

American (78.7%); including COVID-19 withdrawals, success rates were White (84.1%), Latinx (68.8%), and Native American (72.0%). Economically disadvantaged students at ESCC also saw a significant, disproportionate, and negative impact from moving to remote learning (66.7% success, 85.1% completion). This speaks to the importance of on-ground courses for narrowing equity gaps.

The equity imperative is not only evident in success and completion rates, but also accessibility. With 25-35% of each of the ESCC campuses' student body being economically disadvantaged, it is important to offer a breadth of courses and programs at each site – driving over 80 miles round-trip twice per week (assuming students have access to reliable transportation) is prohibitively expensive and time consuming (infringing on study and work time) for a quarter to a third of our students. The Mammoth campus is particularly impacted because all but one of ESCC's on-ground CTE certificate programs are only available at the Bishop campus (CNA, CMA, LVN, and POST Academy).

It will be important coming out of the COVID-19 remote learning period to aggressively re-establish the ESCC adjunct pool to maintain the current programming, and to be more proactive in recruiting adjunct to add or reintroduce courses and programs. Further, as new CTE programs are introduced, efforts to offer the programs at Mammoth as well as Bishop will be critical. Lastly, maintaining current parity in all other course offerings, ensuring that they are offered equally on ground at both Bishop and Mammoth campuses.

<! **2. Lack of Spanish-Language Presentations and Promotional Materials.** There is a need for Spanish-language presentation and promotional materials at ESCC. Bishop and Mammoth High Schools, the largest schools in Inyo and Mono Counties, respectively, have a combined 934 students. In Bishop, 45% of the students are Hispanic (255) and in Mammoth, 55% are Hispanic (202) for a total of 457 Hispanic students. In comparison, Burroughs High School has 1,453 students, 26% of whom are Hispanic (378). This does not include the Hispanic students in the other 12 small, rural high schools in Inyo and Mono counties. In Mono County, the number and percentage of Hispanic students are increasing as indicated by Mammoth Elementary School having 62% Hispanic students. Many of the school districts in Inyo and Mono Counties have asked for college presentations in Spanish to better serve their Hispanic families, many of whom speak Spanish as their first language. The gap is evident particularly in access to concurrent enrollment for Hispanic students, although the gap has been narrowing. Anecdotally, ESCC has observed several Hispanic students over the past few years who were top 10% Mammoth High School graduates matriculate to CCCC without any Cerro Coso courses even though over half of Mammoth High School graduates have earned college credit while in high school. Fall 2020, 30% of concurrent and dual enrollment student in Inyo and Mono counties were Hispanic compared to 49% overall. ESCC's experience has been that parents often drive whether or not their students participate in concurrent enrollment opportunities. Parents who attend our concurrent enrollment presentations and learn about the benefits of concurrent enrollment are often very involved in their students participating in concurrent enrollment courses. We generally do not have many Hispanic parents attending the presentations as the presentations are only in English. When we did a college basics presentation in Spanish last year, we had over 40 Spanish-speaking parents in attendance. *Thus, it is our belief that in order to close the racial equity gap in concurrent enrollment as well as increase access to CCCC for Hispanic students, we need to have regular presentations in Spanish with Spanish-language materials available for Spanish-speaking families.*

Equity Gaps

Access for 25 – 39 Year-Old Students. ESCC's demographics with respect to age has shifted dramatically from 2002-03 with 38% of the student body 40 and older and 39% under 25 in 2002-03. In 2019-20, 14% was over 40 and 59% under 25. This shows a positive trend in that ESCC is increasingly serving the traditional aged college student - under 25 and not focused as much on individuals 40 and older. Yet, students 25-39 remained stable during that time, hovering around 20-25%. Recent environmental scans show that in both Bishop and Mammoth service areas, 25-44 year olds are a significant portion of the service area population at 20% and 33%, respectively, and that there is a significant portion of individuals in that age range who have not complete a college degree. Further, in Mammoth that population group is expected to grow in the next five years. *By focusing on this age group, ESCC will be attracting a new source of FTES. It is important that ESCC continue to develop and implement strategies to increase access for students who are 25-34 years old.*

Success and Completion of Latinx Students. The success rates for Latinx students at ESCC declined slightly from 2017-18 (77.6%) – a five year high – to 2019-20 (76.9%) and the gap between Latinx and White students has widened from 5.5 percentage points to 10.7 percentage points over that time. If excused COVID-19 withdrawals are included, Latinx student success rates for 2019-20 falls to 68.8% and the gap between Latinx and White students increases to 18.8 percentage points. The completion rate for Latinx students reached a 5-year high in 2019-20 (93.5%) and the gap between Latinx and White students has nearly closed to 0.2 percentage points. However, if excused COVID-19 withdrawals are included, Latinx student completion rates falls to 83.6%, an eight-year low, increasing the gap between Latinx and White students to 16.7 percentage points. *Given that 2020-21 will be nearly entirely remote learning, and the significant disproportionate negative impact of remote learning on ESCC's Latinx students, ESCC will need to enhance focus on supporting Latinx students.*

Success of Economically Disadvantaged Students. The success rates for ESCC's economically disadvantaged students