 2015-16 had a **success rate of 87%**, compared to a 42% success rate in pre-college Math overall. (15% of the students who attended 3 or more workshops were African-American).

# Student Equity Impact Data

- After participating in English Bridge in Summer 2016, **12 students out of 15** (80%) moved up one or more levels in English. **2 students** tested completely out of the Basic Skills English sequence.
- An average of **73%** of students who participate in Math Academy place at least one level higher in the Math sequence.
- **39 students and 3 staff chaperones** attended 7 HBCU campuses in November 2016.



Each college on the HBCU tour presented Admissions and Financial Aid information, and gave tips on how transfer students could gain more scholarship money.



*“The trip was beyond my highest expectations, I am so blessed to have been able to participate. It has opened my eyes to so much. I am definitely a more conscious person. I cannot wait to tell others of my experience. This trip made me want to continue to push and finish school strong.”*