

# IPEDS Data Feedback Report

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*2022 REPORT*

# What is IPEDS?

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The Integrated Postsecondary Education Data System (IPEDS) is a survey that collects data from all institutions providing postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

# What is the IPEDS Data Feedback Report?

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## **What is it?**

Individualized report sent to each institution that provides a context for examining the data each institution submitted to IPEDS.

## **Why?**

To provide institutional executives a useful resource.

To help improve the quality and comparability of IPEDS data.

# What is in this report?

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- Demographic, enrollment and achievement data compared with a group of similar institutions.
- Data was collected during the 2021-22 IPEDS collection cycle (most recent data available).
- *Median*\* results from a comparison group selected by each institution are displayed next to institutional results.

\*The median is the value for the college located in the middle of an ordered list of college values; each measure may have a different institution at its median.

# Comparison Group

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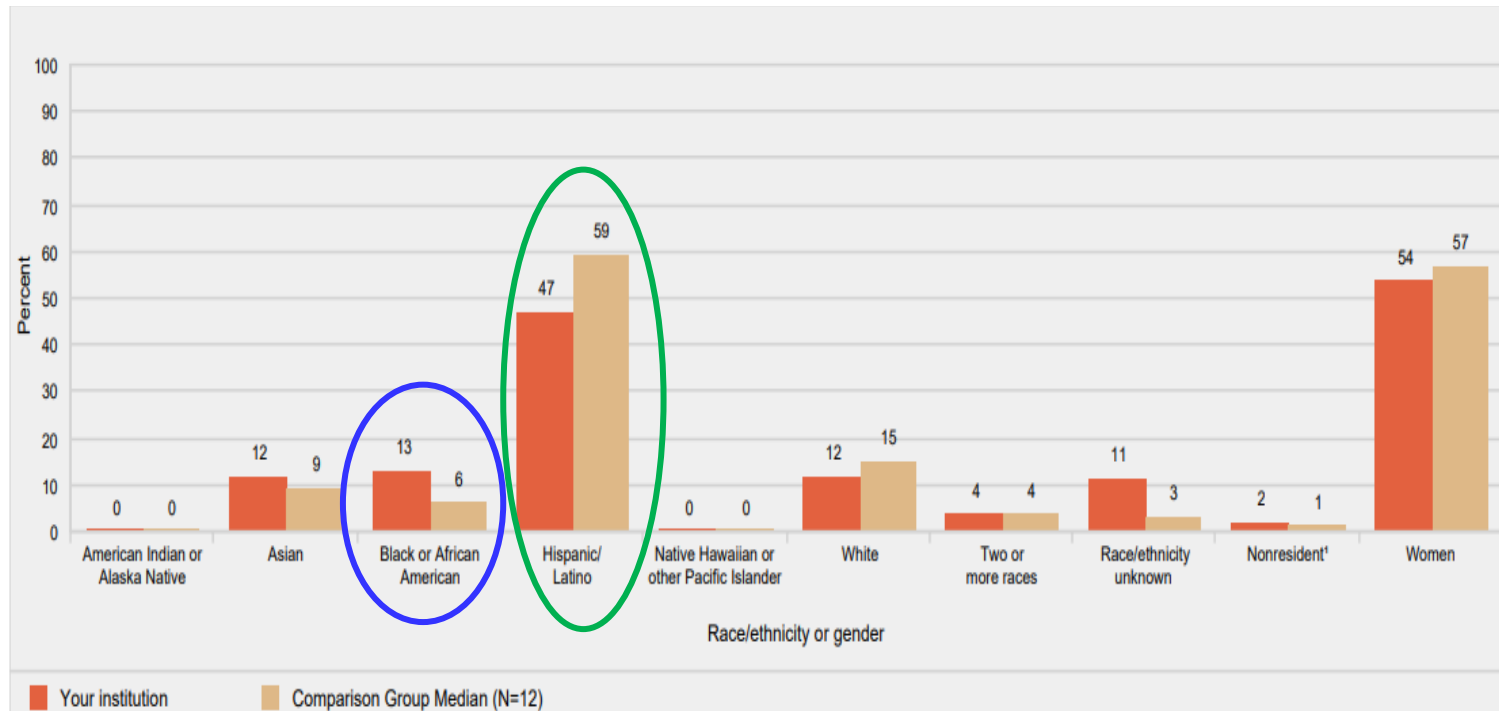
- Cerritos College
- East Los Angeles College
- Glendale Community College
- Long Beach City College
- Los Angeles Harbor College
- Los Angeles Pierce College
- Mt. San Antonio College
- Pasadena City College
- Rio Hondo College
- Riverside City College
- San Diego Mesa College
- Santa Monica College

Comparison group was customized by ECC based on institutional size, urban/suburban location and student demographics

Link to full report: [IPEDS Feedback Report 2022](#)

# IPEDS Feedback Report: Student Diversity

**Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2021**



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

<sup>1</sup>The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

In Fall 2021, ECC served:

- Approximately **50% more Black/African American students than its comparison group**. There was no change from the previous year.
- **12% less Hispanic/Latino than its comparison group**. There was an **increase of 4%** from the previous year.

	Fall 2020	Fall 2021
ECC Black/African American	13%	13%
Comp. Group Black/African American	6%	6%
ECC Hispanic/Latino	43%	<b>47%</b>
Comp. Group Hispanic/Latino	60%	59%



# Student Diversity: Why Is This Data Point Important?

In Fall 2022, Black/African American and Hispanic/Latino students continue to be a disproportionately impacted group at El Camino College.

	Course Success	Fall to Fall Retention
Black/African American	56%	40%
Hispanic/Latino	65%	47%
Overall Students	68%	45%

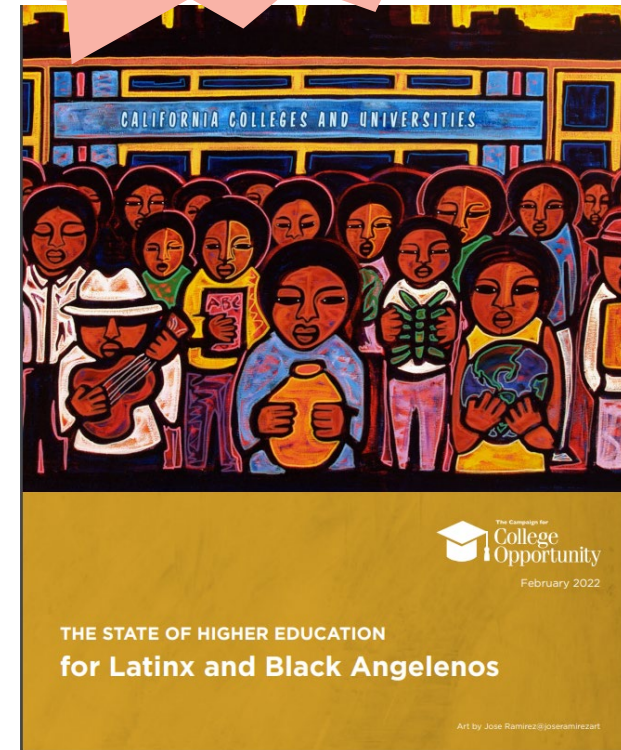
Source: ECC Colleague

# Policy Implications

*“Black and Latinx students in Los Angeles do not receive the support or opportunity needed to ensure they enroll in college and earn bachelor’s degrees at the same rates as their white peers” (p. 3).*

- Does the College need to develop policies that eliminate barriers to access, success and completion for Black/African American and Hispanic/Latino students?
- What college policies are needed to remove barriers for Black/African American and Hispanic/Latino students to increase course success and retention?

**One-Pager Read**  
(p. 4: The Good News/The Bad News)

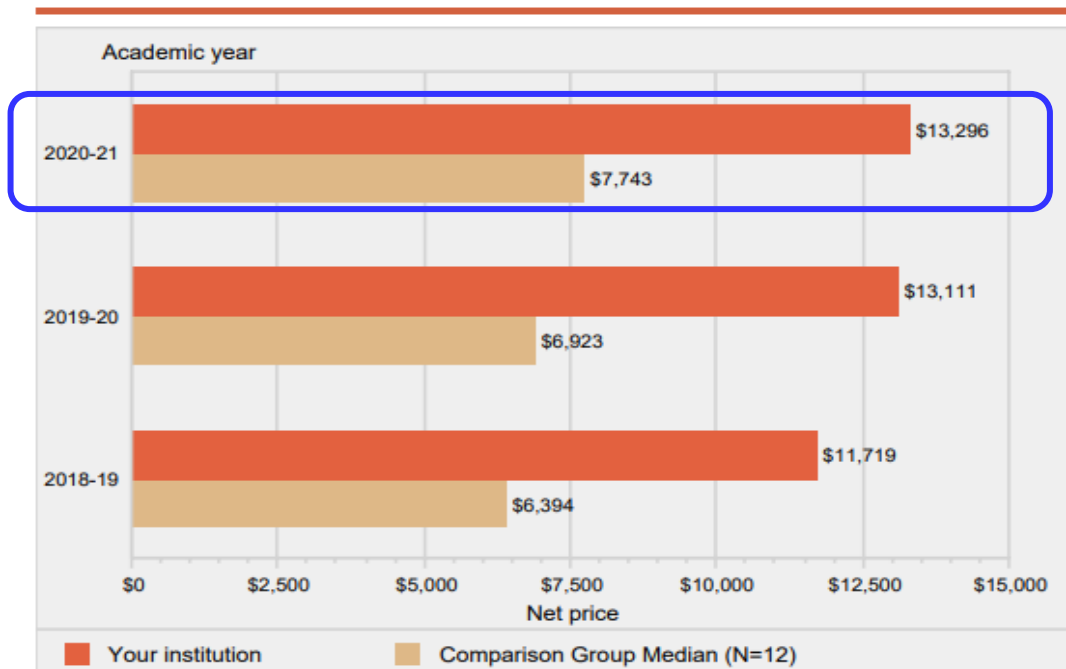


Source: [THE STATE OF HIGHER EDUCATION for Latinx and Black Angelenos](#)



# IPEDS Feedback Report: Average Net Price of Attendance

**Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2018-19 to 2020-21**



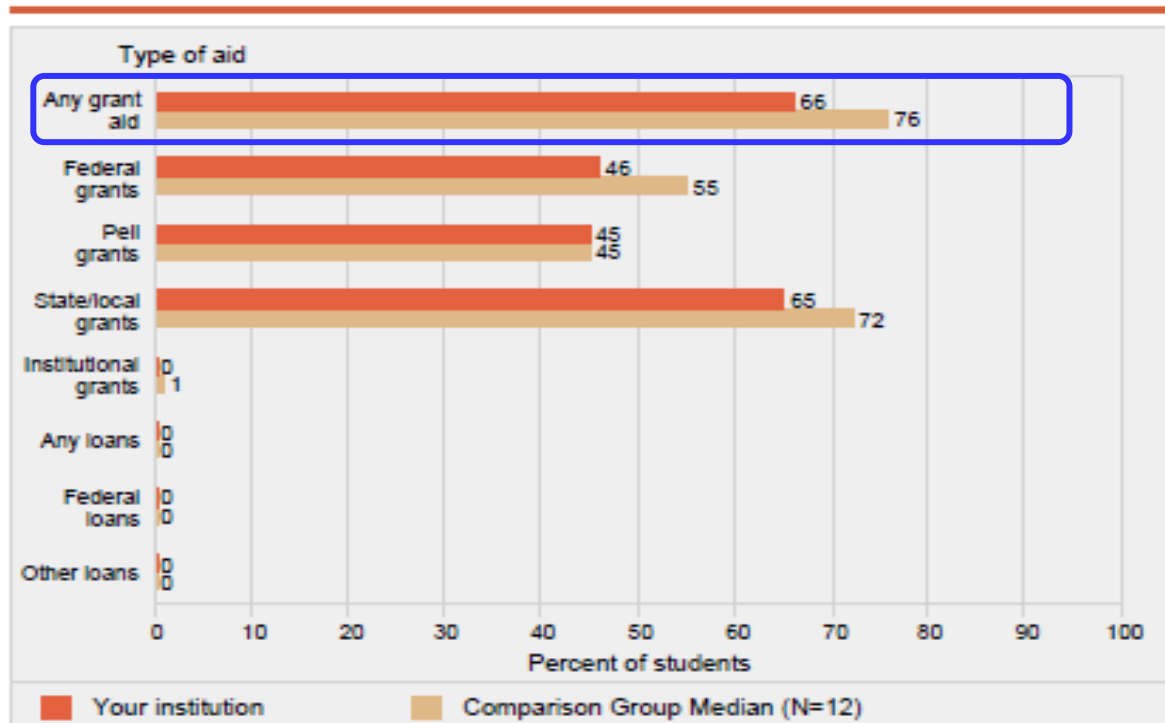
In 2020-21, ECC full-time, first-time degree/certificate-seeking students needed to pay an average of \$5,553 more than these students attending any of the colleges in the comparison group. **This is a decrease from last year when these ECC students had to pay an average of \$6,188 more than these students attending any of the colleges in the comparison group.**

	2019-20	2020-21
ECC	\$13,111	\$13,296
Comparison Group	\$6,923	\$7,743

*Average net price of attendance:* amount of tuition and fees, room and board, book and supplies, and other expenses that a full-time, first-time degree/certificate-seeking student can expect to pay for college in an academic year.

# IPEDS Feedback Report: Financial Aid Recipients

**Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2020-21**



In 2020-21, the **percent of ECC first-time, full-time students receiving any grant aid continues to be lower** than the comparison group.

Additionally, compared to 2019-20, the **percent of ECC first-time, full-time students receiving any grant aid in 2020-21 is also lower.**

	2019-20	2020-21
ECC	70%	<b>66%</b>
Comparison Group	74%	76%

# Why Net Price of Attendance & Financial Aid Are Important Data Points?

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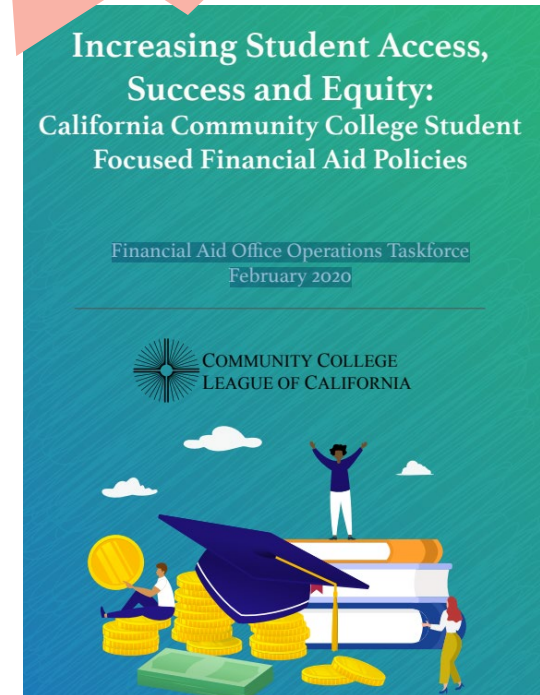
Increasing the percentage of first time, full time students who receive grant aid is one way to help students offset the net price of attendance at ECC.

# Policy Implications

**Three-Pager Read**  
(p. 13-15: Appendix C: Best Practices  
for Student Friendly Financial Aid  
Policies & Procedures)

In February 2020, the Financial Aid Office Operations Taskforce from the Community College League of California suggested the use of a set of best practices to develop student friendly financial aid policies.

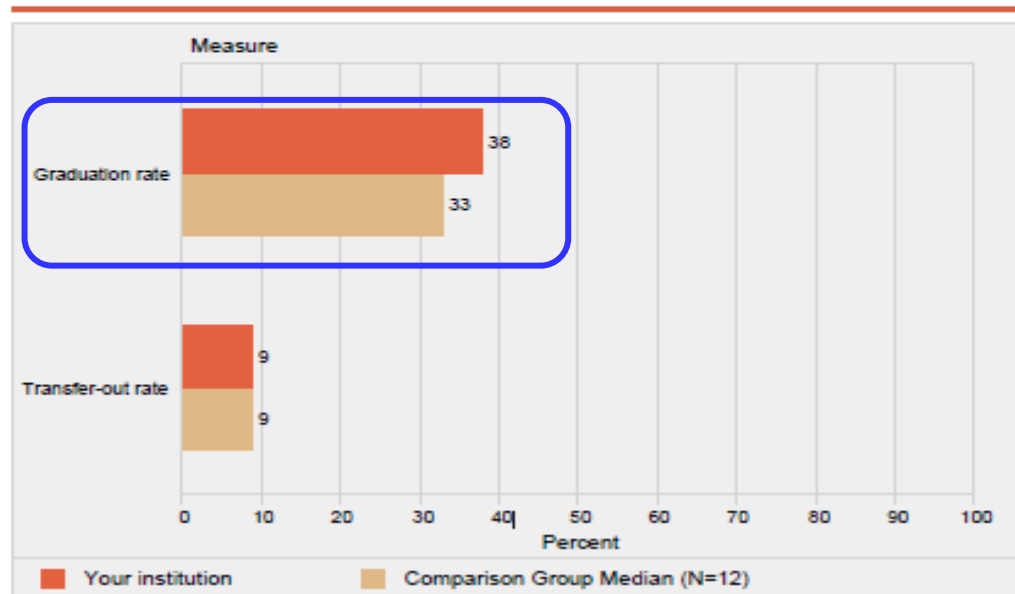
Are these best practices included in ECC financial aid policies?



Source: [Increasing Student Access, Success and Equity: California Community College Student Focused Financial Aid Policies Financial Aid Office Operations Taskforce February 2020](#)

# IPEDS Feedback Report: Graduation Rates

Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2018 cohort

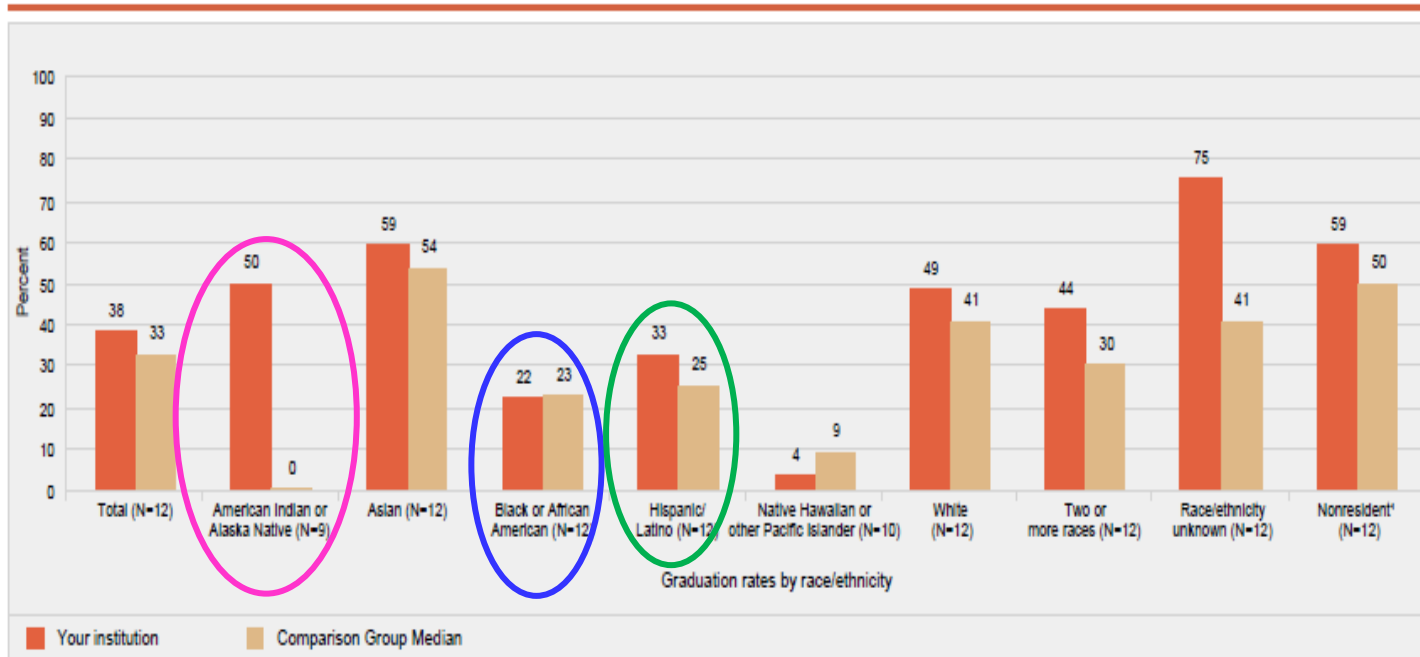


The percent of ECC first-time, full-time students who graduate in 3 years continues to be higher than the rate of students who graduate in 3 years in the comparison group colleges.

	2017 Cohort	2018 Cohort
ECC	37%	38%
Comparison Group	31%	33%

# IPEDS Feedback Report: Graduation Rates by Ethnicity

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2018 cohort



For the 2018 cohort, the **3-year graduation rates for ECC first-time, full-time Hispanic/Latino & American Indian/Alaska Native students is higher** than the comparison group.

The **3-year graduation rate for ECC African American students was slightly lower** than the comparison group.

# Why Graduation Rates Are Important?



Category	Measure
Performance	First-Year Retention Rate Graduation Rate (150% of normal program time) Full-Time Outcomes (8 years)
	Completers per 100 FTE Students, Part-Time Outcomes (8 years)
Change Over Time	First-Year Retention, Graduation Rates (150% of normal program time), and Completers per 100 FTE Students
Equity: Rates for Minorities*	Graduation Rate (150% of normal program time)
	Completers per 100 FTE Students
Equity: Rates for Low-Income	Graduation Rate of Pell Recipients (150% of normal program time) and either Median Family Income of Service Area or Percent Pell (Equal Weights 8.325%)

\*Minorities include African-Americans, Hispanics, and Native Americans.

- IPEDS 3-year graduation rates are measures considered in the Aspen Prize 1<sup>st</sup> round selection.
- Aspen Prize Rates for Minorities include African-American, Hispanics, and Native American students.

Source: [Aspen Round 1 Eligibility Model](#)

# Policy Implications

**Four-Pager Read**  
(pp. 3-6: Which factors matter when institutions create new programs)

*“Multifaceted support programs have been proven to increase graduation rates. One notable example, the Accelerated Study in Associate Programs (ASAP) model, has been proven to nearly double graduation rates in multiple colleges across diverse states and for a variety of student populations” (p. 1).*

To continue improving graduation rates, could ECC policies include courses of action to implement evidence-based program components included in multifaceted student support programs\*?

\*Multifaceted student support programs typically combine a proactive, holistic coaching or advising model with additional financial supports, enrollment messaging, and other supports throughout the time students are in school.



Source: <https://files.eric.ed.gov/fulltext/ED615183.pdf>





Thank You. Questions?