



# 2020-23 Strategic Plan Annual Progress Report

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INSTITUTIONAL RESEARCH & PLANNING  
DECEMBER 2023

# 2020-23 Strategic Plan Roadmap

**Fall 2019**

[2020-2023 El Camino College Strategic Plan](#)  
reviewed through collegial consultation

**January 2020**

Board of Trustees approved  
2020-2023 Strategic Plan

**November 2021**

Progress Report on Strategic  
Plan, using ECC Local Vision Goals

**August 2022**

Progress Report on Strategic  
Plan, using ECC Local Vision Goals

**We are here**

**December 2023**

Progress Report on Strategic  
Plan, using [ECC Local Vision Goals](#)

**Summer 2024**

Close-out report on  
2020-23 Strategic Plan



# 2020-23 Local Vision Goals

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## Increase Completion

- 1A. Increase students who earn a degree by 20%
- 1B. Increase students who earn a certificate by 20%
- 1C. Increase students who earn a degree or certificate by 20%

## Increase Transfer

- 2A. Increase students who earn an associate degree for transfer by 35%
- 2B. Increase students who transfer to a UC or CSU by 35%

## Decrease Units Earned

- 3A. Decrease by 10% average number of units degree earners accumulate

## Increase Workforce

- 4A. Increase median annual earnings by 30%
- 4B. Increase students who attained the living wage by 39%
- 4C. Increase career education students with a job closely related to field of study by 10%

## Decrease Equity Gap

Decrease 40% in achievement gaps across Goals 1-4

# Leading & Lagging Indicators

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MEASURES THAT ALLOW TRACKING OF INSTITUTIONAL GOALS



# Leading Indicators

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Measures that allow tracking of institutional goals and provide information about students' progress (more actionable)

1. Persisted from Fall to Spring
2. Average Number of Degree Applicable Units
3. Transfer-level English and Math Completion
4. 30+ Units
5. Course Withdrawal
6. Employable Skill Attainment



# Lagging Indicators

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Measures that allow tracking of institutional goals and provide information at the end of students' educational path (less actionable)

1. Degree Completion
2. Certificate Completion
3. Transfers to CSU or UC
4. Unit Accumulation
5. Annual Earnings
6. Living Wage Attainment
7. Job in Field of Study

# Context to Understand Results

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# Enrollment Trends

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COVID-19 led to declines in enrollment in Spring 2020 and the following two years (2020-21, 2021-22). The year 2021-22 was the lowest enrollment.

Lower and declining enrollment can directly influence the following leading and lagging indicators:

- Fall to Spring Retention (leading)
- Average Number of Degree Applicable Units (leading)
- Transfer-level English and Math Completion (leading)
- 30+ Units (leading)
- Employable Skill Attainment (leading)
- Degree and Certificate Completion (lagging)
- Transfers (lagging)



# ECC COVID-19 Vaccine Policy

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- This policy especially impacted the leading indicator *Fall to Spring retention* since the ECC [Vaccine Mandate](#) (require evidence of vaccination) was announced in Sept. 2021 with a student deadline of January 2022.
- Students who did not agree with the policy may have not returned for the Spring 2022 term.
- This policy may have also lowered the following leading and lagging indicators:
  - a. Average Number of Degree Applicable Units (leading)
  - b. Transfer-level English and Math Completion (leading)
  - c. 30+ Units (leading)
  - d. Employable Skill Attainment (leading)
  - e. Degree and Certificate Completion (lagging)
  - f. Transfers (lagging)



# Strong Labor Market

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- As a result of labor shortages, wage growth spiked in the U.S during the 2021-22 academic year.
- Students may have been tempted to leave ECC for employment entirely or work more hours and enroll in less courses over this period.
- On the other hand, increases in wages would be **good news for the lagging indicators *living wage attainment* and *median annual earnings***, as is reflected in the data for these indicators.

# Distance Education

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- There were students who preferred to learn in-person and may have taken less courses overall or taken a pause from ECC altogether during 2021-22.
- As ECC brings greater balance to in-person/distance education, more students should return, which will increase indicators.

# Summary Leading Indicators

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Persisted from Fall to Spring	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	63%	71%	64%
Foster Youth	53%	63%	64%
Black/African American	55%	64%	59%
First Generation	54%	64%	61%
Veterans	54%	70%	60%
LGBTQIA+	54%	70%	59%
Average Number Degree Applicable Units	ECC 2021-22 Actual	ECC 2021-22 Goal	
Overall	11	13	N/A
Transfer Level Math & English Completion	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	13%	16%	12%
Black/African American	7%	8%	6%
First Generation	10%	9%	9%
Students with Disabilities	16%	9%	11%
LGBTQIA+	8%	10%	8%
Hispanic/LatinX	17%	12%	11%

## Summary Leading Indicators

- Goal Surpassed
- Goal Not Completed

Cells in red indicate ECC actual is below the LA Microregion actual.



**Summary  
Leading  
Indicators  
(cont. 1)**

30+ Units	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	6%	7%	5%
Black/African American	3%	5%	4%
First Generation	4%	5%	4%
Students with Disabilities	4%	6%	4%
Course Withdrawal (decrease)	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	38%	38%	N/A
Foster Youth	54%	57%	N/A
Native HI/Pac Islander	44%	48%	N/A
Students with Disabilities	42%	43%	N/A
Black/African American	44%	44%	N/A
Hispanic/LatinX	41%	41%	N/A



Cells in red indicate ECC actual is below the LA Microregion actual.

- Goal Completed
- Goal Not Completed



**Summary  
Leading  
Indicators  
(cont. 2)**

<b>Employable Skill Attainment</b>	<b>ECC 2021-22 Actual</b>	<b>ECC 2021-22 Goal</b>	<b>LA Microregion 2021-22 Actual</b>
Overall	77%	80%	N/A
Foster Youth	65%	58%	N/A
American Indian/Alaska Native	72%	70%	N/A
Black/African American	63%	70%	N/A
Native HI/Pac Islander	72%	74%	N/A
Students with Disabilities	80%	78%	N/A

 Goal Surpassed  
 Goal Not Completed

# Summary Lagging Indicators



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Degree Completion	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	2,058 (8%)	2,202	7%
Black/African American	227 (6%)	262	6%
Certificate Completion	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	383 (1%)	440	5%
Black/African American	32 (1%)	48	4%
Transfer	ECC 2020-21 Actual	ECC 2020-21 Goal	LA Microregion 2020-21 Actual
Overall	1,959 (7%)	1,993	6%
Foster Youth	24 (6%)	19	5%
Black/African American	164 (4%)	189	4%
Veterans	33 (8%)	36	11%
Students with Disabilities	137 (8%)	120	7%
Unit Accumulation (Decrease)	ECC 2021-22 Actual	ECC 2021-22 Goal	LA Microregion 2021-22 Actual
Overall	81	80	85
Students with Disabilities	89	88	93

**Summary Lagging Indicators**

 Goal Surpassed  
 Goal Not Completed

Cells in red indicate ECC actual is below the LA Microregion actual.



## Summary Lagging Indicators (cont. 1)

Annual Earnings	ECC 2020-21 Actual	ECC 2020-21 Goal	LA Microregion 2020-21 Actual
Overall	\$34,792	\$32,402	\$36,456
American Indian/Alaska Native	\$30,898	\$18,961	\$33,092
Foster Youth	\$28,180	\$21,469	\$30,076
LGBTQIA+	\$32,720	\$27,387	\$35,364
Students with Disabilities	\$28,923	\$25,496	\$29,952
Living Wage Attainment	ECC 2020-21 Actual	ECC 2020-21 Goal	LA Microregion 2020-21 Actual
Overall	44%	42%	47%
Foster Youth	29%	29%	35%
Students with Disabilities	35%	31%	36%
Black/African American	41%	40%	44%
Eligible for Promise Grant	42%	39%	36%
Hispanic/LatinX	45%	41%	45%
Job in the Field of Study*	ECC 2019-20 Actual	ECC 2019-20 Goal	LA Microregion 2019-20 Actual
Overall	60%	69%	68%

- Goal Surpassed
- Goal Completed
- Goal Not Completed

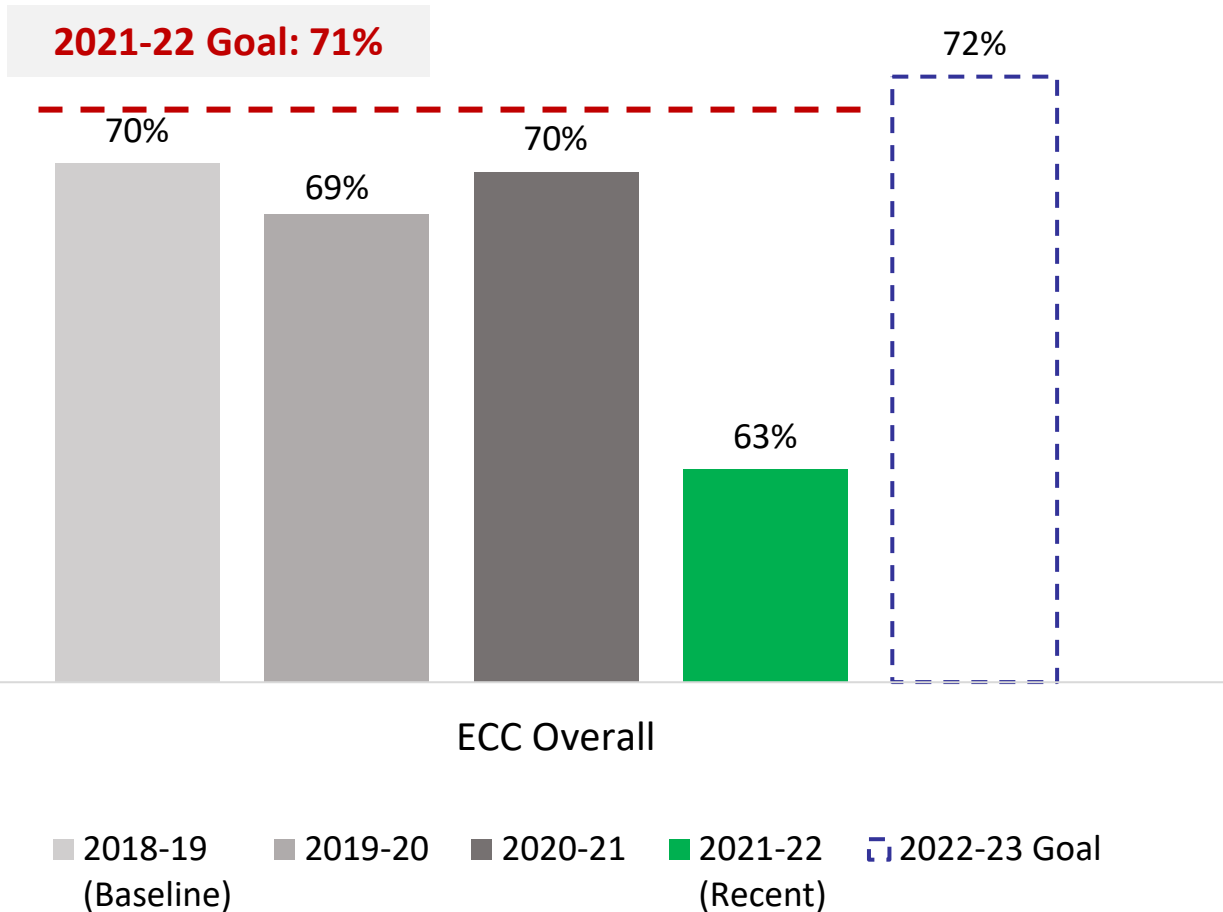
\*Vision for Success goals were set in 2019-20, therefore, the first year ECC has goals is 2020-21. This is the reason that the metric job in field of study does not have a 2019-20 goal.  
 Cells in red indicate ECC actual is below the LA Microregion actual.

# Details Leading Indicators

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## Persisted from Fall to Spring

The proportion of students retained from Fall to Spring, excluding those who completed an award or transferred to a postsecondary institution



*In 2021-22, there was a **7% decrease in Fall to Spring persistence** from the previous year.*

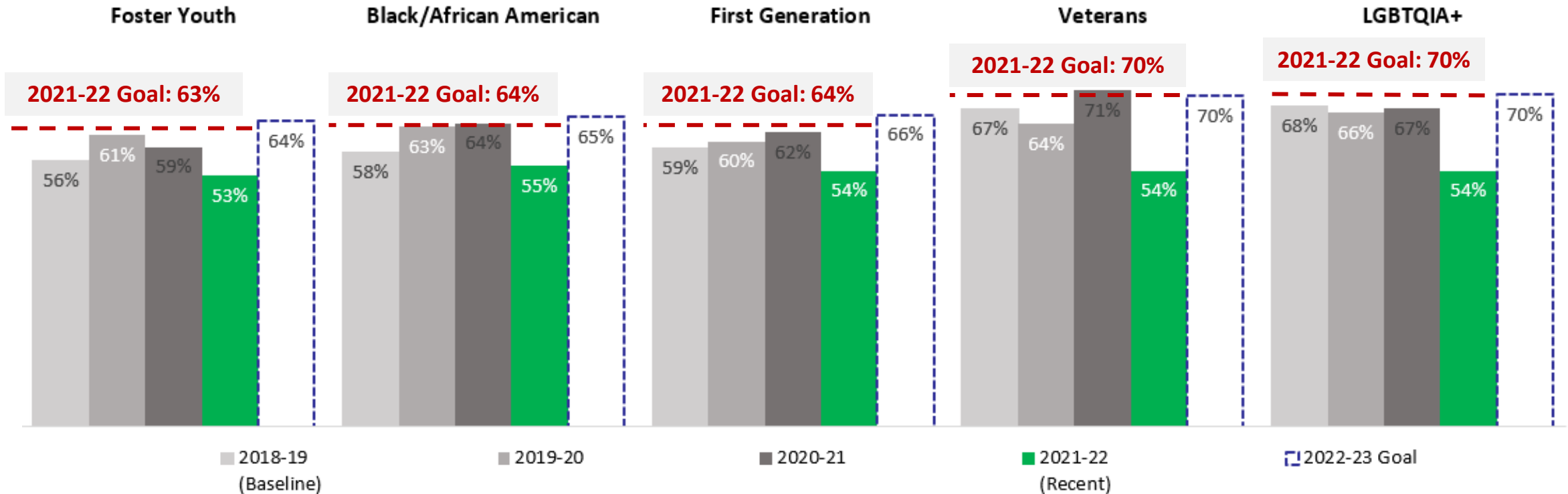
***The 2021-22 goal was not met.***

# Persisted from Fall to Spring

## Disproportionally Impacted Student Groups

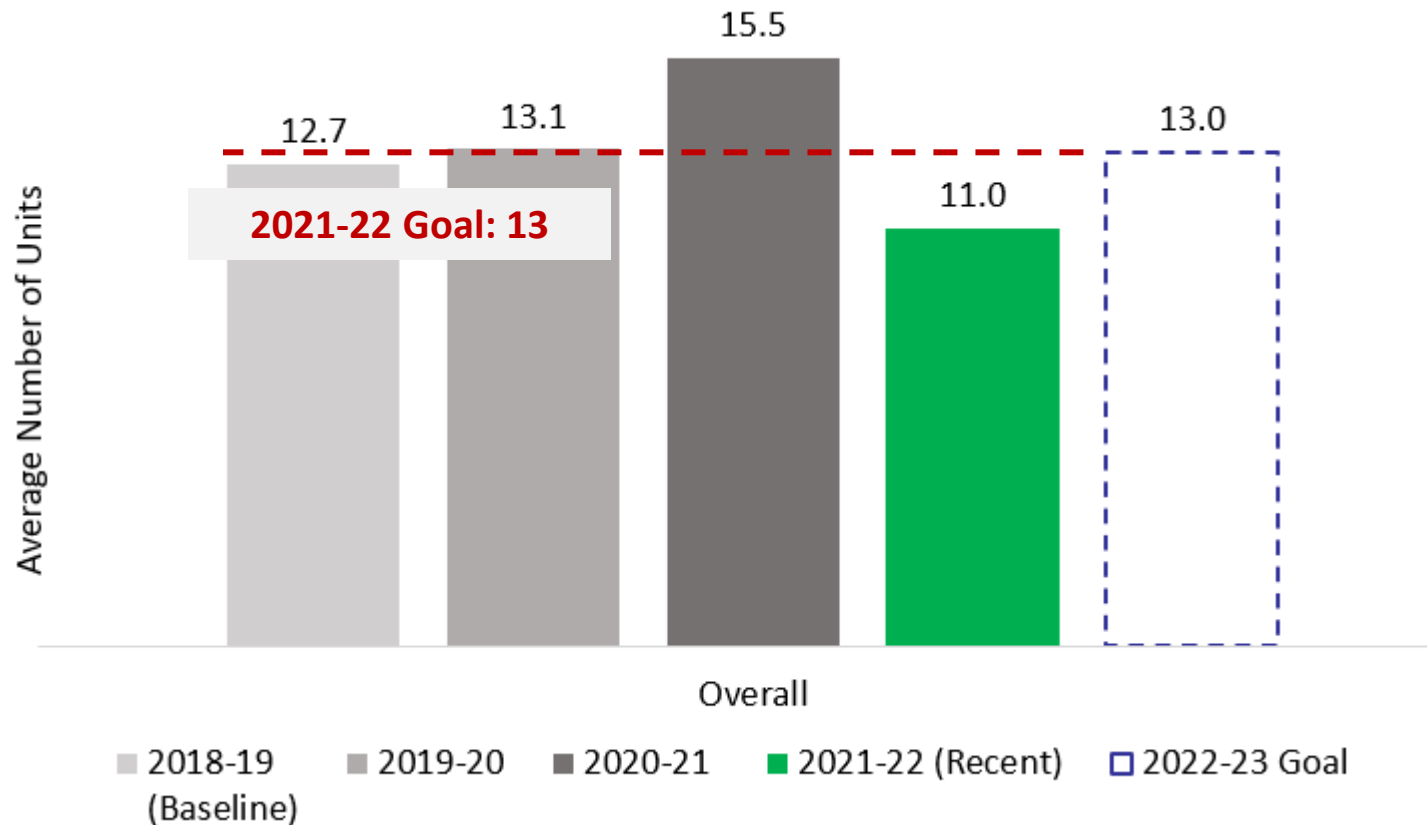
*In 2021-22, the Fall to Spring persistence of all ECC disproportionately impacted students decreased compared to the previous year.*

**The 2021-22 goals were no met.**



# Average Number of Degree Applicable Units

Average number of degree applicable units earned during first year



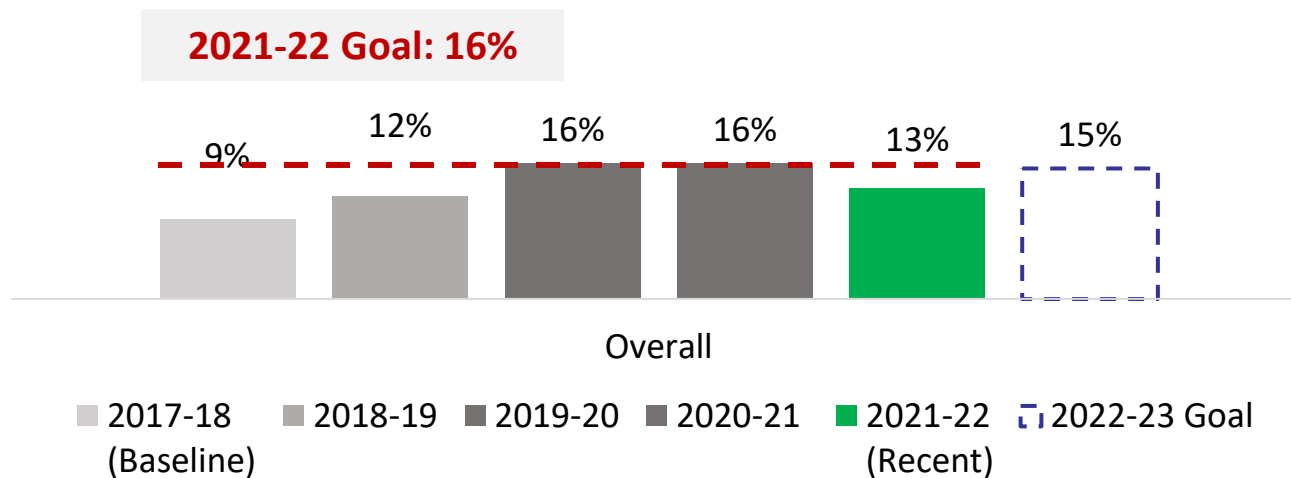
*In 2021-22, the average number of degree applicable units first year students earned **decreased by 4.5 units** from the previous year.*

***The 2021-22 goal was not met.***

# Transfer-Level English and Math Completion

Percent of students who complete Transfer-level English and Math within first year

*In 2021-22, the percent of students completing transfer-level English and Math in the first year **decreased 3%** from the previous year.*

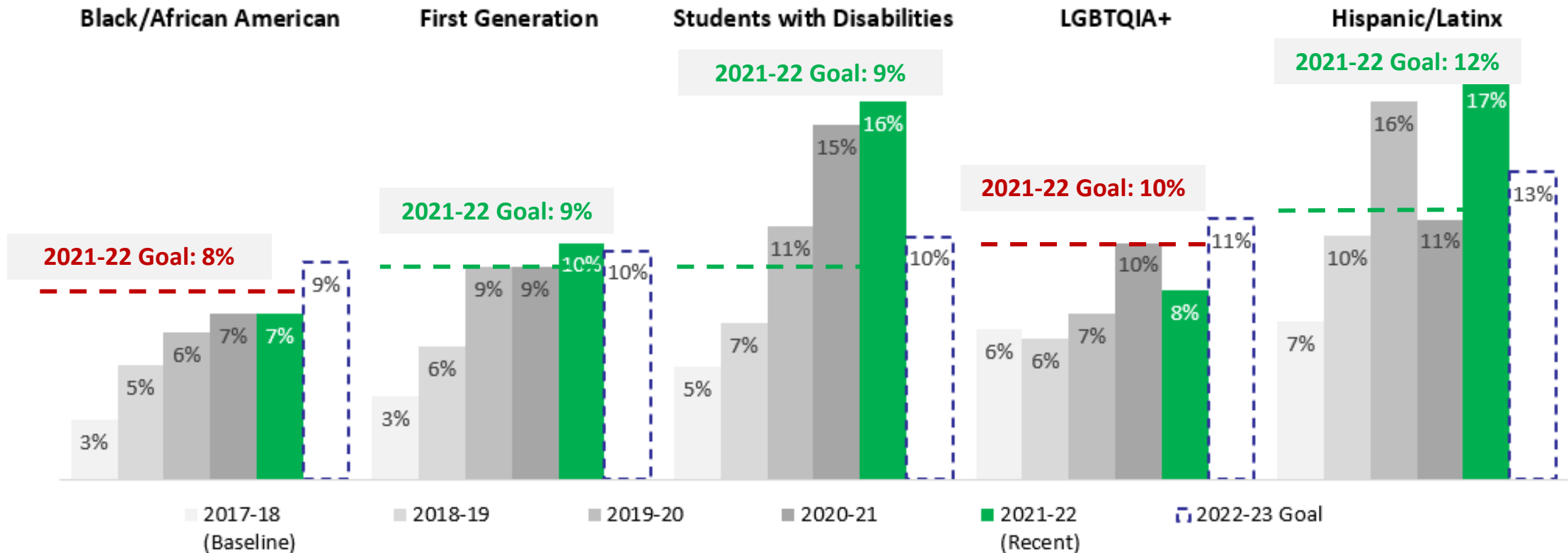


***The 2021-22 goal was not met.***

# Transfer-Level English and Math Completion Disproportionally Impacted Student Groups

In 2021-22, the *transfer-level English and Math completion rates for first generation students, students with disabilities increased* compared to the previous year.

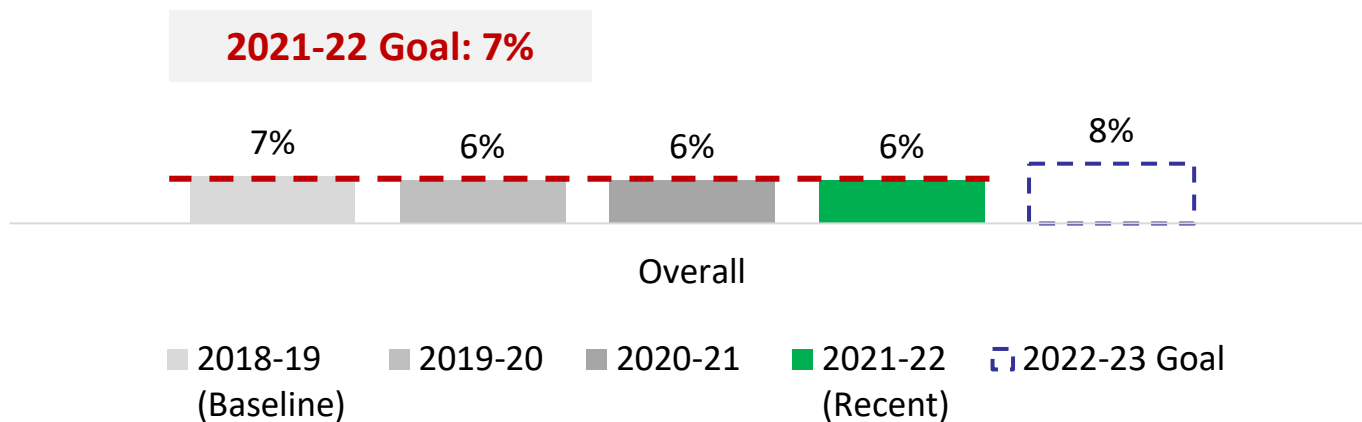
*The 2021-22 goals were met for first generation students, students with disabilities and Hispanic/Latinx students.*





## 30+ Units

Percent of students completing 30+ units within the first year



*In 2021-22, the percent of students completing 30 or more units within the first year **remained the same** from the previous year.*

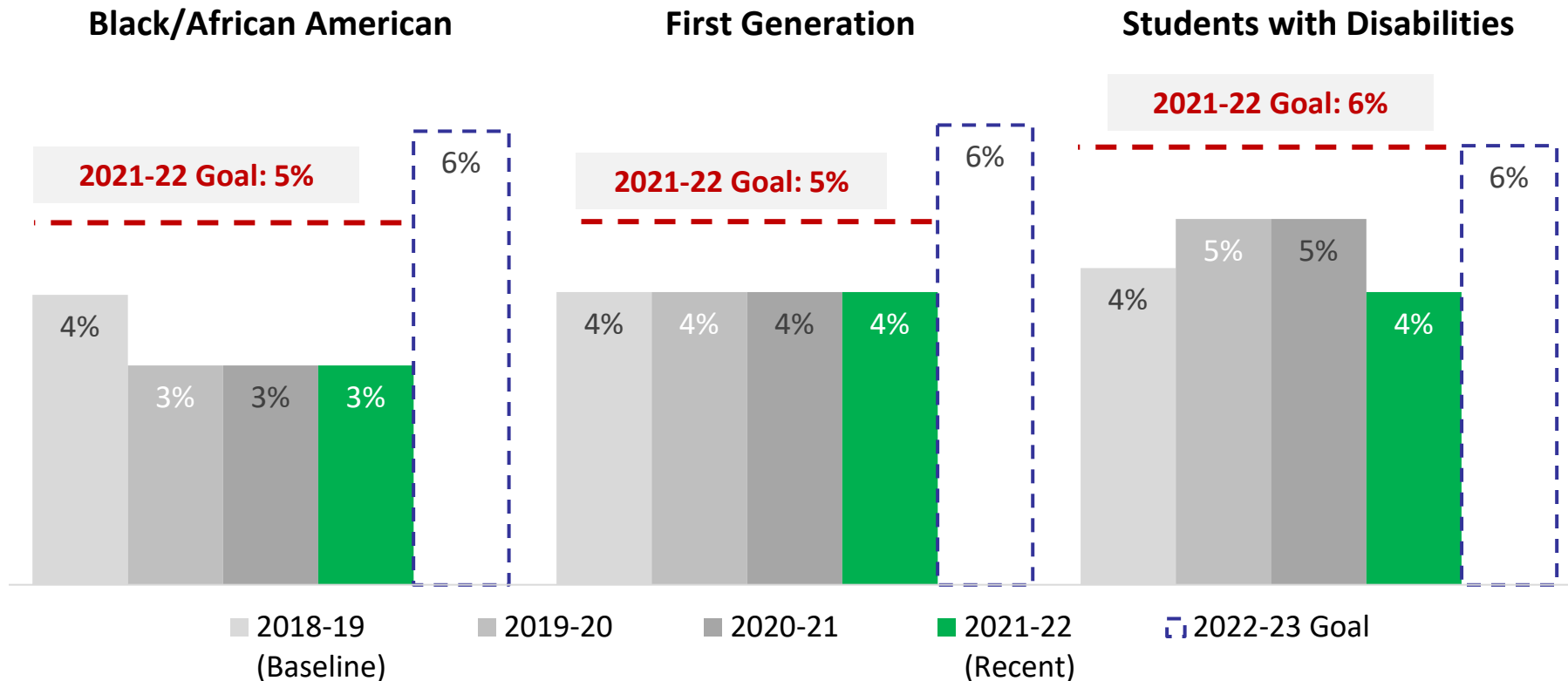
***The 2021-22 goal was not met.***

# 30+ Units

## Disproportionally Impacted Student Groups

*In 2021-22, with the exception of students with disabilities, the percent of students completing 30 or more units stayed the same compared to the previous year.*

*The 2021-22 goals were not met.*

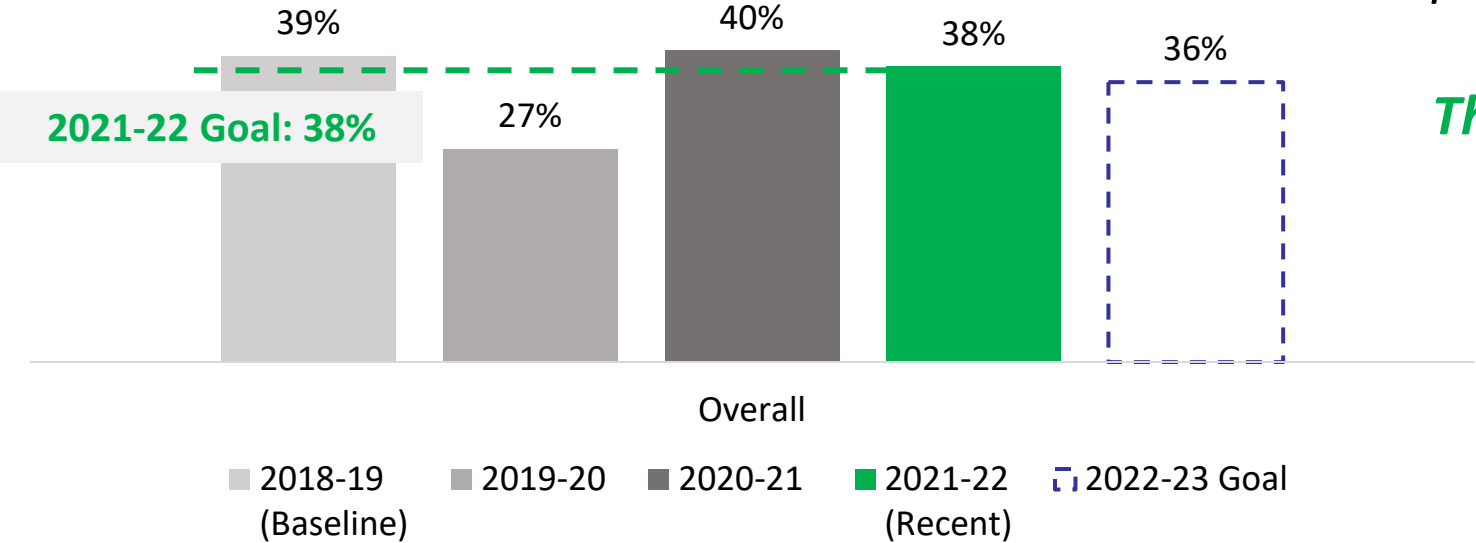


# Course Withdrawal (Decrease)

Percent of students who withdraw from one or more courses during the academic year

*In 2021-22, the percent of students who withdrew **decreased by 2%** from the previous year.*

***The 2021-22 goal was met.***

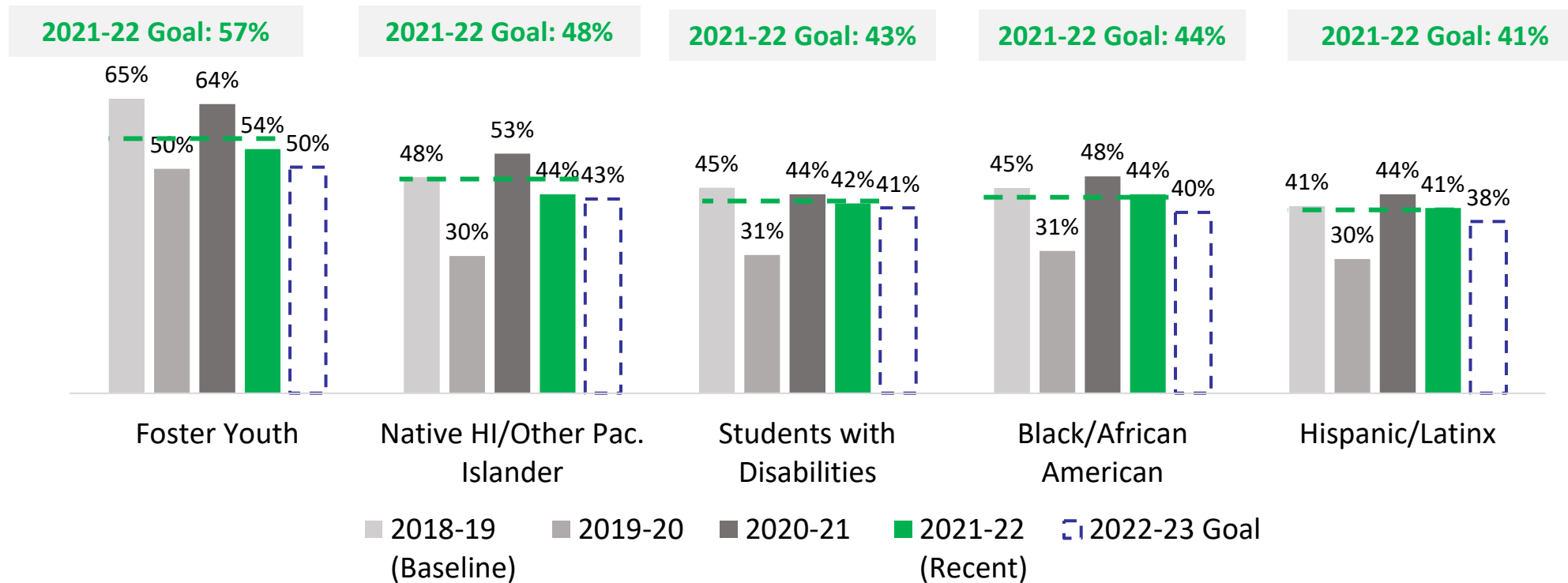


# Course Withdrawal (Decrease)

## Disproportionally Impacted Student Groups

In 2021-22, the **percent of course withdrawal** for all ECC disproportionately impacted students decreased compared to the previous year.

The 2021-22 goals were met for all ECC disproportionately impacted students

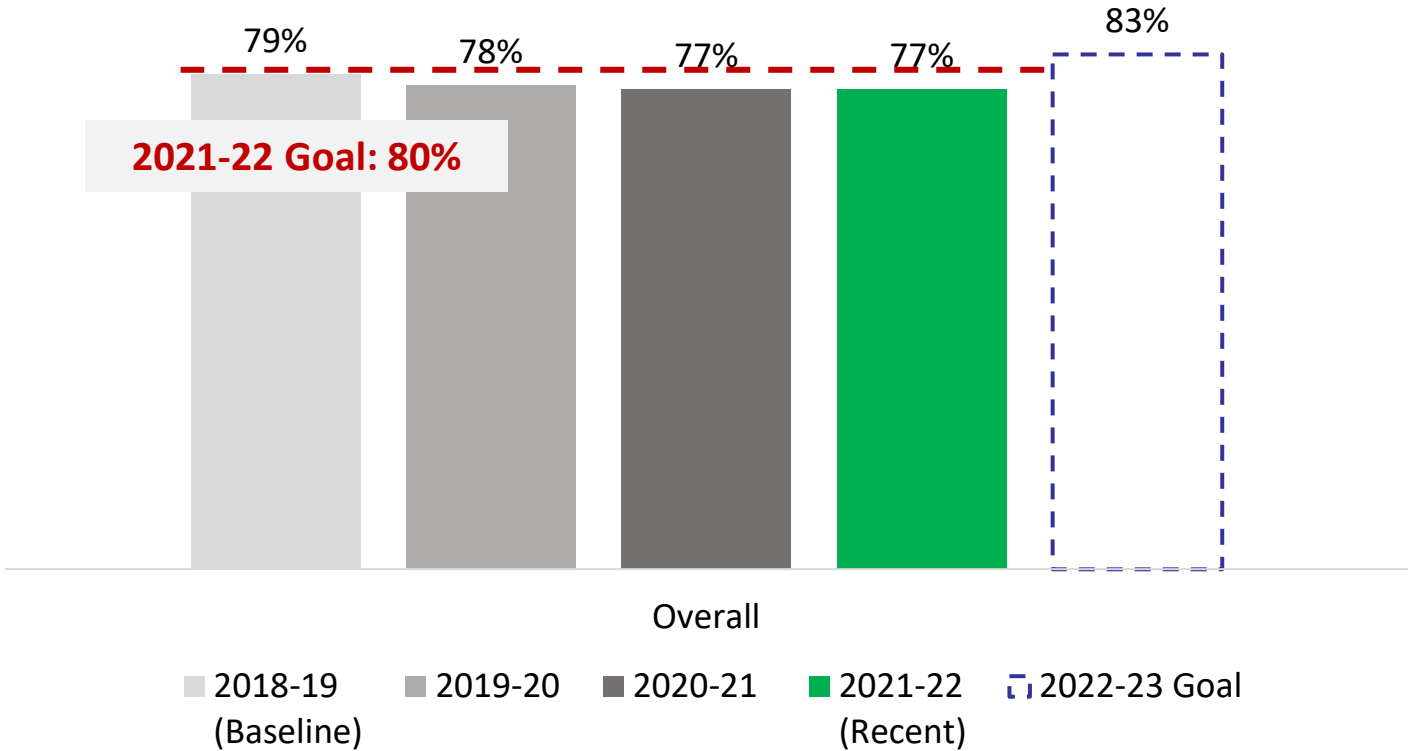


# Employable Skill Attainment

Percent of students who successfully complete a Career Education course (SAM codes A, B, C or D) designed to teach employable skills

*In 2021-22, the percent of students who successfully completed a Career Education course designed to teach employable skills **stayed the same** from the previous year.*

***The 2021-22 goal was not met.***

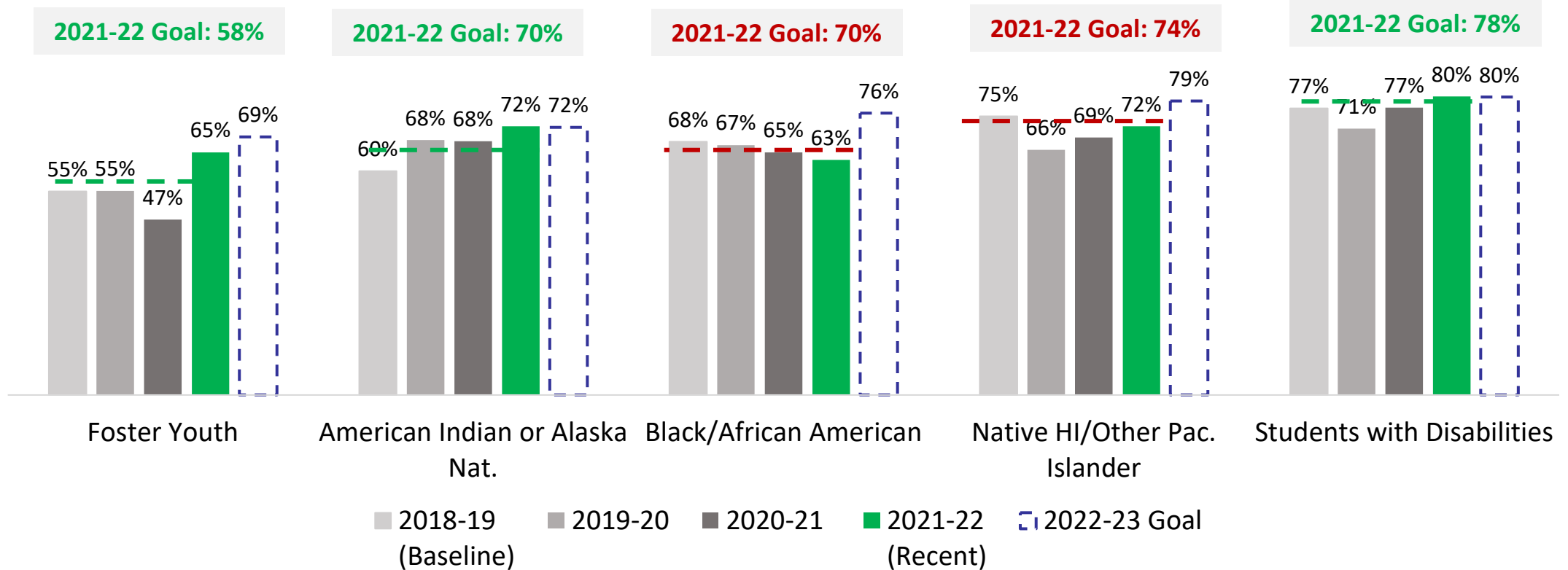


# Employable Skill Attainment

## Disproportionally Impacted Student Groups

In 2021-22, except for Black/African American students, the percent of students who successfully completed a Career Education course designed to teach employable skills **increased for disproportionately impacted students** compared to the previous year.

**The 2021-22 goals were met for foster youth, American Indian or Alaska Native students, and students with disabilities.**

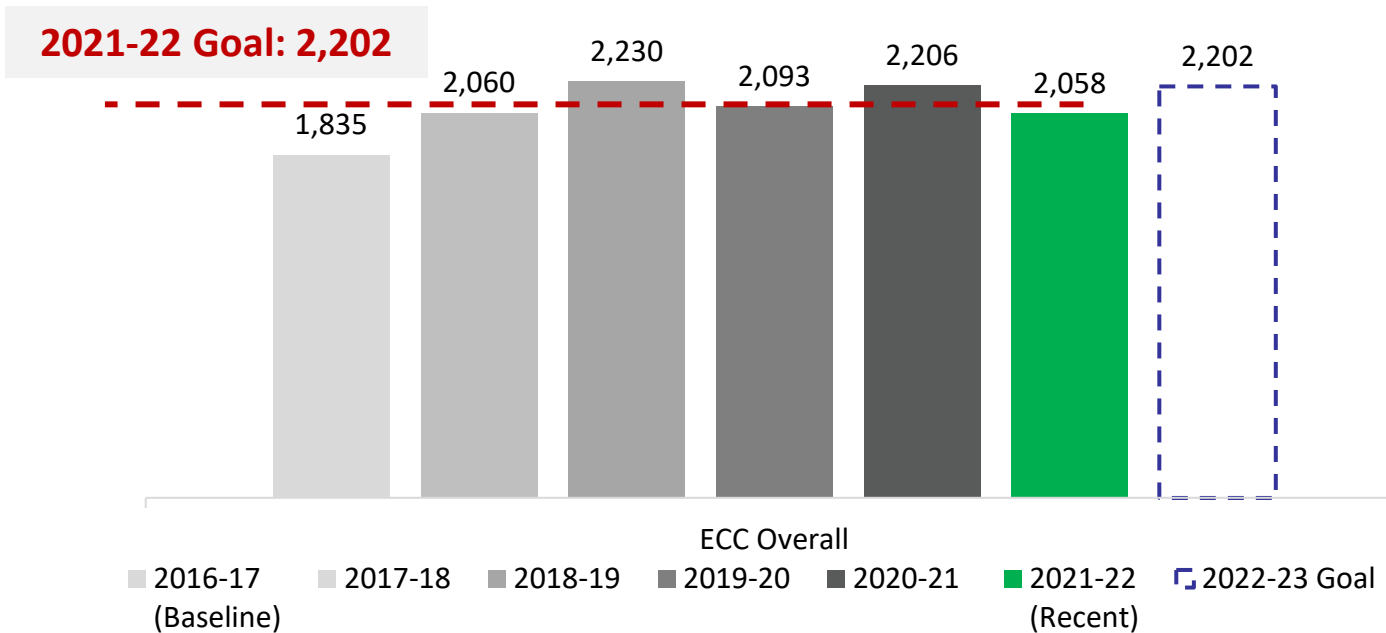


# Details Lagging Indicators

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# Degree Completion Overall

Number of students earning a degree

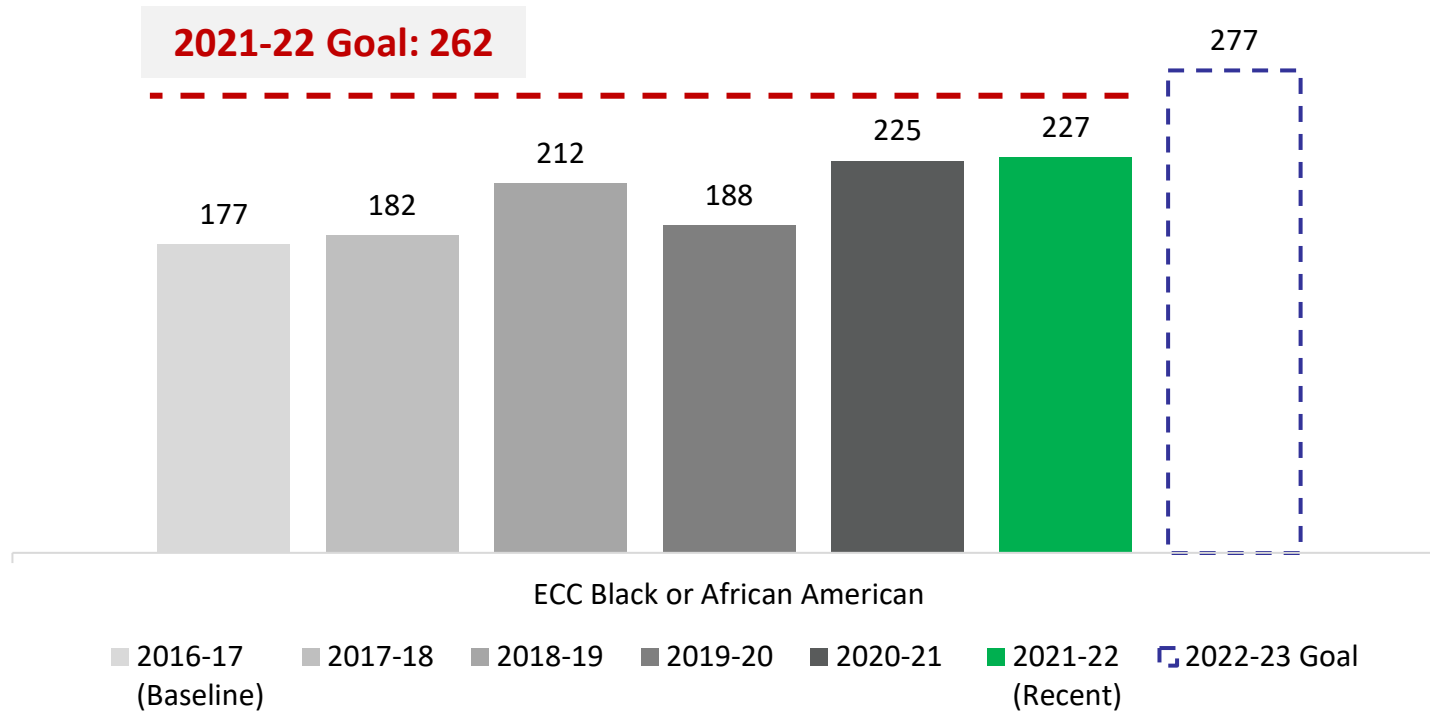


*In 2021-22, 2,058 students earned a degree, a 7% decrease from the previous year.*

***The 2021-22 goal was not met.***



# Degree Completion Black/African American



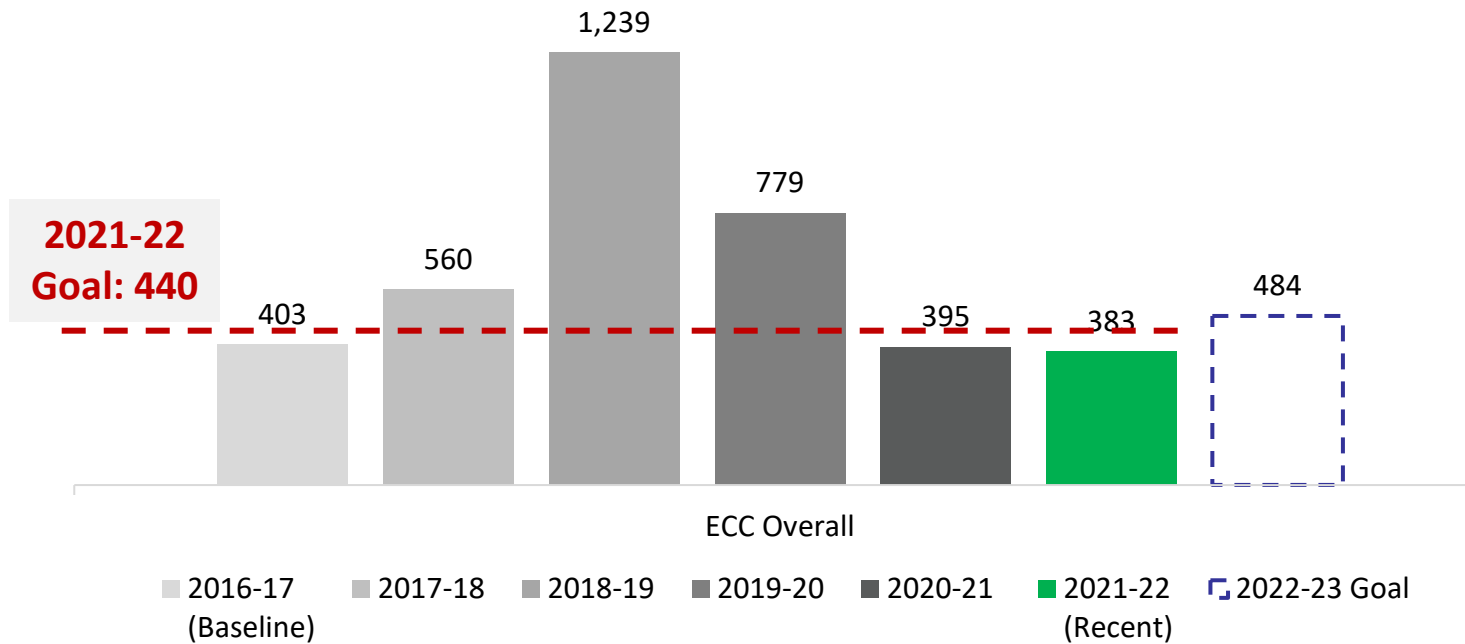
*In 2021-22, 227 Black/African American students earned a degree, a 1% increase from the previous year (2 more students).*

***The 2021-22 goal was not met.***



# Certificate Completion Overall

Number of students earning a certificate

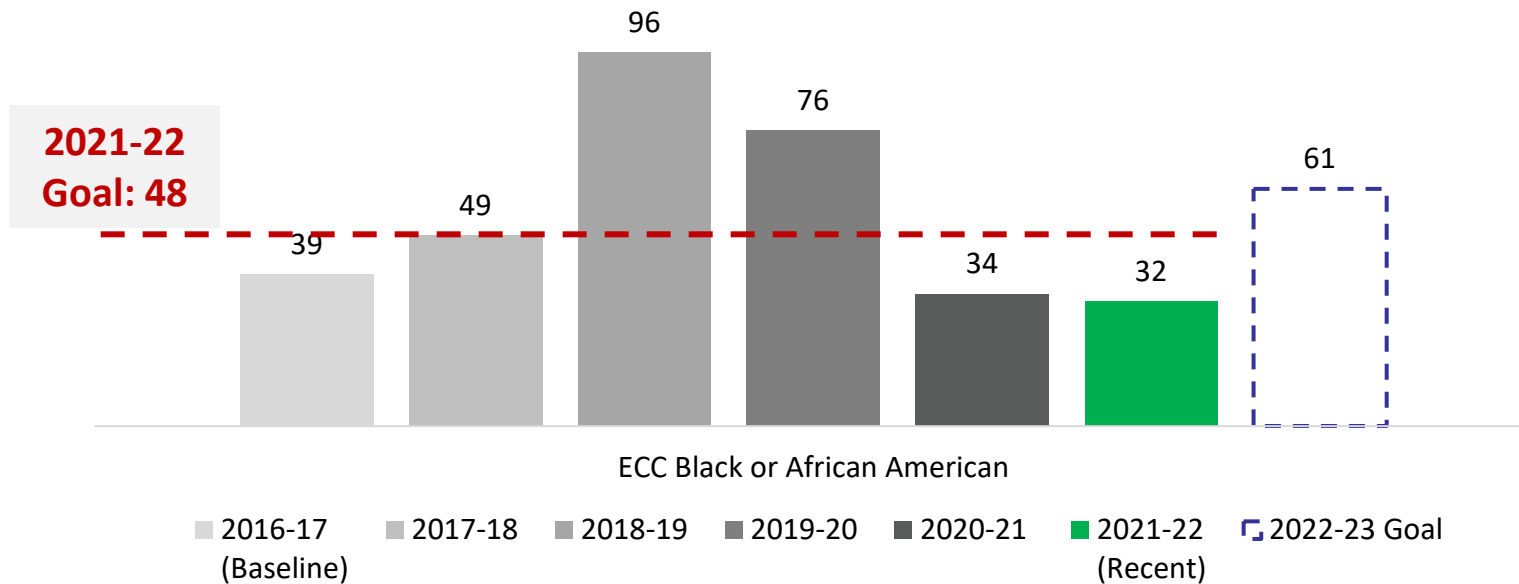


*In 2021-22, 383 students earned a certificate, a 3% decrease compared to the previous year.*

***The 2021-22 goal was not met.***

# Certificate Completion Black/African American

Number of students earning a certificate

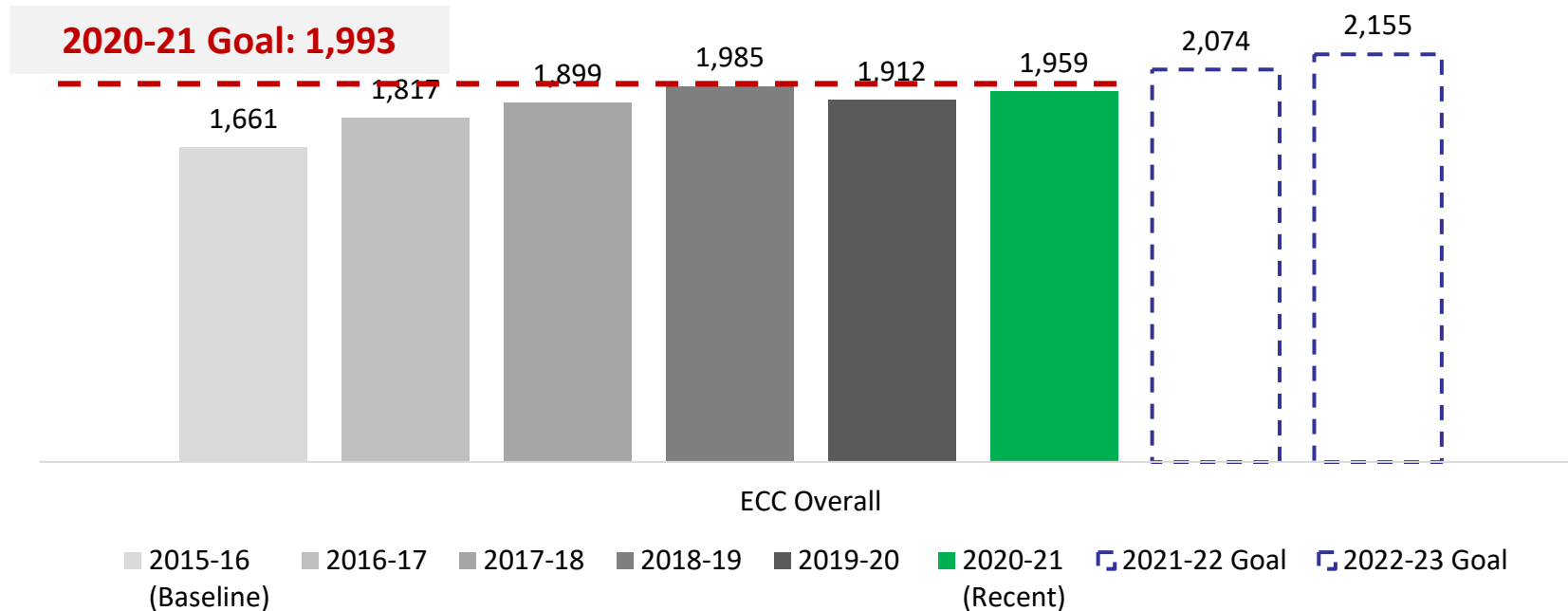


*In 2021-22, 32 Black/African American students earned a certificate, a 6% decrease compared to the previous year.*

***The 2021-22 goal was not met.***

# Transfers to CSU or UC Overall

Number of students who transfer to a CSU or UC



*In 2020-21, 1,959 students transferred to a CSU or UC, a 2% increase (47 more students) compared to the previous year.*

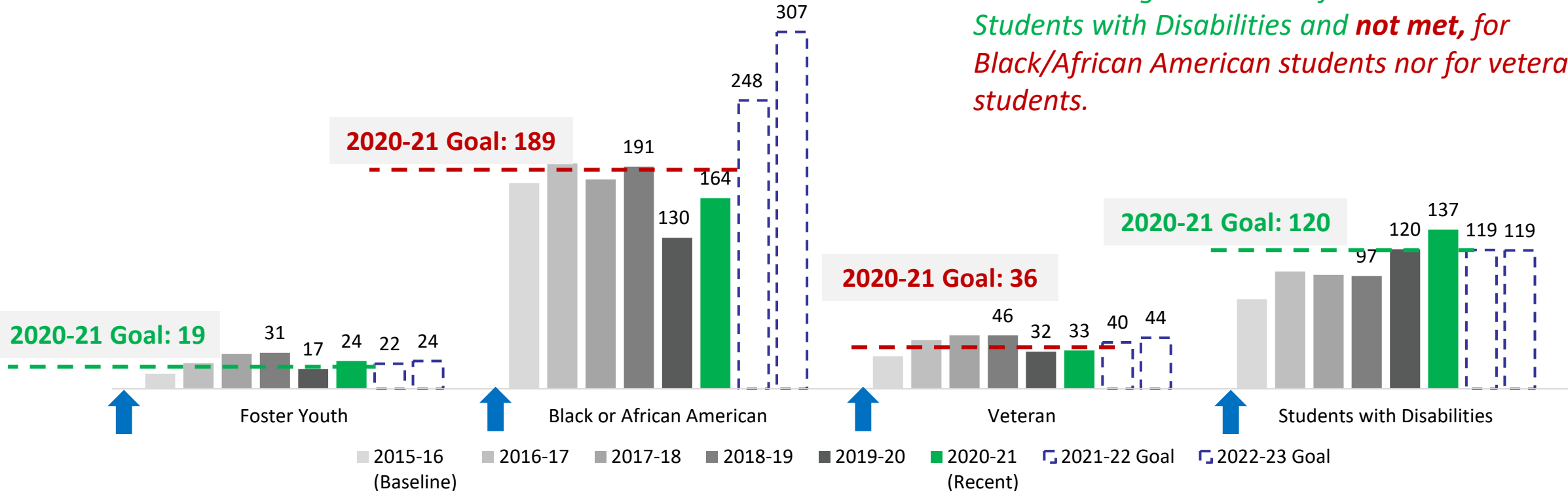
***The 2020-21 goal was not met.***

# Transfers to CSU or UC Disproportionally Impacted Student Groups

Number of students who transfer to a CSU or UC

*In 2020-21, all disproportionately impacted student groups increased in transferring to a CSU or UC compared to the previous year.*

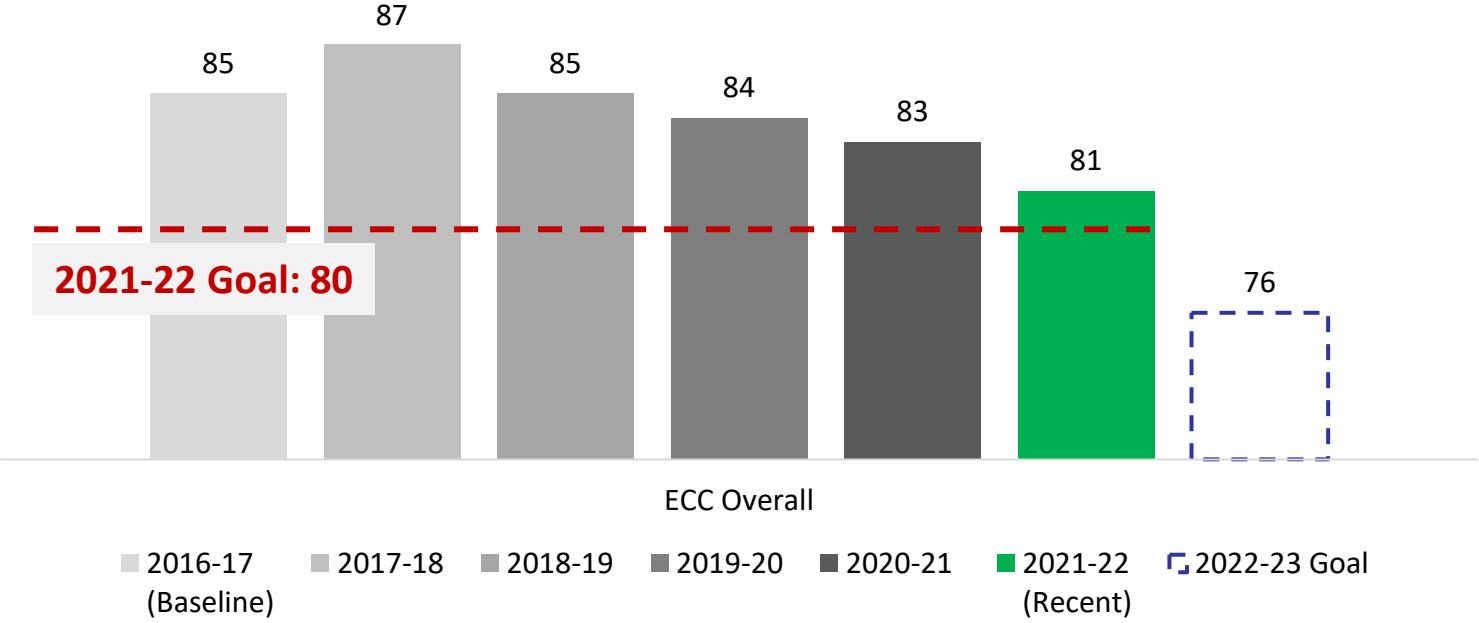
*The 2020-21 goal was met for Foster Youth and Students with Disabilities and **not met**, for Black/African American students nor for veteran students.*





# (Decrease) Unit Accumulation Overall

Average number of units accumulated by degree earners

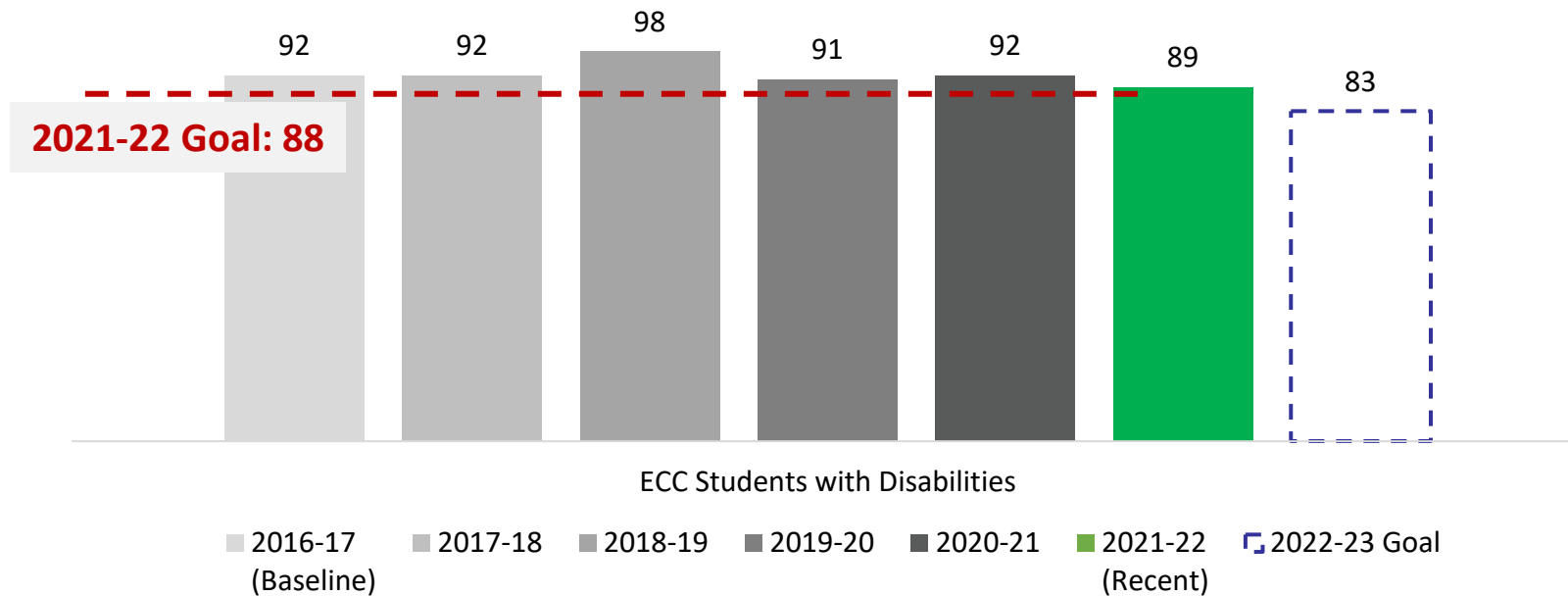


*In 2021-22, ECC students who obtained a degree accumulated an average of 81 units, a 2% decrease from the previous year (2 units less).*

***The 2021-22 goal was not met.***

# (Decrease) Unit Accumulation Students with Disabilities

Average number of units accumulated by degree earners



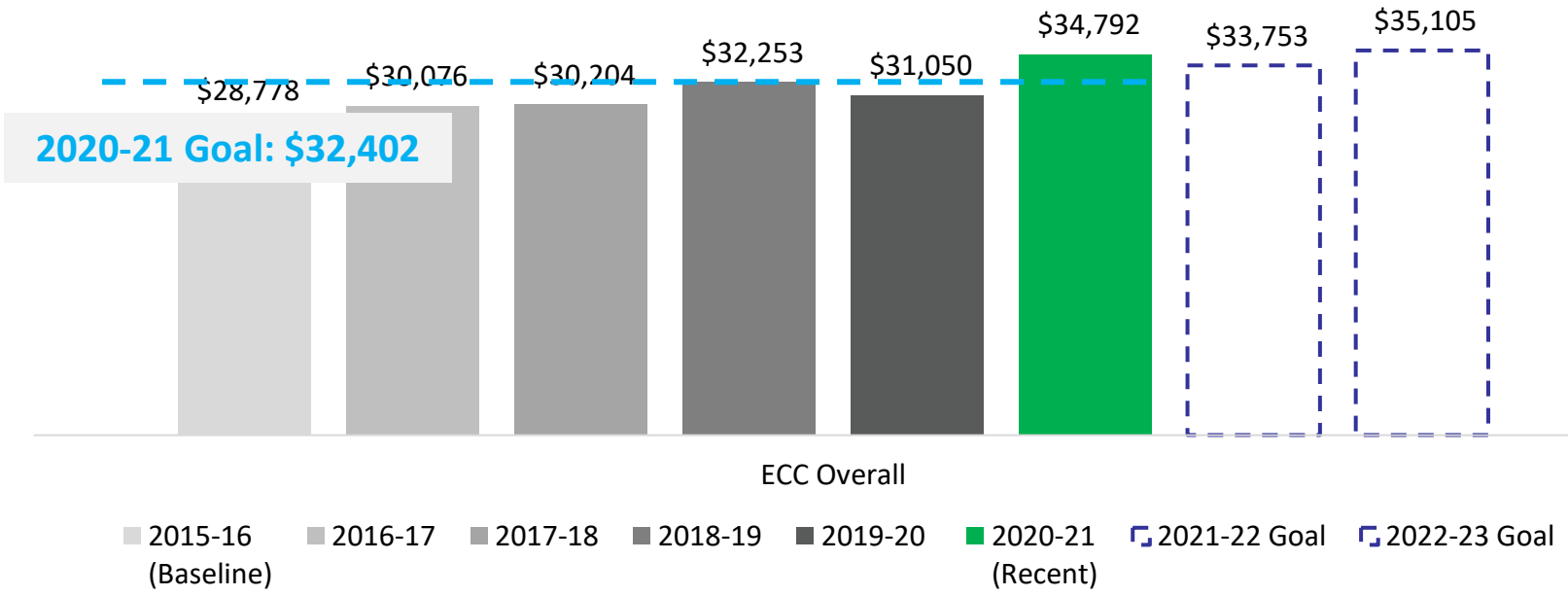
*In 2021-22, ECC students with disabilities who obtained a degree accumulated on average 89 units, a 3% decrease from the previous year (3 less units).*

***The 2021-22 goal was not met.***



# Annual Earnings Overall

Median annual income of former ECC students



*In 2020-21, ECC former students' annual earnings increased 12% from the previous year (\$3,742 more).*

*The 2020-21 goal was surpassed.*

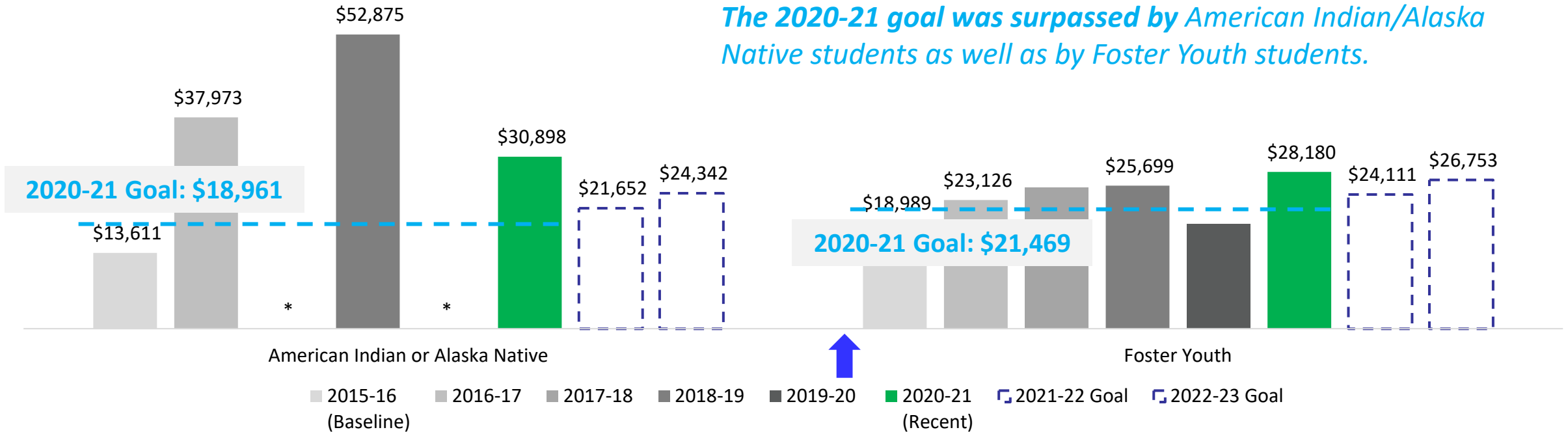


# Annual Earnings Disproportionally Impacted Student Groups

Median annual income of former ECC students

*In 2020-21, Foster youth students annually earned 49% more compared to the previous year.*

*The 2020-21 goal was surpassed by American Indian/Alaska Native students as well as by Foster Youth students.*



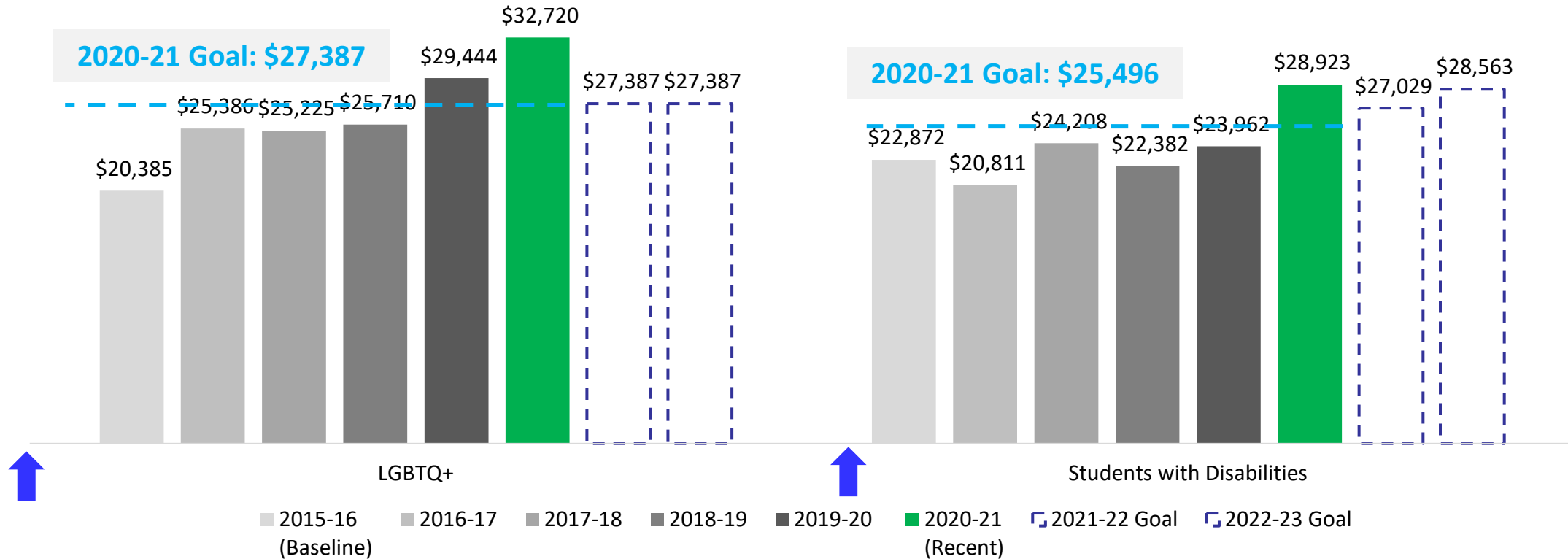
\* Less than 10 students for American Indian/Alaska Native

# Annual Earnings Disproportionally Impacted Student Groups

Median annual income of former ECC students

*In 2020-21, **LGBTQ+ students and students with disabilities** annually earned more compared to the previous year (11% and 19% increase, respectively).*

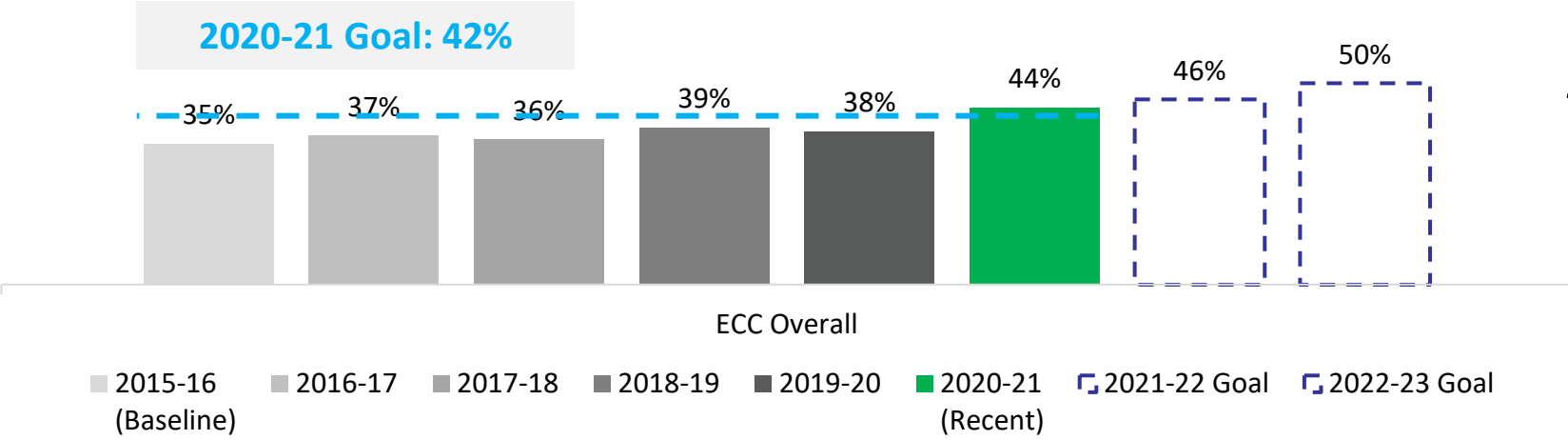
*The 2020-21 goal was surpassed by LGBTQ+ students as well as students with disabilities.*





# Living Wage Attainment Overall

Percent of former ECC students who attain a living wage



*In 2020-21, the percent of ECC former students who attained a living wage increased 6% from the previous year.*

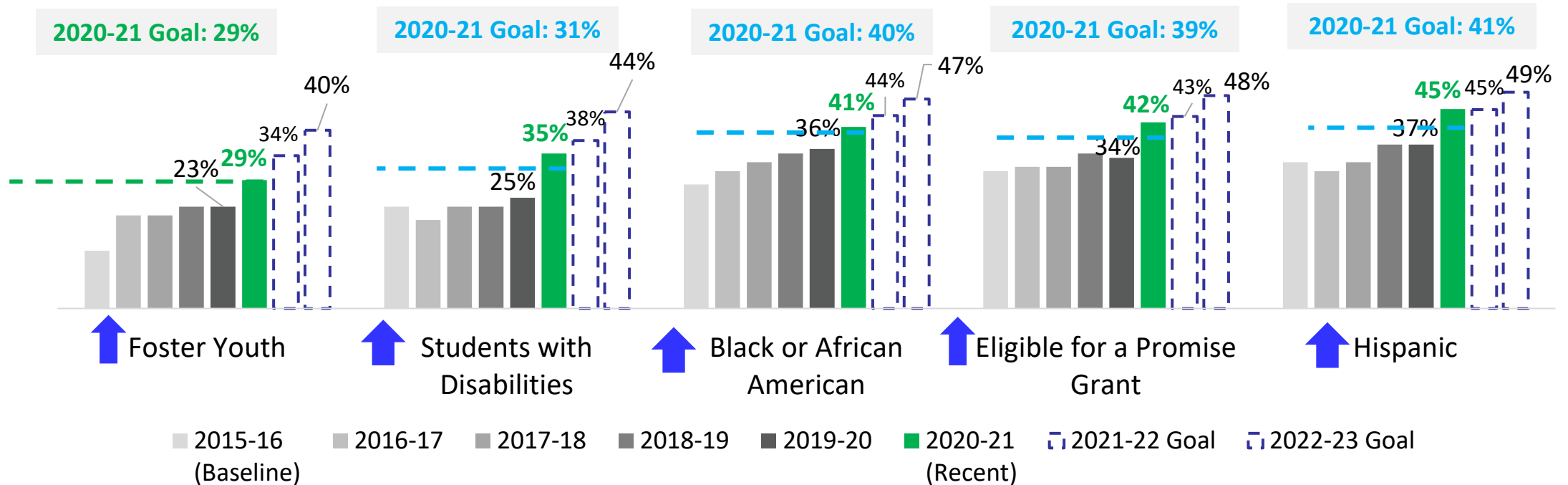
*The 2020-21 goal was surpassed.*

# Living Wage Attainment Disproportionally Impacted Student Groups

Percent of former ECC students who attain a living wage

*In 2020-21, the **percent of all ECC disproportionately impacted students who attained a living wage increased** compared to the previous year.*

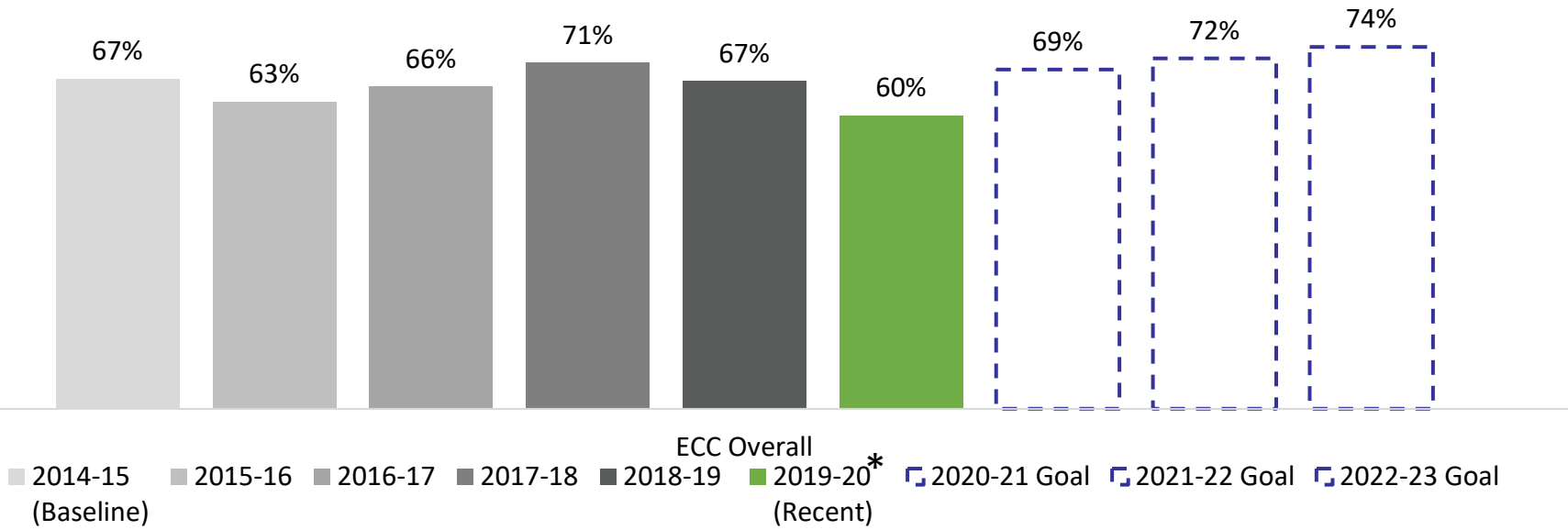
*The 2020-21 goal was surpassed, except for Foster Youth, which was met.*





# Job in Field of Study Overall

Percent of career education students with a job closely related to their field of study



*In 2019-20, the percent of career education students who held a job related to their field of study decreased 7% compared to the previous year.*

***The 2020-21 goal was not met.***

\*Vision for Success goals were set in 2019-20, therefore, the first year when ECC has goals is 2020-21. This is the reason that the metric job in field of study does not have a 2019-20 goal.



Thank You  
Questions? Comments?