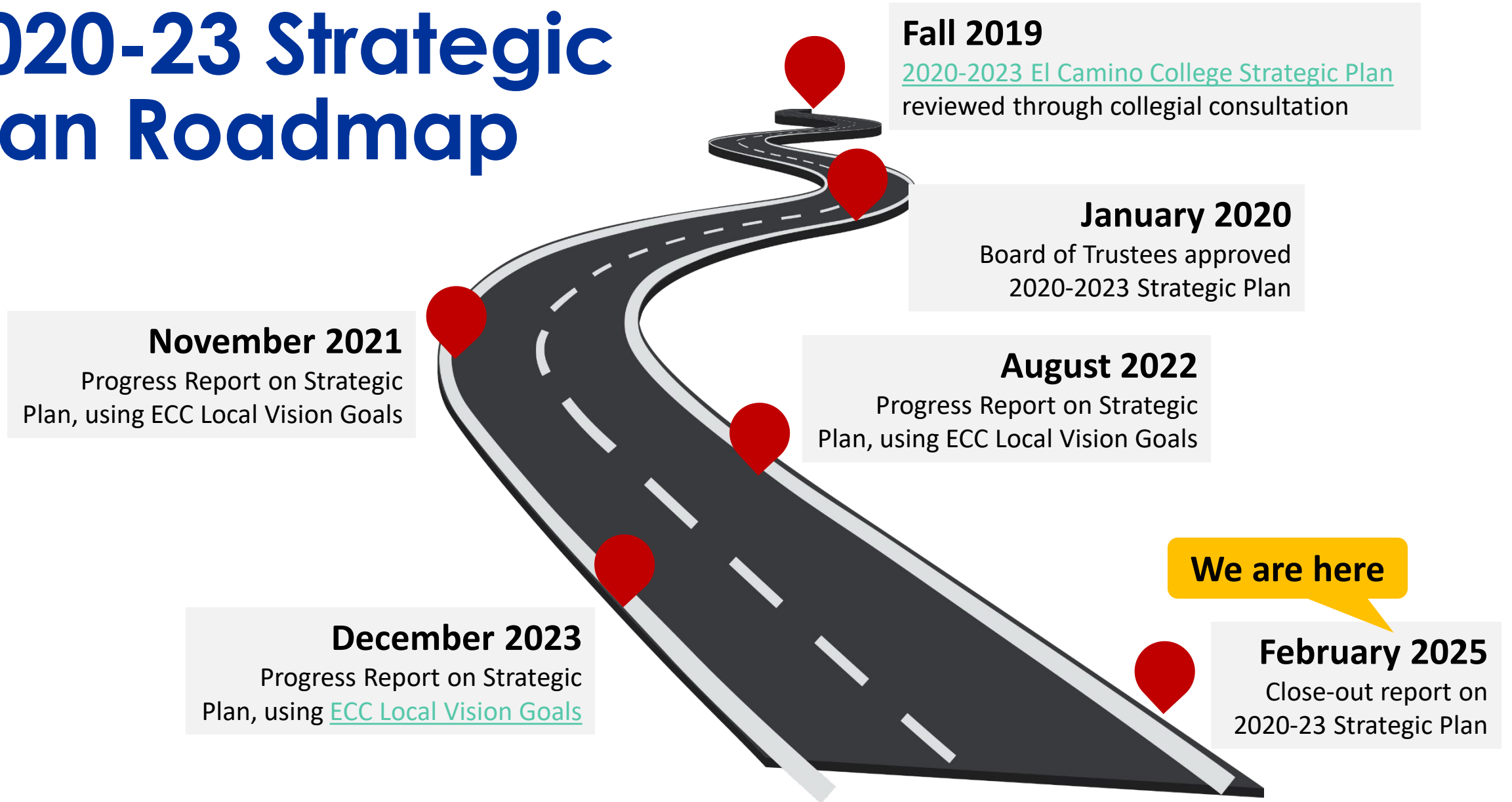




2020-23 Strategic Plan Closeout Report

INSTITUTIONAL RESEARCH & PLANNING
FEBRUARY 2025

2020-23 Strategic Plan Roadmap



2020-23 Local Vision Goals

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

MEASURES THAT ALLOW TRACKING OF INSTITUTIONAL GOALS



Leading Indicators

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

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



Enrollment Trends

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

- 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

- 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

- 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

Leading Indicators Highlights

Overall Performance

- **ECC fell short of ECC goals and LA microregion actuals in most leading indicators**, particularly in one-term persistence, transfer-level math and English completion, and number of degree-applicable units.
- The exception was **employable skill attainment**, where certain groups like **Foster Youth** and **student with disabilities** **exceeded** goals.

Disproportionally Impacted Student Groups Doing Well

Hispanic/Latinx:

- Surpassed goal in Transfer level math & English completion

Foster Youth:

- Exceeded the employable skill attainment and average # of degree applicable units goals

Students with Disabilities:

- Exceeded the goal in transfer level math & English completion
- Exceeded the course withdrawal decrease goal
- Surpassed goal for employable skill attainment

Disproportionally Impacted Student Groups Needing Improvement

Black/African American Students:


- Did not meet goals in any leading indicator.
- Below LA microregion actual in one-term persistence.


LGBTQIA+ Students:

- Fell short of goals in Fall to Spring persistence and transfer level math & English completion.

First Generation Students:













- Underperformed in Fall to Spring persistence, transfer level math & English completion & 30+ Units Completion.

 ECC actual surpassed ECC goal or LA Microregion actual



 ECC actual did not achieve ECC goal or LA Microregion actual




Summary Leading Indicators

Persisted from Fall to Spring

Student Population	ECC Actual 2022-23	ECC Goal 2022-23	LA Microregion 2022-23 Actual
Overall	68%	72% 	67% 
Foster Youth	61%	64% 	65% 
Black/African American	59%	65% 	62% 
First Generation	59%	66% 	65% 
Veterans	62%	70% 	63% 
LGBTQIA+	59%	70% 	64% 













Average # of Degree Applicable Units

Student Population	ECC Actual 2022-23	ECC Goal 2022-23	LA Microregion 2022-23 Actual
Overall	11.5	13 	N/A
Foster Youth	12.7	11.8 	N/A









-  ECC actual surpassed ECC goal or LA Microregion actual
-  ECC actual achieved ECC goal or LA Microregion actual
-  ECC actual did not achieve ECC goal or LA Microregion actual


Summary Leading Indicators (2)


Transfer Level
Math & English
Completion

Student Population	ECC Actual 2022-23	ECC Goal 2022-23		LA Microregion 2022-23 Actual
Overall	11%	15%		12% 
Black/African American	6%	9%		6% 
First Generation	9%	10%		9% 
Students with Disabilities	16%	10%		11% 
LGBTQIA+	10%	11%		9% 
Hispanic/LatinX	15%	13%		11% 

30+ Units







Student Population	ECC Actual 2022-23	ECC Goal 2022-23		LA Microregion 2022-23 Actual
Overall	6%	8%		5% 
Black/African American	4%	6%		4% 
First Generation	5%	6%		4% 
Students with Disabilities	4%	6%		5% 

 ECC actual surpassed ECC goal or LA Microregion actual







 ECC actual did not achieve ECC goal or LA Microregion actual

Summary Leading Indicators (3)

Course Withdrawal Decrease

Student Population	ECC Actual 2022-23	ECC Goal 2022-23	Trend	LA Microregion 2022-23 Actual
Overall	35%	36%		N/A
Foster Youth	54%	50%		N/A
Native HI/Pac Islander	42%	43%		N/A
Students with Disabilities	40%	41%		N/A
Black/African American	45%	40%		N/A
Hispanic/LatinX	39%	38%		N/A

Employable Skill Attainment

Student Population	ECC Actual 2021-22	ECC Goal 2021-22	Trend	LA Microregion 2021-22 Actual
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

Note: These leading indicators are internal metrics.

Summary Lagging Indicators

Lagging Indicators Highlights

Overall Performance

- ECC exceeded goals in annual earnings and job in the field of study, indicating strength in preparing students for workforce opportunities. Although some disproportionately impacted student groups still lagged behind LA region actuals.
- While ECC performed well in Certificate Completion, it fell short in Degree Completion, Transfer to CSU/UC, and unit accumulation decrease.

Disproportionally Impacted Student Groups Doing Well

Hispanic/Latinx:

- Outperformed the Living Wage Attainment goal

Foster Youth:

- Exceeded goals and regional actuals in living wage attainment and annual earnings




Students with Disabilities:

- Exceeded the goal and regional actual in annual earnings.
- Exceeded the goal in living wage attainment
- Surpassed the regional actual in unit accumulation decrease.

Disproportionally Impacted Student Group Needing Improvement

Black/African American Students:

- Did not meet goals for degree completion, certificate completion nor transfer to UC/CSU. Although for this last metric, surpassed the regional actual. Similarly, it met the goal for living wage attainment.


-  ECC actual surpassed ECC goal or LA Microregion actual
-  ECC actual achieved ECC goal or LA Microregion actual
-  ECC actual did not achieve ECC goal or LA Microregion actual

Summary Lagging Indicators











Degree Completion


Student Population	ECC Actual 2022-23	ECC Goal 2022-23	LA Microregion 2022-23 Actual
Overall	1,887 (7%)	2,202 	6% 
Black/African American	169 (5%)	277 	5% 


Certificate Completion

Student Population	ECC Actual 2022-23	ECC Goal 2022-23	LA Microregion 2022-23 Actual
Overall	555 (2%)	484 	5% 
Black/African American	47 (1%)	61 	4% 

Transfer to CSU/UC

Student Population	ECC Actual 2021-22	ECC Goal 2021-22	LA Microregion 2021-22 Actual
Overall	1,295 (5%)	1,815 	4% 
Foster Youth	22 (7%)	25 	4% 
Black/African American	156 (4%)	212 	3% 
Veterans	15 (4%)	39 	4% 
Students with Disabilities	76 (5%)	97 	5% 

 ECC actual surpassed ECC goal or LA Microregion actual









 ECC actual did not achieve ECC goal or LA Microregion actual


Summary Lagging Indicators (2)


Unit Accumulation Decrease


Student Population	ECC Actual 2022-23	ECC Goal 2022-23		LA Microregion 2022-23 Actual
Overall	80	76		85 
Students with Disabilities	85	83		93 

Annual Earnings

Student Population	ECC Actual 2021-22	ECC Goal 2021-22		LA Microregion 2021-22 Actual
Overall	\$ 36,412	\$ 36,154		\$38,470 
American Indian/Alaska Native	-	\$ 32,209		\$39,130
Foster Youth	\$ 33,768	\$ 24,454		\$31,148 
LGBTQIA+	\$ 32,868	\$ 31,722		34,288 
Students with Disabilities	\$ 32,842	\$ 27,510		\$32,280 













 ECC actual surpassed ECC goal or LA Microregion actual

 ECC actual achieved ECC goal or LA Microregion actual

 ECC actual did not achieve ECC goal or LA Microregion actual

Summary Lagging Indicators (3)

Living Wage Attainment

Student Population	ECC Actual 2021-22	ECC Goal 2021-22		LA Microregion 2021-22 Actual
Overall	47%	46%		50% 
Foster Youth	44%	34%		38% 
Students with Disabilities	40%	38%		40% 
Black/African American	45%	44%		49% 
Eligible for Promise Grant	47%	43%		49% 
Hispanic/LatinX	49%	45%		49% 

Job in the Field of Study

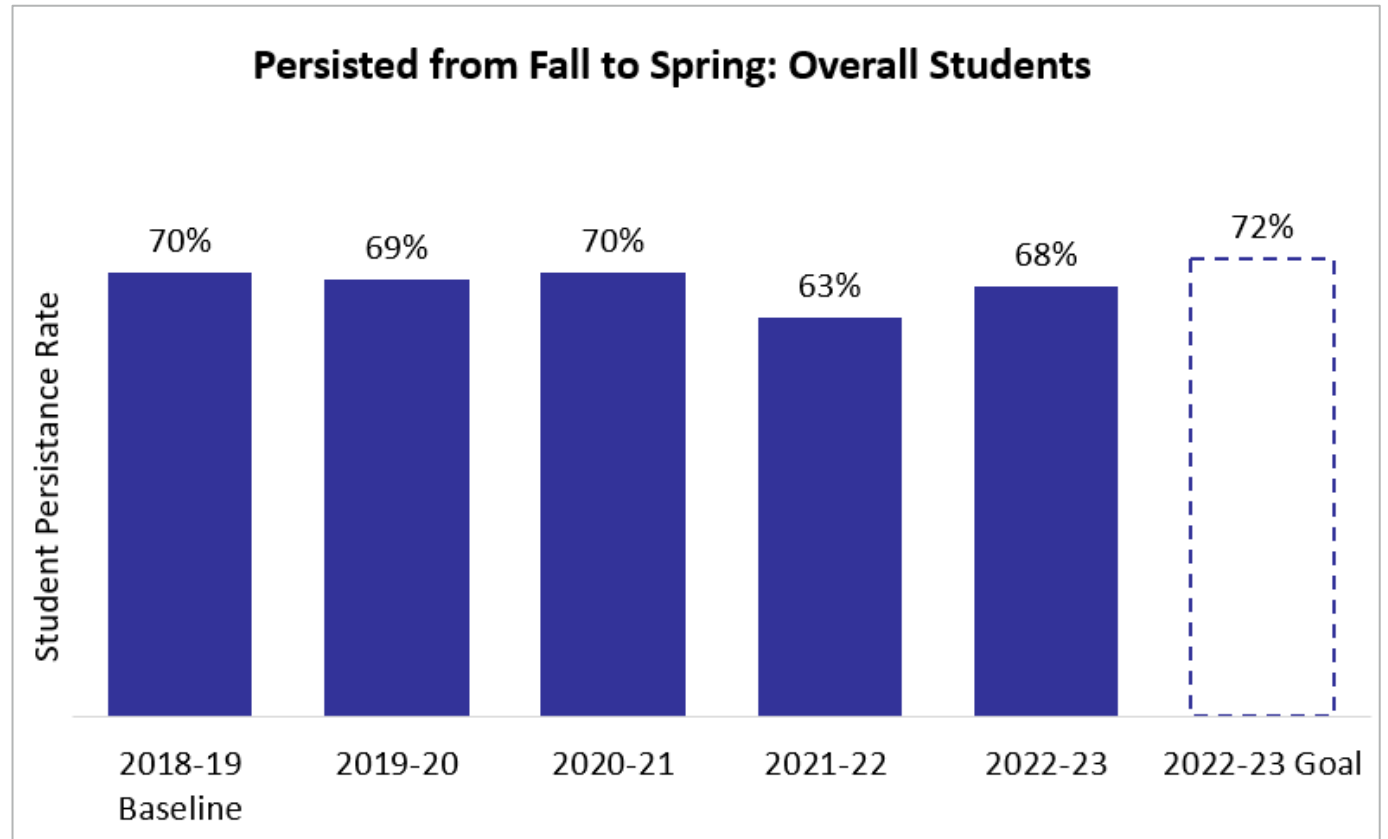
Student Population	ECC Actual 2020-21	ECC Goal 2020-21		LA Microregion 2020-21 Actual
Overall	71%	69%		71% 

Details Leading Indicators

Persisted from Fall to Spring

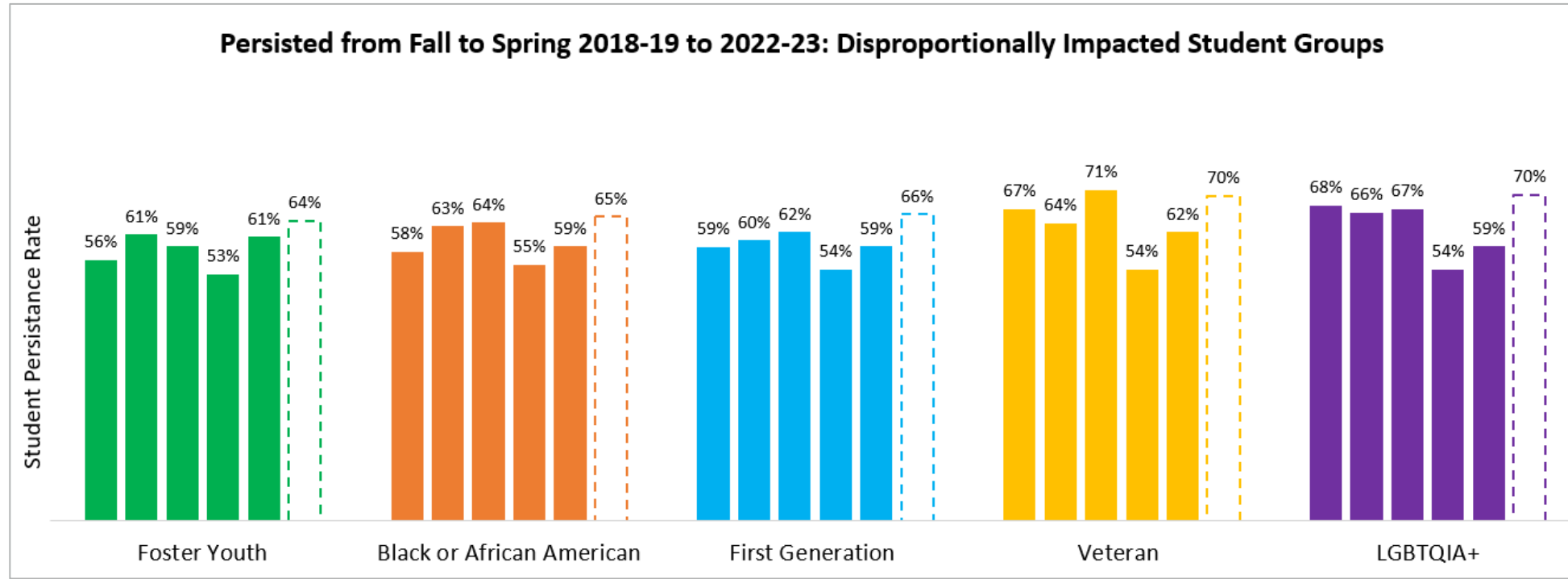
The proportion of students retained from Fall to Spring, excluding those who completed an award or transferred to a postsecondary institution

- The student persistence rates remained **steady during the first three years** of the trend.
- The **7% drop in 2021-22** was likely due to a decline in enrollment influenced by the COVID-19 pandemic, the ECC COVID vaccination policy, and a shift toward work opportunities over continuing education.
- In 2022-23, the **rate showed a 5% recovery but still fell short of the 72% goal.**



Data Source: [CCCCO DataVista](#)

Persisted from Fall to Spring: Disproportionally Impacted Student Groups



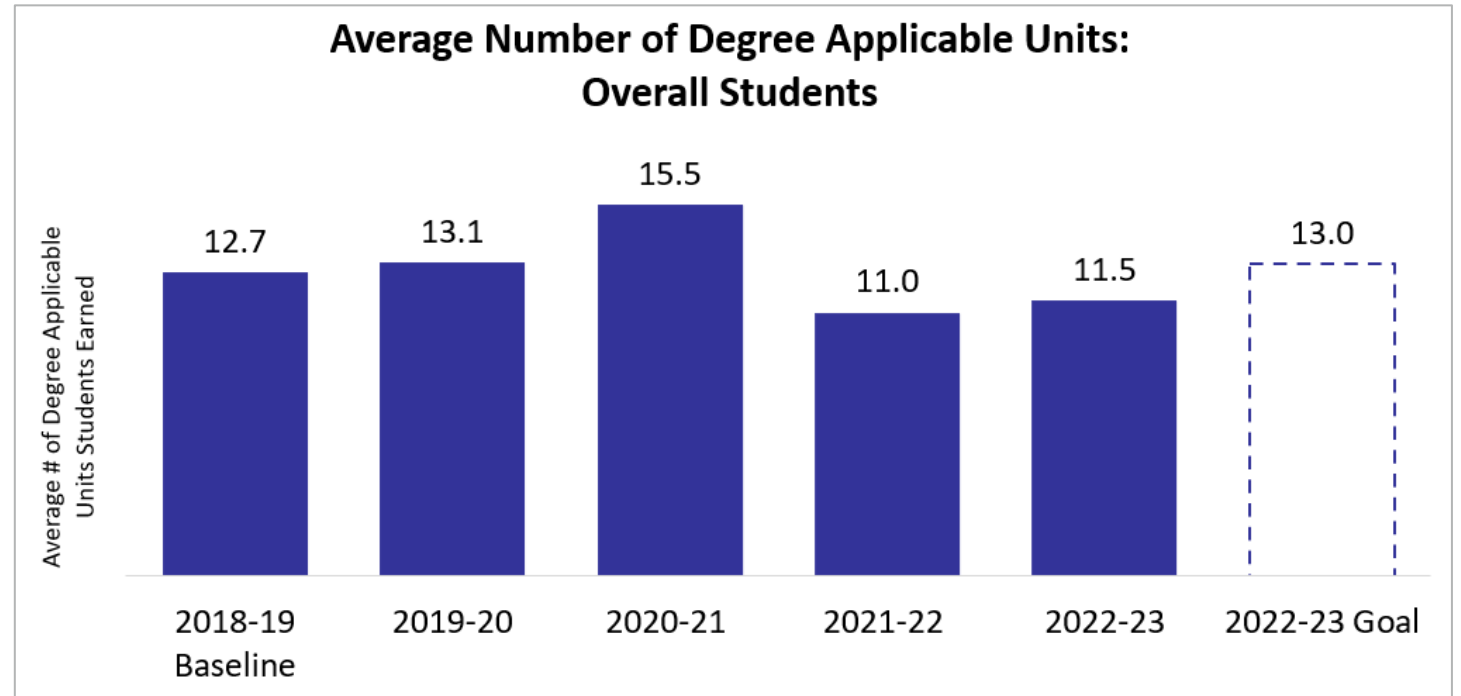
- In 2022-23, the persistence rates from Fall to Spring increased between 4% to 8% compared to the previous year for all disproportionately impacted student groups.
- The 2022-23 goals were not met by any of the disproportionately impacted student groups for this metric.

Data Source: [CCCCO DataVista](#)

Average Number of Degree Applicable Units

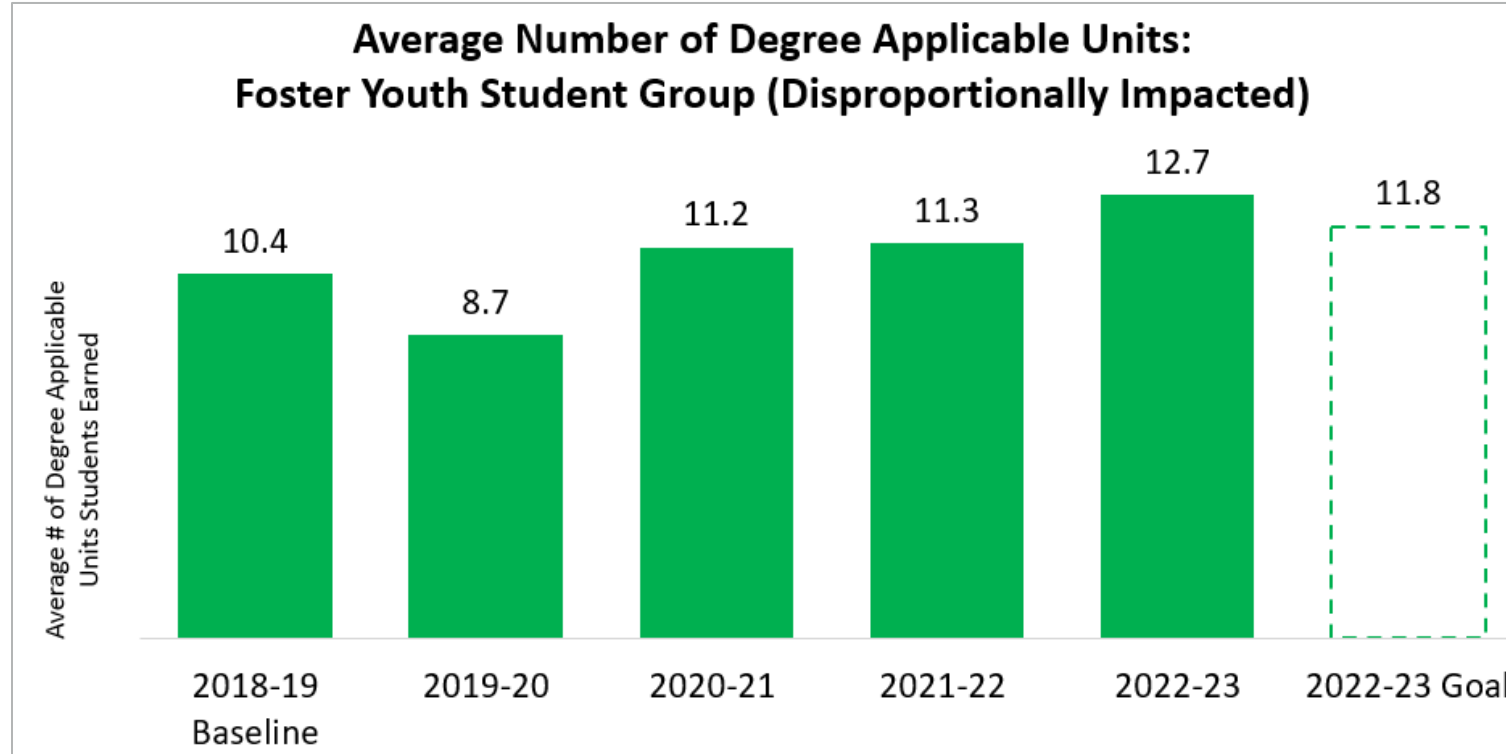
Average number of degree applicable units earned by students during first year

- The average number of degree applicable units students earned during their first year increased **during the first three years** of the trend.
- The **drop in 2021-22** was likely due to a decline in enrollment influenced by the COVID-19 pandemic, the ECC COVID vaccination policy, and a shift toward work opportunities over continuing education.
- In 2022-23, the # of units students earned showed a minimal increase that **fell short of the 13 units goal**.



Data Source: Internal (Colleague)

Average Number of Degree Applicable Units: Foster Youth Disproportionally Impacted Student Group



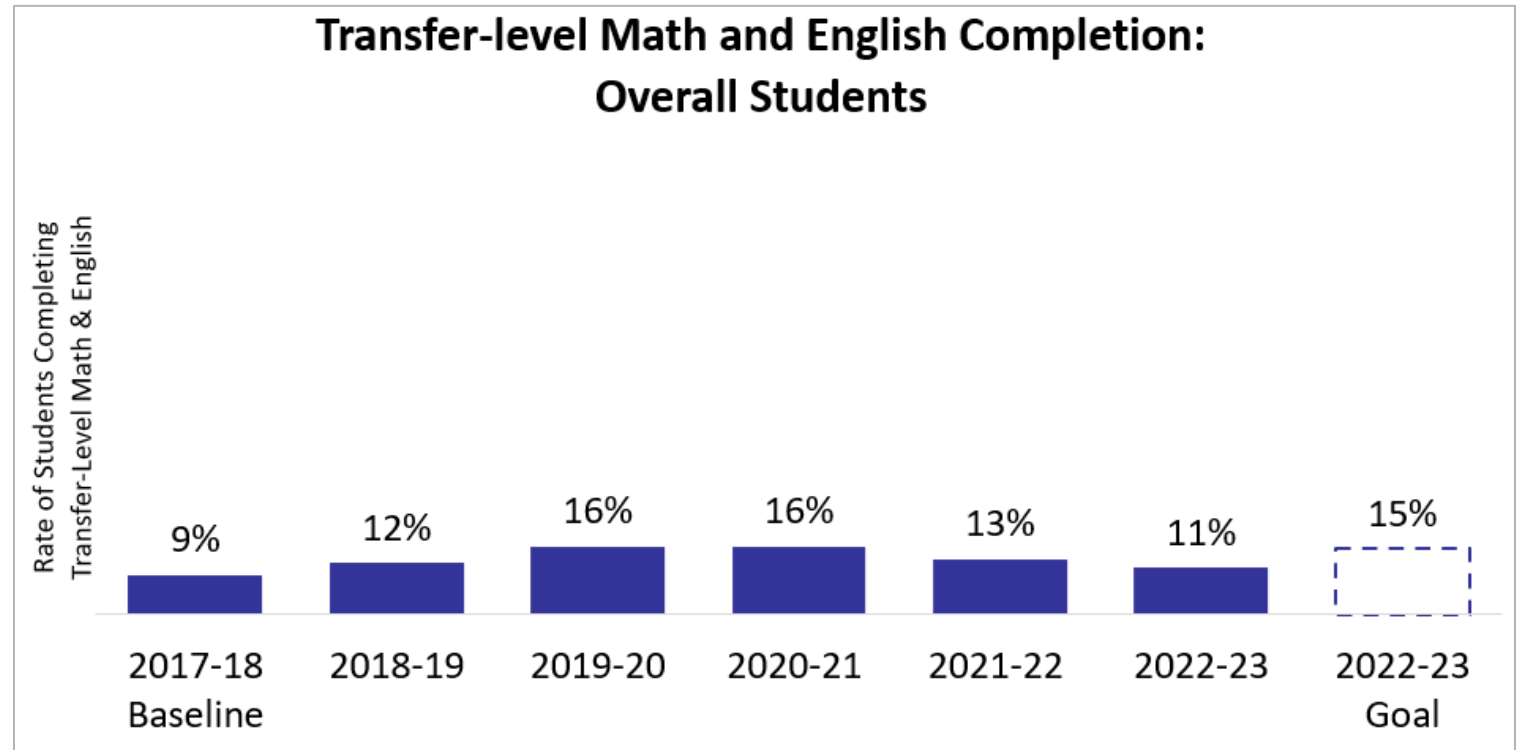
- The average number of degree applicable units students earned during their first year increased in the last three years, ultimately surpassing the 11.8 unit goal set for 2022-23.

Data Source: Internal (Colleague)

Transfer-Level English and Math Completion

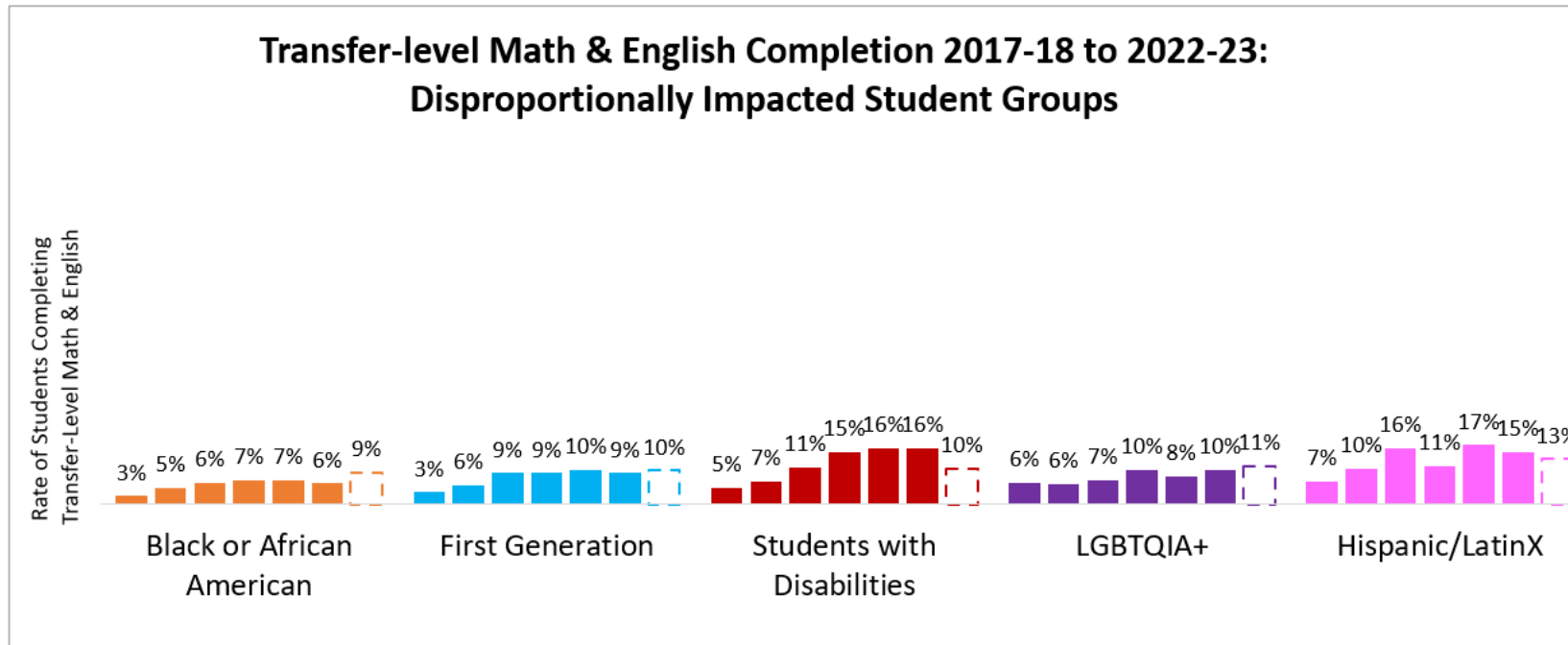
Percent of students who complete Transfer-level English and Math within first year

- The **transfer-level math and English completion rates increased during the first three years** of the trend.
- The **3% drop in 2021-22** was likely due to a decline in enrollment influenced by the COVID-19 pandemic, the ECC COVID vaccination policy, and a shift toward work opportunities over continuing education.
- In **2022-23**, the **rate continued to decline, falling short of the 15% goal.**



Data Source: [CCCCO DataVista](#)

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



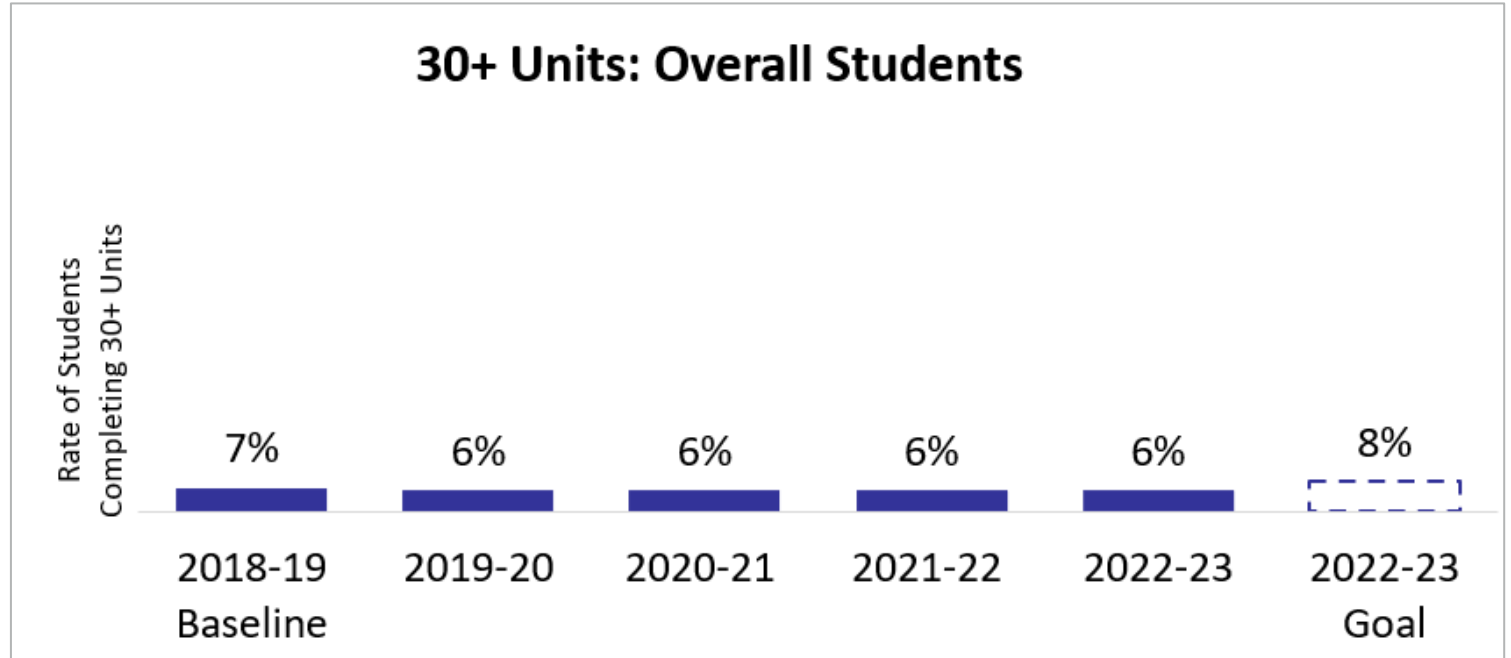
- In 2022-23, the transfer-level English and Math completion rates:
 - Increased compared to the previous year for students with disabilities and LGBTQIA+ students.
 - Decreased compared to the previous year for Black/African American, first generation and Hispanic/LatinX students.
- The 2022-23 goals were surpassed by students with disabilities and Hispanic/Latinx students.

Data Source: [CCCCO DataVista](#)

30+ Units

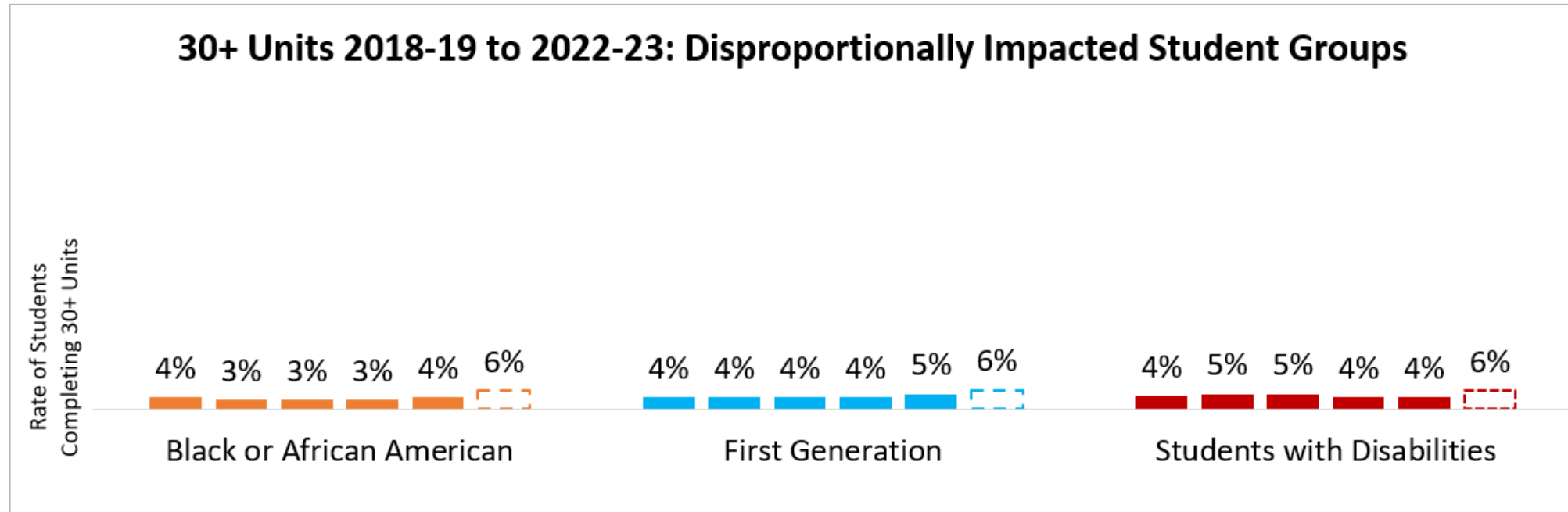
Percent of students completing 30+ units within the first year

- Overall, the data reveals that the rate of **students completing 30+ units remained unchanged over the years.**
- **The goal for 2022-23 was not met.**



Data Source: [CCCCO DataVista](#)

30+ Units: Disproportionally Impacted Student Groups



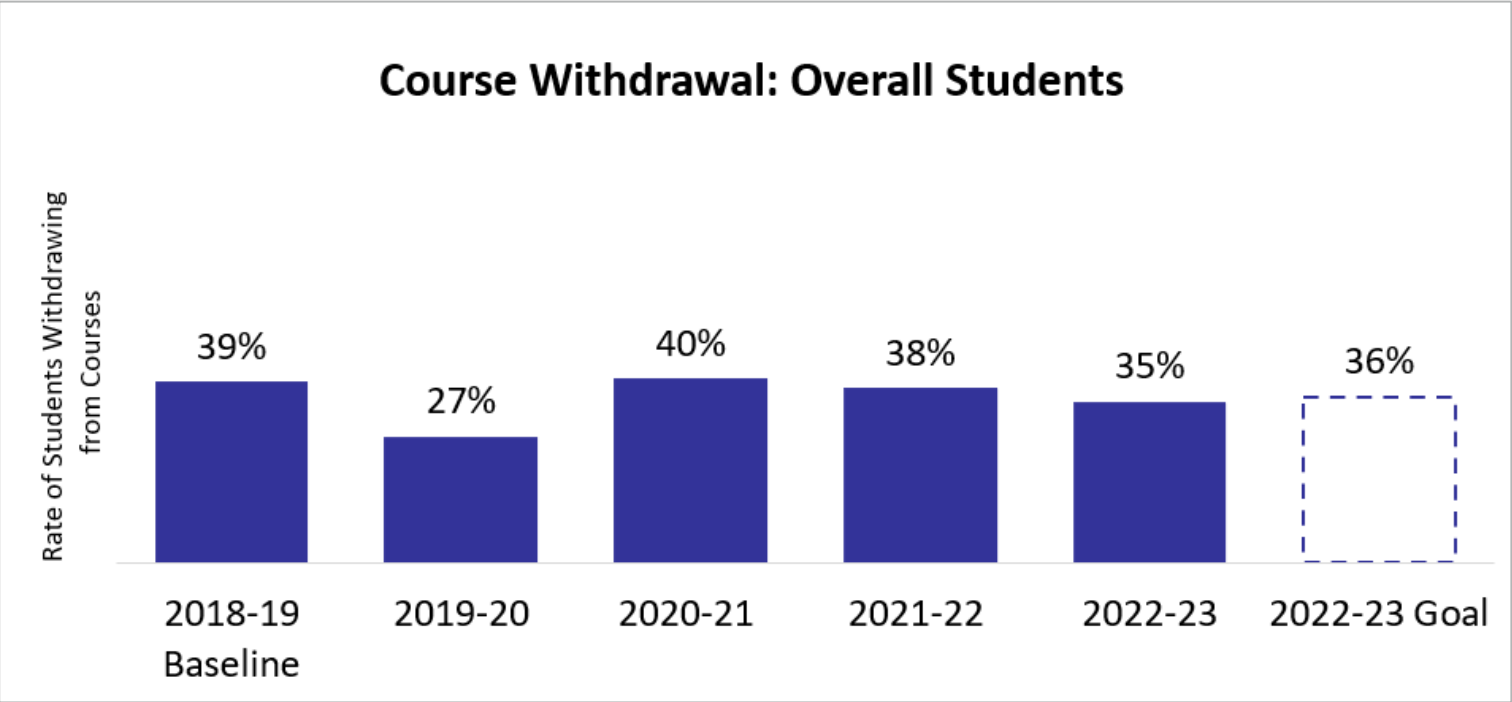
- In 2022-23, the rate of students completing 30+ units:
 - Increased compared to the previous year for Black/African American and first-generation students.
 - Remained unchanged compared to the previous year for students with disabilities.
- The 2022-23 goals were not met by any of the disproportionately impacted student groups in this metric.

Data Source: [CCCCO DataVista](#)

Course Withdrawal Decrease

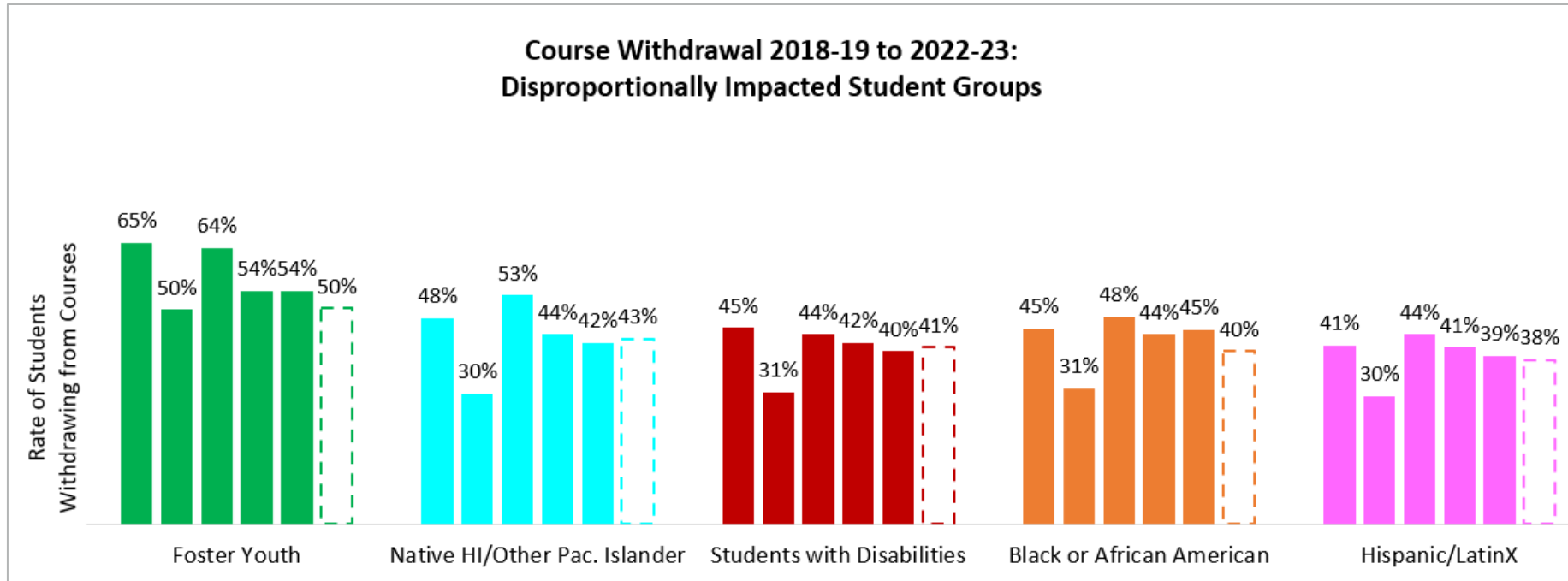
Percent of students who withdraw from one or more courses during the academic year

Since 2020-21, the course withdrawal rate has progressively decreased, ultimately surpassing the 36% goal set for 2022-23.



Data Source: Internal (Colleague)

Course Withdrawal Decrease: Disproportionally Impacted Student Groups



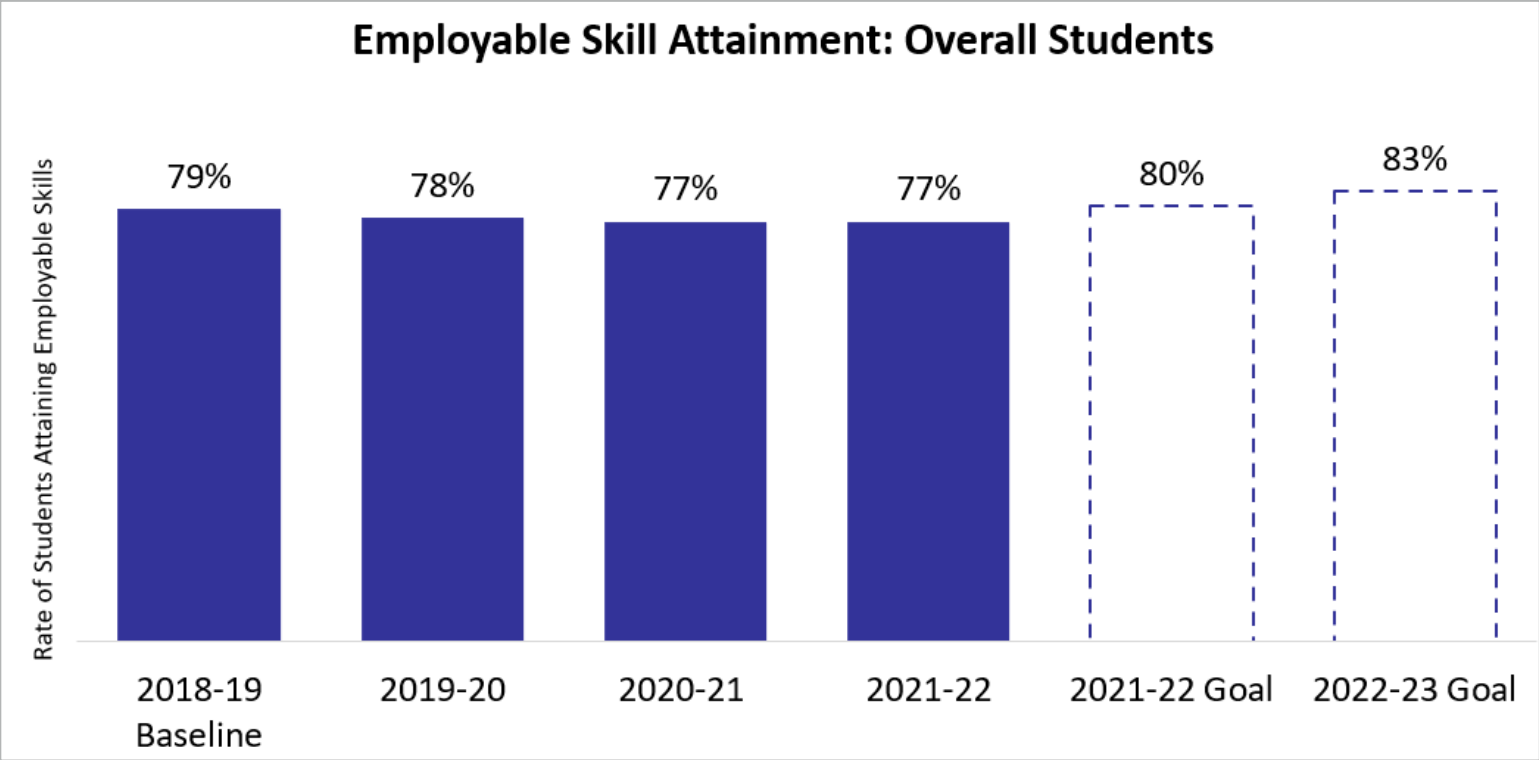
- In 2022-23, the rate of students withdrawing from courses:
 - Decreased compared to the previous year for students with disabilities, Native Hawaiian/Pacific Islander and Hispanic/LatinX students.
 - Remained unchanged compared to the previous year for foster youth students
 - Increased compared to the previous year for Black/African American students.
- The 2022-23 goals were surpassed by Native Hawaiian/Pacific Islander students and students with disabilities.

Data Source: Internal (Colleague)

Employable Skill Attainment

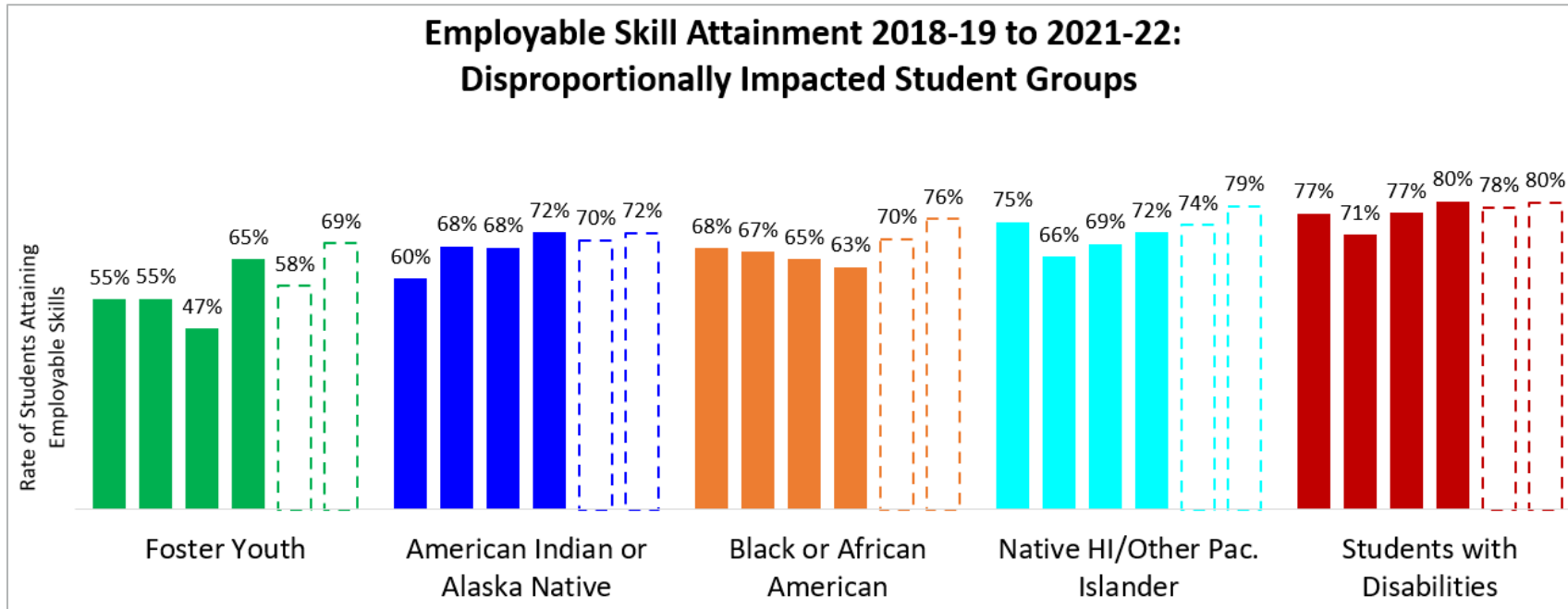
Percent of students who successfully complete a Career Education course (SAM codes A, B, C or D) designed to teach employable skills

Since 2018-19, the student attainment of employable skills has gradually declined, **failing to meet the 80% goal set for 2021-22.**



Data Source: Internal (Colleague)

Employable Skill Attainment: Disproportionally Impacted Student Groups



- In 2021-22, the rate of students attaining employable skills increased compared to the previous year for all disproportionately impacted student groups for this metric except for Black/African American students.
- The 2021-22 goals:
 - Were surpassed by foster youth, American Indian/Alaska Native and students with disabilities.
 - Were not met by Black/African American and Native Hawaiian/Pacific Islander students.

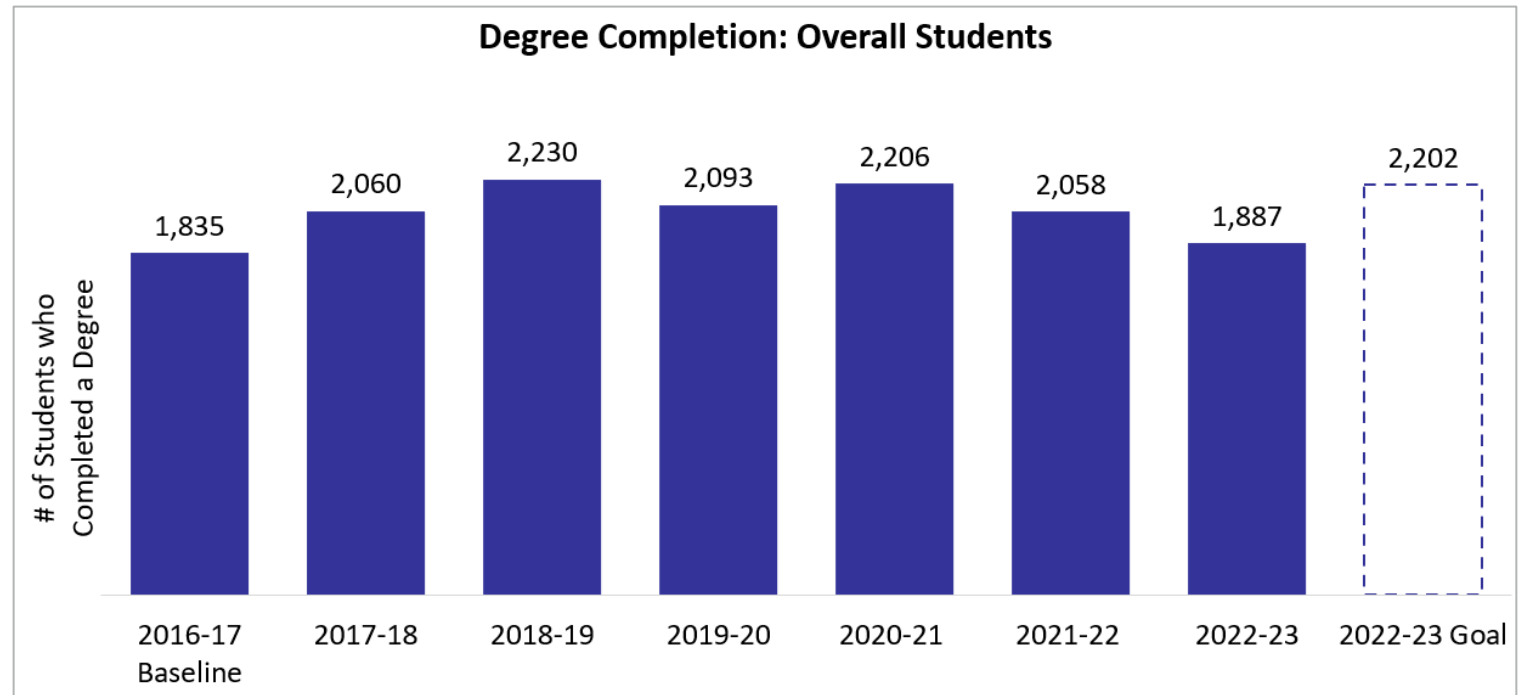
Data Source: Internal (Colleague)

Details Lagging Indicators

Degree Completion

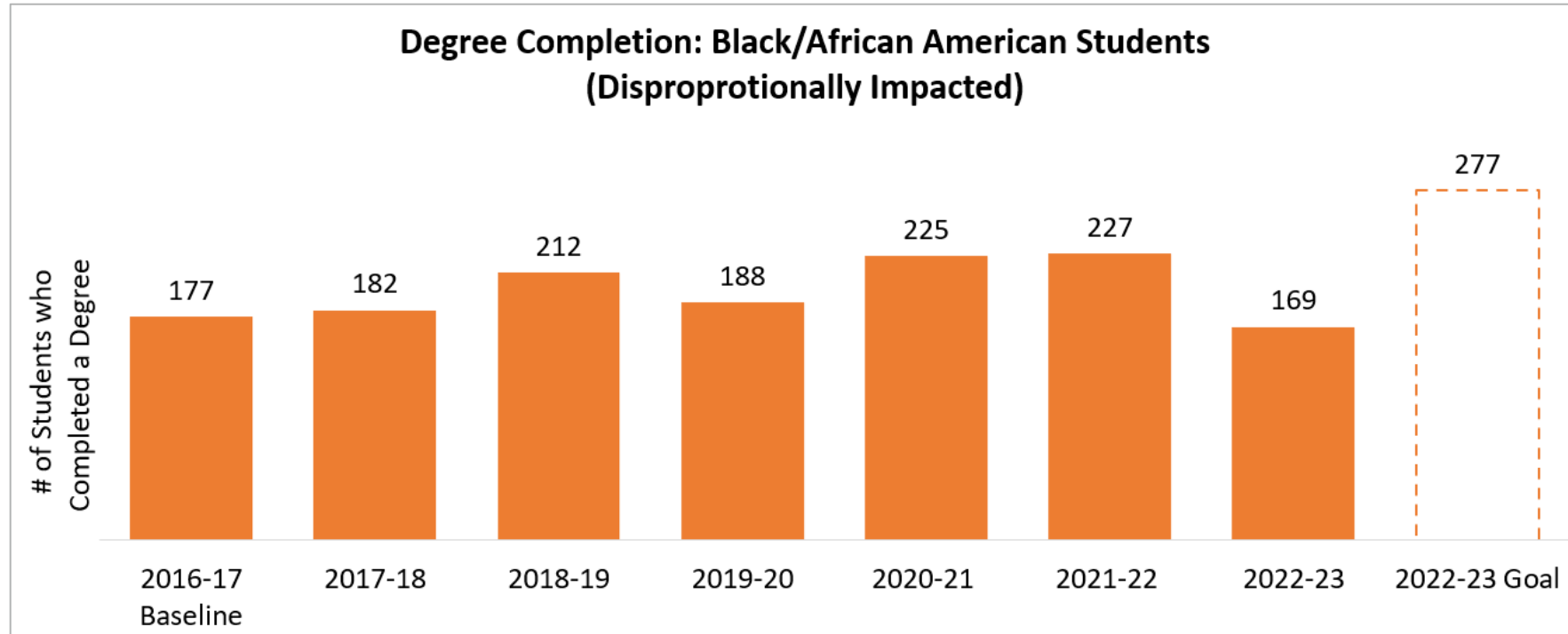
Number of students earning a degree

- The number of students earning a degree **increased during the first three years** of the trend.
- The **drop in the last 2 years** is likely due to a decline in enrollment influenced by the COVID-19 pandemic, the ECC COVID vaccination policy, and a shift toward work opportunities over continuing education.
- In **2022-23**, the **number of students completing a degree fell short of that year's goal**.



Data Source: [CCCCO DataVista](#)

Degree Completion: Black/African American Disproportionally Impacted Student Group



- The number of students earning a degree has decreased over the last three years potentially due to impacts of COVID-19.
- The 2022-23 goal was not met, with the actual count of 169 falling below the baseline established in 2016-17.

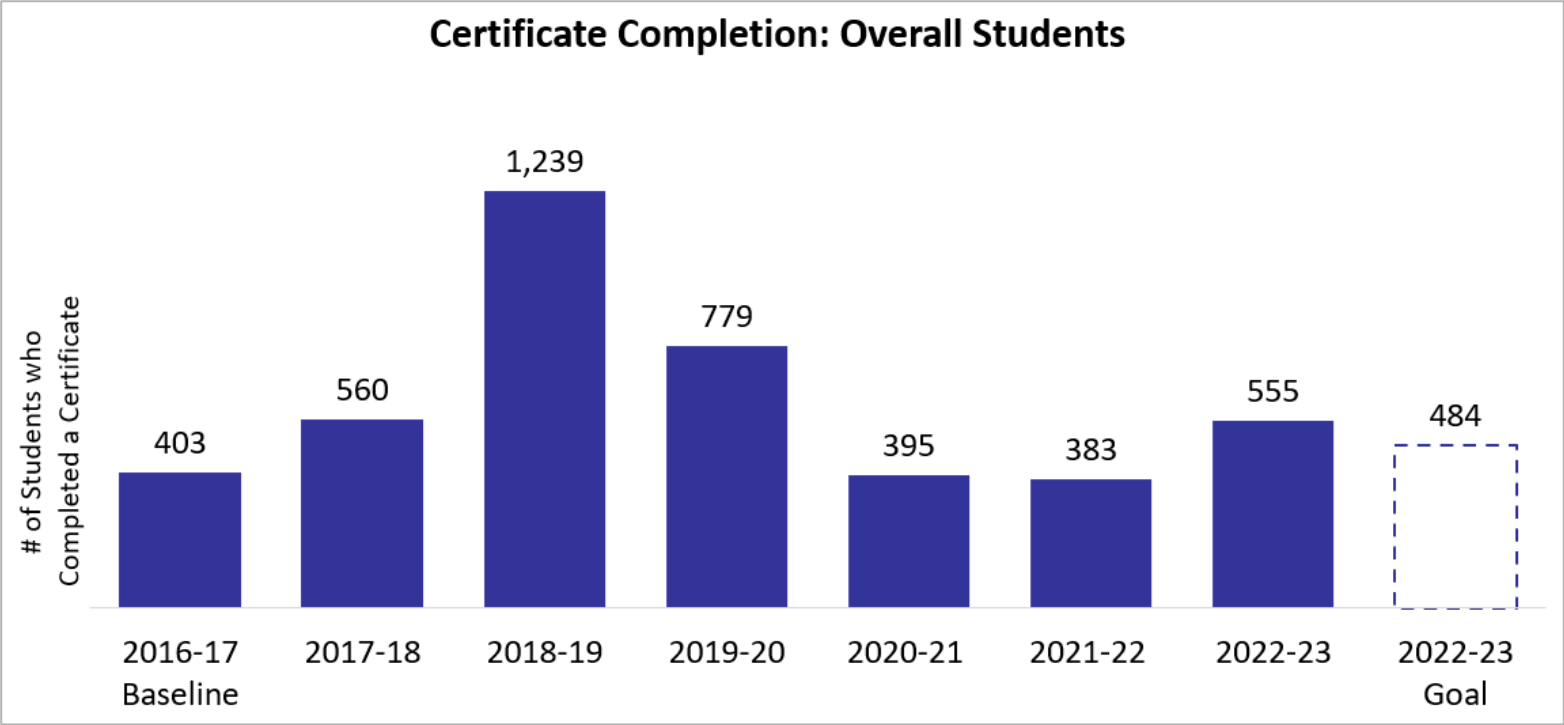
Data Source: [CCCCO DataVista](#)



Certificate Completion

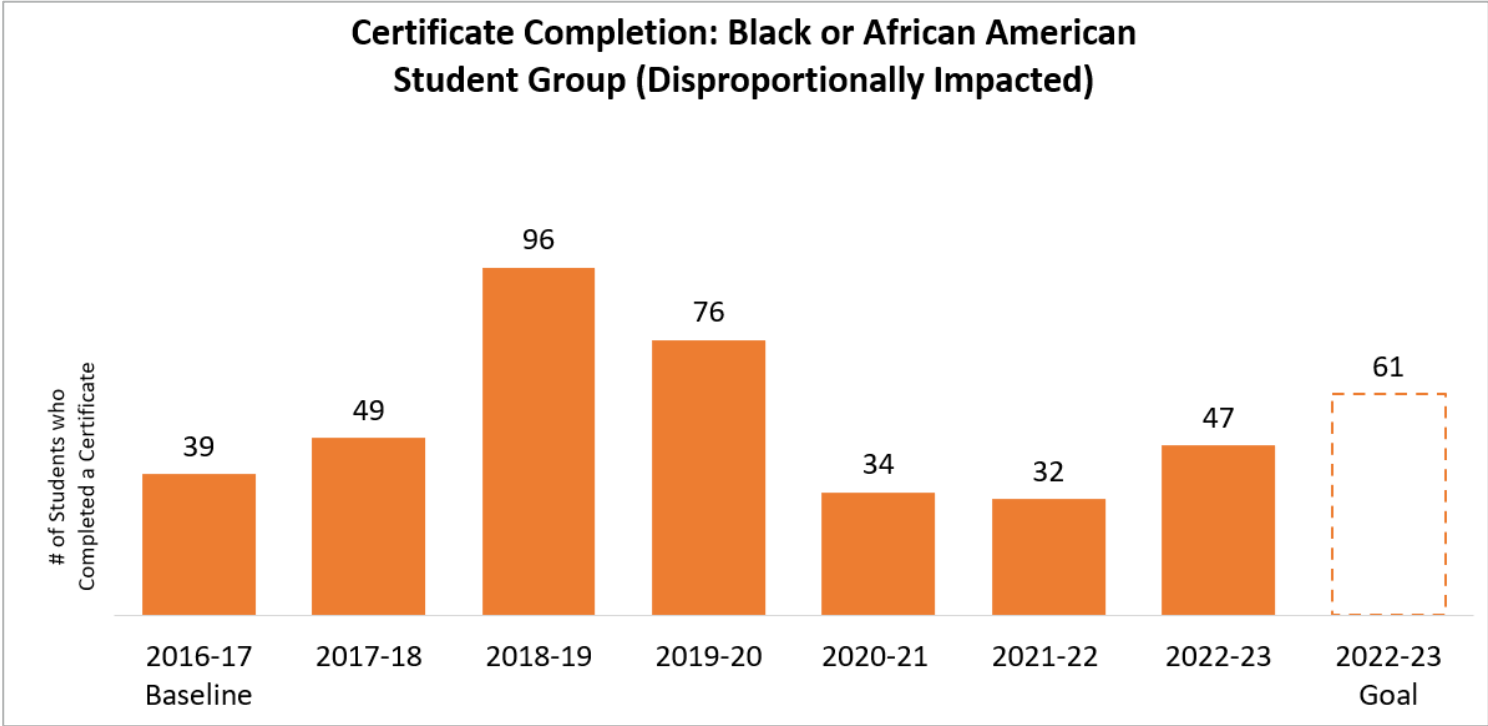
Number of students earning a certificate

- The number of students earning a degree **increased during the first three years** of the trend.
- The **drop in 2019-20, 2020-21, and 2021-22** is likely due to a decline in enrollment influenced by the COVID-19 pandemic, the ECC COVID vaccination policy, and a shift toward work opportunities over continuing education.
- **In 2022-23, the number of students completing a certificate surpassed that year's goal.**



Data Source: [CCCCO DataVista](#)

Certificate Completion: Black/African American Disproportionally Impacted Student Group



- The number of students earning a certificate decreased in 2019-20, 2020-21, and 2021-22 potentially due to impacts of COVID-19.
- Although there was an increase from 2021-22 to 2022-23, the 2022-23 goal was not met.

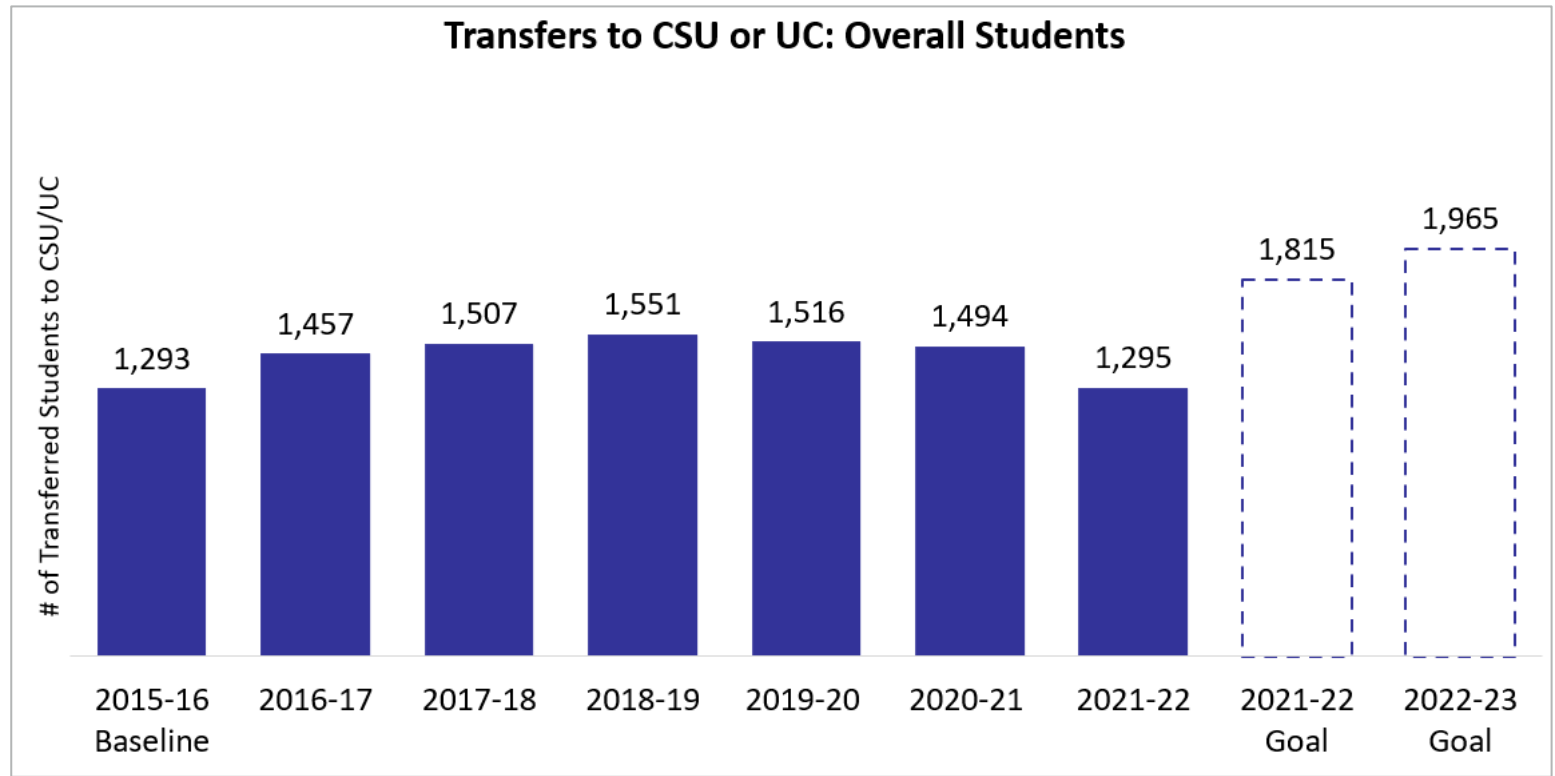
Data Source: [CCCCO DataVista](#)



Transfers to CSU or UC

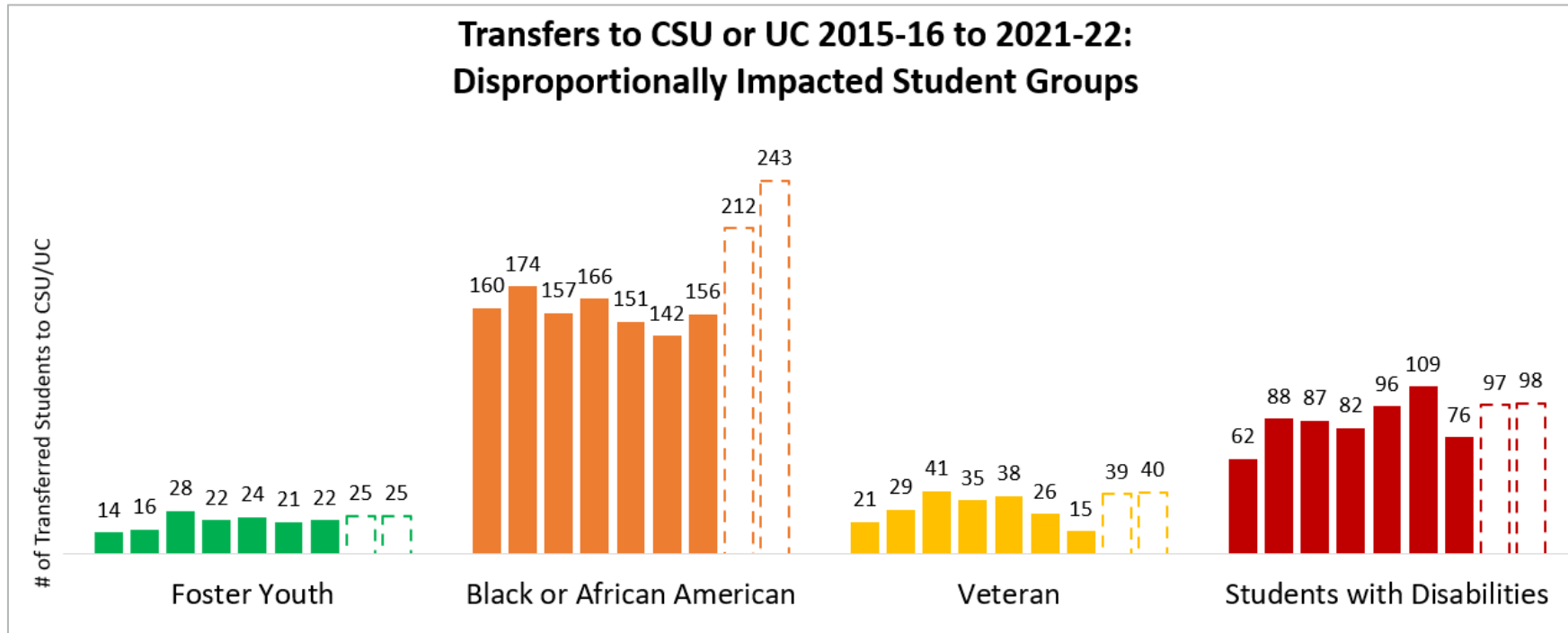
Number of students who transfer to a CSU or UC

- The number of students who transferred to CSU/UC **increased during the first three years** of the trend.
- The **drop** from 2019-20 on is likely due to a decline in enrollment influenced by the COVID-19 pandemic, the ECC COVID vaccination policy, and a shift toward work opportunities over continuing education.
- **In 2021-22, the year's goal was not met, with the number of transfers falling back to the baseline level established in 2015-16.**



Data Source: [CCCCO DataVista](#)

Transfers to CSU or UC: Disproportionally Impacted Student Groups



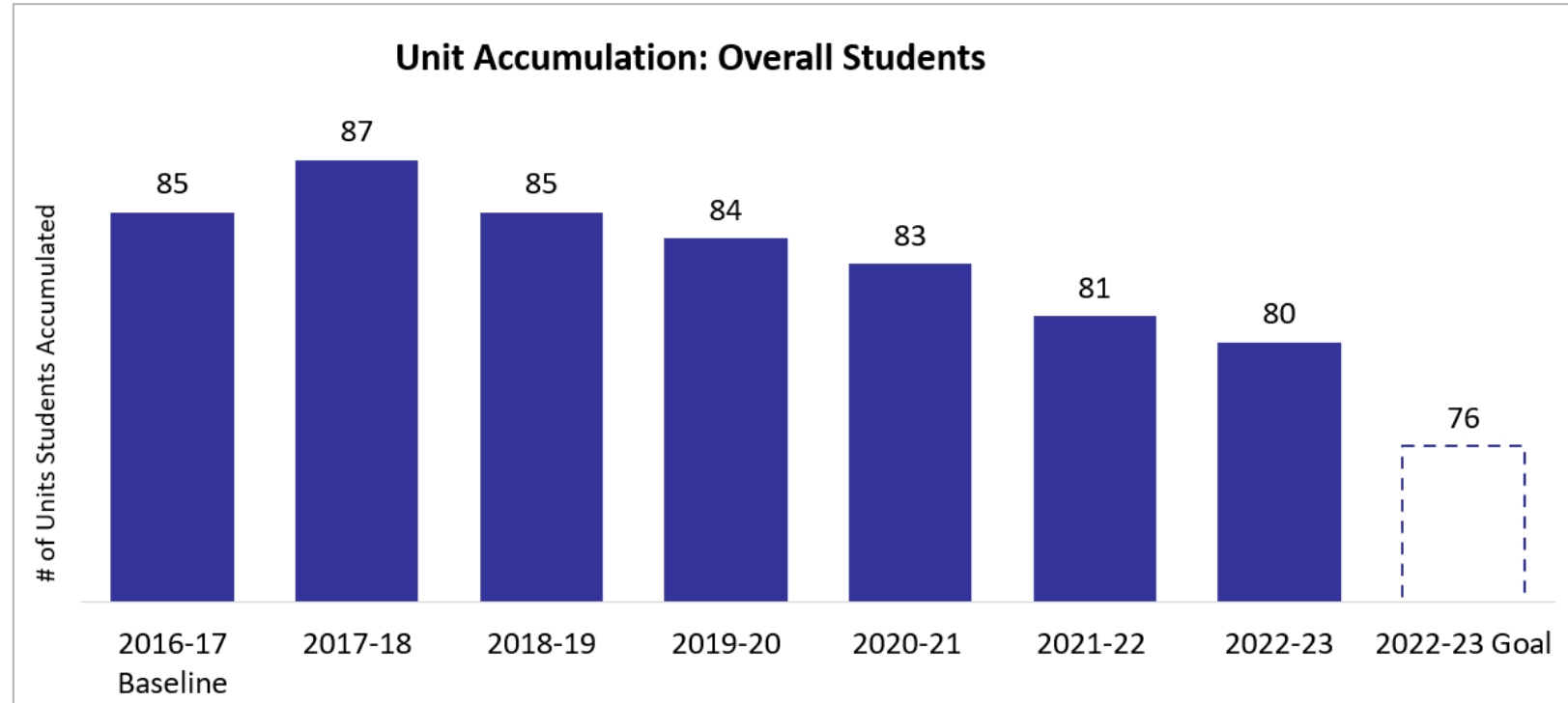
- In 2021-22, the number of students who transferred to CSU/UC:
 - Increased compared to the previous year for foster youth and Black/African American students.
 - Decreased compared to the previous year for veteran students and student with disabilities.
- The 2021-22 goals were not met by any of the disproportionately impacted student groups in this metric.

Data Source: [CCCCO DataVista](#)

Unit Accumulation Decrease

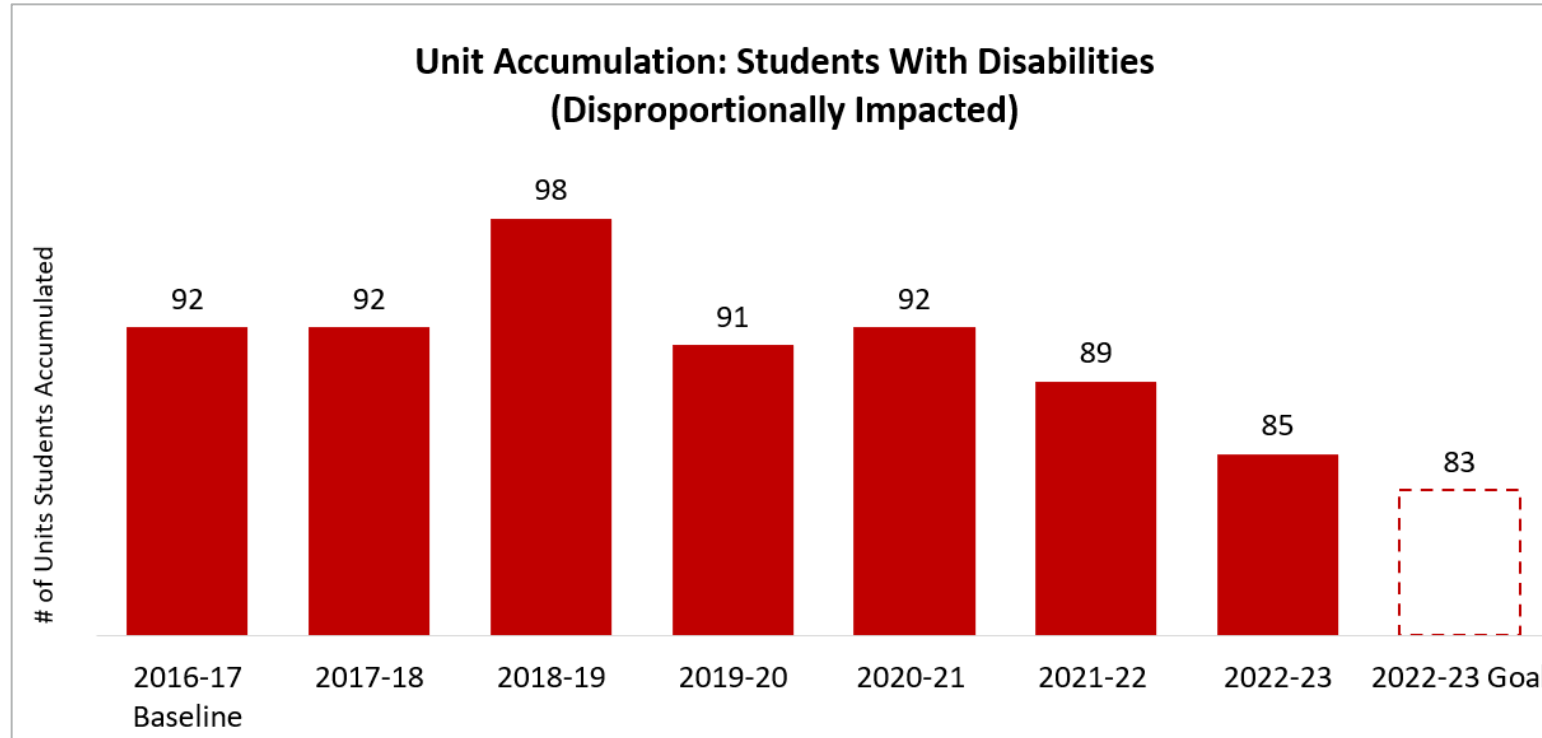
Average number of units accumulated by degree earners

- The **average number of units** accumulated by degree earners **has decreased since 2017-18.**
- Although the College has made substantial progress, the **2022-23 goal was not met.**



Data Source: [CCCCO DataVista](#)

Unit Accumulation Decrease: Student with Disabilities Disproportionally Impacted Student Group



- The average number of units accumulated by degree earners has decreased over the last three years.
- Although degree earners with disabilities have made substantial progress, the 2022-23 goal was not met.

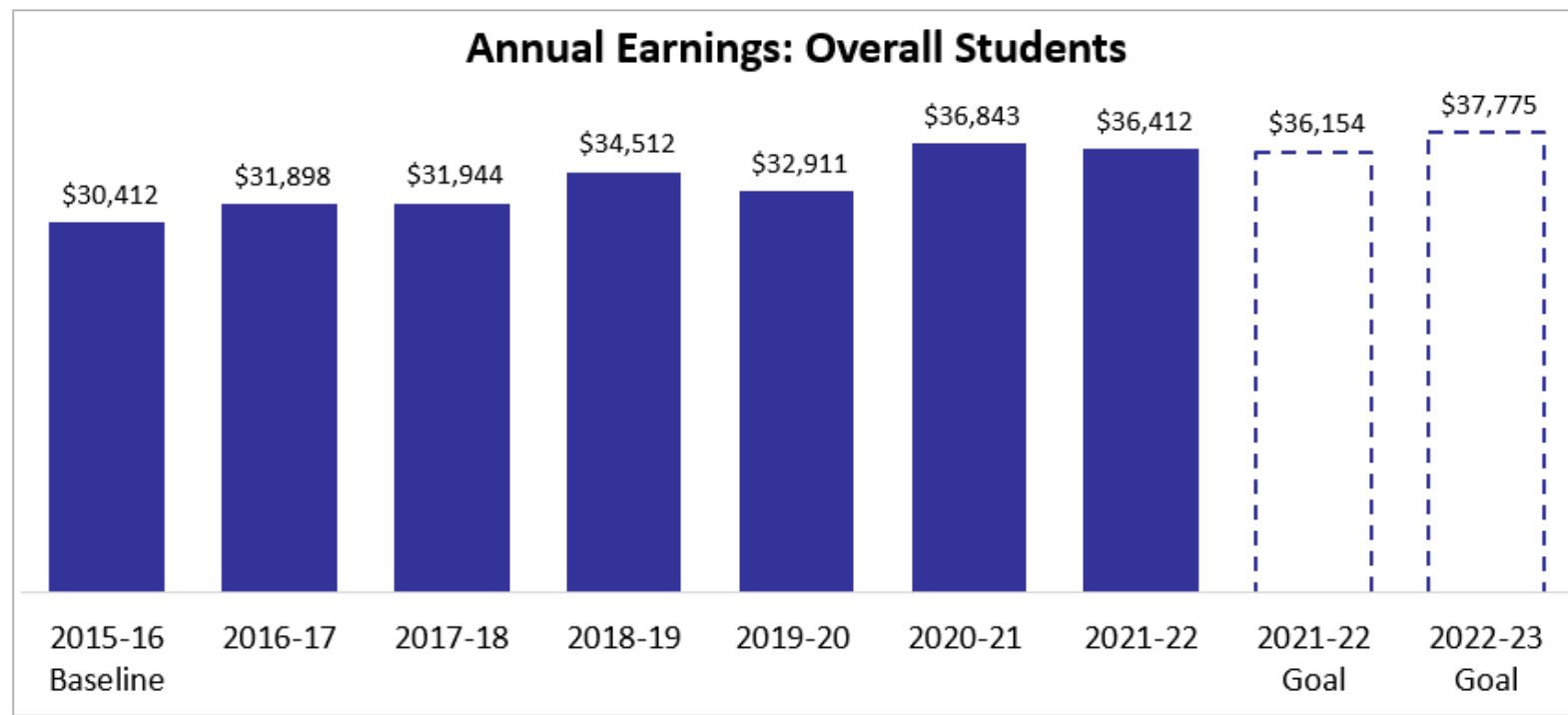
Data Source: [CCCCO DataVista](#)



Annual Earnings

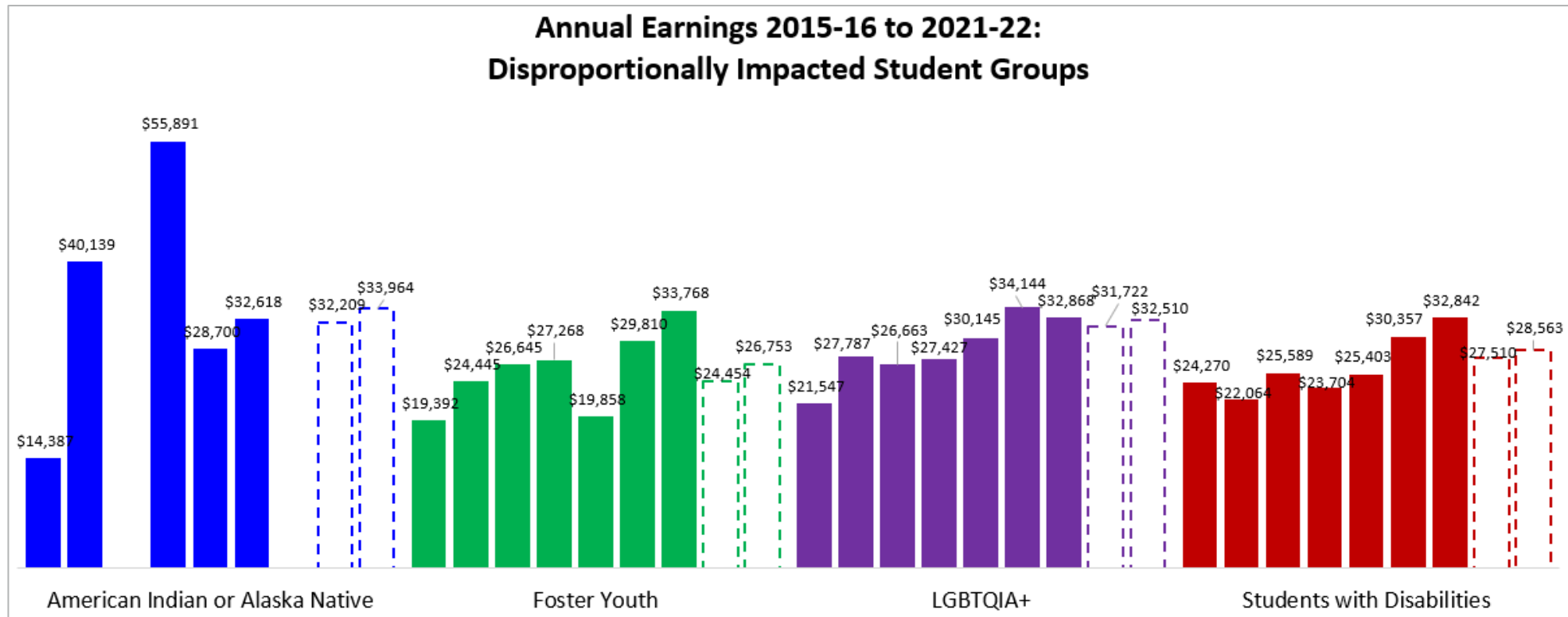
Median annual income of former ECC students

- The median annual income of former ECC students shows steady growth over the years.
- By 2021-22, earnings had risen to \$36,412, surpassing the goals set for both 2021-22 and 2022-23.



Data Source: [CCCCO DataVista](#)

Annual Earnings: Disproportionally Impacted Student Groups



- In 2021-22, the annual earnings for former ECC students:
 - Increased compared to the previous year for foster youth and students with disabilities.
 - Decreased compared to the previous year for LGBTQIA+.
- The 2021-22 and 2022-23 goals were surpassed by students with disabilities, foster youth, and LGBTQIA+ students.

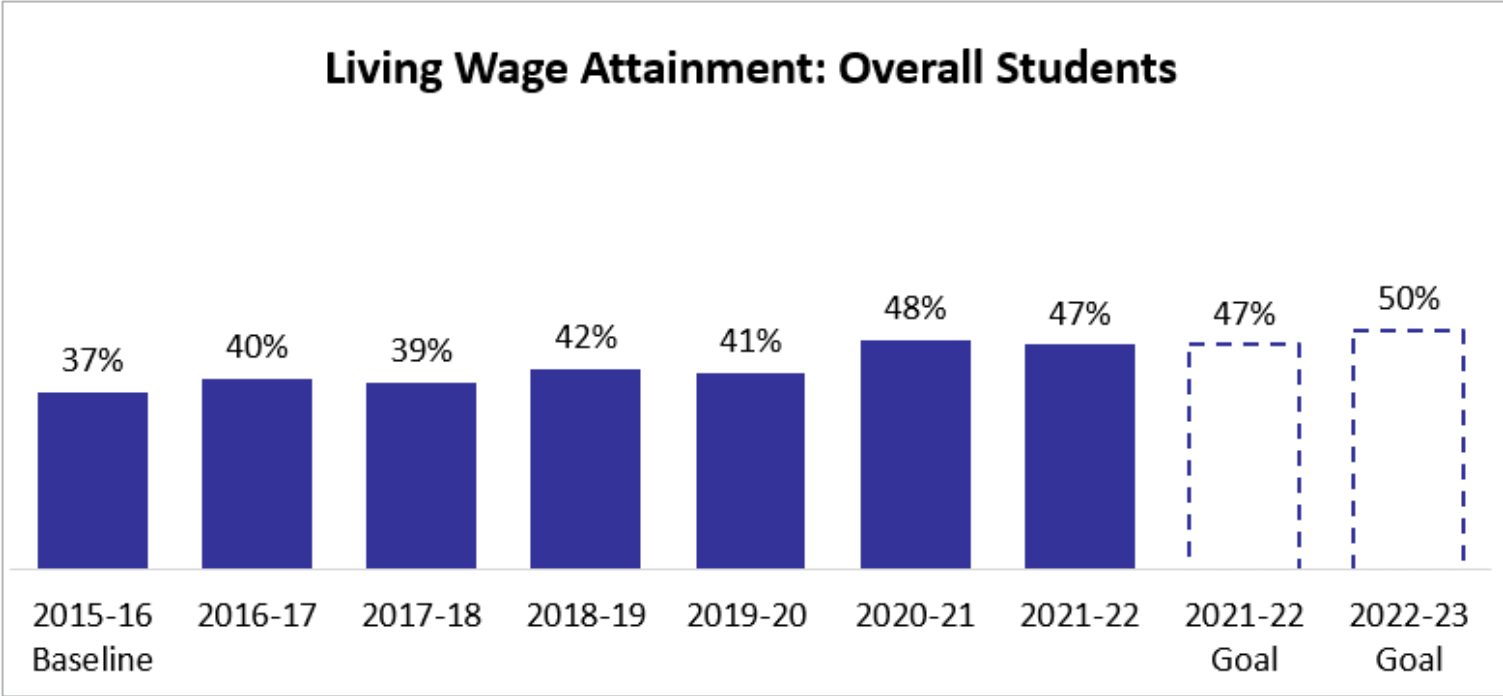
Data Source: [CCCCO DataVista](#)



Living Wage Attainment

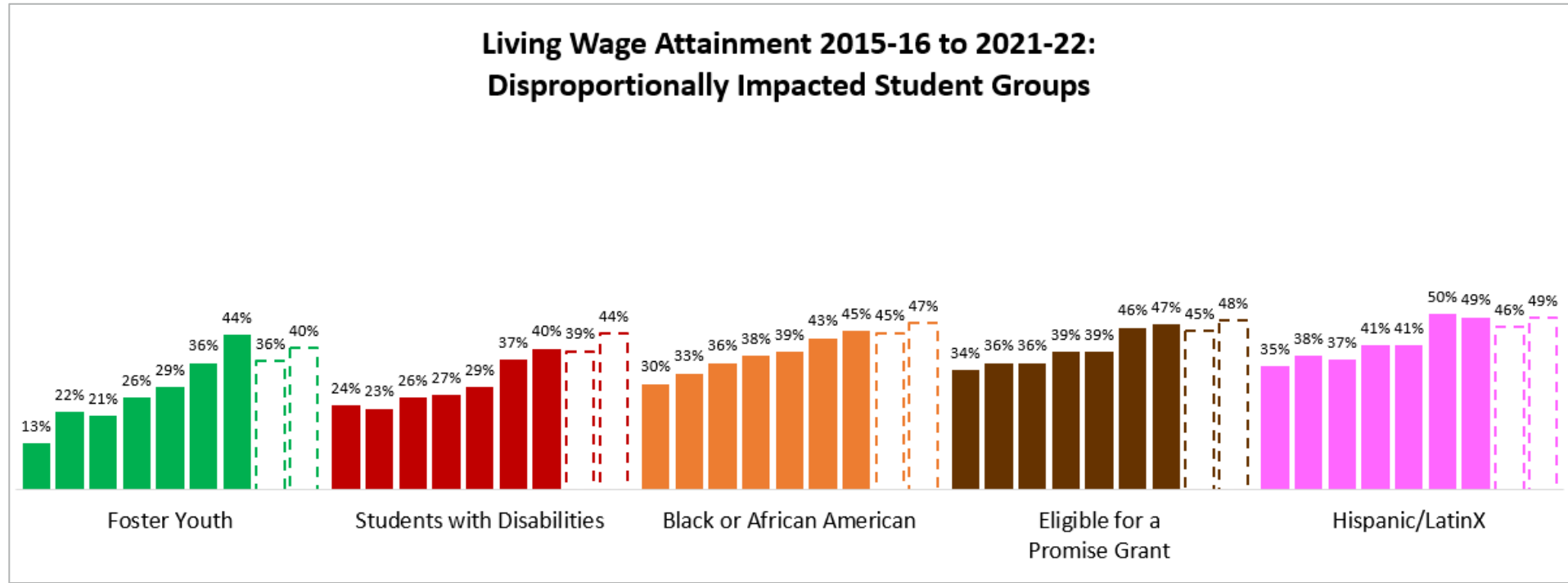
Percent of former ECC students who attain a living wage

- The living wage attainment of former ECC students shows steady growth over the years.
- In 2021-22, **47% of former ECC students attained a living wage, achieving the year's goal.**



Data Source: [CCCCO DataVista](#)

Living Wage Attainment: Disproportionally Impacted Student Groups



- In 2021-22, the rate of former ECC students attaining living wage increased compared to the previous year for all disproportionately impacted groups except for Hispanic/LatinX students.
- The 2021-22 goal were surpassed by students with disabilities, foster youth, eligible for a Promise grant, and Hispanic/LatinX students.
- The 2021-22 goal was met by Black/African American students.

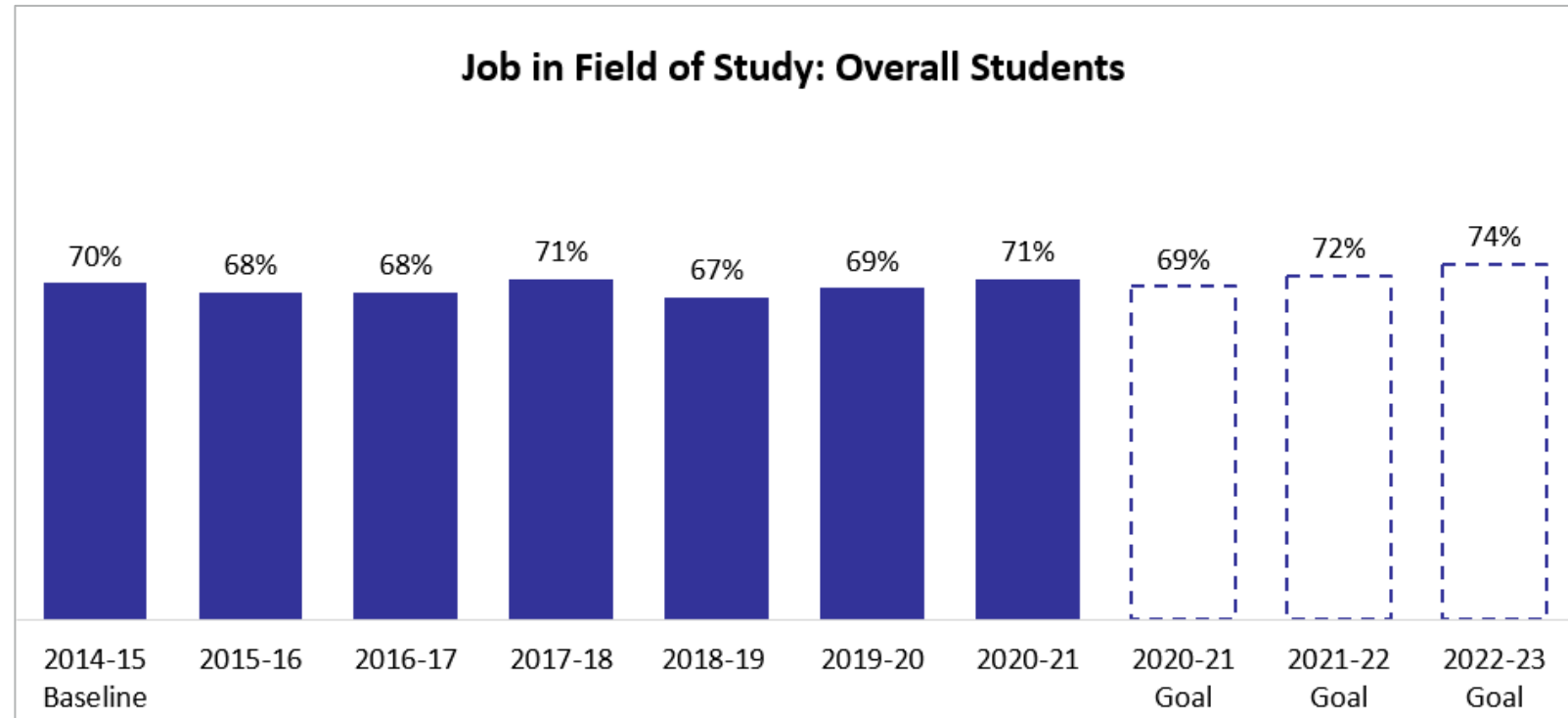
Data Source: [CCCCO DataVista](#)



Job in Field of Study

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

The rate of career education students with a job closely related to their field of study started at 70%, dipped to 67%, and recovered to 71% in 2020-21, **surpassing that year's goal.**



Data Source: [CCCCO DataVista](#)



EL CAMINO COLLEGE

Institutional Research & Planning