

# El Camino College Education Plan 2024-2034

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## Mission, Vision, and Values

### Mission

El Camino College will spark innovation and create equitable opportunities for our students, employees, and community.

### Vision

El Camino College will spark innovation and create equitable opportunities for our students, employees, and community. Statement of Values

### Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force.

With this in mind, our core values are:

- **Integrity** - We commit to ethical practices and act with transparency, sincerity, and respect in all situations.
- **Equity** - We celebrate the unique strengths of all individuals and support the marginalized to cultivate a diverse, inclusive, anti-racist environment.
- **Student-Centered Mindset** - We proactively respond to the needs of our students and prioritize their success and well-being.
- **Employee Wellness** - We support the physical, emotional, and mental well-being of our employees by providing resources and services to meet their professional needs.
- **Community Engagement** - We contribute to the social, economic, and cultural development of our neighboring communities.
- **Social Responsibility** - We support our students to become the next generation of responsible leaders who recognize our collective duty to contribute to the well-being of our communities and the world at large.
- **Collaboration** - We work together with respect and open-mindedness to achieve common goals.
- **Sustainability** - We steward the college's human, financial, and non-financial resources responsibly, and pursue innovation and continuous improvement to impact future generations.

El Camino College's goals and initiatives will work to advance this mission, vision and statement of values as part of long-range strategic planning. In addition, a set of goal metrics will inform institutional progress.

The College will use evidence and the collegial consultation process to evaluate the mission, vision, and values, and revise them on a regular basis.

## Executive Summary

The primary purpose of El Camino College (ECC) is to make a difference in student's lives through innovative and excellent educational programs. The College focuses this work by supporting our diverse communities through the promotion of student learning, equity, and success. The El Camino College Education Plan (EP) seeks to advance that purpose by providing a foundation of qualitative and quantitative data to help guide program development and resource allocation at ECC. Additionally, this document is intended to support the previously established goals identified in other ECC academic plans, as well as other CIP plans.

While the primary analysis of El Camino College's Education Plan (EP) is an in-depth assessment of ECC's departments to measure their efficiency and productivity, the El Camino College Education Plan (EP) is an inclusive document that draws findings and data from previous research, assessment reports, analyses, and community engagement. The reports and analyses used in the planning process include the, 2024-2034 CIP: Environmental Scan, 2024-2034 CIP: Technology, 2023 Comparative Analysis, 2023 Space Utilization Analysis, 2022-2025 Strategic Enrollment Management Plan, and 2022-2025 Student Equity Plan.

Accordingly, this document considers many data not limited to educational need by geography, population projections, enrollment forecast, educational program conditions, and employment outcomes. The following are a selection of strengths, challenges, opportunities, and recommendations identified during the development of this document:

### Strengths

- Between Fall 2022 and Fall 2021, ECC's full-time equivalent students (FTES) increased by 532 FTES, or by 8.27%. This growth is on a recovery path to meet the 2022-2025 Strategic Enrollment Management Plan goals of 8.6% average annual FTES growth through 2024-2025.
- Students are returning to campus. Fall 2022 represented the largest increase in in-person duplicated enrollment since COVID-19, from 5,644 in Fall 2021 to 26,538 in Fall 2022.
- Out of 69 El Camino College (ECC) departments, 67 departments have employment opportunities with a positive projected job growth between 2020 and 2030.
- Of the 328 occupations related to El Camino College departments/programs, 299 are occupations with estimated median hourly earnings above Los Angeles County's living wage for a single adult in 2022.

### Challenges

- Between 2020-2021 and 2030-2031, LA County high school graduates are expected to decline by 17.3%. Therefore, there may be a smaller pool of potential students that ECC may be able to draw from in the future.
- In Fall 2022, many ECC departments had productivity metrics below state standards.
  - Out of 72 El Camino College departments, 56 departments (77.8%) had a full-time equivalent student to full-time equivalent faculty ratio less than the state standard level of 17.5 to 1.
  - Out of 72 El Camino College departments, 55 departments (76.3%) had a weekly student contact hour to full-time equivalent faculty ratio less than the state standard level of 525 to 1.

### Opportunities

- The South Bay is projected to become increasingly older (+8.5% for 55 and older), more Hispanic (+2.5%) and multiracial (+1%), with declines in White (-2.2%) and Asian (-1.4%) populations by 2040.
  - Future ECC programs and services may want to consider the specific needs of the growing populations to best serve the South Bay community, including the development of offsite educational centers.
- The declining population in the 17-20 year old populations create opportunities for the College to shift focus towards serving increasing working adults with programs and services at new locations throughout the District.
  - This work includes the development of off-site educational centers in the northern and southern portions of the District, a robust noncredit program, and expansion experiential learning opportunities for students such as apprenticeships.
- In Los Angeles County, between 2020 and 2030, there are expected to be 216,786 average annual job openings between 2020 and 2030 for occupations related to El Camino College departments.
  - In community engagement sessions, local industry expressed a need for skilled workers, as well as partners in programs that streamline student-to-industry learning and earning.



## Recommendations

The following is a list of recommendations based on the findings of the Comprehensive Integrated Plan: Education.

- Offer Flexible Schedule Options (Short-term Courses/Awards, Online Instruction, and Expand Locations)  
Comprehensive Integrated Plan Theme 2 – Pathways to Success  
Goal 2 – Create flexible and high value educational-to-employment experiences
  - Improve student access, student success and faster award completion.
  - Improve funding outcomes under the Student-Centered Funding Formula.
  - Develop off site educational centers in the northern and southern areas of the District
  - Expand potential workforce development/career advancement programs to focus on upskilling working adults and create additional industry/community partnerships.
  - Define the new balance of on-site and fully online educational experiences for students in the post-COVID environment.
- Enhance Community Relations/Partnerships  
Comprehensive Integrated Plan Theme 3 – Community Partners  
Goal 2 – Strengthen partnerships between classroom, workplace, and classroom
  - Leverage the expertise and resources of the South Bay to promote student success and opportunities.
  - Increase work-based experiential learning programs and internships.
- Pioneer New Programs, Pedagogy, and Technology  
Comprehensive Integrated Plan Theme 1 – Student Centered Learning  
Goal 2 – Provide an educational experience to advance students’ academic, career, and personal needs  
Comprehensive Integrated Plan Theme 2 – Pathways to Success  
Goal 2 – Create flexible and high value educational-to-employment experiences
  - Develop programs, student activities, and technology can be used as tools to build community and focus on comprehensive student support.
  - Provide a competitive edge to the District given the competitive environment in Los Angeles County.
  - Improve student enrollment, retention, and success.
- Empower Learners through Prior Education and Experience  
Comprehensive Integrated Plan Theme 2 – Pathways to Success  
Goal 2 – Create flexible and high value educational-to-employment experiences
  - Recognizing prior education and experience is vital for an inclusive and efficient education system.
  - Provide college credits for prior knowledge respects diverse learning paths.
  - Allowing pre-qualified students to join classes facilitates quicker upskilling and goal achievement.
- Assessing Transfer Pathway Effectiveness  
Comprehensive Integrated Plan Theme 1 – Student Centered Learning  
Goal 2 – Provide an educational experience to advance students’ academic, career, and personal needs
  - Ensures transferring students have necessary knowledge and skills to be successful.
  - Streamlines the transition, saving time and tuition costs for students.

- Integration of Academic and Student Support Services
  - Simplification of processes and cross-training staff in various academic and student support services are essential for enhancing student success.
  - Coordinated support services are linked to higher retention and graduation rates.
  - Holistic support improves education quality and aligns with ECC's mission to support student growth.
- Implement Additional Baccalaureate Degrees  
Comprehensive Integrated Plan Theme 2 – Pathways to Success  
Goal 2 – Create flexible and high value educational-to-employment experiences
  - Low-cost degrees reduce student debt and enhance economic mobility.
  - Adding more bachelor's degree programs helps colleges stay relevant, address workforce demands, and attract a diverse student body while contributing to regional economic development.

## Introduction to the Education Plan

### Purpose of the Education Plan

The El Camino College Education Plan (EP) serves as a fundamental long-term planning document, and is used in conjunction with the Facilities Plan (FP) and Technology Plan (TP) to support the College's long-term themes and goals included in the 2023-2034 Comprehensive Integrated Plan (CIP). These plans, when taken together, form the basis of the CIP. The EP also serves to document all current support and academic programs at the College with a current snapshot, growth projections, and long-term goals for each program.

A core purpose of the Education Plan is to serve as support for the capital construction and development plans included in the El Camino College Facilities Plan 2023 – 2034. The growth projections and new program development help guide the type and size of the buildings as well as other capital project planning. Using the growth projections included in the Facilities Plan, baseline long-term growth projections for the College are set at 0.5% per year based on current data from the California Community College Chancellors Office. Notably, the College has experienced significant growth due to enrollment recovery post COVID-19. However, the long-term projections may still hold without significant changes to college programs and structures.

Lastly, the EP also serves to embed and highlight the Guided Pathways Framework across all educational, support, and service activities at the College.

### Structure of the Education Plan

The Education Plan is structured in the following sections to provide current context based on the state of the District and to form a basis to build toward the themes and goals included in the Comprehensive Integrated Plan.

Sections include:

- California Community College Context – Student Centered Funding Formula and Vision 2030
- Guided Pathways at El Camino College
- Timeline and process for the development of the Education Plan
- Methodology employed to collect plan data
- Programs and services snapshots and analyses at the discipline, program, and service levels across Academic Affairs and Student Services.

## California Community College Context

### Student-Centered Funding Formula (SCFF)

In 2018-19, California adopted the SCFF as a new way to allocate funding to California community college districts. With the SCFF, about 70% of funding allocations are determined by a district's enrollment, roughly 20% is allocated based on equity (number of AB540, California Promise Grant, and California Pell Grant students), and roughly 10% is allocated based on student success (number of students earning awards, transferring to four-year colleges, etc.).

Since COVID-19 caused substantial declines in student enrollment at all California Community Colleges, a provision was added to the SCFF to fund colleges at 2017-18 Total Computation Revenue (TCR) levels, adjusted by Cost of Living Adjustments (COLA) each year, through 2024- 2025. The 2022 Budget Act extended the Hold Harmless protection but in a modified form. Starting in 2025-26, the Hold Harmless provision will no longer reflect cumulative COLA over a district's 2024-25 TCR will represent its new "floor," below which it cannot drop.

Accordingly, since ECC's enrollment is currently below 2017-18 levels, the College should prepare for the potential fiscal impact associated with the modified funding protections and work to increase unduplicated headcount, WSCH generation, and FTES before the 2024-25 floor so that future funding risks are minimized.

### California Community College Chancellor Vision 2030

In 2023, Dr. Sonya Christian was newly appointed Chancellor of the California Community College (CCC) system. The next evolution of the Vision for Success that was recently adopted by the CCC Board of Governors is what Dr. Christian is calling Vision 2030.<sup>5</sup> This is a culmination of what was initially established in the Vision for Success and CA Governor Newsom's Roadmap for California Community Colleges.<sup>6</sup>

Dr. Christian's vision of the CCC system and the long-term goals are detailed below:

- Increase degree attainment to 70%
- Increase access to dual enrollment for students to achieve 12 college units by HS graduation
- Increase enrollment by reaching out to low-income adults
- Offer more efficient educational pathways in course selections
- Increase number of bachelor's degrees through transfer and CC offerings
- Cater transfer opportunities based on student metrics

<sup>5</sup><https://edsources.org/2023/sonya-christian-on-her-ambitious-goals-as-californias-new-community-colleges-chief/693172>

## El Camino College EVOLVE - Guided Pathways at El Camino College

The Guided Pathways framework is a driver for change in order to improve student outcomes to their educational goals at El Camino College. The College has been engaged in adoption of the framework through structural, process, curricular, and support change in order to better serve students since at least 2017. The framework is founded on four (4) core elements (pillars). Each element and a sample of activities that College has engaged in related to each element are listed below:

- **Create Clear Curricular Pathways to Employment and Further Education**

The goal of this core element is to create clarity for students to understand and enter instructional pathways that will support them to their educational goals. In support of this core element, the College has:

- Created clear program maps for each degree/certificate program
- Redesigned the College website to improve ease of use for students including more information regarding support services
- Implemented a call center to communicate directly to students to engage them at the recruitment and initial application phase of their academic path
- Engaged in focused marketing campaigns to promote access and enrollment, especially to under-represented and under-resourced student populations within our service area
- Implemented Program Mapper to provide students with current program maps and answers to commonly asked questions about a pathway (salary potential, career growth, and program outcomes)

- **Assist Students to Choose and Enter Pathways**

The goal of this core element is to assist students in selecting a specific pathway as early in their academic career as possible. By doing so, students can begin taking courses that help them towards their educational goals earlier, avoid earning excess units, and transfer to a 4-year university or enter the workforce sooner. In support of this core element the College has:

- Created Meta-Majors that have grouped all degree and certificate pathways into clear groups that make pathway selection easier for students
- Adopted EAB Starfish, called ECC Connect at the College, which is a data and analytical system that assists students in connecting to resources and interventions that support them as they begin/continue their path
- Expanded existing non-credit pathways and created new pathways in order to serve a larger and more diverse population of students

- **Assist Students to Stay on their Path**

The goal of this core element is to ensure that students have significant support and the College is able to provide timely interventions in order to keep students on their educational path. Importantly, this work includes helping students minimize their time to completion and number of units accumulated. In support of this core element, the College has:

- Reorganized Counselors and Student Success Coaches into engagement teams around meta-majors to better support students within each meta major in a case-load model
- Implemented changes to initial placement in English, English as a Second Language, and mathematics due to legislation in California intended increase the number of students

completing college-level coursework in these disciplines

- **Ensure that Learning is Occurring with Intentional Outcomes**

The goal of this core element is to make sure students are learning what they need to be successful in the workplace or at 4-year universities. This work includes improvement of equity-based practices in the classroom, experiential learning (design thinking, project-based learning, experiential learning) across the curriculum. In support of this core element, the College has:

- Created an equity-based teaching institute for faculty to learn and improve equity based instructional and non-cognitive practices in the classroom
- Created and maintained
- Restructured the College's Institutional Learning Outcomes along guided pathways core elements and the ILO assessed is ensuring learning

Meta-Majors at El Camino College have reorganized degree and certificate pathways into groupings that make selection of a path easier for students. The current seven (7) meta-majors are:

#### El Camino College Meta-Majors

Meta-Major	Program/Discipline
<b>Behavioral and Social Sciences</b>	Anthropology, Art History, Child Development, Communication Studies, Economics, Education, Ethnic Studies, General Studies, History, Liberal Studies, Philosophy, Political Science, Psychology, Sociology, Women's Studies
<b>Business</b>	Accounting, Business, Cloud Computing, Computer Information Systems, Cybersecurity, Marketing, Paralegal Studies, Real Estate, and Retail Management
<b>Creative Arts</b>	Art, Cosmetology, Dance, Fashion, Film/Video, Music, Photography, Theater Arts
<b>Health and Community Wellness</b>	Administration of Justice, Fire and Emergency Technology, Nursing, Physical Education and Recreation, Radiologic Technology, and Respiratory Care
<b>Industry and Technology</b>	Air Conditioning and Refrigeration, Architecture, Automotive Collision and Repair, Automotive Technology, Computer Aided Design/Drafting, Construction Technology, Electronics and Computer Hardware Technology, Engineering Technology, Environmental Technology, Machine Tool Technology, Manufacturing Technology, Welding
<b>Language, Composition, and Journalism</b>	English, French, Japanese, Journalism, Sign Language Interpreter Training, Spanish
<b>Science, Technology, Engineering, and Mathematics</b>	Astronomy, Biology, Chemistry, Computer Science, General Science, Geography, Geology, Mathematics, Physical Science, Physics, Pre-Engineering

In addition to the work indicated above, El Camino College is participating in the California Guided Pathways Project 2.0 (CAGP 2.0). College leaders, including faculty and staff, have participated in webinars, conferences, and coaching in order to accelerate adoption of the guided pathways framework. The support have come from national leaders of the guided pathways movement, including researchers from the Community College Research Center at Columbia Teacher's College and peers at colleges that have been implementing/improving adoption of the framework from within and beyond California.

## Supporting Data

El Camino College's (ECC) Comprehensive Integrated Plan (CIP) is a data-driven. This section presents some of the data and analyses conducted throughout the Comprehensive Integrated Planning process to identify short and long-term trends that may impact the future development of ECC's educational programs.

This section is organized into four parts. The first and second part examines external factors that may impact short and long-term educational demand trends. These parts also seek to reiterate opportunities that have been identified from these emerging trends. The third part of this presents the full-time equivalent student (FTES) recovery goals of ECC, and enrollment and weekly student contact hour (WSCH) projections from the California Community College Chancellor's Office (CCCCO). The fourth part of this section details the change in educational delivery that has occurred between Fall 2019 and Fall 2022, as well as some impacts from these changes.

### Short-Term Educational Demand

This section analyzes the short-term factors that may impact ECC's educational demand and present some opportunities to increase short-term enrollment.

### Findings

- The top 10 cities/communities in the ECCD service area with the highest percent of population 25 years or older that have attained less than high school diploma are:
  - Florence-Graham (51.4%)
  - Willowbrook (45.2%)
  - Lynwood (43.8%)
  - Compton (37.9%)
  - Westmont (37.6%)
  - West Rancho Dominguez (28.2%)
  - West Athens (22.1%)
  - Los Angeles (21.8%)
  - Carson (18.1%)
  - Gardena (17.0%)

### Impacts/Opportunities

- Outreach efforts focused on adults with less than a high school diploma in the cities listed above may have a greater potential to increase enrollment for the College.
- Student recruitment might consider focusing on these populations as they could benefit the most from higher levels of educational attainment.
- ECC can tailor marketing and recruitment efforts according to neighborhood and educational attainment to engage residents of the district and service area more effectively.

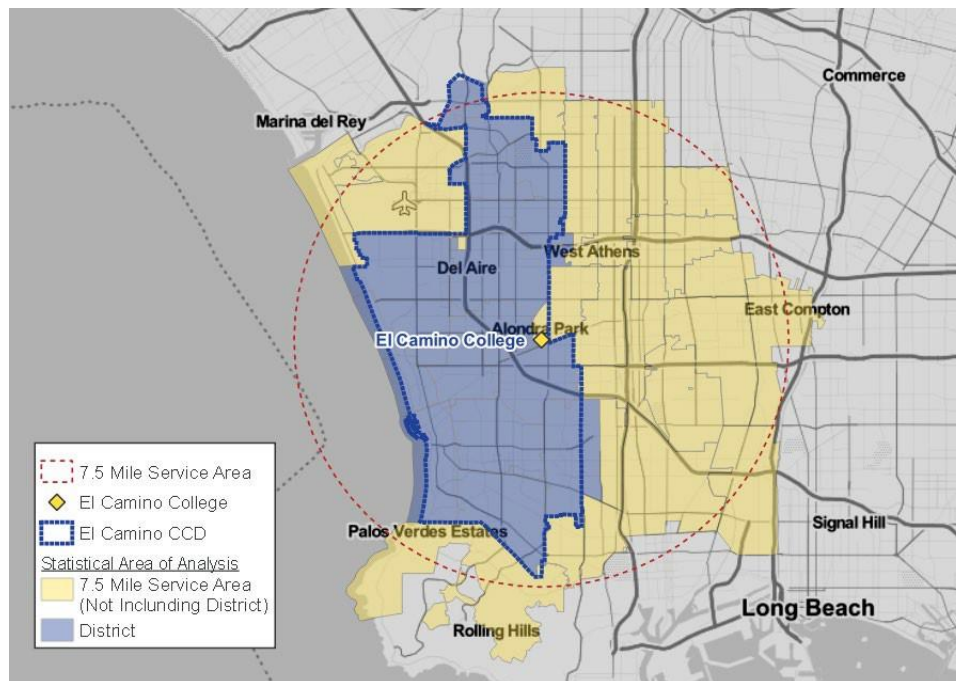


### District and Service Area

Figure 1 presented below (from [CIP: Environmental Scan – Map 2.1](#)) provides context for subsequent charts shown in this analysis. This illustration depicts the areas of statistical analysis that were created using United States Census Bureau’s Zip Code Tabulation Areas<sup>7</sup> (ZCTA).

The area highlighted in blue refers to ZCTAs within ECC’s District, whereas the area highlighted in yellow refers to ZCTAs within ECC’s 7.5 Mile Service Area and not within the District (referred to as ‘7.5 Mile Service Area (Not Including District)’ for this report).

*Figure 1: El Camino College District and Service Area, Statistical Area of Analysis*



Source: Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL.; QGIS Development Team, 2009. QGIS Geographic Information System. Open-Source Geospatial Foundation. URL <http://qgis.org>; Foundation for California Community Colleges

The District includes cities such as Inglewood, Lennox, El Segundo, Hawthorne, Manhattan Beach, Alondra Park, Hermosa Beach, Torrance, and Redondo Beach. The 7.5 Mile Service Area (Not Including District) includes cities such as Compton, Carson, Rolling Hills, Lomita, along with other surrounding cities.

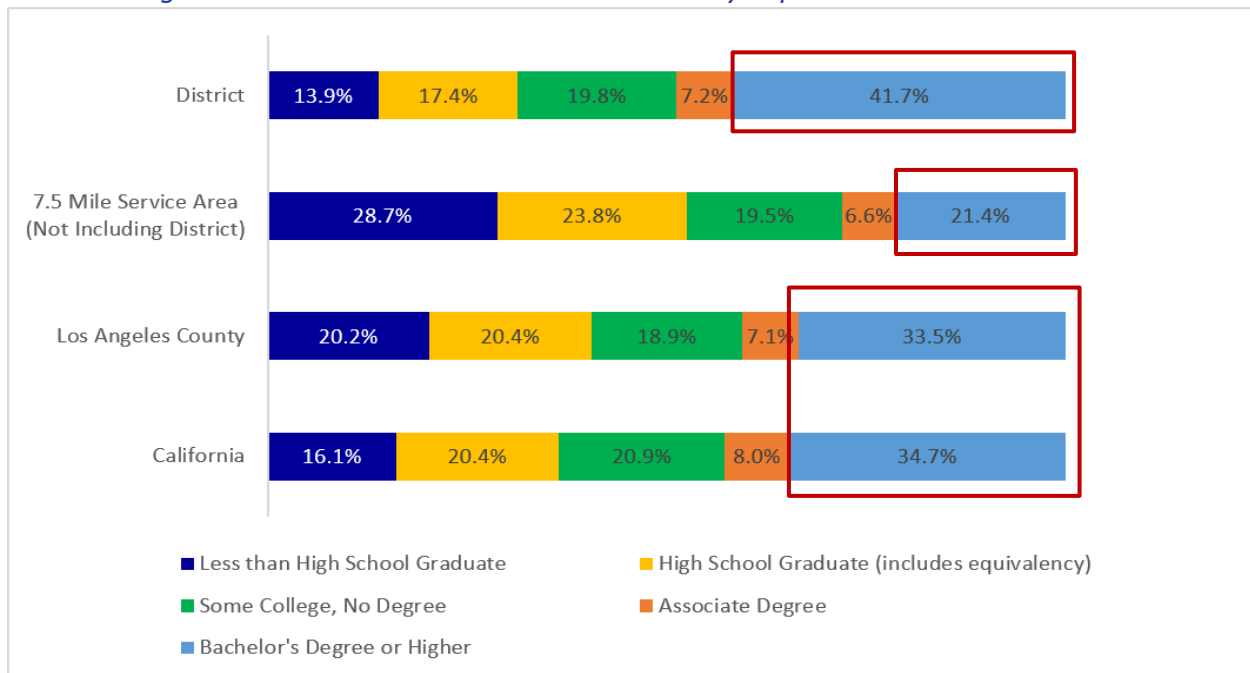
<sup>7</sup> United States Postal Service (USPS) ZIP Codes identify post offices or delivery stations associated with mailing addresses and thus are not areal features, but rather a collection of mail delivery routes. United States Census Bureau ZIP Code Tabulation Areas (ZCTAs) are areal representations of USPS ZIP Code service areas, created by assigning the most frequently occurring ZIP Codes to census blocks, and aggregating census blocks by ZIP Code into larger areas

(ZCTAs).

### Educational Attainment by Population 25 Years or Older

Figures 2 (from [CIP: Environmental Scan](#) – Figure 2.8) presented below illustrates the educational attainment by population 25 years or older at various geographical levels. On average between 2016 and 2020, ECC’s District had a higher level of educational attainment than California, IACounty, and the 7.5 Mile Service Area (Not Including District). Of the population 25 years or older that live within the District, 41.7% had attained a bachelor’s degree or higher, compared to 21.4% in the 7.5 Mile Service Area (Not Including District), 33.5% in LA County, and 34.7% in California. Approximately 51.2% of the population living within ECC’s District had less than an associate degree, while 72% of the population within ECC’s 7.5 Mile Service Area (Not Including District) had less than an associate degree (see Figure 5).

Figure 2: 2016-2020 Educational Attainment by Population 25 Years or Older

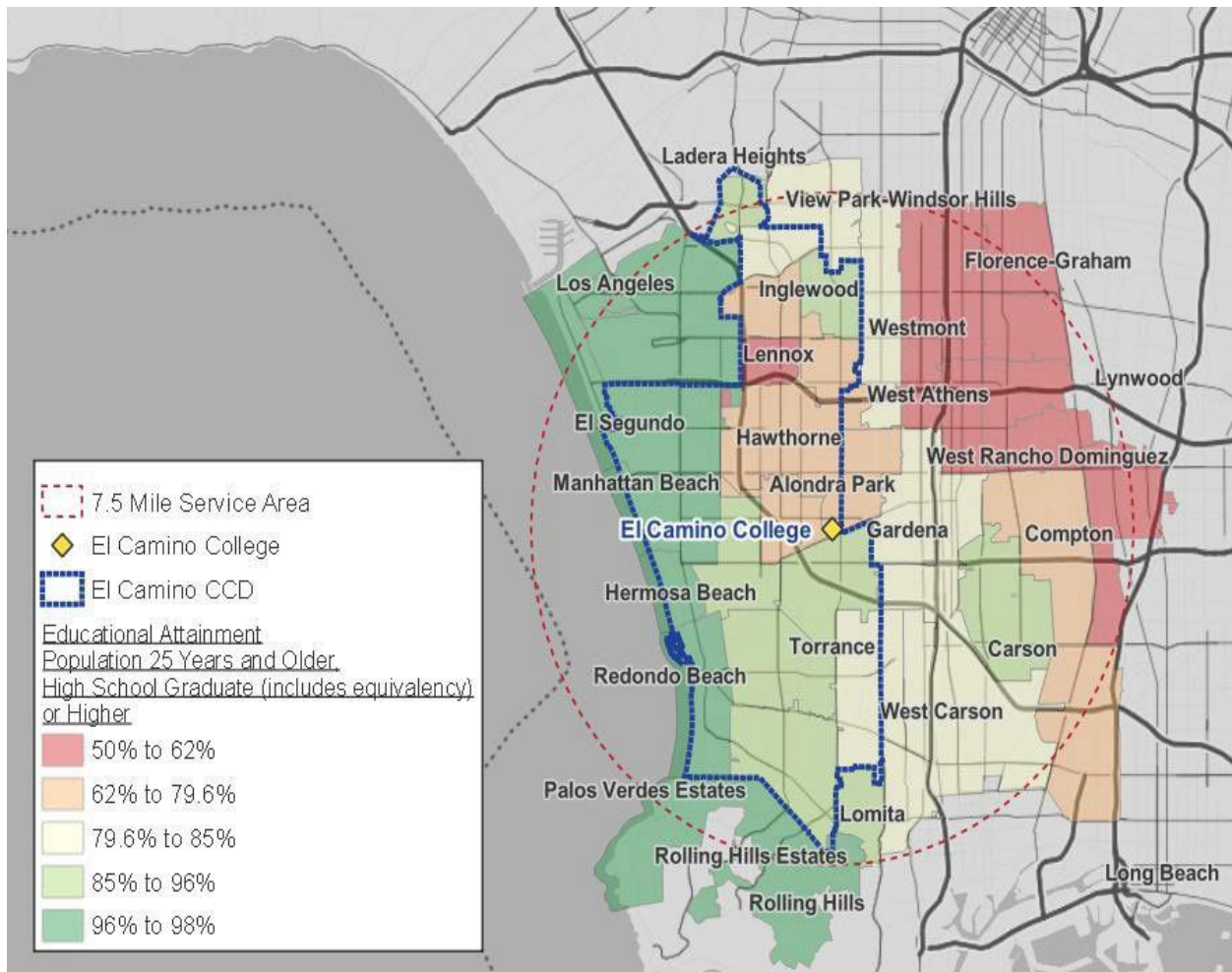


Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates,

Table S1501

Figure 3 (from [CIP: Environmental Scan- Map 2.3](#)) further illustrates the difference of educational attainment levels between the District and the 7.5 Mile Service Area (Not Including District). The map shows an opportunity for ECC to engage specific areas of ECC’s district and service area that have a greater share of residents who have yet to complete a high school diploma (shown in red and orange). ECC outreach efforts focused on adults with less than a high school diploma in these areas have a greater potential to increase enrollment for the College.

*Figure 3: 2016-2020 Population 25 Years & Over that is a High School Graduate or Higher*



Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL.; U.S. Census Bureau, American Community Survey 2020 5-Year Estimates, Table S1501

## Long-term Educational Demand

This section analyzes the long-term factors that may impact ECC's educational demand or present some opportunities to increase short-term enrollment.

### Findings

- The number of high school graduates in Los Angeles County is expected to decline by 17,572 graduates (17.3% decrease) between 2020-21 and 2030-31.
- Between 2020 and 2040, the South Bay is projected to become increasingly older (+8.5% for 55 and older) and decreasingly younger (-5.1% for 17 and younger, and -0.4% for the population 18-19).
- Between 2020 and 2040, the South Bay is projected to become increasingly more Hispanic (+2.5%) and multiracial (+1%), with declines in White (-2.2%) and Asian (-1.4%) populations by 2040.

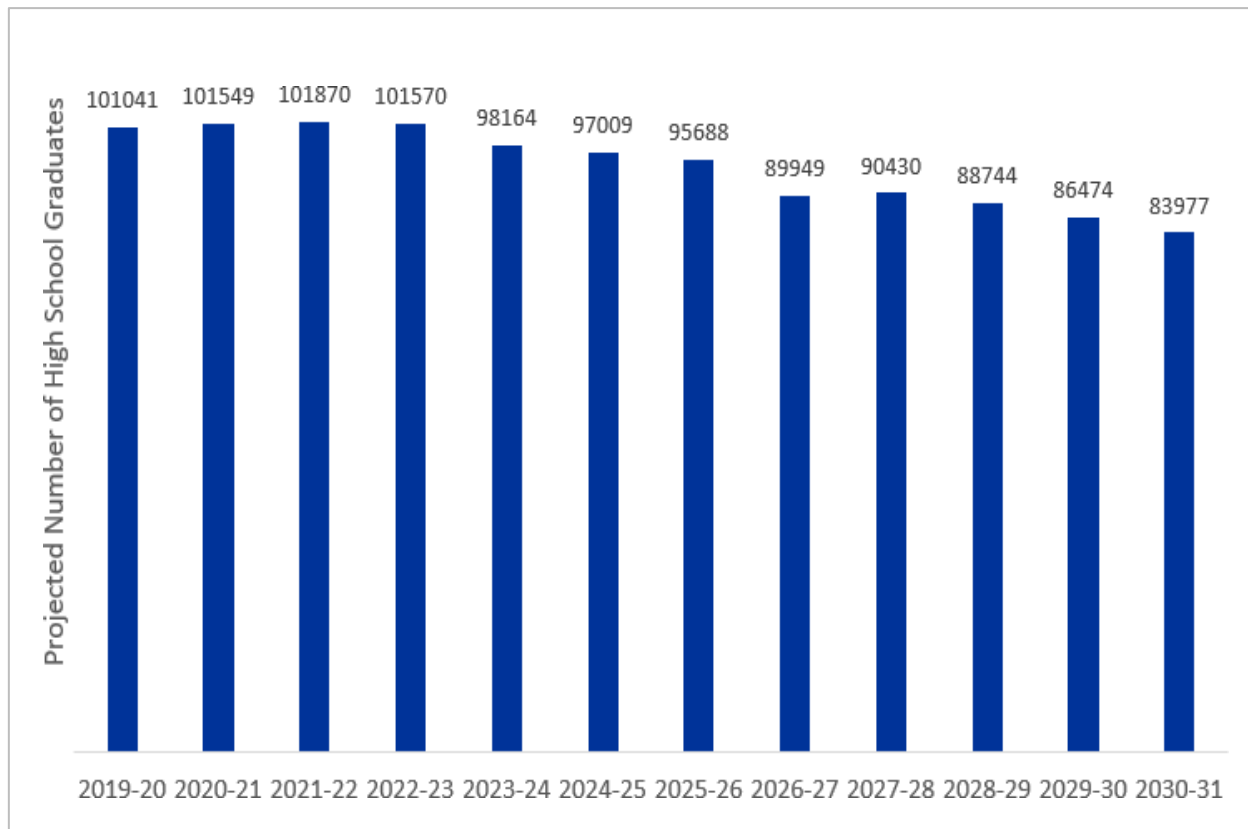
### Impacts/Opportunities

- There may be a smaller pool of potential students that ECC may be able to draw from.
  - ECC can prepare for the decline in potential students by pursuing enrollment strategies such as strengthening alternative pathways such as high school dual enrollment, adult education, and re-skill and up-skill opportunities for working adults.
- Future ECC programs and services may want to consider the specific needs of the growing populations to best serve the South Bay community, such as the 55 and older population.
- El Camino College has an opportunity to engage an increasingly diverse community in the South Bay, particularly with the Hispanic/Latino population.

### Projected LA County High School Graduates

Figure 4 (from [CIP: Environmental Scan Figure 2.29](#)) shows the California Department of Finance's (DOF) projected number of Los Angeles County high school graduates between 2020-21 and 2030-31. In that period, DOF projections indicate a decline of 17,572 graduates (17.3% decrease). Notably, a year after the SCFF hold harmless expires (2024-25), between 2025-26 and 2026-27, there is a projected decline of 5,739 graduates (6.0% decrease).

Figure 4: Projected LA County High School Graduates

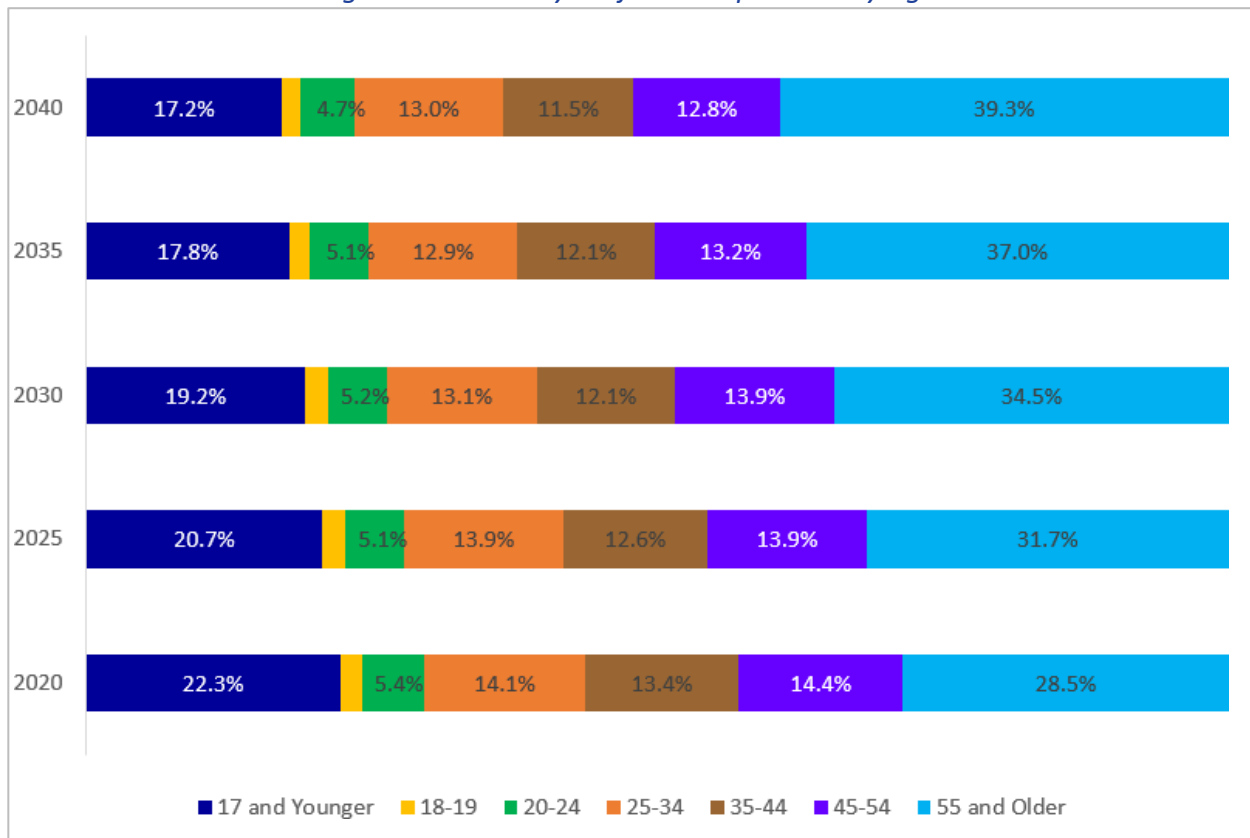


Source: State of California, Department of Finance, public K-12 graded enrollment and high school graduate projections by County – 2021 series, California, May 2022

### South Bay Population Projections

Figure 5 (from *CIP: Environmental Scan – Figure 2.15*) illustrates the South Bay’s projected population growth by age group between 2020- 2040. Nearly all age groups, except those age 55 and older, are expected to decline. The 55 and older population is expected to grow by 108,649 people (from 28.5% to 37.0%). During that same time period, the age 17 and younger population is expected to decline by 28,064 people (from 22.3% to 17.2%); the age 18-19 population is expected to decline by 1,517 people (from 2.0% to 1.6%); and the age 20-24 population is expected to decline by 2,548 people (from 5.4% to 4.7%). Since the population age 17 and younger will decline after 2030, is likely that the declines in high school graduates identified in Figure 4 above will continue after 2030. This demographic shift will have considerable impacts on ECC as competition increases for a shrinking pool of potential students.

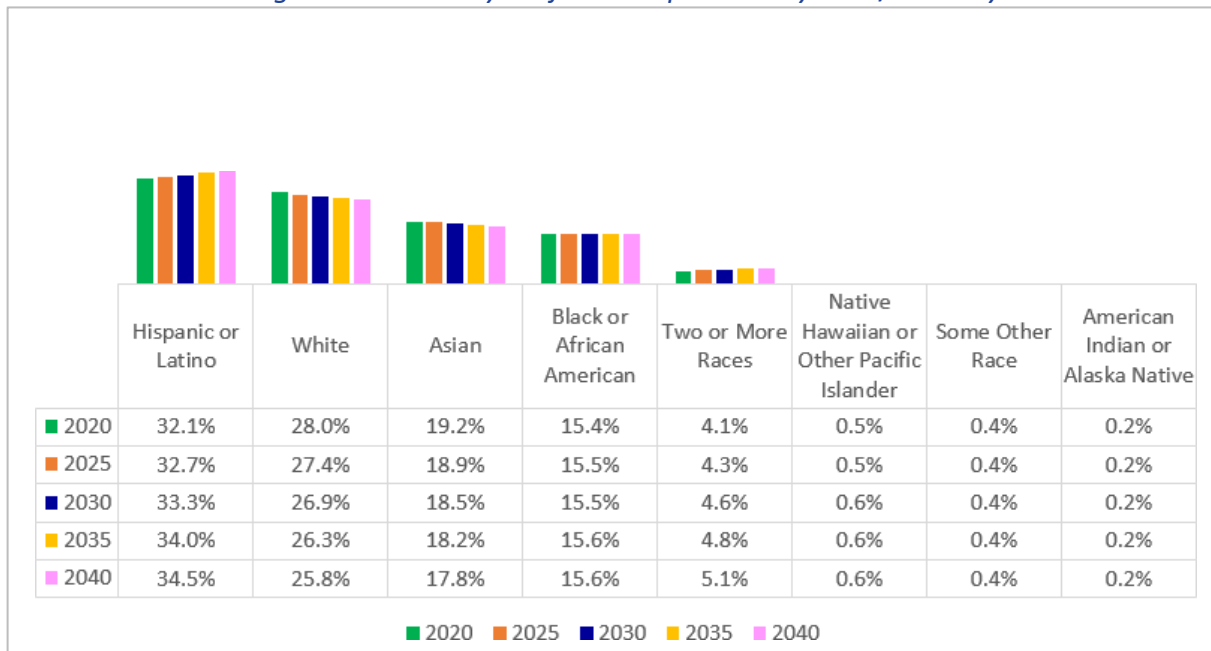
Figure 5: South Bay Projected Population by Age



Source: Southern California Association of Governments; State of California, Department of Finance; U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

Figure 6 (from [CIP: Environmental Scan – Figure 2.14](#)) illustrates the South Bay’s projected population growth by race/ethnicity between 2020- 2040. The Hispanic/Latino population is expected to grow by 36,106 people (from 32.1% to 34.6%). The Two or More Races population is expected to grow by 10,078 people (from 4.1% to 5.1%). Both the Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native populations, which constitute a larger share of the South Bay’s population than in LA County, are expected to increase. However, neither of these two populations are expected to account for more than 0.6% of the South Bay population. In the South Bay, the Black or African American population is expected to increase minimally (from 15.4% to 15.6%). The White and Asian populations are both expected to decrease. The White population is expected to decline by 4,655 people (from 28.0% to 25.8%). The Asian population is expected to decline by 2,115 people (from 19.2% to 17.8%).

Figure 6: South Bay Projected Population by Race/Ethnicity



Source: Southern California Association of Governments; State of California, Department of Finance; U.S. Census Bureau, American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

## Enrollment, Full-Time Equivalent Student (FTES), and Weekly Student Contact Hours (WSCH) Projections

This section analyzes the El Camino College (ECC) and California Community College Chancellors Office (CCCCO) enrollment projections and goals that may impact ECC's funding and approval of state-funded capital outlay projects.

### Findings

- Between Fall 2022 and Fall 2021, ECC's full-time equivalent students increased by 532 FTES, or by 8.27%.
- Between 2020-21 and 2031-32, the CCCCCO forecasts ECC's unduplicated enrollment to increase by 44 enrollments, or 0.21%.
- Between 2020-21 and 2031-32, the CCCCCO forecasts ECC's weekly student contact hours to increase by 25,625 WSCH, or 11.65%.

### Impacts/Opportunities

- ECC's current FTES recovery is on track to meet these projections as well as 2022-2025 Strategic Enrollment Management Plan goals of 8.6% average annual FTES growth.
  - However, the CCCCCO WSCH (and FTES) forecast indicates a lower FTES growth rate than the FTES growth rate goals proposed in the 2022-2025 Strategic Enrollment Plan, potentially indicating that current growth may not be sustained.
- Since, ECC enrollments are not expected to increase during the same period the WSCH is expected to increase, the CCCCCO is likely forecasting that students will be enrolling in more units or that colleges will begin using different accounting methods that generate relatively more contact hours.



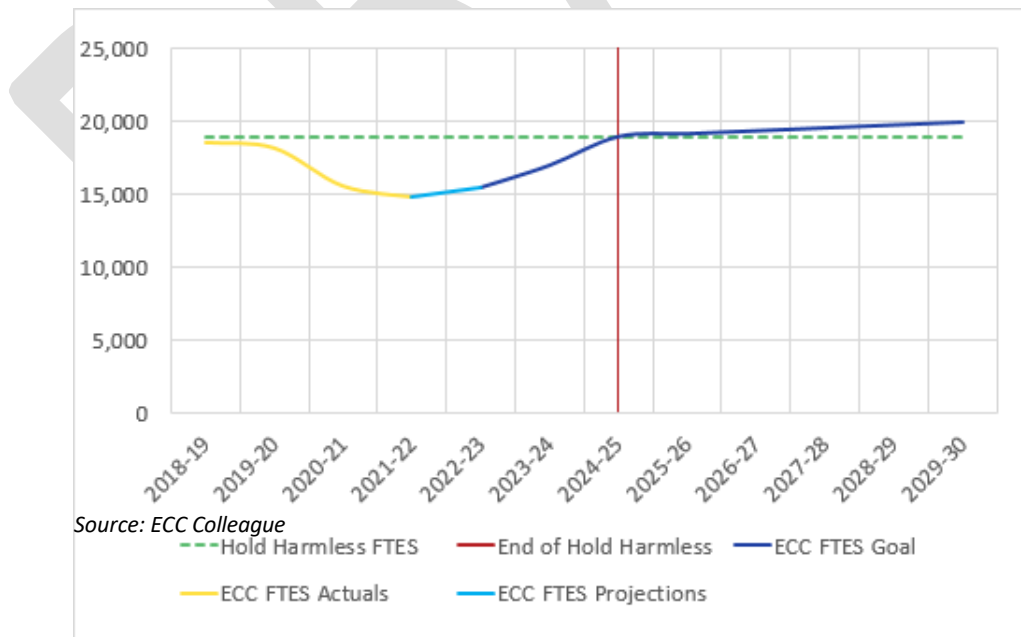
### Full-Time Equivalent Students (FTES) Trends

Figure 7 presented below (from the [CIP: Environmental Scan](#) – Figure 3.2), details the historical and projected Full-Time Equivalent Student (FTES) at El Camino College between 2016-17 and 2029-30. Currently, the Student-Centered Funding Formula has a Hold Harmless provision which allows California community colleges to be funded at 2017-18 FTES levels (represented by the green dotted line in Figure 7) until 2024-25 academic year. If ECC does not recover enrollment to 2017-18 hold harmless levels of 18,994 FTES by 2024-25, there may be fiscal impacts to the College’s budget.

This projection assumes a 5% increase in FTES between 2021-22 and 2022-23, from 14,786 FTES to 15,525 FTES, which would bring 2022-2023 FTES levels in line with where ECC was in 2020-2021 FTES. Further projections assume 8% growth between 2022-2023 and 2023-2024 and 11% growth between 2023-2024 and 2024-2025. To reach the 2029-30 FTES of 20,000, between 2024-25 and 2029-30, ECC would need to maintain an annual FTES growth rate of 1.43%.

Between 2018-19 and 2021-22, ECC’s FTES declined from 18,626 FTES to 14,786 FTES. Currently, ECC is expecting an increase in FTES to 15,454 in 2022-23, or by 4.5%. Fall 2022 (6,960 FTES) enrollment data reviewed later in the academic profiles section of this document (see [academic profiles](#)) indicates an increase of 532 FTES from Fall 2021 (6,428 FTES), or an 8.3% increase. Thus, ECC’s current FTES recovery is on track to meet these projections as well as 2022-2025 Strategic Enrollment Management Plan goals of 8.6% average annual FTES growth.

Figure 7: 2018-19 to 2029-30 Historical and Projected Full-time Equivalent Students (FTES)

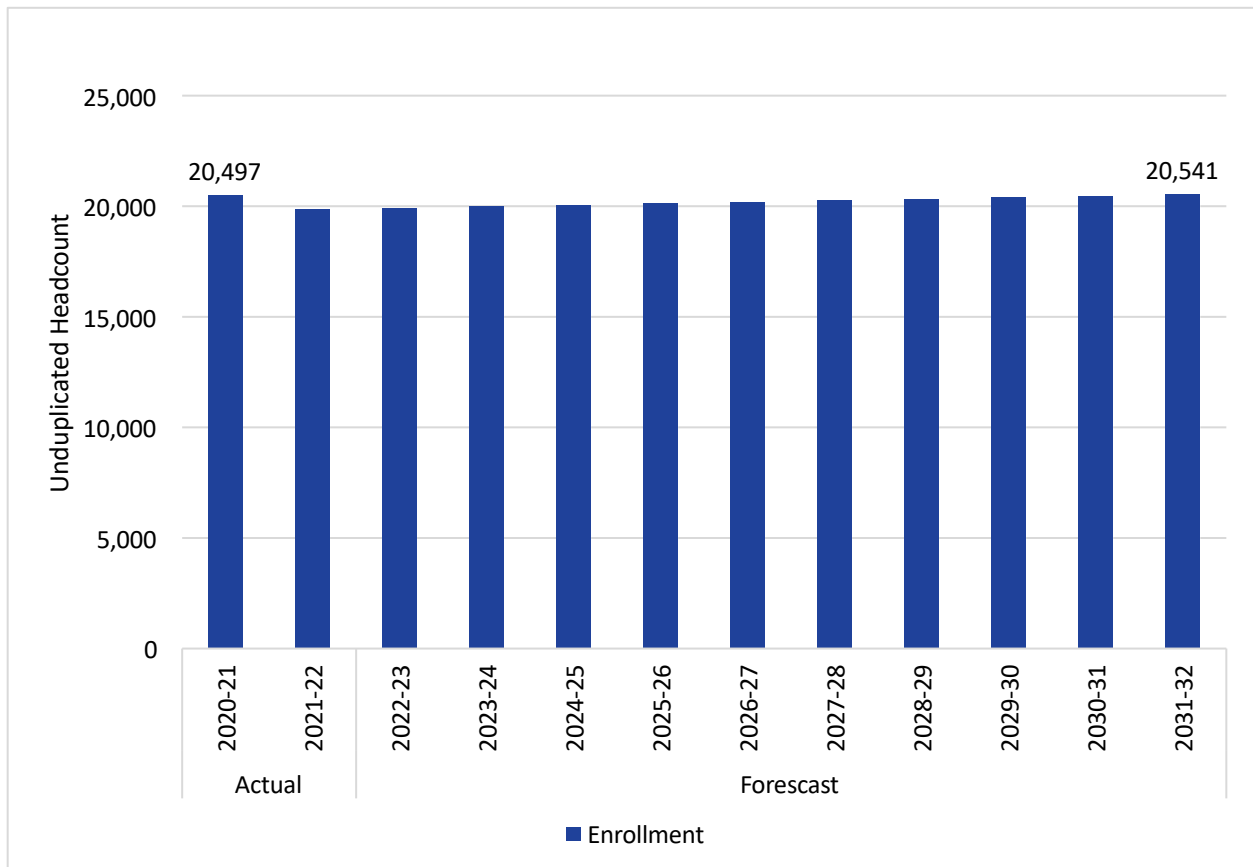


**California Community College Chancellor’s Office Forecast**

Figure 8 presented below details the California Community College Chancellor’s Office (CCCCO) long range enrollment forecast. These enrollment projections are published annually by the CCCCCO and are used in the review of project proposals and allocation of state funding.

In 2020-21 ECC’s unduplicated headcount was 20,497 and the CCCCCO forecasts a 2031-32 unduplicated headcount of 20,541. Accordingly, there is not any anticipated enrollment growth.

*Figure 8: California Community College Chancellor’s Office Long Range El Camino College Unduplicated Enrollment Forecast 2020-21 to -2031-32 (Revision 2022)*

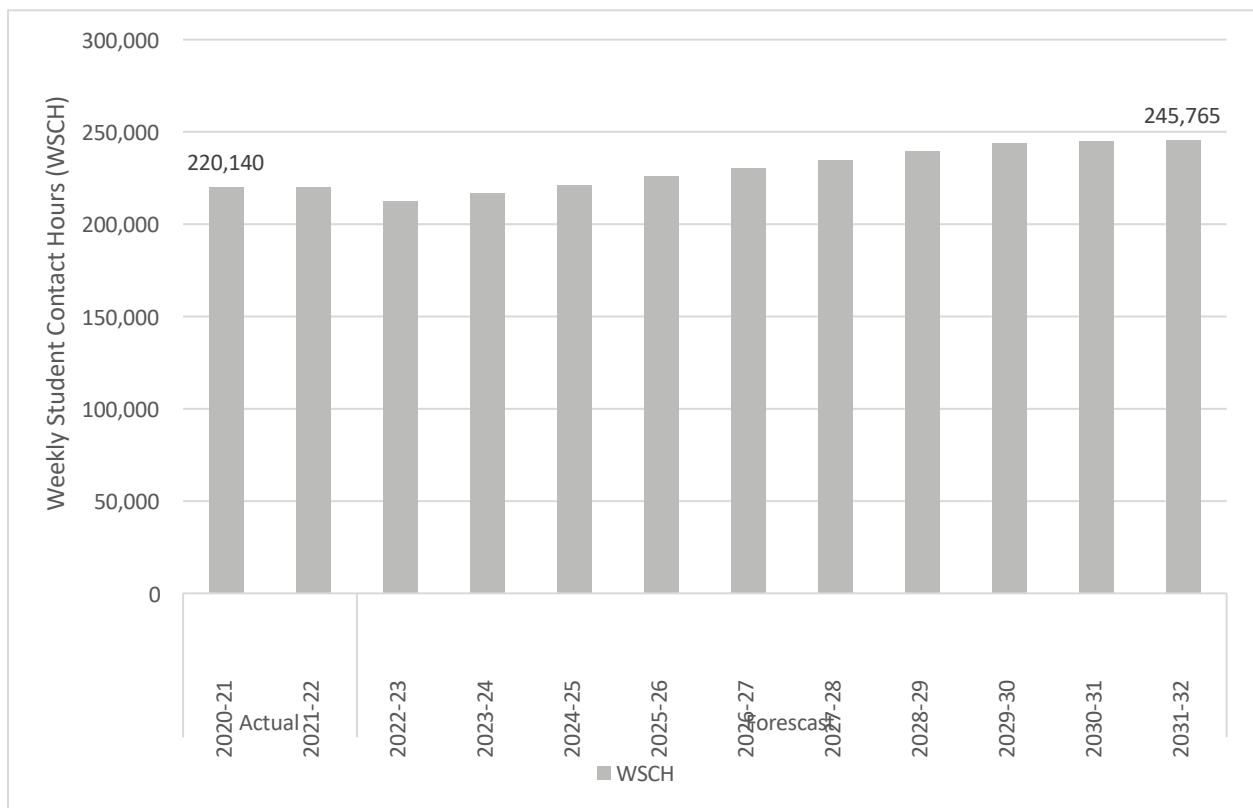


Source: California Community College Chancellors Office

Figure 9 presented below details the California Community College Chancellor’s Office (CCCCO) long range weekly student contact hours (WSCH) forecast. WSCH is directly correlated to the funding of California Community Colleges since FTES (which the Student-Center Funding Formula uses to allocate funding) is calculated using contact hours<sup>8</sup>.

In 2020-21 ECC’s WSCH was 220,140 and the CCCCCO forecasts a 2031-32 WSCH of 245,765, or an increase of 25,625 WSCH (11.65%). The CCCO is not forecasting an increase in unduplicated headcount during the same period as an increase in WSCH, therefore the CCCCCO is likely expecting that students will be enrolling in more units or that colleges will begin using different accounting methods that generate relatively more contact hours. Notably, the CCCCCO WSCH (and FTES) forecast indicates a lower FTES growth rate than the FTES growth rate goals proposed in the 2022-2025 Strategic Enrollment Plan.

*Figure 9: California Community College Chancellor’s Office Long Range El Camino College Weekly Student Contact Hour (WSCH) Forecast 2020-21 to -2031-32 (Revision 2022)*



Source: California Community College Chancellors Office

## Change In Educational Delivery

This section analyzes how El Camino College's (ECC) educational delivery has changed throughout the COVID-19 pandemic.

### Findings

- There was an unprecedented shift in educational delivery that occurred in response to the COVID-19 pandemic, from 88% in-person enrollments in Fall 2019 to 91% online/hybrid enrollments in Fall 2022.
- More recently, in Fall 2022, some students (38%) have enrolled in in-person courses while the majority (62%) have continued to enroll in online/hybrid courses.
- In Fall 2022, ECC's three main educational delivery methods by number of sections are Online (869), In-person (852), and Hybrid (241).
- In Fall 2019, 20% of ECC instructional spaces were utilized at more than 80% of the state space utilization standard. By Fall 2022 only 3.9% of the instructional spaces were utilized at more than 80% of the state space utilization standard.
- In Fall 2019, 45.4% of ECC instructional spaces were utilized at less than 40% of the state space utilization standard. By Fall 2022, 71.1% of the instructional spaces were utilized at less than 40% of the state space utilization standard.

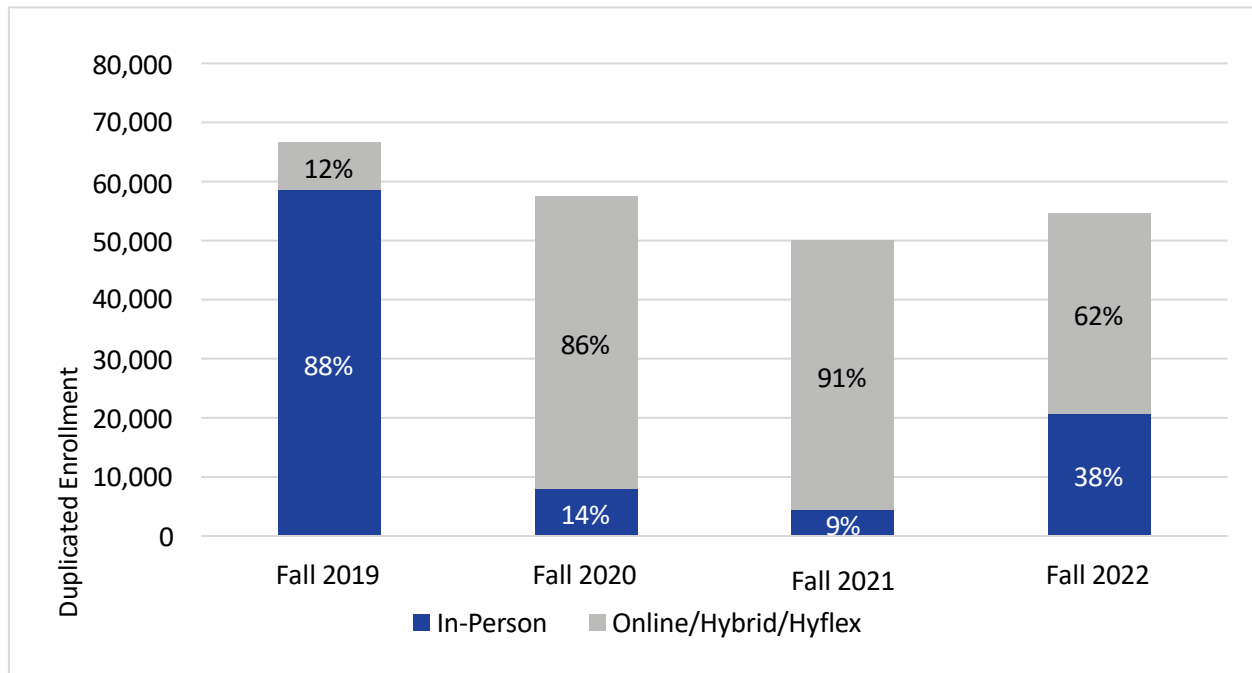
### Impacts/Opportunities

- Student preferences for educational delivery methods may have multiple and varying impacts not limited to:
  - Creation of more professional development opportunities to strengthen faculty's ability to deliver online and hybrid education.
  - Providing increased support for students' technological needs and enabling technology availability.
  - Facility and infrastructure investments to support evolving pedagogy, including but not limited to audio/visual upgrades, augmented/virtual reality, and artificial intelligence deployment.

Figure 10 presented below illustrates the unprecedented shift in educational delivery that occurred in response to the COVID-19 pandemic. In Fall 2019 ECC's educational delivery was almost entirely in-person (88%). However, during the Fall 2020 and Fall 2021 terms ECC's educational experience shifted almost entirely on-line experience, 86% and 91% respectively. As we emerge from the COVID-19 pandemic years, some students have preferred to return to an in-person education (38%). But many are also choosing to seek an educational experience that is more flexible and best suited to the way they learn (62%).

More recently, ECC has embraced a variety of alternative educational delivery methods to meet the flexible needs of the modern student. As shown in Figure 11, in Fall 2019 El Camino only classified instructional methods in 2 ways: ECC (In-Person), and EOC (Offsite or Online). As shown in Figure 11, by Fall 2022 courses were categorized in 8 distinct ways: Dual Enrollment, ECC (In-Person), Flexible, Hybrid, Hyflex, Offsite, Live Online and Online.

*Figure 10: Educational Delivery Fall 2019 to Fall 2022*



Source: El Camino College

*Note: Course instructional methods were coded differently prior to Fall 2020 and may not reflect a one-to-one comparison of instructional methods*

Figure 11: Sections by Division and Teaching Method Fall 2019

Division	Fall 2019	
	ECC	EOC*
Behavioral and Social Sciences	249	121
Business	105	19
Fine Arts	360	23
Health Sciences and Athletics	258	23
Humanities	368	31
Industry and Technology	172	90
Mathematical Sciences	298	16
Natural Sciences	158	8
<b>Teaching Method Totals (Fall 2019)</b>	<b>1,968</b>	<b>331</b>

Source: El Camino College

\*NOTE: Fall 2019 courses categorized in EOC include both **Offsite** and **Online** courses.

In Fall 2019, Behavioral and Social Sciences, and Industry and Technology were the only Divisions that offered a significant number of EOC (Online or Offsite) courses. All other Divisions in Fall 2019 offered predominately ECC (In-person) instruction. In Fall 2022, most Divisions were predominantly using Online, or using a component of Online instruction for their courses, such as Hybrid or Hyflex.

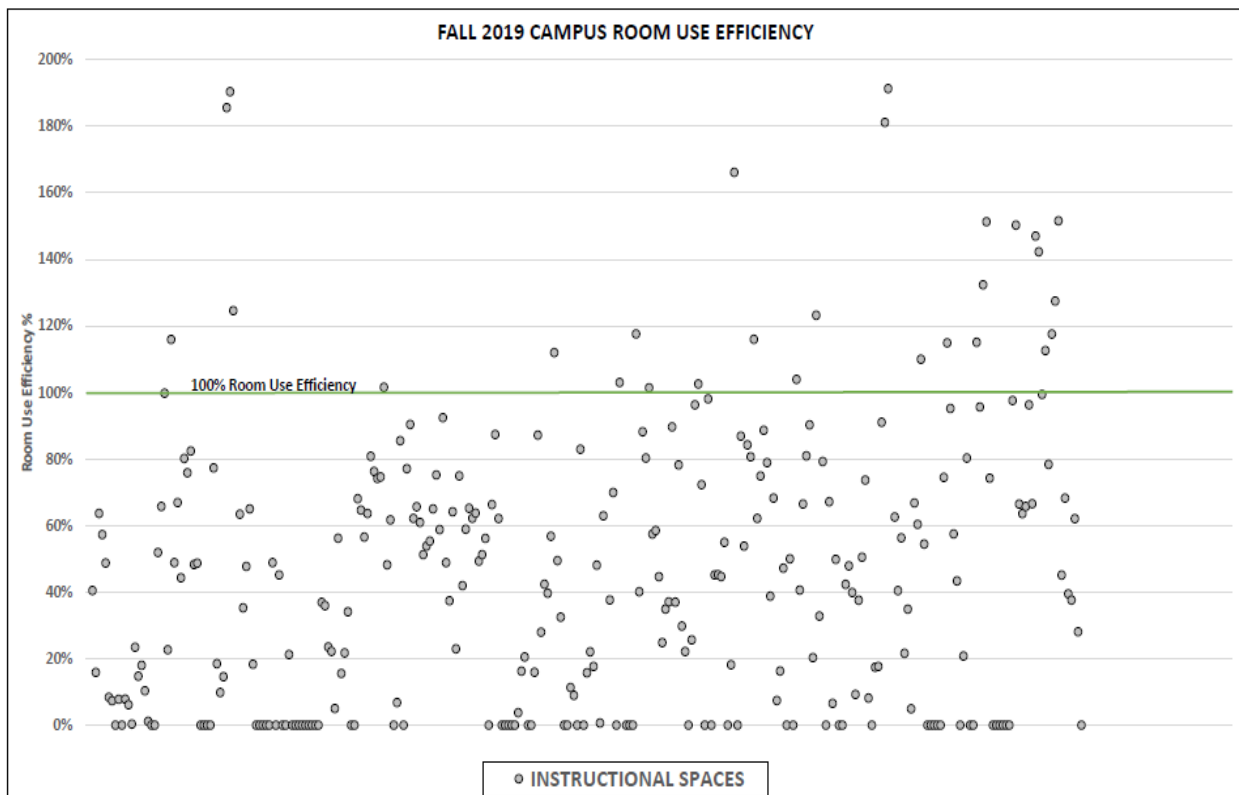
Figure 12: Sections by Division and Teaching Method Fall 2022

Division	Fall 2022							
	DUAL	ECC	FLEX	HYBRID	HYFLEX	OFFSITE	LIVEO	ONLINE
Behavioral and Social Sciences	16	78	0	45	1	0	2	266
Business	1	13	0	63	1	0	1	52
Fine Arts	2	149	0	11	0	0	1	115
Health Science and Athletics	10	165	0	8	0	4	8	71
Humanities	16	118	0	65	0	2	5	161
Industry and Technology	51	111	0	23	0	7	8	47
Mathematical Sciences	1	126	0	1	0	0	1	114
Natural Sciences	0	88	0	25	0	0	0	36
<b>Teaching Method Totals (Fall 2022)</b>	<b>97</b>	<b>852</b>	<b>0</b>	<b>241</b>	<b>2</b>	<b>13</b>	<b>27</b>	<b>869</b>

Source: El Camino College

As a result of the change in educational delivery, the utilization of instructional spaces on campus substantially decreased. Figure 13 (from [Appendix B - 2023 Space Utilization Analysis](#)) depicts the campus-wide room use efficiencies of all instructional type spaces (classrooms & class labs) during the Fall 2019 term. Room use efficiency (RUE) is a CCCCO metric that sets standards for the number of hours and average station occupancy an instructional space should be scheduled. Rooms that are 100% efficient (represented by the green line) meet state utilization standards. In Fall 2019, 61 instructional spaces had a RUE of 80% or greater and 138 instructional spaces had a RUE of less than 40%, out of 304 instructional spaces.

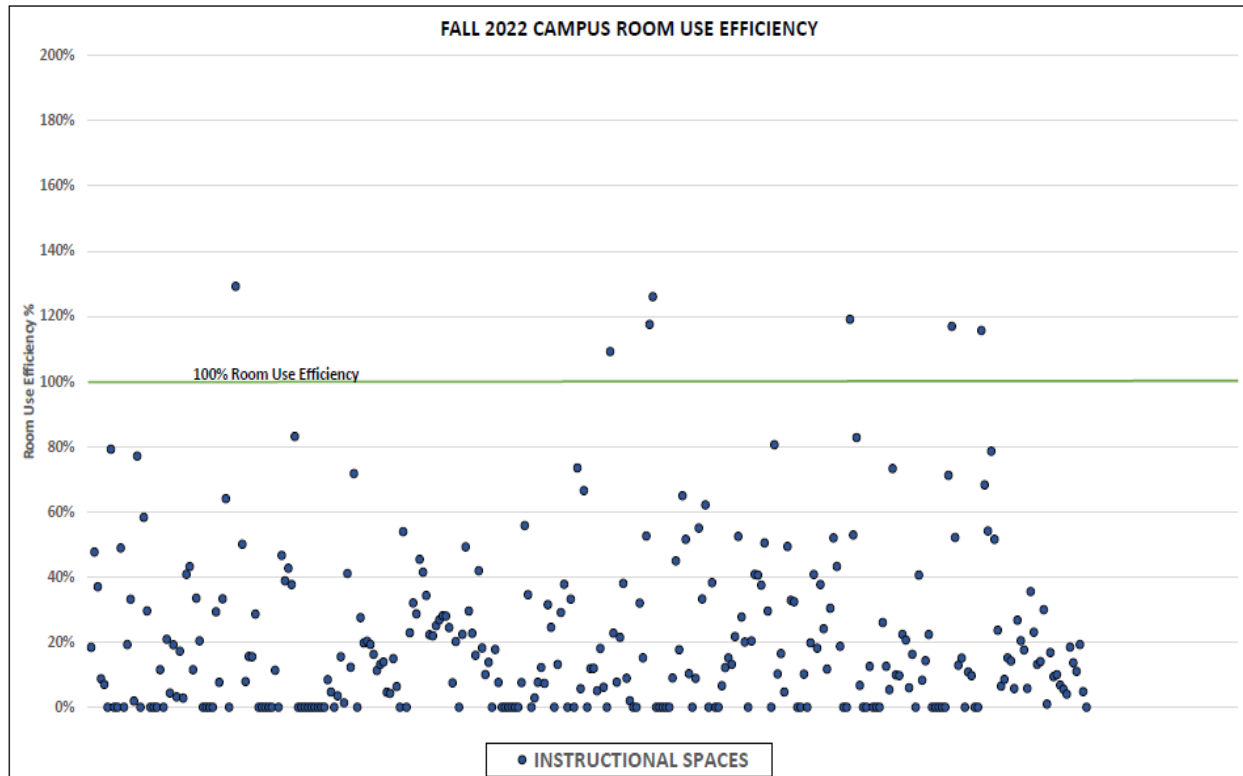
Figure 13: Instructional Space Room Use Efficiency Fall 2019



Source: El Camino College

Figure 14 (from [Appendix B - 2023 Space Utilization Analysis](#)) depicts the campus wide RUE for all instructional type spaces (classrooms & class labs) in Fall 2022. Compared to Fall 2019, in Fall 2022 only 12 instructional spaces had an RUE of 80% and 216 instructional spaces had a RUE of less than 40%, out of 304 instructional spaces.

*Figure 14: Instructional Space Room Use Efficiency Fall 201*



Source: El Camino College



## Timeline and Process

October 2022 – November 2022	Primary Data Collection and Interviews with Programs and Services
December 2022 – November 2023	Program Narrative and Data Generation
December 2023 – February 2024	Dean and Discipline Review of Draft Program Narratives and Goal Generation
February 2024 – March 2024	Education Plan Drafting
March 2024 – June 2024	Governance Review
June 2024 – September 2024	Education Plan Consolidated into Comprehensive Integrated Plan
September 2024 – November 2024	CIP Final Draft Governance Review
December 2023	CIP Board of Trustees

## Methodology

El Camino College’s Education Plan is based on both quantitative and qualitative data. The qualitative data was initially collected from faculty, staff, and administrators during the Fall 2022 term. Additional feedback on the program narrative, growth projections, and long-term goals was collected between Fall 2023 and early Spring 2024. The data collection was supported by the College’s Comprehensive Integrated Plan consultant, Alma Strategies, the Office of Institutional Research and Planning, Academic Affairs, and Students Services.

The following sections of the Education Plan include a program-by-program analysis within Student Services and Academic Affairs.

## Student Services Programs

Student Services at El Camino College encompasses those programs and services that assist students with applying, enrolling, educational planning, and other non-academic needs. These programs and services range from outreach and recruitment, to admissions and onboarding, academic counseling, health services, mental health services, student equity and achievement, and other focused support programs.

Each core program within Student Services included in the Education Plan contains a program narrative, relevant available program data, and long-term goals.

### Enrollment Services

#### Department Summary

Enrollment Services encompasses oversight of the Office of Admissions & Records, Financial Aid & Basic Needs, International Student Program, Outreach & School Relations, and the Warrior Welcome Center. No student enrolls without first working with one or more of these areas. The programs here work collaboratively with a multitude of programs across campus. It is difficult to think of a program or initiative on campus that doesn't cross paths with at least one of these offices.

#### Admissions & Records

The functions performed in the Admissions and Records Division fall into three categories

Admissions - on-line application for admissions (Open CCCApply), Residency Determination and Appeals, AB540 processing, K-12 Dual Enrollment processing, name changes, address corrections, SSN corrections, changes of major and enrollment verification.

Records and Registration - assisting students on-line and in-person with registration issues including but not limited to prerequisite issues, holds, registration appointments, special programs (Fire Technology classes), Grade Submission Assistance, Online Active Enrollment (Census) and No-Show Report assistance, Subpoenas, overriding problem prerequisites, MIS error checking, online and in-house transcript processing, document scanning, credit-by-exam, academic renewal, grade change petitions and processing, cross-enrollment, reinstatements, online registration, registration help line, registration problems and issues, section-level transfers, and repeat request clearances.

Evaluations - serves the interests of all students who are applying for a degree.

Staff members in the divisions often perform functions of more than one unit. The functions within the Admissions unit are the Records and Registration Unit is responsible for

For the 2023 calendar year, Admissions & Records assisted with:

- More than 40,600 applications
- More than 11,100 online form requests
- More than 5,000 graduation intents and petitions for certificates and,
- More than 12,000 requests through email assistance at [admissionshelp@elcamino.edu](mailto:admissionshelp@elcamino.edu)

### Financial Aid & Basic Needs

The El Camino College Financial Aid office helps students and families find ways to pay for college fees, books, supplies, and transportation. Financial Aid can point you to potential aid sources, give advice on managing your aid, and offer tools to help you understand your overall finances. Supporting students through all aspects of their education is a priority at El Camino College. The Basic Needs Center provides vital assistance to those in need of support with food & housing insecurities, food, mental health services, transportation and other general support. For example, in the Fall of 2023, our Warrior Closet, designed to assist students with clothing and other household needs had 3,189 student contacts and

19,836 clothing/shoes and other items were given to students. And our Warrior Pantry had 9,973 student contacts and 43,607 lbs. of Food was distributed to students/community.

#### Program Goals/Direction:

- Advocate for additional staffing position to support financial aid disbursement and accounting work to meet federal compliance regulations, especially now that FA must meet Internal Revenue Service (IRS) code due to receiving federal tax information.
- Financial Aid will begin discussion for a reorganization of the department with the addition of the Basic Needs program.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

- Financial Aid and Basic Needs have technology requirements to keep up with federal and state compliance and will be looking for support for upgrading and maintenance.
- Financial Aid Lab redesign into a student lab, rather than a teaching lab
- Additional work spaces in FA area as originally designed.
- Basic Needs require adequate facilities/spaces for storage, office, and drive-thru-

#### Community/Industry Partner Needs/Collaboration do you need or would like to expand:

- Continue collaboration within campus to increase LAEP opportunities for our students.
- Establish Farmer Market collaboration with community partners

Brief snapshot of Financial Aid awards from 2020 to 2023

	Annual 2020-2021	Annual 2020-2021	Annual 2020-2021	Annual 2021-2022	Annual 2021-2022	Annual 2021-2022	Annual 2022-2023	Annual 2022-2023	Annual 2022-2023
	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
Federal Pell Grant	7,136	12,745	\$25,925,484	6,819	11,709	\$23,785,553	7,580	12,804	\$27,993,242
Cal Grant	2,721	4,690	\$7,757,570	3,300	5,409	\$8,379,546	2,661	4,401	\$10,179,606
Grants Total	9,105	36,958	\$45,286,497	11,155	47,027	\$56,967,215	10,685	32,346	\$45,251,306
California College Promise Grant	14,362	30,416	\$11,398,041	12,849	25,808	\$10,009,957	13,737	27,354	\$10,852,488
Scholarship	529	767	\$644,076	402	576	\$539,603	716	926	\$922,620
Work Study	97	194	\$268,596	204	406	\$545,357	196	386	\$484,117
Loans	182	493	\$1,153,037	228	640	\$1,363,619	302	823	\$2,000,367
Total Financial Aid	14,993	68,828	\$58,750,247	14,188	74,457	\$69,425,751	15,827	61,835	\$59,510,898

### Outreach and School Relations

Outreach and School Relations serves as the clearinghouse for all ECC outreach provided in the district and at our main feeder high schools. Outreach uses the college’s mission and vision statements as directives and expectations for Outreach personnel to adhere to while representing El Camino College in the community. The Outreach and School Relations provides information on El Camino College programs and services to current and prospective students. After interacting with Outreach staff, prospective students are referred to support programs and services based on the needs and interests of the prospect. Outreach leadership also assists specific campus programs (e.g. EOPS, HTP, FYE, and Summer Math Academy) with reaching recruitment goals. Outreach is responsible for hiring, training, and staffing the Contact Center, Ambassador Program, Information Desk staff, and Outreach part time staff when funded.

#### Program Goals/Direction:

- Working across campus to provide accurate, timely and helpful information for prospective and new students based on each student’s status and ed goals.
- Continue supporting enrollment growth based on shared understanding campus-wide of those enrollment goals which includes collaboration and a clear understanding of the college’s vision and priorities for enrollment
- Advocate for an ERP or SIS that works.
- The future of outreach includes expansion of regular recruitment to locations outside of K12, in addition, with the reduction in HS student population, increase presence at middle schools, adult schools and other ed based community centers and spaces.

- The need for multiple paths to onboarding – First time college, career exploring, returning, adult-learner, enrichment, dual enrollment.

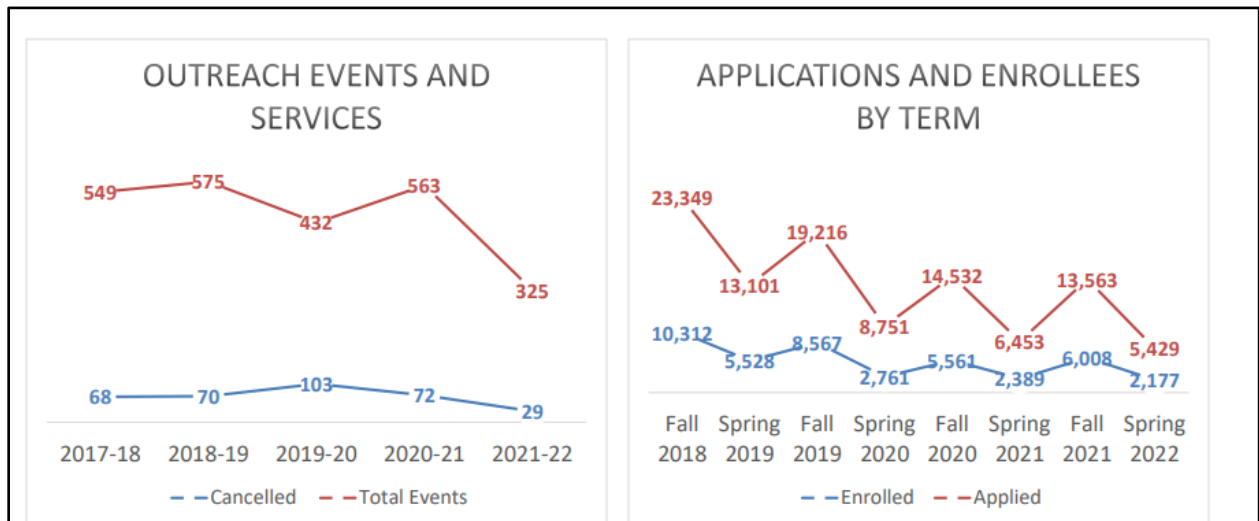
Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

- Outreach needs data to support and make informed decisions. We have improved with the dashboards but they are still just a snapshot of what is needed. Comparisons of where we are at with enrollment data elements compared to where we were and where we need to be. Data is paramount with this need. We need to see trends in enrollment and pivot quickly if we are straying from district-established enrollment goals.
- The Contact Center needs to be organized, not only functionally with acoustics and sound proofing and furniture, but efforts need to be coordinated with college’s vision and goals for enrollment.

Community/Industry Partner Needs/Collaboration:

- Needs for Outreach are mostly internal and outside the purview of what Outreach can do. A more effective outreach mission would require a needs assessment of our community and prospective students. Such a needs assessment should drive our course offerings. Rolling over course schedules and course times with the expectation students will accept what we have to offer needs to be reevaluated.

Snapshot of Outreach Events and Services and correlation to Enrollment by Term



Semester	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
Applications	23,349	13,101	19,216	8,751	14,532	6,453	13,563	5,429	4,313
Enrolled	10,312	5,528	8,567	2,761	5,561	2,389	6,008	2,177	N/A
Rate	44%	42%	45%	32%	38%	37%	44%	40%	N/A
	2017-18		2018-19		2019-20		2020-21*		2021-22
Info Sessions	34		92		65		187		111
Tours	136		127		87		5		35
College Fairs	98		90		44		8		29
Workshops	108		45		47		155		85
Testing Sessions	68		0		0		0		0
Orientations	45		24		103		58		27
Other	60		197		86		150		38
Total Events	549		575		432		563		325
Cancelled Events	68		70		103		72		29
Total Scheduled	617		645		535		635		354

### International Student Program

The International Student Program (ISP) at El Camino College is made up of two programs that serve international students studying at the College. The academic program, referred to as the ISP and the non-credit intensive English language program, called the El Camino Language Academy (ECLA). These programs work alongside one another but as separate entities to support their own programs' students. Both ISP and ECLA are full-service offices which recruit, admit, and provide comprehensive support services for prospective, new, and continuing international students on the nonimmigrant F-1 visa. Specialized support services include admissions and registration processing, orientations, dedicated academic counseling, visa-related regulatory advising, employment authorization processing, cultural adjustment programs, student success workshops, and comprehensive support navigating a new educational and cultural environment.

ISP and ECLA each hold their own separate immigration permissions which allow for each program to accept students to enter the United States and study at their unique programs. Each are required to comply with United States Citizen and Immigration Services (USCIS) and SEVP (Student Exchange Visitor Program) to maintain their own populations of student immigration status during their duration of study.

Enrollment in the ISP from Fall 2019 to Fall 2023:

Semester	Applications	New Students	Total Enrollment
Fall 2019	217	111	534
Spring 2020	167	79	459
Fall 2020	101	70	335
Spring 2021	66	42	302

Fall 2021	63	45	221
Spring 2022	126	71	241
Fall 2022	239	103	265
Spring 2023	293	105	297
Fall 2023	320	122	325
Spring 2024			333

Program Growth Rate	Fall 2022	Fall 2026	Fall 2030
Unduplicated Headcount	265	375	450

ISP Program Goals/Direction:

- Continue to rebuild the program to near pre-COVID numbers in 3 years – to 550 by Fall 2028
- Provide sustainable programming that answers student needs as the program grows
- Grow the program with thoughtfulness in student diversity and inclusion

Technology/Facility Needs (Facilities, Infrastructure, and Utilities):

- Find technology that would enable a paperless application system compatible with Colleague
- Link SEVIS with the Colleague system
- Create sustainable scanning processes for archived database

Community/Industry Partner Needs/Collaboration:

- Build more scholarship opportunities and funding resources for F1 visa students
- Create community partnerships for paid internships off campus that are linked to classes for credit
- Secure housing partners for safe and affordable housing options for F1 visa students

## Warrior Welcome Center

The Warrior Welcome Center is a one-stop-shop for all students at El Camino. The mission is to provide new, current, and returning students guidance on completing the necessary steps to enroll at El Camino College including; applications for admissions, assessment, orientation, directions to completing ed planning and applying for financial aid, and registration and Photo ID. The Welcome Center has worked collaboratively across all divisions and area to assist students in their goals and journey at El Camino.

### WWC Program Goals/Direction:

- Serve over 55,000 students annually or 10% more than were served in calendar year 2023
- Increase the enrollment rate of students who complete a New Student Orientation (NSO) from 80% to 85%. That is, 80% of the students who completed an orientation in 2023 enrolled in classes. The goal is to both increase the number of students who completed an orientation as well as increase the enrollment of those students as well.

Warrior Welcome Center Assistance for 2023

Individual Students Assisted	More than 51,000
Emails and Text Message Assistance and Contacts	321,000 + Emails 318,000 + Texts
Students Completing a First Semester Planning Workshop	Nearly 1,500
Online NSOs completed directly by students through MyECC Award-winning videos	12,979
In-Person and Zoom New Student Orientations	2,362
Assessments (ESL/Chemistry/ESL GSP/NESL GSP)	1,581
Assessment Qualtrics Survey (English/Math)	12,596

### Technology/Facility Needs (Facilities, Infrastructure, and Utilities):

- Warrior Welcome Center signage needs to match name – in progress
- Need additional laptops to loan to adjunct counselors for on-campus registration events



## Counseling

The Counseling Division supports the college mission by providing excellent comprehensive educational programs and services to promote students' learning and success in collaboration with the diverse college campus and the local community. Students make informed decisions through the academic, career, and personal counseling services provided by the counseling faculty and staff. During a counseling session as well as workshops hosted by the division, students learn about the College's programs, academic policies, support services, associate degrees, certificates, career services, and transfer admission requirements to four-year colleges and universities. Counseling faculty and staff provide vital resources for students' academic success through counseling appointments (inclusive of educational plans), express counseling, workshops, seminars, classroom presentations, orientations, career, major, transfer, and personal guidance. In addition, counselors provide referrals to other on-campus or community support services. These services enhance student success for students by providing access to basic needs resources counseling, follow-up, technology and intervention. Over the past several years, the counseling division has been changing its model to support the student holistically.

Counseling services are offered across various programs. Full-time counselors are assigned as follows:

### Program Assignments of Full-time Counselors in 2023-2024

Meta-Majors*	16
Student Success Program	3
EOPS/CARE, NextUp ,CalWORKs	5
Career Services	5
First Year Experience	3
Transfer Center	3
International Students Program	1
Veterans Resources	1
Special Resource Center	3
SEA programs (SEA, BSSC, Puente Project, Umoja Project Success)	7

\* Meta Majors counselors are regularly reassigned to Athletics, MESA, Transfer, and Veterans

Further we have counselors, full and part time, who support other programs at the college such as Immigrant Student Success, Early College, ESL, Honors Transfer Program, Outreach and School Relations, Warrior Welcome Center and high school partnerships.

The Immigrant Student Success (ISS) Program at El Camino College is a place of support and empowerment for undocumented students, AB-540, DACA, mixed status households, and all those pursuing their dreams, regardless of their immigration status. The ISS program provides services and events that are carefully arranged to help immigrant and undocumented students navigate El Camino College, their academic success, and life beyond the classroom. This program provides guidance with academic counseling, financial aid, private and institutional scholarships, CA Dream Act applications, immigration legal services, mental health resources, undocu entrepreneurship workshops, and referrals that pertain to the undocumented experience. Our program is a safe space where Immigrant and Undocumented students can be heard on campus and be given the tools to transition to higher education.

General Counseling initiated a reorganization by Meta Major starting Fall 2020. Counselors, along with success coaches and advisors have continued to implement efforts collectively address equity gaps, retention barriers and improve student programming for major exploration, career, and transfer.

**Metrics**

***Within Meta Majors a concerted effort is to maximize contact and services with students who are not part of a special program, which are referenced as no-cohort or non-affiliated students. Recognizing educational planning is an indicator supporting Stay on their Path, one of the pillars of Guided Pathways/Evolve; increasing educational plans among no-cohort new students is essential. As reasons for attending El Camino College vary, examining students with 15+ units may direct the focus and intentional efforts with degree and certificate directed students.***

***Increase Educational Plans among no-cohort new students with 15+ attempted units.***

Baseline (Fall 2022)	Fall 2026	Fall 2030
1,869 students 910 (49%) with an Ed Plan	58%	67%

Data examines new students not in a cohort in the target term that earned 15+ units in the academic year and who had an approved educational plan in that year. This would focus in on an educational plan after initial onboarding and initial enrollment.

***Program Goals/Direction:***

1. Guided Pathways - Develop a common vision for Guided Pathways among Student Services programs consistent with the pillars.
2. Build Capacity - improve communication and community building with students and between campus departments to increase enrollment, recruitment, and access to student support services.
3. Intentional support for DI Pop/Non-Traditional Students - Provide comprehensive student support to increase student success and retention for disproportionately impacted students and non-traditional students.
4. Improved integration with Academic Affairs - In collaboration with Academic Affairs, improve curriculum supporting pathways, orientation and learning communities and awareness and access to student support services.

***Technology/Facility Needs (Facilities, Infrastructure, and Utilities)***

1. Improve effectiveness and efficiency - Reduce manual tasks, simplify processes and improve access to actionable data for increasing directed intervention and outreach efforts for Student Services.
2. Improve data structure and reporting for MIS and Vision Aligned Reporting
3. Remove Barriers - Address/remove system and process barriers to increase enrollment, recruitment, and access to student support services.

4. Establish space for integration of Career Services and Workforce development and readiness initiatives, including learning aligned employment opportunities for students

**Community/Industry Partner Needs/Collaboration**

1. Continue to increase partnerships with South Bay Workforce Investment Board, local industry, high school partners, and universities in alignment with K-16 pathways initiative, the California CTE Master Plan, and the Golden State Pathways Program.
2. Expand partnerships with industry partners to create learning aligned employment opportunities for students in industries that are related to their academic and career goals.
3. Expand partnerships and transfer guarantees with university partners. Institutionalize funding to support university tours.

**First Year Experience**

The First Year Experience (FYE) program is designed to assist new and continuing students transitioning from high school to college with their academic goals, including degree and/or certificate attainment as well as transfer. The program enhances student success by offering a comprehensive summer orientation that provides students with the necessary tools to manage their class schedule, academic transcripts, and registration for classes. Additionally, FYE students are given a financial aid orientation to familiarize them with financial aid resources such as fee waivers, federal Pell grants, and scholarship assistance. FYE uses an integrative approach to teaching and learning where students participate in multiple learning communities for an entire academic year. In 2019, FYE converted all of its learning communities’ courses on campus to align with the Guided Pathway framework. Each learning community is based on the Meta-Majors model which includes Behavioral Sciences, Business, Creative Arts, Health & Community Wellness, and STEM courses.

FYE serves over 3,000 students each academic year and continues to serve as the campus's largest non-categorical program. The program is open to all new first-year students regardless of income or academic abilities. FYE students have consistently outperformed across all measures first-year students who are not affiliated with the program: successful completion, course progression, unit achievement, retention, and transfer and graduation. The high touch services that include counseling, advising, registration assistance, and wrap-around services contribute to FYE’s consistent success.

**Metrics**

FYE will increase the number of comprehensive educational plans

Baseline – Fall 2022	2026	2030
69%	86%	90%

**Program Goals/Direction:**

1. Increase the number of STEM cohorts being offered by FYE to improve the outcomes for students of color who wish to enter STEM fields. As an extension, increase the number of STEM/FYE students transferring to UC/CSU campuses.
2. To increase student engagement and faculty cohesion, generate program-wide thematic curricula that can be used across the many instructional disciplines in FYE.

### ***Community/Industry Partner Needs/Collaboration***

1. Partnering with the relevant programs on campus and increasing our outreach to local schools and community programs, we want to increase the percentage of African-American students in FYE.
2. Expand the first-gen programming to include more professional development, student engagement, and enhanced training for our K-12 and college access partners to better prepare students for a successful transition from high school to college.

### **Student Success Program**

The Student Success Program (SSP) was created to assist students who may be facing academic difficulties. The SSP team offers a variety of services and activities to support student success, such as extensive enhancement workshops, academic counseling, and referrals to on- and off campus resources. For students who are met with Academic or Progress Notice, Dismissal, or Satisfactory Academic Progress (SAP) with financial aid, SSP advisors, coaches, and counselors holistically guide students through the planning and petition process.

Students are notified of their standing and support is offered through counseling appointments in which counselors create an educational plan based on the student's academic goal. Counselors incorporate a student success action plan that includes a practical strategy to return to good academic standing. Counselors apply a humanistic approach and provide referrals to on campus or community resources when appropriate.

The SSP 1 workshop provides Academic/Progress Notice and Dismissal policy information as well as student success tips and resources.

SSP 2 Enhancement workshops were created as a result of student survey results in which students voiced the topics they felt were vital to student success. Workshops are offered online and in-person. SSP 2 workshops are topic specific and students on level 2 Academic/Progress Notice can choose to complete one or more of the various topics offered. Currently there are 13 SSP 2 workshops, topics include, Time Management, Stress Management, Overcoming Procrastination, and Study Tips, just to name a few.

SSP also conducts outreach to students that are at risk of being placed on Academic and/or Progress Notice that have a cumulative GPA between a 2.0-2.3 and do not have an educational plan on file, by offering counseling, advising, and a student enhancement workshop that provides them with the study skills and information they need to continue to be successful and remain in good standing.

In addition, SSP offers success coaching and advising, where students receive one on one support with college skills, such as time management, goal setting, and utilizing campus resources.

Students that complete SSP steps or return to good academic standing are given Kudos through ECC Connect as an acknowledgement of their progress and hard work.

Research has shown that students on Academic/Progress Notice that receive SSP case management services have higher persistence and retention rates than students on academic/progress notice that do not utilize our services.

Approximately 2,000 students are placed on Academic/Progress Notice level 1 and level 2 each semester. SSP services are year-round and serves roughly 1,500 students each term. In Fall 2022, 422 students completed the SSP 1 workshop, and there were 703 - SSP 2 workshop completions.

**Program Goal**

Increase the number of students that complete the SSP 1 workshop and SSP 2 workshops by 5%.

## EOPS/CARE, NextUp, CalWORKs & Guardian Scholars

The EOPS/CARE, NextUp, CalWORKs, and Guardian Scholars programs were designed to support low-income, first-generation, current or former foster youth, and parenting students from historically marginalized backgrounds. This is in alignment with the Chancellor’s Office Vision 2030 Roadmap for California Community Colleges. The focus is on equity in success, equity in access, and equity in support. Each of the five programs follows the Guided Pathways framework and supports students from onboarding through completion. The goals for each of the programs were carefully selected to help guide our efforts to increase the enrollment, retention, and success of disproportionately impacted student populations at El Camino College.

### Program Backgrounds & Goals

**EOPS:** EOPS was established in the California Community College system on September 4, 1969, with Senate Bill 164 (SB 164, Alquist, Chapter 1579, Statutes of 1969). It was born out of the civil rights movement and the social unrest witnessed throughout the 1960s. EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and success of students who are challenged by language, social, economic, and educational disadvantages. The mission and charge of the EOPS program is outlined in California Education Code, Sections 69640 through 69656, and California Code of Regulations, Title 5, Sections 56200 through 56292. EOPS is driven by a philosophy of providing services that are “over, above, and in addition” to the services that are provided to the entire student population. EOPS is one of the original equity programs in the state of California.

**CARE:** Cooperative Agencies Resources for Education (CARE) was established in 1982 as supplemental component of the Extended Opportunity Programs and Services (EOPS) at El Camino College. The CARE program is designed to provide educational support services to the academically under-prepared, welfare-recipient, single head-of-household student population to help them achieve their educational goals. The intent of the program is to provide support services that help students acquire the education, training, and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency.

<b>EOPS &amp; CARE Goals</b>
Goal #1: EOPS/CARE programs seek to increase the number of participants in the EOPS/CARE programs by 15%. The 2022-2023 program participant numbers will be used as a baseline.
Goal #2: The EOPS/CARE programs seek to increase the percentage of students who complete three counseling contacts by the end of the term to 80%. Each of the three appointments is outlined in Title 5, Section 56236, Counseling and Advisement.

**CalWORKs:** California Work Opportunity and Responsibility to Kids (CalWORKs) is the community portion of the CalWORKs Act: the welfare reform program established by Assembly Bill (AB) 1542. CalWORKs funds assist single or two-parent families who are receiving Temporary Assistance for Needy Families (TANF) and those in transition off welfare to achieve long-term self-sufficiency through coordinated student services. CalWORKs provides support to eligible students to obtain their educational degrees and certificates while gaining work experience leading to sustainable employment. The CalWORKs Program staff is dedicated to

providing quality career training and degree programs. A wide array of services is offered to help students achieve their goals.

<b>CalWORKS Goals</b>
Goal #1: CalWORKS seeks to increase the number of participants in the CalWORKS program by 15%. The 2022-2023 program participation numbers will be used as a baseline.
Goal #2: The CalWORKS Program will maintain an academic probation rate of no more than twenty percent (20%) of the CalWORKS student population served at El Camino College.

### Foster Youth Student Success (Guardian Scholars & NextUp)

El Camino College seeks to create a welcoming and holistic support system for current and former foster youth to achieve their academic and personal goals through the delivery of services across the NextUp and Guardian Scholars programs.

**NextUp:** In an effort to increase access to critical support services for current and former foster youth, the Budget Act of 2022-23 increased ongoing funding for the NextUp Program (formally known as the Cooperating Agencies Foster Youth Educational Support Program) by \$30M. In December 2022, the Chancellor’s Office leveraged this funding increase to scale the NextUp Program to every college across the system. The NextUp program began serving students at El Camino College in fall 2023. The NextUP program seeks to provide a combination of support services and direct aid to ensure that current and former foster youth are successful in their academic, career, and personal pursuits.

**Guardian Scholars:** The Guardian Scholars program seeks to empower foster youth students to reach their full potential and achieve their academic, personal, and career goals. Guardian Scholars promotes self-advocacy by establishing meaningful connections and a support network within the El Camino College campus community.

<b>Foster Youth Student Success Programs (Guardian Scholars &amp; NextUp) Goals</b>
Goal #1: The Foster Youth Student Success programs (Guardian Scholars & NextUp) seek to increase the number of participants in the programs by 20%. The 2022-2023 program participation numbers will be used as a baseline. <i>*Note: The NextUP program at ECC began serving students in fall 2023; therefore, the 2022-2023 Guardian Scholars program numbers will be used as a baseline for both programs.</i>
Goal #2: The Foster Youth Student Success programs (Guardian Scholars & NextUp) seek to have 95% of all program participants have an updated educational plan on file.

EOPS/CARE, NextUp, CalWORKS & Guardian Scholars Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

- With the addition of the NextUP program to the department, we need additional space to serve current and former foster youth students; we also need workstations (desks/computers) for staff and a private office for a certificated counselor.
- The department's programs need access to real-time data to make informed decisions that support student success for underserved and vulnerable student populations. It would be ideal for staff to

access data through queries and reports in order to proactively support low-income, first-generation, foster youth, and parenting students on campus.

EOPS/CARE, NextUp, CalWORKs & Guardian Scholars Community/Industry Partner Needs/Collaboration

- The programs work closely in partnership with on-campus programs/departments and with off-campus organizations. The programs host Advisory Committee meetings with partners that have a commitment to serve low-income students. Furthermore, monthly program highlights are shared with the Student Services Division and Council. In order to identify eligible students and connect them with comprehensive support services, the programs collaborate with the following external entities:
  - Local high schools and adult schools
  - Local universities and colleges
  - Harriet Buhai Center for Family Law
  - Department of Public Social Services
  - Rainbow Services
  - Los Angeles Department of Public Social Services
  - Los Angeles County Community College CalWORKs Consortium (LAC-5)
  - Los Angeles County Office of Education (LACOE) Regional Learning Networks (RLN)
  - LACOE Foster Youth Services Coordinating Program (FYSCP)
  - Los Angeles County Department of Children and Family Services
  - Los Angeles Unified School District, Student Support Programs
  - John Burton Advocates for Youth (JBAY)



The Office of Student Life, Development & Engagement (SLDE) previously the Student Development Office

### **Program Overview**

The Office of Student Life, Development & Engagement (SLDE) at El Camino College is dedicated to empowering students by providing dynamic opportunities for engagement, fostering the growth of leadership skills, and expanding educational horizons beyond the traditional classroom setting. We are committed to offering diverse co-curricular programs that enrich the student's experience, nurture personal and professional development, and inspire lifelong learning. By cultivating a community built on intersectionality and allyship, we empower students to thrive by embracing their diverse identities and needs, making a lasting impact through proactive assessment and tailored programming.

### **Key Components:**

#### **Associated Student Organization (ASO) Advocacy Efforts:**

SLDE empowers students to amplify their voices and advocate for their needs through the Associated Student Organization (ASO). By providing resources, training, and support, SSE ensures that student leaders are equipped to effect positive change within the campus community and beyond.

#### **Inter-Club Council (ICC) Campus Engagement Activities:**

SLDE facilitates vibrant club activities and campus engagement initiatives through the Inter-Club Council (ICC). By fostering collaboration among diverse student organizations, SSE creates opportunities for students to connect, explore their interests, and contribute to the richness of campus life.

#### **Council on Advancing and Unifying Student Equity (CAUSE):**

SLDE spearheads the Council on Advancing and Unifying Student Equity (CAUSE), a pioneering initiative that builds equity-focused, student-led collaboration. Through CAUSE, SSE fosters dialogue, advocates for social justice, and implements initiatives to create a more equitable and inclusive campus environment.

#### **Odyssey Leadership Development Program:**

SLDE offers the Odyssey program, a transformative development program designed to cultivate the next generation of ethical and visionary leaders. Through immersive experiences, mentorship, and skill-building workshops, SLDE empowers students to unlock their full potential and make a positive impact in their communities.

Increase Student Engagement in Campus-Wide Activities:

Goal: Increase attendance at campus-wide events by 20% within the next 4 years.

Grow Student Leadership Programming Participation:

Goal: Achieve a 15% increase in student participation in leadership development programs within the next 4 years.

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

#### **Building Student Commons and Activities for Collaboration and Intersectionality -**

As the Office of Student Life and Engagement continues to expand its reach and impact on campus, it has become increasingly evident that the relocation and funding for the development of the Student Commons Space, is critical to meeting the evolving needs of our student body. Relocating the Student Commons and stronger collaborations with existing equity centers, the campus can begin to cultivate and embrace intersectionality, building allyship across campus, increasing enrollment, recruitment, and access to student support services.

Increase Awareness and Participation in the Student Commons:

Goal: Boost utilization of the Student Commons facilities by 25% over the next 4 years.

Community Partnerships/Memberships

1. California Community College Student Affairs Association ([CCCSAA](#))
2. [Student Senate for California Community Colleges \(SSCCC\)](#)
3. [National Association for Behavioral Intervention and Threat Assessment \(NABITA\)](#)
4. [The Association for Student Conduct Administration \(ASCA\)](#)

### **Student Health Services**

#### **Program Description, Mission and Vision**

Student Health Services (SHS) at El Camino College is committed to strengthening *student* learning, retention, and success by supporting the physical, emotional, and psycho-social well-being of all El Camino College students. SHS is actively contributing to Student Support Services' commitment to the Mission and Vision statements of El Camino College by continually striving to advance four major goals:

- 1) Promoting Education on Sustainable Healthcare Access and Healthcare Literacy
- 2) Providing Quality Acute/Episodic Medical Healthcare Services
- 3) Encouraging Lifelong Mental Health Well-Being, Awareness and Psycho-education
- 4) Maintaining Community and Environmental Health and Safety

The Student Health Services staff believes that health is a dynamic state, moving along a continuum toward optimal functioning known as wellness. The dimensions of well-being include social, emotional,

intellectual, physical, spiritual and environmental spheres. To achieve this goal of well-being, an individual continuously balances and maintains these interconnected components. We support a humanistic approach, which promotes self-care through educational support. An individual's overall health and well-being is a result of personal choices guided by medical and mental health providers. We believe humans are capable, responsible and accountable to make their own health decisions. We further believe the responsibility of a healthcare provider is to assist individuals with maintenance of optimal functioning by staying current on health trends and issues for the populations served at El Camino College. Our approach to student healthcare is non-judgmental, empathetic, and confidential to enhance, preserve and respect the dignity of all individuals we serve.

While academic success is often the most celebrated and first to be touted at an academic institution, El Camino College also clearly recognizes the need to move past the obvious benchmarks of academic success by recognizing the need to grow and educate our students to become functioning, productive members of society within our local community. SHS is succeeding in doing so by continually educating students about physical and mental self-care practices (often no longer being taught at home), working to enhance the healthcare literacy level among the student population, and by promoting sustainable mental and medical healthcare access not only when enrolled at El Camino College, but in preparation for when higher acuity healthcare needs present, and/or when current students are no longer eligible to utilize SHS at El Camino College (i.e. have transferred/graduated).

#### Priority Goals and Future Direction:

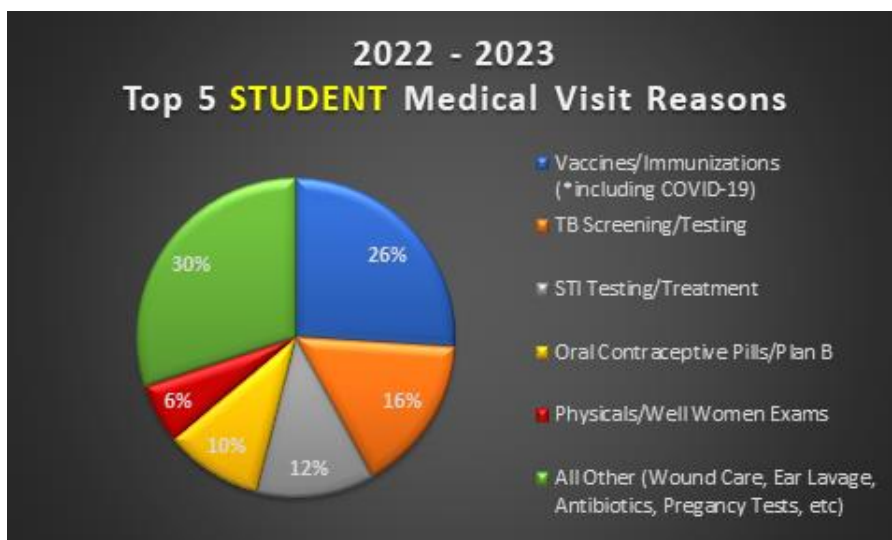
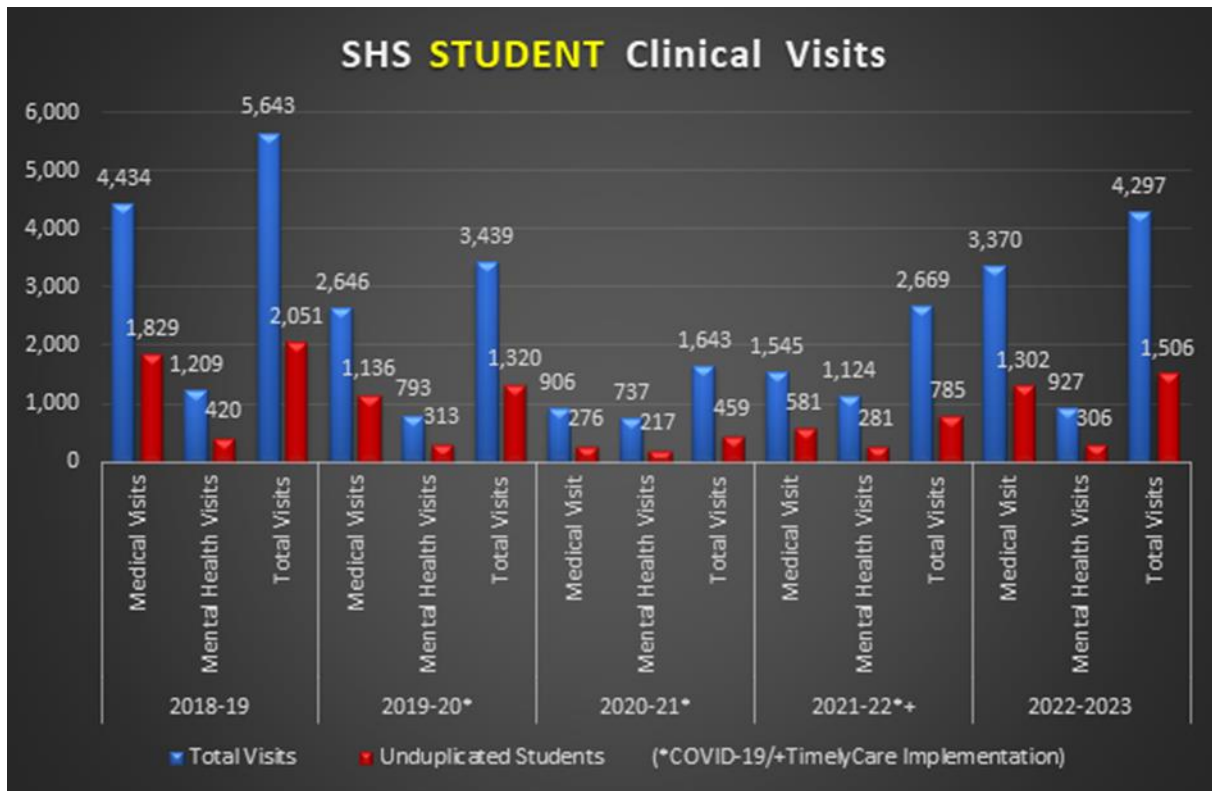
- Further Intentional Focus on Equity in Clinical Practice and Educational Programming
  - Utilize transparent data to determine practice and policy creation/transformation
  - Annual ECC Healthy Minds Study Survey = ECC Mental Health Needs Assessment
- Active Presence in the Development of Systems of Inclusion Across Differences
  - “iBelong campaign” to address loneliness and lack of connection to peers/campus
  - Campus affinity groups/centers & Guided Pathways partnerships
- Adequately Meeting the Demands of Growth
  - Health Promotion/Health Education Coordinator
    - Events, Workshops, Websites/Social Media, Student Health Ambassadors
  - FamPACT (Reproductive Medical Services) Enrollment and Services Provider
    - Increased Administrative support needed for expansion into Insurance Billing

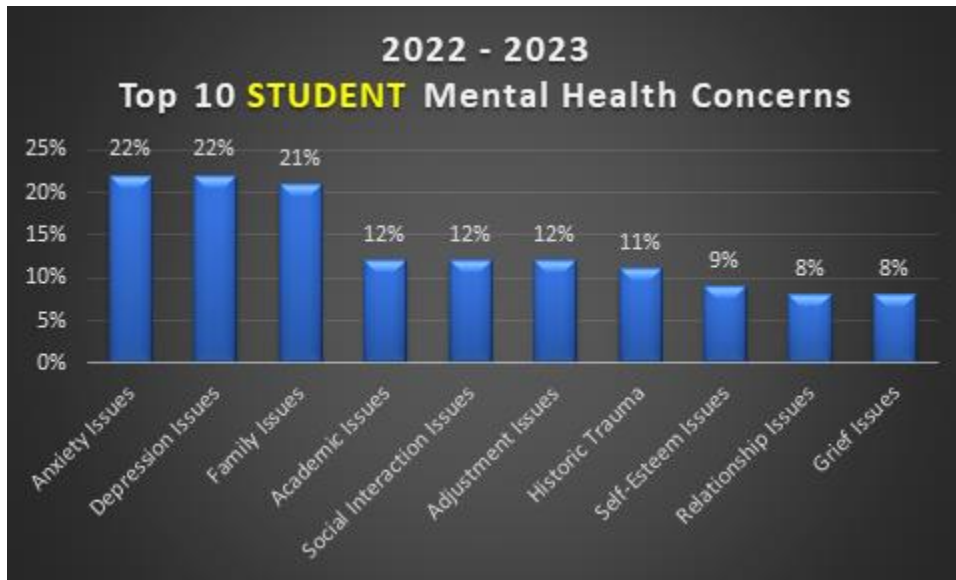
#### Program Technology, Infrastructure and Facilities Needs:

- Improve and Increase Communication (with backend user-friendly products)
  - Student Programs should be able to communicate directly with the students they serve
  - “Bottlenecks” exist with current communication modes
    - Approval and/or knowledge of HTML code necessary to make online edits
  - Goals: Increase Faculty/Staff general awareness and Increase student engagement
- Health & Security
  - Quarterly Deep Cleanings, Panic Buttons and Security Cameras

Community Partner/Collaboration Needs:

- Continue to increase formal and informal medical & mental health community partnerships
- Increase regular, on-campus presence of community organizations and provided services
- Obtain Spanish and English promotional media from community partners





## VETERANS SERVICES

The VRC provides tailored services and resources to assist student veterans in transitioning to civilian life and navigating the academic environment. By addressing their unique challenges and needs, the program promotes equity through individual veteran academic and support counseling, ensuring this diverse population has access to the support necessary for success.

The following are our plans and direction to increase veteran student success.

1. Outreach and Recruitment
2. Student Enrollment
3. Student Success
4. Addressing Student Homelessness
5. Collaboration and Advocacy

### Program Goals/Direction:

Supportive services and housing resources for students experiencing homelessness

- Programming to attract older veteran students
- Develop programs and partnerships that create a pipeline to industry employment (IT, Aerospace, Cyber Security, Transportation, Union jobs)
- Successful grant pursuits that support veteran student success
- U.S. Service Branches are models for diversity, equity, and inclusion. The Veteran Resource Center models those values, however, veterans are looked at as a separate, isolated program. The program should be heralded as a beacon for DEIA. My goal is to change the perception of veterans here at El Camino

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

- Cloud space for files
- Additional laptops to loan to students
- Electrical outlets on all the walls, and network electrical capabilities

#### Community/Industry Partner Needs/Collaboration

- More collaborative partnership projects with L.A. County Supervisors
- Job fairs with major employers: Metro, Boeing, McDonald/Douglas
- Help to firm up VA communication system and eliminate breaks and neglects in response time

## Student Equity and Achievement

The Student Equity and Achievement Program was established at El Camino College as a result of EDC 78222 with the directive of “advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.” To accomplish this goal, EDC 78222 directs the Student Equity and Achievement Program to focus on the following three objectives:

1. Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
2. Ensuring students complete their educational goals and a defined course of study.
3. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

El Camino College’s Student Equity and Achievement Program, to implement the directives of EDC 78222, has focused its equity efforts in three directions:

1. Creating pedagogical partnerships between academic divisions and student services that focus on reducing equity gaps with the classroom serving as the center of this effort. These partnerships bridge equity and the principles of Guided Pathways and takes them from the institutional level into the classroom level.
2. Creating a safe campus environment through multicultural centers that support identity-based affinity groups. These centers increase a sense of belonging for students, provide a safe space, and provide an academic and student services support system and infrastructure for engagement opportunities for historically marginalized students.
3. Supporting programs and initiatives that have historically focused on equity at El Camino College.

## STUDENT EQUITY AND ACHIEVEMENT GOALS, NEED, AND COLLABORATION

### Program Goals or Future Direction:

- Continue creating pedagogical partnerships between academic divisions and student services with the goal of increasing the number of myPATH sections offered to students.
- Continue creating a safe campus environment for racially and ethnically diverse students through multicultural spaces dedicated to cultural events, academic support, student services support, and mentorship.
- Continue supporting programs and initiatives that have historically focused on equity at El Camino College.

### Technology/Facility Needs

- Additional spaces to further develop El Camino College Equity Affinity Centers.

### Community/Industry Partner Needs/Collaboration

- Offer equity training to students, high school instructors, and the community in general through Social Sciences 104 and 105, non-credit courses.
- Collaborate with El Camino College’s student outreach to ensure that historically marginalized students who do not qualify for program participation have a programmatic experience through SEA supported initiatives.

Equity and Disproportionate Impact:

Fall – Last Four Years

Race/Ethnicity  
[Click on the + button to see data disaggregated by gender](#)

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
⊕ American Indian	468	65.8%	-2.4%	83.5%	0.1%
⊕ Asian	30,568	79.4%	13.0%	88.1%	5.5%
⊕ Black or African American	28,019	58.1%	-11.7%	79.0%	-5.1%
⊕ Hawaiian/Pacific Islander	1,046	57.1%	-11.2%	77.5%	-5.9%
⊕ Hispanic or Latina/e/o	109,759	64.9%	-6.8%	81.9%	-3.1%
⊕ Two or More Races	9,064	73.7%	5.7%	85.4%	2.1%
⊕ Unknown or Decline	8,193	68.7%	0.5%	85.5%	2.2%
⊕ White	29,118	77.7%	11.0%	87.6%	4.8%

Equity and Disproportionate Impact:

Spring – Last Four Years

Race/Ethnicity  
[Click on the + button to see data disaggregated by gender](#)

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
⊕ American Indian	498	71.7%	-3.1%	89.2%	1.1%
⊕ Asian	28,520	84.4%	11.4%	91.9%	4.6%
⊕ Black or African American	22,916	64.2%	-12.0%	83.6%	-5.0%
⊕ Hawaiian/Pacific Islander	858	62.8%	-12.0%	84.1%	-3.9%
⊕ Hispanic or Latina/e/o	93,616	72.7%	-4.2%	87.3%	-1.6%
⊕ Two or More Races	7,526	78.5%	4.0%	89.1%	1.1%
⊕ Unknown or Decline	1,442	71.6%	-3.2%	86.3%	-1.8%
⊕ White	27,799	80.3%	6.6%	90.3%	2.6%

Equity and Disproportionate Impact:

Fall – Last Four Years – Instruction Online/Asynchronous



Race/Ethnicity  
Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
⊕ American Indian	267	64.8%	-2.2%	83.5%	0.4%
⊕ Asian	16,580	79.2%	14.2%	88.2%	5.9%
⊕ Black or African American	16,765	55.9%	-12.9%	78.6%	-5.3%
⊕ Hawaiian/Pacific Islander	639	55.6%	-11.5%	76.2%	-7.0%
⊕ Hispanic or Latina/e/o	61,282	63.8%	-6.6%	81.7%	-2.9%
⊕ Two or More Races	4,876	72.0%	5.2%	85.5%	2.4%
⊕ Unknown or Decline	1,583	70.4%	3.4%	85.7%	2.5%
⊕ White	16,906	76.4%	11.0%	87.2%	4.8%

Equity and Disproportionate Impact:

Fall – Last Four Years – Instruction In Person

Race/Ethnicity  
Click on the + button to see data disaggregated by gender

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
⊕ American Indian	161	65.8%	-4.3%	82.6%	-1.3%
⊕ Asian	10,802	79.6%	11.0%	87.9%	4.7%
⊕ Black or African American	8,506	62.1%	-9.0%	79.9%	-4.5%
⊕ Hawaiian/Pacific Islander	339	59.0%	-11.1%	80.2%	-3.7%
⊕ Hispanic or Latina/e/o	37,217	66.6%	-6.7%	82.2%	-3.3%
⊕ Two or More Races	3,254	75.7%	5.8%	84.9%	1.0%
⊕ Unknown or Decline	6,389	68.2%	-2.1%	85.5%	1.7%
⊕ White	9,535	80.3%	11.6%	88.3%	5.0%

Equity and Disproportionate Impact:

Fall – Last Four Years – Hybrid

Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
⊕ American Indian	21	71.4%	3.1%	85.7%	3.1%
⊕ Asian	1,063	79.0%	12.7%	87.8%	6.1%
⊕ Black or African American	671	56.0%	-13.6%	75.4%	-8.0%
⊕ Hawaiian/Pacific Islander	21	57.1%	-11.2%	71.4%	-11.2%
⊕ Hispanic or Latina/e/o	3,769	63.8%	-9.9%	80.8%	-4.0%
⊕ Two or More Races	352	75.0%	7.0%	84.9%	2.5%
⊕ Unknown or Decline	40	72.5%	4.2%	80.0%	-2.6%
⊕ White	939	80.4%	14.0%	88.5%	6.8%

Click on the + button to see data disaggregated by gender

## Academic Support Programs

The Academic Support Programs at El Camino College include the Library, Tutoring Center, Reading and Writing Studio, and other resources intended to support the academic needs of our students.

Each core academic support program included in the Education Plan contains a program narrative, relevant available program data, and long-term goals.

### Tutoring and Supplemental Instruction

#### Department Summary

Tutoring and Supplemental Instruction at ECC is offered through the Tutoring Center, part of Library & Learning Resources Division, and the Reading & Writing Studio, part of Humanities. These areas offer tutoring to students across the campus in a wide variety of subjects and in multiple forms, whether that is online or in-person one-on-one drop-in tutoring, embedded tutoring in classes, or supplemental instruction.

- Tutor and other academic support consolidation is ongoing so that hiring, training, and marketing is streamlined for a better experience for students
- Consolidating online and in-person tutoring makes the experience better for students, creating a seamless experience where students are easily able to get the help they need
- Consolidation improves the overall efficiency of administrating tutoring
- Consolidation ensures that tutors and Supplemental Instruction coaches are trained consistently in the methodology and pedagogy of tutoring and academic support

#### Visits to Tutoring

Semester	In Person	Online	Total Tutor Visits
Fall 2021	45	615	660
Spring 2022	232	1741	1973
Fall 2022	307	1356	1663
Spring 2023	811	770	1581
Fall 2023	3310	790	4100
El Camino College Total	3542	5272	8,814

Source: El Camino College

### Tutors Available

Semester	Part-Time Staff	Student Tutors	Supplemental Instruction Staff*	Total Tutor Visits
Fall 2021	21	16	0	37
Spring 2022	29	17	0	46
Fall 2022	31	17	0	48
Spring 2023	45	41	0	86
Fall 2023	44	43	28	115
El Camino College Total	170	134	28	332

Source: El Camino College

\*Zeros in Supplemental Instruction is from before Supplemental Instruction joined Library & Learning Resources and no data was available from that period.

Semester	Visits to Reading and Writing Studio
Fall 2022	2003
Spring 2023	1615
Fall 2023	2083
El Camino College Total	5701

Reading & Writing Studio Visits	Fall 2022	Spring 2023	Fall 2023
English 1A/1AS	967	407	931
Transfer essay / Personal Statements	115	28	123
EDEV (all)	30	26	105
Other	281	307	428
English 1C	255	566	260
ESL (all)	132	86	65
History (all)	25	40	50
English (other)	56	59	59
Poli Sci (all)	30	20	16

HDEV (all)	85	55	23
Scholarship essay	8	8	19
Nursing (all)	19	13	4
Total Tutor Visits	<b>2003</b>	<b>1615</b>	<b>2083</b>

### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Expand reach of tutoring and academic support through use of improved advertising, better connection with disciplinary faculty, campus programs and use of the El Camino College app
- Evaluate and reformulate Supplemental Instruction and Embedded Tutoring to maximize their impact on student learning outcomes.
- Continuously assess and address barriers to SI and Embedded Tutoring access for underrepresented student groups.
- Collaborate with campus stakeholders to implement initiatives that promote diversity, foster inclusivity, and remove systemic barriers to academic success within SI and tutoring

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Implementation of a tutor tracking system for campus to support academic success and grow supervised tutoring
- Campus implementation of a part-time employee work and leave tracking system to allow employees to spend less time on timesheets and more time supporting program growth
- Improve furniture that allows for collaborative learning in the Tutoring Center

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Outreach to the community and nearby academic institutions for potential applicants for tutors and Supplemental Instruction coaches
- Collaborate with Divisions to provide students with discipline-specific academic support services

### ***Reading and Writing Studio (RWS)***

#### **Program Goals/Direction (Educational)**

- Develop a sustainable infrastructure for Supervised Tutoring (ENGL 100) and grow FTES through Positive Attendance
- Expand tutoring services to include more “pop-up” locations throughout campus
- Expand services for ESL students, including more of the Conversation Corner
- Continue to work toward supporting classes with embedded tutoring where possible
- Offer tutor-led workshops on writing and reading topics
- Utilize ECC student tutors in a peer-mentor/-writer role
- Expand tutor training, including CRLA-certified best practices and faculty mentorship

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

- Create an online repository of writing tools (videos, websites, tutorials, etc.) to be housed on the RWS website
- Install overhead projector/screen installation for use in large-scale workshops and other campus events

**Community/Industry Partner Needs/Collaboration**

- Continue to create partnerships on campus with faculty and departments that encourage students' participation in RWS services

## Library

### Department Summary

The Library department provides academic support services and instruction designed to serve campus-wide curricular and programmatic objectives, cultivate information and research competencies and ensure academic success. These services include accessible research collections in print and digital formats, information literacy instruction and reference support, research and study spaces, technology lending, and programming and outreach initiatives managed by a student-focused and caring team of librarians and technicians.

- The library has recently added two Diversity, Equity, Inclusion, and Accessibility librarians
- Outreach has expanded to connect the library with students, faculty, and departments across campus
- Evaluation of services and service structures has been undertaken to better meet students' needs
- Digital collections have expanded to support new curricular programs and enhance the diversity of content
- Support for faculty adoption of Open Educational Resources (OER) has progressed to providing leadership for the development of Zero Textbook Cost (ZTC) degree pathways
- Technology Lending continued to expand to keep pace with student needs, first starting with laptops, calculators, and now encompassing digital art tablets, cameras, and camera equipment.
- The ECC Archives has added a full-time Technician to curate, make available, and collect relevant resources to support the history of the college for future scholars.

### Library e-Resource Usage

Fiscal Year July-June	*Library Databases	Database Searches Conducted	EBook Views	Streaming Video Views	Periodical Article/Content Views
*2020-2021	52	483,745	44,859	*109,067	159,296
2021-2022	81	*594,601	17,339	33,274	211,069
2022-2023	86	596,172	28,044	39,788	185,516

*\*20-21 courses were fully online with limited access to the physical library collection*

*\*Library database offerings are not consistent year to year and platforms do not all collect use stats the same so statistical comparisons require a closer analysis when reviewing the ongoing value of a collection.*

*\*21-22 database search stats, and moving forward, include searches done through the new Primo OneSearch interface*



## Zero Textbook Cost Program

Classes where cost of instructional materials is not passed on to students, including through the adoption of OER, library e-resources, instructor developed content in Canvas, making textbook purchase optional, or not being a traditional textbook course.

	*ZTC Courses	ZTC Sections	ZTC Faculty	*Estimated Student Savings
2020-2021	115	193	127	\$698,900
2021-2022	205	784	188	\$1,684,300
2022-2023	223	788	252	*\$3,205.100

*\*Courses had at least one ZTC section offered*

*\*The data collection process has changed over the past 3 years to better ensure accuracy, which continues to be ongoing. Currently, faculty are self-reporting using the Textbook Adoption Form, but have not been doing this consistently.*

*\*Estimated student savings based upon a \$100 average national textbook cost per class per enrolled student. As number of ZTC sections in highly enrolled courses grows so does estimated cost savings.*

## Study Room Bookings

Academic Year	Summer Bookings	Fall Bookings	Winter Bookings	Spring Booking	Total Bookings
2020/21*	0	0	0	0	0
2021/22*	151	0	0	149	300
2022/23	1252	3462	288	5245	10247

*\*study room bookings impacted by COVID restrictions.*

## Interlibrary Loan Requests

Year	ECC Items Lent	Items Borrowed from Other Libraries
2020/21*	0	0
2021/22	176	6
2022/23	392	20

*\*ILL impacted by COVID.*

### Physical Book Circulation

Year	Not in House	In House	TOTAL
2020/21*	355	646	1001
2021/22	6075	1154	7229
2022/23	6601	4344	10945

*\*Circulation impacted by COVID.*

## **Library Goals/Recommendations**

### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Cultivate information and digital literacies that support student academic and personal endeavors
- Develop innovative programs, services and collections that support equitable academic success
- Create new academic pathways that prepare students for their academic pursuits and potential career pathways in librarianship.
- Support campus textbook affordability initiatives and the development of Zero Textbook Cost (ZTC) degree pathways
- Determine effective assessment measures of library services and resources to better guide future planning
- Spaces to increase outreach to students and collaboration with faculty across campus through enhanced exhibition spaces.
- Cultivate awareness of archive resources available to relevant faculty on campus.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Improve facilities to create a welcoming and safe environment that supports student success.
- Improve navigation of library building and online spaces, with an emphasis on accessibility
- Improve accessibility for students with disabilities through furniture, layout, signage
- Improve technological infrastructure to support personal digital devices
- Upgrade library technology in collaboration with the statewide Library Service Platform (LSP) consortium.

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Create cohesive information literacy and library resources for Dual Enrolled students.
- Create and promote library resources for Community Education offerings.
- Expand collaboration with other CCC Libraries and librarians through participation in the virtual reference consortium
- Collaborate with other CCC campuses developing ZTC degree pathways and OER

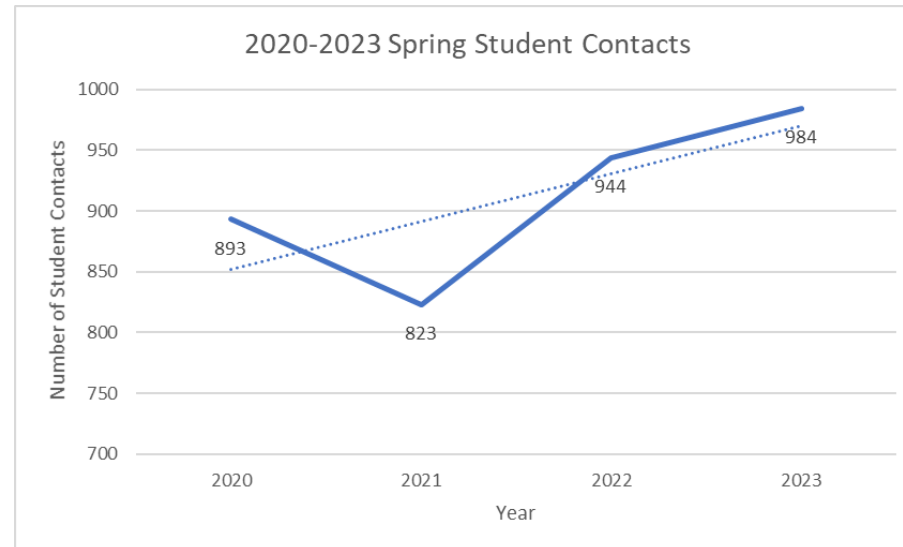
## Special Resources Center

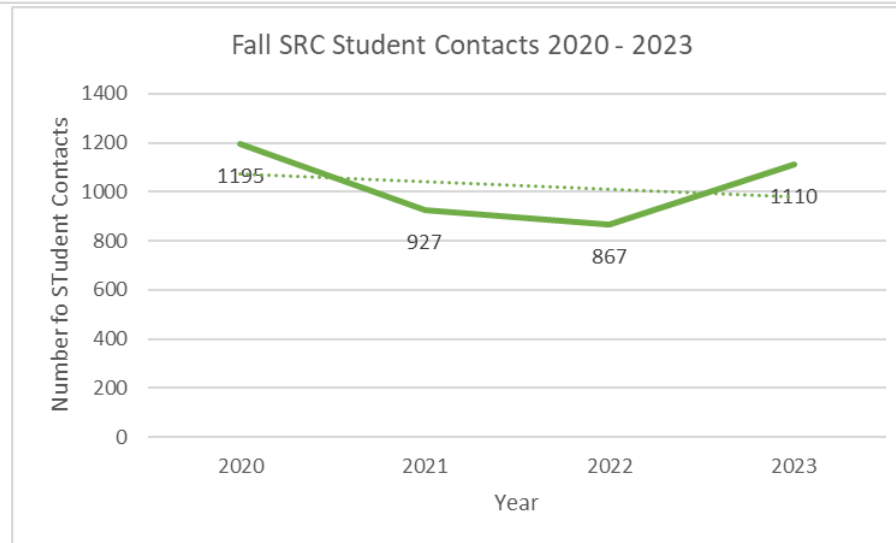
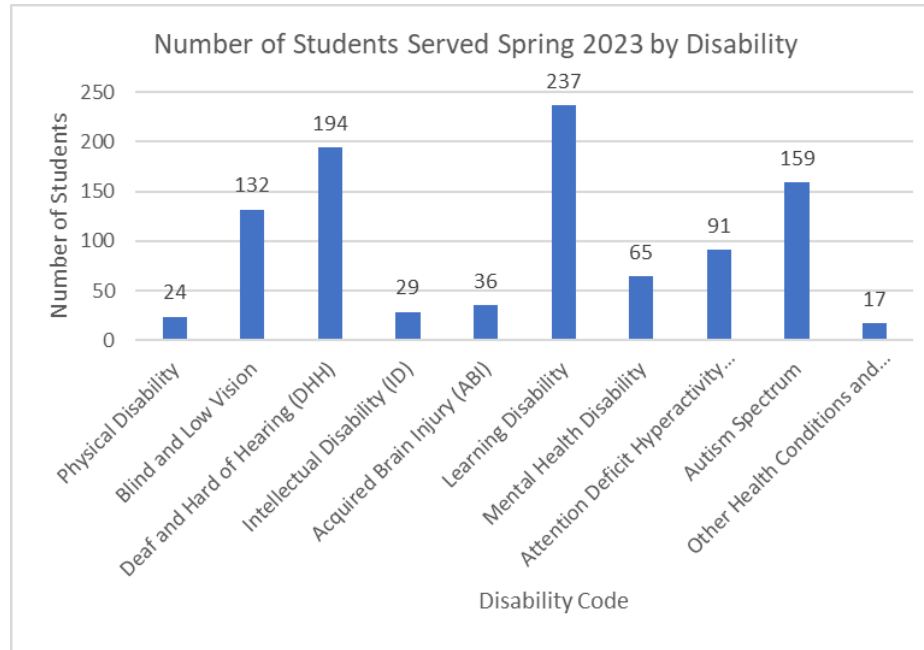
### Department Summary

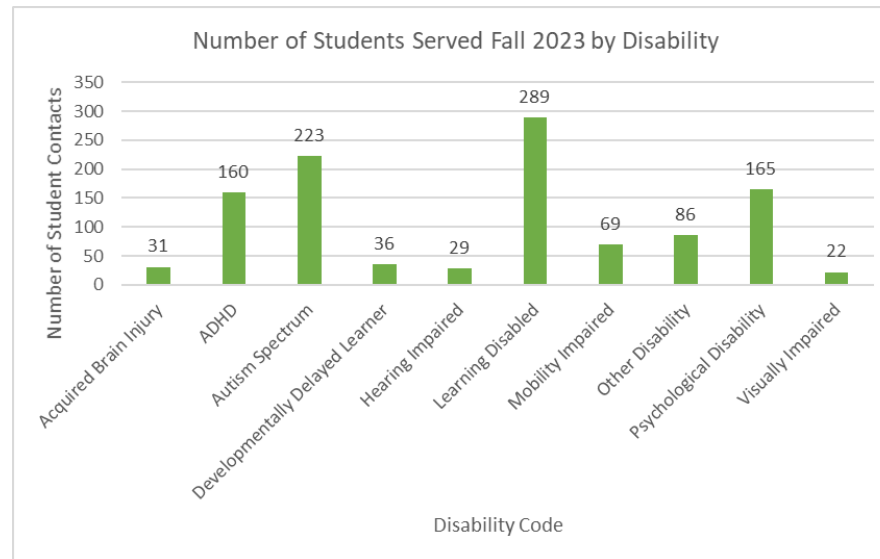
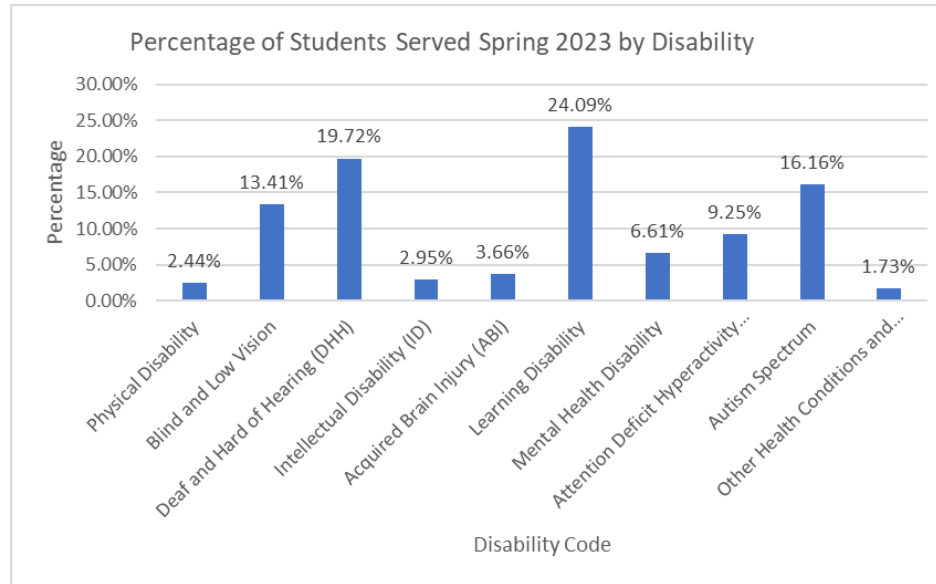
The Special Resource Center provides support services, adaptive equipment, computer technology, assistive technology training, and specialized instruction to serve students with verified disabilities. The services offered aim to address the educational limitations posed by students' verified disabilities, facilitate their participation in educational activities, promote their independence and integration, and to support participation of students with disabilities in educational activities consistent with the mission of El Camino College, while ensuring compliance with relevant regulations such as Title 5 of the California Code of Regulations, the Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act of 1973.

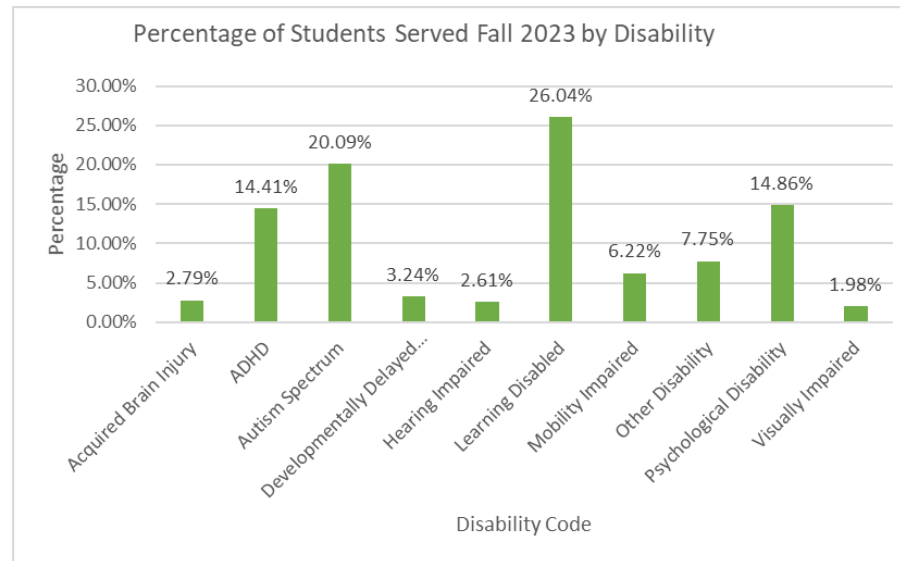
### Program Highlights

- Updated hardware and software for use in the Test Accommodations area. 6 PCs and 6 Laptops were purchased for students to use and have access to while testing, as well as new hardware technology purchased for LD testing with our LD Specialists.
- Updated our part time Sign Language Interpreter salary schedule and hired 10 new part time Sign Language Interpreters.
- Implemented a new case management system to expedite and streamline service delivery to students registered with the SRC.
- Hired 4 part time Disability Specialists to aid in the expedition of authorizing accommodations.









### Special Resource Center Goals/Recommendations

#### Program Goals/Direction (Educational) Bullet list of program goals or future direction:

- Strengthen collaboration with Institutional Research and Planning to conduct in-depth analyses of equity gaps among students with disabilities across various ethnic and socio-economic backgrounds.
- Utilize findings to inform targeted interventions and support services aimed at reducing disparities and promoting equitable access to educational opportunities for students with disabilities.
- Develop comprehensive vocational exploration resources and programming to assist students with disabilities in identifying and pursuing career pathways aligned with their interests and goals.
- Integrate self-advocacy training and disability awareness components into the curriculum of a summer bridge program to empower students with disabilities to navigate academic and social challenges effectively.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Continue to investigate new software to better assist students in the classroom.

- Continue to work with ITS in continued integration of district wide software for students with disabilities to be implemented in computer labs across campus.
- Purchase visual braille equipment, enabling the SRC to offer more than just text braille; it allows for the creation of tactile graphics and other forms of alternative media formatting. This capability is crucial for providing in-depth support to students who rely on alternative formats to access educational materials.

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Continue to work with The Department of Rehabilitation, The Regional Centers, and agencies providing individualized support for students with disabilities, by providing an office space for these agencies to utilize within the SRC to reinforce wrap around supports for students who are clients of these agencies.
- Work more closely with South Bay Workforce Investment Board and EDD in investigating employment opportunities for students with disabilities.
- Investigate the possibility of providing Educational Assistance Classes within the Dual Enrollment Program



## Academic Programs

The academic programs within Academic Affairs are housed within 9 Divisions:

- Behavioral and Social Sciences
- Business
- Fine Arts
- Health Sciences and Athletics
- Humanities
- Industry and Technology
- Library and Learning Resources
- Mathematical Sciences
- Natural Sciences

The programs within each division will be highlighted in this section of the Education Plan. Individual program pages will include a program narrative to describe the current state of the program, quantitative with respect to enrollment/growth, and long-term goals. With respect to program growth, each program indicates its long-term growth rate as faster than the college (+0.75%), same as the college (+0.50%), or slower than the college (+0.25%).

*WSCH and Efficiency by Division - Fall 2022*

Division	Lecture WSCH	Lab WSCH	Online WSCH	Off-campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF*	WSCH/FTEF**	% of WSCH	% of FTES
Behavioral & Social Sciences	13,779	169	30,494	0	44,442	1,458	81	18.0	549	20.0%	21.0%
Business	5,798	1,993	6,791	0	14,583	483	32	15.1	457	6.6%	6.9%
Fine Arts	6,559	5,298	9,927	0	21,784	693	65	10.7	335	9.8%	10.0%
Health Sciences & Athletics	4,911	12,381	6,412	945	24,649	653	62	10.5	396	11.1%	9.4%
Humanities	17,954	216	15,806	0	33,976	1,106	92	12.0	368	15.3%	15.9%
Industry & Technology	8,559	13,379	5,188	571	27,697	797	78	10.2	354	12.5%	11.4%
Mathematical Sciences	12,538	1,594	11,905	0	26,037	838	57	14.7	458	11.7%	12.0%
Natural Sciences	10,839	13,264	5,019	0	29,122	932	53	17.5	547	13.1%	13.4%
<b>TOTAL</b>	<b>80,938</b>	<b>48,294</b>	<b>91,542</b>	<b>1,516</b>	<b>222,290</b>	<b>6,960</b>	<b>521</b>	<b>13</b>	<b>427</b>	<b>100%</b>	<b>100%</b>

Source: El Camino College

Note: Online WSCH includes the Lecture and Lab WSCH of ONLINE and LIVEONLINE classes.

\*FTES/FTEF highlighted in red are below the state standard of 17.5. \*\*WSCH/FTES highlighted in red are below the state standard of 525.

*Demand and Retention and Success by Division - Fall 2022*

Division	Sections	Avg Class Size	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate	% of Sections	% of Enrollment
Behavioral & Social Sciences	408	35	14,131	17,529	80.6%	87.8%	68.8%	19.5%	25.7%
Business	131	30	3,881	4,646	83.5%	87.9%	72.9%	6.3%	7.1%
Fine Arts	278	20	5,687	8,540	66.6%	84.8%	71.1%	13.3%	10.4%
Health Sciences & Athletics	265	20	5,177	6,316	82.0%	90.1%	79.1%	12.7%	9.4%
Humanities	367	26	9,390	10,791	87.0%	79.7%	59.9%	17.6%	17.1%
Industry & Technology	247	20	5,015	6,804	73.7%	87.2%	73.7%	11.8%	9.1%
Mathematical Sciences	243	30	7,209	8,080	89.2%	70.6%	51.6%	11.6%	13.1%
Natural Sciences	149	30	4,396	5,121	85.8%	82.1%	68.5%	7.1%	8.0%
<b>TOTAL</b>	<b>2,088</b>	<b>26</b>	<b>54,886</b>	<b>67,827</b>	<b>80.9%</b>	<b>83.3%</b>	<b>66.8%</b>	<b>100%</b>	<b>100%</b>

Source: El Camino College

## Behavioral and Social Sciences Division

The ECC division of Behavioral & Social Sciences strives to provide students with the opportunity to examine and gain an understanding of the conduct of human beings singly or in groups. Division of Behavioral & Social Sciences courses cover a wide variety of areas not limited to politics, culture, economics, values, ethics, morals, as well as psychological and social forces that shape human behavior.

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off-campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
American Studies	0	0	246	0	246	8	0.4	21	615
Anthropology	788	0	1,795	0	2,583	85	5.6	15	465
Art History	738	0	1,560	0	2,298	76	4.4	17	522
Childhood Education	767	67	3,578	0	4,412	145	8.2	18	541
Economics	1,852	0	1,890	0	3,742	124	4.6	27	813
Ethnic Studies	597	0	1,095	0	1,692	56	3.2	18	529
History	2,504	0	4,056	0	6,560	214	12.2	18	538
Human Development	752	0	1,255	0	2,007	61	5.0	12	401
Philosophy	457	0	1,467	0	1,924	63	4.2	15	458
Political Science	1,611	0	3,024	0	4,635	152	8.2	19	565
Psychology	2,716	102	6,664	0	9,482	312	17.0	18	559
Social Science	105	0	228	0	333	11	0.8	14	417
Sociology	783	0	3,075	0	3,858	128	6.4	20	608
Women's Studies	111	0	642	0	753	25	1.2	21	628

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTES highlighted in red are below the state standard of 525.

**DEMAND, RETENTION, AND SUCCESS – Fall 2022**

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
American Studies	2	41	117.1%	82	90	91.1%	86.6%	61.0%
Anthropology	29	32	90.0%	914	1,160	78.8%	86.2%	70.7%
Art History	22	34	98.3%	757	975	77.6%	86.1%	63.9%
Childhood Education	41	36	101.7%	1,460	1,785	81.8%	91.1%	71.2%
Economics	23	38	107.6%	866	1,010	85.7%	88.7%	73.7%
Ethnic Studies	16	35	99.6%	558	720	77.5%	90.4%	71.9%
History	61	34	98.3%	2,098	2,625	79.9%	85.6%	65.7%
Human Development	34	24	68.3%	813	1,020	79.7%	81.7%	65.9%
Philosophy	21	30	85.4%	628	892	70.4%	85.0%	63.1%
Political Science	41	37	104.6%	1,501	1,815	82.7%	88.5%	69.1%
Psychology	78	37	105.3%	2,875	3,512	81.9%	88.6%	69.9%
Social Science	4	27	76.4%	107	180	59.4%	84.1%	61.7%
Sociology	31	40	115.0%	1,248	1,505	82.9%	89.3%	71.5%
Women's Studies	6	42	119.5%	251	270	93.0%	95.3%	67.3%

Source: El Camino College

## Anthropology

### Department Summary

The Anthropology Department empowers its students by providing them with the theoretical and methodological tools that enable them to achieve a deep and thorough understanding of the human condition. The crucial holistic approach to the study of human beings is achieved through its diverse offerings in the fields of cultural anthropology, biological anthropology, archaeology, and linguistic anthropology, which address past and present cultural, biological, and linguistic aspects of our existence. Students critically evaluate how their choices positively impact individuals and human societies. Anthropology course offerings fulfill general education requirements within the life sciences, social sciences and humanities. Course content relates to fields as diverse as biology, forensic science, culture, religion, gender, ethnic studies, health sciences, linguistics, environmental studies, and museum studies. Additionally, the program’s archaeology, biological anthropology and lab courses are housed in a new, well-equipped Anthropology lab. The department, along with the Anthropology Club, routinely host academic talks throughout the year and special events on Día de los Muertos and World Anthropology Day.

The department has oversight of the Anthropology Museum, which is housed in a new space in the Arts Complex in the center of campus. The museum has undergone a massive overhaul with the full online cataloging of its collections, professional storage of its holdings, and a new, stunning gallery space. The Museum Studies course is offered within the gallery space and includes student design of exhibits. The gallery also serves as an instructional tool for biological and other anthropology courses. Additionally, the space is designed as a gallery and an event space to house academic, club, and cultural events.

<b>Anthropology</b>											
<b>Same as College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	815	965	29	3.0	2.8	32.1	83.6%	85.1	2722.4	46 9.4	14.66
Fall 2026 (Midpoint)	969	1147	34	3.6	3.3	38.1	99.4%	101.1	3237.0	558.1	17.44
Fall 2030 (Endpoint)	989	1171	35	3.6	3.4	38.9	101.4%	103.2	3302.2	569.4	17.79

### Goals/Recommendations

- Stabilize staffing and funding for the Museum by providing ongoing reassign time or special assignment hours for a faculty member to plan and execute exhibits; by providing 20 hours for a TNC to manage the collection and provide open hours for the public; and by

creating an ongoing Fund 11 budget of \$8,000 for the Museum to maintain professional storage and exhibition of the collection and to host events.

- Support the College equity initiatives through continuing professional development and application of equitable instructional strategies in combination with the departmental overarching perspective that all societies and the cultural systems that represent them are unique and valid, and that there is not one single model by which the standards for excellence, rationale, and ethics should be determined.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None

Community/Industry Partner Needs/Collaboration

- Continue expanding relationships with public and private four-year institutions, both within California and out-of-state, in order to increase and facilitate transfer opportunities for anthropology majors.

## Art History

### Department Summary

The Art History Program (AHIS) prepares its majors and general education students for transfer to university by teaching visual and informational literacy with emphasis on analytical thinking and various methods of research and writing. The goal is to teach our students to be critical observers with an awareness of the impact of historical ideologies and philosophical perspectives on material culture. AHIS is committed to all facets of student learning as evidenced by consistent participation with student success and support programs and longtime efforts at being prepared to teach different types of learners from diverse backgrounds as in our revision of AHIS 101 to “A Global Perspective” to reject the Eurocentric perspective in the curriculum. AHIS is keenly aware of and in opposition to the prohibitive costs of art history textbooks, therefore they have made department-wide efforts for adoption of Open Education Resources (OER) to maintain Zero Textbook Cost (ZTC) courses.

AHIS collaborates with programs and support services, such as the SRC to ensure appropriate needs be met and the LRC to support learning. AHIS offers courses through FYE, HTP and MyPath, encouraging collaboration between instructional faculty and counselors. AHIS has a long history of campus club involvement, serving as advisors for the Zine Club, Study Abroad Club, and the Muslim Student Association among others. Another essential collaboration is with the art gallery on campus, which makes an experience with art objects accessible and promotes equity in arts education.

<b>Art History</b>											
<b>Slower than College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	740	811	22	3.0	1.4	35.3	84.7%	75.5	2417.6	549.5	17.17
Fall 2026 (Midpoint)	876	960	26	3.5	1.7	41.7	100.3%	89.4	2860.3	650.1	20.31
Fall 2030 (Endpoint)	884	969	26	3.6	1.7	42.2	101.3%	90.3	2889.0	656.6	20.51

### Goals/Recommendations

- Explore the broader inclusion of visual culture throughout the AHIS curriculum, and broaden the scope of study (as has already been done for the AHIS 101 course) and rename the department, “Art History and Visual Culture.” This reflects academic changes in the field, which has evolved from a discipline centered around biographical documentation and connoisseurship to more expansive investigations of objects and praxis of material culture.
- Rewrite art history courses with greater inclusivity in mind, recognizing the western bias in art historiography, thereby engaging in the decolonization of all forms of the curriculum and targeting a reduction in equity gaps.
- Support equity through increasing the number of MyPath sections, working with Umoja, adopting culturally responsive pedagogical practices, and developing and implementing a fully online ZTC degree.

### Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- Acquire tablets or Chromebooks for student use in the classroom for more collaborative practices and to build professional skill sets.

### Community/Industry Partner Needs/Collaboration

- Foster relationships within our local art community, including museums, galleries, and auction houses, to create internship opportunities and to facilitate the transition to professional career pathways.
- Increase collaboration and connection to UC Art History & Visual Culture departments to facilitate transfer of ECC art history students.



## Childhood Education

### Department Summary

The Childhood Education Department (CDEV) provides relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits, degrees, and certificates that enable them to teach in diverse settings, to positively influence students and families in their communities and to serve as advocates for children and childhood education. CDEV serves over 1,400 unduplicated students per year, including students who are currently working in the field, those who are planning to enter the workforce, and those seeking to advance in their careers. To meet the diverse needs of its student body, CDEV offers two AA degrees, an AS-T, an AA-T, and three Certificates of Achievement. Additionally, 2 non-credit CDEV courses, 3 non-credit parenting/caregiving courses, and two related certificates have been developed. CDEV also supports a Teacher Resource Room operated by grant-funded SuperTutors, a grant-funded Permit Specialist to assist students in applying for, renewing, or upgrading child development permits awarded by the state. CDEV maintains agreements with over 20 preschools and schools in the area where ECC students may work with mentors and conduct observations. Over the past 25 years, CDEV has been awarded and managed over \$20 million in grant funding. CDEV actively collaborates with local high schools and adult schools to offer courses and support students through the different educational pathways. The department advises two student clubs. Students are engaged in extracurricular activities through the award-winning Child Development Club (CDEV Club.) The CDEV Club collaborates with organizations such as Connections for Children, and plans events such as Parent Cafés, You and Me Play Groups, weekly workshop style meetings and the Behind the Education Scene Talk (BEST Event.) The department also organizes workshops, trauma informed care trainings, job fair and parent & community resource fair. In addition, CDEV collaborates with the FIRST program, EOPS/CARE/CalWORKs, the Social Justice Center and Career Center.

<b>Childhood Education</b>											
<b>Same as College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	984	1392	40	3.5	4.6	33.5	81.6%	129.7	4164.1	515.1	16.04
Fall 2026 (Midpoint)	1170	1655	48	4.1	5.5	39.9	97.1%	154.2	4951.2	612.5	19.07
Fall 2030 (Endpoint)	1194	1688	49	4.2	5.6	40.7	99.0%	157.3	5051.0	624.9	19.46

Education											
Same as College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	42	42	1	0.0	0.1	45.0	84.0%	1.4	45.0	674.7	21.14
Fall 2026 (Midpoint)	50	50	1	0.0	0.1	53.5	99.9%	1.7	53.5	802.2	25.14
Fall 2030 (Endpoint)	51	51	1	0.0	0.1	54.6	101.9%	1.7	54.6	818.4	25.64

Goals/Recommendations

- Reinstating the ECC Child Development Lab School under the oversight of the Dean of Behavioral and Social Sciences and the Childhood Education Department. Reinstating a lab school is critical for CDEV to be competitive among peer programs at Colleges such as Santa Monica, Harbor, Cerritos, and Long Beach City that have state-of-the-art high-quality lab schools. A lab school provides a much-needed early childhood educator training site to meet overwhelming student demand for observation and practicum placements, and it increases a program’s capacity to offer advanced coursework, high-quality mentorship, and practical experiences in the early childhood classroom.
- Institutionalize funding for positions that provide important services to students so that the positions do not depend entirely on unreliable grants that fund their work for only a portion of the year. This especially includes the Child Development Permit Specialist who assists students in the complicated application process for state permits that are required to work in preschool/TK classrooms and the Super Tutors/Teacher Resource Room attendants.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None

Community/Industry Partner Needs/Collaboration

- Expand the reach of the program to include Spanish-speaking adults and full offerings of the non-credit courses and pathways in both Spanish and English at off campus sites like adult schools, K12 schools, and churches.

## Communication Studies

### Department Summary

The Communication Studies degree provides students with a thorough foundation in the theory and practice of communication studies. This is achieved through a variety of courses that serve to develop personal, business, and professional communication skills in individual, interpersonal, and group situations, along with skills in research, organization, critical thinking, argumentation, and forensics. Students demonstrate their proficiency through performance, class projects, research papers, objective tests, critiques, and forensic competitions. Course completion, evaluation of student learning outcomes, transferability, competitions at the local, state, and national levels, and periodic program review serve as measures of program assessment. In addition to majors, the department widely enrolls general education students working to meet Cal-GETC Areas 1B Critical Thinking and Composition; 1C Oral Communication; 2 Mathematical Concepts and Quantitative Reasoning; and 4 Social and Behavioral Sciences.

The Communication Studies program has oversight for the Forensics Team. The Forensics Team won the national championship each of the past 4 years, culminating in 2023 by winning the 4-year National Parliamentary Debate Association national championship and the Phi Rho Pi debate national championship. A high percentage of majors successfully transfer to 4-year institutions, and approximately 95% of students on the Forensics Team are accepted at universities every year. Since 2000, over 40 former forensics students have been accepted to professional schools, including medical, law, and graduate programs. Of the forensics students who have completed their post-graduate education, over a dozen are practicing attorneys, one is an Assistant District Attorney, two are physicians, and fourteen are professors at various colleges and universities (six tenured).

<b>Communication Studies</b>											
<b>Faster than College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	1706	1767	67	6.2	7.4	25.2	84.5%	171.7	5504.2	404.7	12.63
Fall 2026 (Midpoint)	2039	2111	80	7.4	8.8	30.1	101.0%	205.2	6577.2	483.6	15.09
Fall 2030 (Endpoint)	2100	2176	82	7.7	9.1	31.1	104.0%	211.4	6776.8	498.3	15.54

### Goals/Recommendations

- The department will continue efforts to increase the success of underrepresented students through the expansion of the Forensics Team. Because the success rate of Forensics team members is near 100%, the expansion of the Forensics Team would increase the department's success rate. Increasing the Forensics Team budget by \$20,000 would allow more students to be served and would help close equity gaps.
- The department will continue to revise and update curriculum to ensure alignment with CalGETC and to adapt to any future changes in curricular requirements. The department will work with the Dean to ensure ECC students have sufficient sections of Oral Communication to meet the new course requirement in Cal-GETC Area 1C.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None.

Community/Industry Partner Needs/Collaboration

- None.

## Economics

### Department Summary

As a discipline, Economics is dedicated to understanding how to better utilize society's scarce resources, how markets and technology have improved our standard of living, why unemployment, inequality, and poverty can exist in the midst of prosperity, and many other pressing questions related to both domestic and international issues. The Economics Department is committed to helping students learn the principles necessary (1) to understand the economic forces of an economy, (2) to lay the preparatory groundwork so that they can successfully complete upper division coursework in Economics and related fields, and (3) to contribute to their communities as informed citizens. Students graduating with an Associate of Arts degree or an Associate of Arts Degree for Transfer in Economics generally transfer to a four-year institution to complete a Bachelor's degree in Business or Economics. Economics courses promote critical thinking and active student engagement. Students learn how to analyze issues and form their own opinions regarding pertinent issues of our time, to deliver critiques, to advocate and critically debate ideas in social and political settings, to appreciate and respect diverse perspectives, and to work productively in task-oriented groups.

The Economics department strives to create a learning environment that is supportive and accessible to all students regardless of disability, race, ethnicity, culture, language, gender, sexual orientation or religion, and to ensure every student has the opportunity to succeed in developing her/his personal academic and career potential. The Economics major prepares students for career opportunities in fields such as business management, international business, finance, law, government, and education. Industry employs the largest number of economists in such locations as banks, credit institutions, insurance companies, manufacturing firms, utilities and consulting firms. Economists work as management trainees, economic researchers, urban planners, bank officers, hospital administrators, consumer protection agents, and public administrators. Both employers and graduate programs often seek candidates with a background in Economics.

<b>Economics</b>											
<b>Same as College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTEF / FTEF
Fall 2022 (Actuals)	855	862	23	2.2	2.4	35.0	87.1%	77.6	2486.0	540.4	16.88
Fall 2026 (Midpoint)	1017	1025	27	2.6	2.9	41.7	103.5%	92.3	2955.9	642.6	20.07
Fall 2030 (Endpoint)	1037	1046	28	2.7	2.9	42.5	105.6%	94.2	3015.5	655.5	20.47

Goals/Recommendations

- Provide ongoing review of courses and degrees to make sure they are in alignment with state mandates, such as AB 705, and are meeting the needs of both Economics and Business students.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None

Community/Industry Partner Needs/Collaboration

- None

## Ethnic Studies and Social Justice Studies

### Department Summary

The Ethnic and Social Justice Studies program (ESJS) provides an interdisciplinary foundation for the study of ethnic groups in the U.S. and inspires the necessary sensitivity and awareness to better understand the communities we live in, the communities that surround us, and the changing world at large. The curriculum incorporates a range of cultural, historical, political, and sociological methodologies that provide a theoretical framework for analysis of the African American, Asian American, Chicano, and Native American experience. Students apply these theoretical perspectives to analyze socioeconomic and political factors that confront ethnic minorities as they interact with the majority society. Ethnic Studies degrees can be earned with a focus on African American Studies, Chicano Studies, Asian American Studies, Native American Studies, or American Cultures. ESJS courses meet Cal-GETC Area 6 and are offered in collaboration with FYE, HTP, Umoja, MyPath, study abroad, and dual enrollment. ESJS also has oversight for the Study Abroad program, which regularly offers a summer trip to Madrid, Spain. ESJS faculty work closely with programs across campus, such as the Social Justice Center, Mi Casa and MyPath, to plan events and unique offerings for students, including Chicano Heritage Month, Black History Month, and a partnership with Border Angels.

Under the umbrella of ESJS, Social Justice Studies courses offer a theoretical approach to understanding the historical and contemporary responses to inequality and injustice, with a primary focus on the imbalances of power in society, social movements, culture, politics, and institutions. A survey course, SSCI 101: Introduction to Social Sciences, introduces the basic theories and methods of social science disciplines and explains how they facilitate our understanding of the social and cultural worlds humans inhabit and the problems experienced by contemporary societies.

<b>Ethnic Studies and Social Justice Studies</b>											
<b>Faster than College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	542	542	15	1.6	1.4	35.1	86.0%	51.4	1644.0	548.0	17.12
Fall 2026 (Midpoint)	648	648	18	1.9	1.7	41.9	102.8%	61.4	1964.5	654.8	20.46
Fall 2030 (Endpoint)	667	667	18	2.0	1.7	43.2	105.9%	63.2	2024.1	674.7	21.08

### Goals/Recommendations

- The expansion of Ethnic Studies general education requirements at the high school, community college, CSU and UC levels requires the on-going expansion in sections, courses, and faculty in order to meet the growing need.
  - ESJS will develop additional courses and transfer degrees in African American Studies, Asian American Studies, Chicano Studies, and Native American Studies to allow students to more fully engage in each discipline and to reflect disciplinary standards in the field.
  - More full-time faculty, particularly in the field of Native American Studies, are needed to teach the growing number of sections and to develop curriculum and transfer degrees.
- Study Abroad offerings will expand to include an on-going non-European trip to destinations in Africa, Asia, and Latin America.

#### Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None

#### Community/Industry Partner Needs/Collaboration

- Incorporate service-learning and student integration into community organizations through a linked offering with a Human Development service-learning course.



## History and American Studies

### Department Summary

The History Department offers a comprehensive curriculum designed to expose students to the diversity and complexities of the human past; to engage students in the historian’s craft and research methodology; to provide students with the essential knowledge and critical skills needed for the successful study of history at four-year institutions; and to cultivate student awareness of the many applications of the study of history. Students benefit from a strong and diverse curriculum that covers national, world, state, local, ethnic, and women’s histories. History courses instruct students in the skills of historical thinking and emphasize reading, writing, and critical thinking. These academic skills provide students with a solid foundation to continue the study of history or another academic degree at a four-year institution. Students acquire research, writing, and communication skills that many employers need in the workplace. The content and critical thinking skills learned in a history classroom also create informed global citizens.

A stand-alone American Studies course is offered under the umbrella of the History Department. Taught by History faculty and emphasizing the same kinds of academic skills as history courses, BSS offers two sections that routinely fill in fall and spring. This interdisciplinary course examines how popular culture contributes to the search for meaning in everyday American life through examination of music, film, television, sports, fashion, design, toys, magazines and cyber culture.

<b>History</b>											
<b>Same as College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	2035	2196	61	6.2	6.0	34.3	85.1%	205.5	6578.0	539.2	16.84
Fall 2026 (Midpoint)	2420	2611	73	7.4	7.1	40.8	101.2%	244.3	7821.4	641.1	20.03
Fall 2030 (Endpoint)	2468	2664	74	7.5	7.3	41.6	103.2%	249.3	7979.0	654.0	20.43

<b>American Studies</b>											
<b>Same as College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	82	84	2	0.0	0.4	40.5	93.3%	7.6	243.0	607.5	18.98
Fall 2026 (Midpoint)	98	100	2	0.0	0.5	48.2	111.0%	9.0	288.9	722.3	22.56
Fall 2030 (Endpoint)	99	102	2	0.0	0.5	49.1	113.2%	9.2	294.8	736.9	23.02

#### Goals/Recommendations

- Ensure the integrity and quality of the department and its offerings by hiring additional full-time faculty, particularly in U.S., African American, and World Histories, with the goal of the bringing the full-time/part-time ratio up to 60% of students taught by full-time faculty and 40% taught by part-time faculty.
- Continue to promote and support a close relationship with student support services and programs that focus on student equity, success, and retention. These include, but are not limited to, FYE, HTP, MyPath, Umoja, Student Equity and Achievement, the Reading and Writing Studio, Counseling, the Social Justice Center, and the Transfer Center.
- Maintain American Studies course offerings because the sections have consistently high fill rates and the course content provides a unique academic perspective and engaging content not offered in other courses.

#### Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None.

#### Community/Industry Partner Needs/Collaboration

- None.

**Human Development**  
Department Summary

The mission of the Human Development department is to provide academically rigorous learning experiences that engage students to become active learners who understand the role of personal responsibility and choice in determining outcomes for success in college, careers, and life. The program supports campus equity efforts through academic learning communities and courses that provide disproportionately impacted students with skills and strategies to achieve success in college, work, and life. Instruction focuses on the process of learning and guides students to an awareness and understanding of their cognitive and metacognitive strengths and weaknesses as well as individual learning styles and the motivational disposition to learn. Courses help students develop the ability to recognize and respond to challenges by utilizing core competencies such as comprehension, critical and creative thinking, and metacognition.

The Human Development department collaborates with programs and departments across campus. In addition to working closely with EOPS, Human Development offers designated sections for Punte, Umoja, MESA, the SRC, dual enrollment, the International Student Program, the Honors Transfer Program, the Transfer Center, and myPATH. Human Development courses offer linked sections with disciplines such as History, Psychology, LGBTQ+ Studies, English, Math, and Sociology. The department fluidly adapts to help the College meet its major initiatives. Most recently, the program has developed a service-learning course and a series of non-credit courses and certificates and is working to expand dual enrollment offerings.

<b>Human Development</b>											
<b>Slower than College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	789	789	32	2.2	2.5	24.1	82.2%	56.6	1941.4	416.0	12.13
Fall 2026 (Midpoint)	933	933	38	2.6	2.9	28.5	97.2%	67.0	2296.9	492.1	14.35
Fall 2030 (Endpoint)	943	943	38	2.6	2.9	28.8	98.2%	67.7	2320.0	497.1	14.50

Goals/Recommendations

- Hire full-time faculty and bring the full-time/part-time ratio to 60% FT and 40% PT, in order to ensure the integrity and quality of the department; to support growth of non-credit and dual enrollment sections; to support the many instructional partnerships; and to mentor the large number of PT faculty (1.5 FT faculty and 23 PT faculty in 2024).

- Support College initiatives in dual enrollment, non-credit and service-learning through development of robust offerings and on-going, stable partnerships with high schools, adult schools, and service-learning sites.

#### Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- A dedicated computer classroom laboratory in the Social Sciences building is needed to support in-class instruction using the many complex online programs and resources required for students to achieve HDEV course SLOs and to remove inequitable barriers to learning materials.

#### Community/Industry Partner Needs/Collaboration

- Service-learning sites will be developed and cultivated for the service-learning course, including the development of discipline specific sites to support possible links with classes in Ethnic Studies, Psychology, and Childhood Education.

## Philosophy

### Department Summary

The Philosophy Department provides general education courses that emphasize critical analysis and argument and expose students to new perspectives and ways of thinking. Philosophy students cultivate the critical thinking skills required for future success in their academic career, in their vocation, as a citizen, and in daily life. Philosophy courses attract and serve four types of students: those seeking to take classes in partial fulfillment of General Education and major course requirements, those seeking to prepare themselves for transfer as Philosophy majors, those seeking personal enrichment, and those seeking skills which will aid in professional development.

A key strength of the Philosophy department is the wide variety of courses it offers for such a relatively small department. The department currently offers fourteen courses in Philosophy, covering topics such as Critical Thinking, Symbolic Logic, Ethics and Society, Political Philosophy, Medical Ethics, Contemporary Philosophy, Asian Philosophy, Existentialism, and Philosophy of Religion. The ECC Philosophy Department stays abreast of recent philosophy disciplinary trends by attending conferences and publishing books and articles in peer-reviewed journals. In addition to their scholarly pursuits, the department prioritizes instruction and is working to reduce equity gaps and increase success rates. To this end, the faculty participate in equity related professional development and apply those practices in the classroom. Additionally, full-time faculty mentor the part-time faculty. The vibrant student Philosophy Club is a rich source of both academic development and enrichment in addition to student camaraderie.

<b>Philosophy</b>											
<b>Slower than College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	600	646	21	3.0	1.2	28.9	72.4%	58.6	1874.6	446.3	13.95
Fall 2026 (Midpoint)	710	764	25	3.5	1.4	34.2	85.7%	69.3	2217.9	528.1	16.50
Fall 2030 (Endpoint)	717	772	25	3.6	1.4	34.5	86.5%	70.0	2240.1	533.4	16.67

### Goals/Recommendations

- Add new courses and add course content to core classes that reflect ECC student backgrounds, including the development of Latin American, Race, and Feminist/Gender courses.

- Promote Philosophy courses and the Philosophy major and encourage Philosophy students to declare their Philosophy major and earn the AAT before transferring.
- Encourage equity training and the implementation of equitable instructional practices in order to raise success rates and diminish equity gaps. This includes a modification of class syllabi to foster a more welcoming, equitable approach.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None

Community/Industry Partner Needs/Collaboration

- None

## Political Science

### Department Summary

The Political Science Department provides general education courses that prepare students for obtaining an AAT degree and for meeting transfer requirements to a four-year institution. The courses offered within the department emphasize critical thinking skills and analysis, which allow students to succeed academically and engage in the political system as civic minded people.

The department offers six courses in the areas of American and California Politics, Comparative Politics, Political Methodology, Ethnic Politics, Civil Liberties and Civil Rights, Political Philosophy, and International Relations. After earning the degree, Political Science students have gained comprehensive knowledge within the subfields of the discipline, including the methodology employed by contemporary political scientists, current urban problems, issues pertaining to intergovernmental relations, and the role of international law and organizations within the world community.

The Department engages students in the community by promoting service learning, internships, political participation, and the like. It offers annual workshops for career planning and collaborates with programs and other disciplines such as: FYE, HTP, Umoja, and MyPath. Faculty actively support the Political Science Club, which offers benefits to the students in terms of fellowship, academic exploration, and career planning.

<b>Political Science</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	1454	1458	41	4.6	3.6	33.5	84.5%	132.0	4308.2	525.4	16.10
Fall 2026 (Midpoint)	1729	1734	49	5.5	4.3	39.9	100.5%	157.0	5122.6	624.7	19.14
Fall 2030 (Endpoint)	1764	1769	50	5.6	4.4	40.7	102.5%	160.1	5225.8	637.3	19.53

### Goals/Recommendations

- Strive to reduce equity gaps and increase overall success rates by faculty attendance at related professional development opportunities and the application of the concepts and strategies they learn. Also, continue to work with MyPath, PASS Mentors, and librarians who provide essential supports to students.

- Develop a sense of community amongst students in the program by promoting the Political Science Club and by providing extra-curricular activities, like speakers, debates, and career workshops.
- Develop a sense of community with part-time Political Science faculty by mentoring, engaging in dialogue about course instruction, encouraging their attendance at department meetings, and seeking and appreciating their contributions and perspectives.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- None

Community/Industry Partner Needs/Collaboration

- Provide opportunities for students to experience the learning process outside the classroom by developing relationships and giving students a chance to connect with elected officials and political candidates and by encouraging campaign volunteering, poll work on election days, internships, etc.



## Psychology

### Department Summary

The Psychology Program emphasizes scientific inquiry into human behavior and mental processes. Our psychology students develop skills such as evaluating theories critically, studying the key areas of psychology, utilizing statistical analysis, designing and conducting research, writing reports in proper psychological style with analysis and argumentation, and applying psychological principles to practical situations. Courses prepare students for pursuing Psychology at both the undergraduate and graduate levels, as well as for various job opportunities in teaching, research, and clinical settings.

The Psychology Department serves many students. Psychology routinely awards the second largest number of discipline specific transfer degrees in the College. Furthermore, Psychology 101 is one of the most highly enrolled general education courses in the BSS Division.

<b>Psychology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTEF / FTEF
Fall 2022 (Actuals)	2612	2869	78	8.8	8.6	35.4	85.0%	288.0	9220.8	529.9	16.55
Fall 2026 (Midpoint)	3106	3411	93	10.5	10.2	42.0	101.0%	342.5	10963.8	630.1	19.68
Fall 2030 (Endpoint)	3168	3480	95	10.7	10.4	42.9	103.1%	349.4	11184.7	642.8	20.08

### Goals/Recommendations

- Ensure the integrity and quality of the department by hiring full-time faculty and bringing the full-time/part-time ratio to 60% FT and 40% PT, in order to support the large number of students enrolled in the department's courses and to ensure the stability and consistency of course offerings.
- Advancing towards a more equitable program through ongoing investigation into equity gaps, continuing to learn about and implement equity-minded teaching strategies and assessments, and providing supports to students in gateway classes.
- Supporting student paths to completion and explaining options for employment by providing ongoing student transfer and career workshops with the assistance of counselors, past ECC graduates and professionals in the field.

Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- A dedicated computer classroom laboratory in the Social Sciences building is needed to provide on campus instruction in Psychology 109A Introduction to Statistics and Data Analysis for the Behavioral Sciences and Psychology 109B Research Methods in the Behavioral Sciences.

Community/Industry Partner Needs/Collaboration

- Collaboration with local CSUs in supporting transfer through cohort pathways that guarantee enrollment in ECC courses when they are needed.

## Sociology and Women's Studies

### Department Summary

The Department of Sociology provides students with a solid grounding in introductory sociology to prepare them for subsequent courses in the sociology program and to meet general education requirements for transfer to a four-year university. All courses emphasize critical thinking and application of sociological concepts and theories. Students from across campus take Sociology courses to fulfill degree and certificate requirements in Administration of Justice, Anthropology, Child Development, Communication Studies, Ethnic Studies, General Studies, History, Nursing, Political Science, Psychology, and Women's, Gender, and Sexuality Studies. The Sociology department routinely is the third highest degree conferring department on campus with success and retention rates above both campus and division rates. Equity-mindedness guides their curricular and pedagogical decisions, and they collaborate with programs across campus to support their diverse student body, including the FIRST program, HTP, FYE, myPath, and the library. Department faculty work hard to support their students to achieve and excel at the rate they do; in part due to attentiveness to students' positionalities and lived realities with inequality and the reflective and analytical, writing-heavy assignments included in sociology courses. The Introduction to Women's Studies course and the Women's, Gender and Sexuality Studies AAT are under the umbrella of the Sociology Department and also taught by Sociology faculty.

<b>Sociology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	1163	1205	31	2.6	3.8	37.7	82.3%	114.5	3665.6	572.8	17.89
Fall 2026 (Midpoint)	1383	1433	37	3.1	4.5	44.9	97.8%	136.1	4358.5	681.0	21.27
Fall 2030 (Endpoint)	1411	1462	38	3.2	4.6	45.8	99.8%	138.9	4446.3	694.7	21.70
<b>Women's Studies</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	239	239	6	0.2	1.0	37.8	88.5%	21.7	693.0	577.5	18.04
Fall 2026 (Midpoint)	284	284	7	0.2	1.2	45.0	105.3%	25.7	824.0	686.7	21.45
Fall 2030 (Endpoint)	290	290	7	0.2	1.2	45.9	107.4%	26.3	840.6	700.5	21.88

### Goals/Recommendations

- Increase the size of the department by at least one faculty member to continue serving students with curricular and pedagogical mindfulness, engaged attentiveness, and heavy writing emphasis.
- Reduce the class cap to 35 for all Sociology classes so that greater attention can be paid to each student, thereby supporting equity.
- Clarify and support Sociology pathways and provide information about related employment and salary by building a Canvas module that explains Sociology educational and career pathways and is informed by current student inquiry and former student insight.
- Offer the research methods course (along with a statistics course) and recommend it for UC transfer students. The sequenced statistics and research method courses will provide a strong foundation for our sociology transfer students who will be expected to demonstrate knowledge of the theoretical and empirical traditions of our discipline in their upper division courses.
- Encourage equity mindedness and applied learning experiences in Sociology course outlines of record. Research demonstrates that experientially connecting reading and classroom content to the real world increases students' comprehension.

### Technology/Facilities Needs (Facilities, Infrastructure, and Utilities)

- A dedicated computer classroom laboratory in the Social Sciences building is needed to provide on campus instruction in Sociology 109A Introduction to Statistics and Data Analysis for the Behavioral Sciences.

### Community/Industry Partner Needs/Collaboration

- None

## Business Division

The ECC division of Business is the leading educator in business and technical training in the South Bay. The division of Business offers a wide variety of courses from many disciplines of business. The division of Business courses are designed not only to prepare students for transfer to a four-year college or university, but also to help students pursue immediate career goals and objectives.

EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Accounting	1,332	334	1,999	0	3,665	120	8.1	15	453
Business Management	1,878	0	2,196	0	4,074	136	8.2	17	497
Computer Information Systems	1,140	1,660	825	0	3,625	121	9.5	13	382
Office Administration	0	0	0	0	0	0	0.0	0	0
Paralegal Studies/Law	851	0	646	0	1,497	49	3.8	13	399
Real Estate Escrow	597	0	1,125	0	1,722	57	2.4	24	718

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTES highlighted in red are below the state standard of 525.

DEMAND, RETENTION, AND SUCCESS – Fall 2022

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Accounting	28	28	79.5%	779	1,086	71.7%	100.0%	90.0%
Business Management	41	33	94.6%	1,358	1,654	82.1%	0.0%	0.0%
Computer Information Systems	33	22	62.1%	717	726	98.8%	81.3%	68.2%
Office Administration	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Paralegal Studies/Law	17	27	76.0%	452	645	70.1%	93.6%	78.0%
Real Estate Escrow	12	48	136.9%	575	535	107.5%	91.6%	74.6%

Source: El Camino College

Note: Avg. In Fall 2022, the Business division renumbered and restructure courses, which may result in some missing data. Retention and completion rates for the Business Management and Office Administration were unavailable in ECC's Fall 2022 Success & Completion Report at the me of this analysis.

## Accounting

### Department Summary

The Accounting department offers an Accounting AS and 3 Certificate of Achievement programs designed for students seeking to transfer to a four-year college/university or career advancement. In the accounting programs, students will acquire the ability to organize, create, maintain, and analyze financial records. Upon completion of the degree or certificate program, students will be qualified to work in private and public accounting occupations such as auditing, budgeting, cost accounting, tax accounting, or consulting. *(Note: In Fall 2022, the Business division renumbered and restructure courses, which may result in some data differences between previous years.)*

- On average, between Fall 2019 and Fall 2022 the Accounting department generated 133 FTES and had 945 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Accounting department generated 3 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Accounting department was 0.7% more than the Natural Sciences division and 1.4% more than the college's average, and the course completion rate was more than both the Natural Sciences department and the college's average by 3.4% and 4.5%, respectively.
- In Fall 2022, the Accounting department generated 3,655 WSCH, which is 441 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 4,096 WSCH.

### Occupational Summary

All 9 occupations identified as being related to ECC's Accounting department have an estimated median hourly wage above LA County's living wage. Of the 9 identified Accounting related-occupations, 6 have an estimated median hourly wage of more than twice LA County's living wage. Between 2020 and 2030 the number of Accounting-related occupations in Los Angeles County are projected to increase by 7,800 jobs or by 7.3%. On average, there are expected to be 11,587 Accounting-related job openings annually. The occupation with the most projected average annual job openings is Accountants and Auditors.

<b>Accounting</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	742	770	28	7.3	0.8	25.8	71.8%	110.6	3539.2	437.3	13.66
Fall 2026 (Midpoint)	882	916	33	8.6	1.0	30.6	85.4%	131.5	4208.2	520.0	16.24
Fall 2030 (Endpoint)	900	934	34	8.8	1.0	31.2	87.1%	134.1	4293.0	530.5	16.57

### Accounting Goals/Recommendations

#### **Program Goals/Direction (Educational)**

- Promote increased enrollment by incorporating data analytics into the Accounting curriculum
- Support increased student retention and success by providing professional development for full-time faculty to provide training to certify all FT faculty in Data/Business analytics
- Promote increased enrollment and section offerings through targeted marketing and recruitment efforts

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

- Enhance division funding to support the purchase and renewal of licensing for data/business analytic software such as IDEA or Tableau for all faculty and students
- Promote student success by upgrading and maintaining Excel software in all classrooms and labs
- Redesign one room with upgraded equipment to serve as an Accounting lab

**Community/Industry Partner Needs/Collaboration**

- Support partnerships with industry by restructuring the Accounting Advisory Committee to reflect the local Accounting workforce
- Increase collaboration with CSULB and CSUN and other four-year schools on their outreach efforts
- Advocate and promote the LIFO scholarships for accounting students



## Business Management Department Summary

The Business Management department offers a Business Management AS and Certificate of Achievement designed for students seeking to transfer to a four-year college/university or career advancement. In the business management programs, students will acquire knowledge from topics such as accounting, communications, computers, law, and marketing. Students will also learn skills needed to be successful in business management such as in problem-solving, decision making, human relations, leadership, communication, and sales. *(Note: In Fall 2022, the Business division renumbered and restructure courses, which may result in some data differences between previous years.)*

- On average, between Fall 2019 and Fall 2022 the Business Management generated 119 FTES and had 1,175 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Business Management generated 4 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Business Management department was 2.5% less than the Business division and 1.8% less than the college's average, and the course completion rate was less than both the Business division and the college's average by 7.5% and 6.4%, respectively.
- In Fall 2022 the Business Management department generated 4,074 WSCH, which is 458 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 3,616 WSCH.

## Occupational Summary

Of the 26 occupations identified as being related to ECC's Business Management department, all but 1 occupation have an estimated median hourly wage above LA County's living wage. Over half the identified Business Management-related occupations have an estimated median hourly wage more than twice the LA County's living wage. Between 2020 and 2030 the number of Business Management-related occupations in LA County are projected to increase by 37,150 jobs or by 11.8%. On average, there are expected to be 32,883 Business Management-related job openings annually. The occupation with the most projected average annual job openings is General and Operations Manager.

<b>Business Management</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	855	958	28	4.1	1.3	32.3	84.4%	85.3	2730.6	505.7	15.79
Fall 2026 (Midpoint)	1017	1139	33	4.9	1.5	38.3	100.4%	101.4	3246.8	601.3	18.78
Fall 2030 (Endpoint)	1037	1162	34	5.0	1.6	39.1	102.4%	103.5	3312.2	613.4	19.16

<b>Finance</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	285	289	8	0.6	1.0	35.0	90.6%	26.7	855.2	534.5	16.70
Fall 2026 (Midpoint)	339	344	10	0.7	1.2	41.6	107.7%	31.8	1016.9	635.5	19.86
Fall 2030 (Endpoint)	346	351	10	0.7	1.2	42.5	109.9%	32.4	1037.3	648.3	20.26

<b>Marketing</b>											
<b>Slower than College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	97	100	3	0.4	0.2	30.7	76.9%	8.6	276.0	460.0	14.37
Fall 2026 (Midpoint)	115	118	4	0.5	0.2	36.3	91.0%	10.2	326.5	544.2	17.00
Fall 2030 (Endpoint)	116	119	4	0.5	0.2	36.6	91.9%	10.3	329.8	549.7	17.17

## Business Management Goals/Recommendations

### **Program Goals/Directions (Educational)**

- Promote increased student retention and success with Supplemental Instruction Coaches in every section of Personal Finance and Introduction to Business
- Support increased enrollment efforts with funding to offer industry panels and annual Pitch Competitions for students
- Promote increased enrollment and section offerings through targeted marketing and recruitment efforts

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

- Provide increased support for Business students' success and technology needs by providing an adequate inventory of computers and hotspots in the student loan program.
- Modernize Business lecture and lab rooms to include the most current technology, equipment and software, to maintain industry standards
- Remodel Business lecture and lab rooms with furniture to accommodate student needs, accessibility, and use of digital devices.
- Ensure student retention and success by providing funding for professional development for Business faculty to obtain training and/or certifications in Business/Data Analytics and AI

### **Community/Industry Partner Needs/Collaboration**

- Support partnerships with local businesses by restructuring Business Management/Marketing Advisory Committee to recruit industry professionals who reflect local Business.
- Improve student retention by enlisting industry experts to serve on industry panels and workshops for students
- Enhance student success by funding annual Pitch Competitions with industry representative participation

## Computer Information Systems

### Department Summary

The department of Computer Information Systems (CIS) offers a Computer Information System AS, 1 Certificate of Accomplishment program, and 8 Certificates of Achievement programs. The CIS programs are designed for computer novices looking to become proficient in computers, individuals seeking career advancement, or for students seeking to transfer to a four-year college or university. In the CIS programs, students will learn the fundamentals of computer hardware, software, and business information systems. Students also participate in laboratory activities to deploy and manage e-commerce websites, databases, and networks.

- On average, between Fall 2019 and Fall 2022 the Computer Information Systems generated 94 FTES and had 711 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Computer Information Systems generated 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Computer Information Systems department was 1.5% less than the Business division and 0.8% less than the college's average, and the course completion rate was greater than the Business division, however, less than the college's average by 0.6% and 1.7%, respectively.
- In Fall 2022, the Computer Information Systems department generated 3,625 WSCH, which is 745 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 2,880 WSCH.

### Occupational Summary

Of the 12 occupations identified as being related to ECC's Computer Information's Systems program, all but 1 occupation have an estimated median hourly wage above LA County's living wage and are growing. Two thirds of the identified Computer Information Systems related occupations have an estimated median hourly wage of twice or more than the LA County's living wage. Between 2020 and 2030 the number of Computer Information Systems-related occupations in LA County are projected to increase by 9,040 jobs or by 11.8%. On average, there are expected to be 6,781 Computer Information Systems-related job openings annually. The occupation with the most projected average annual jobs openings is Computer and Information Systems Managers.

<b>Computer Information Systems</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	621	697	33	9.6	0.7	20.2	89.1%	107.8	3451.1	336.1	10.50
Fall 2026 (Midpoint)	742	833	39	11.5	0.8	24.2	106.5%	128.8	4123.9	401.7	12.55
Fall 2030 (Endpoint)	765	858	41	11.8	0.8	24.9	109.7%	132.7	4249.0	413.9	12.93

## Computer Information Systems

### Goals/Recommendations

#### Program Goals/Directions (Educational)

- Promote student success by increasing the student success rate of core CompTIA certification exam (A+, Network+, Security+)
- Support student enrollment, success and retention by introducing additional certification exams into the program aligned to courses (AWS Solutions Architect - Associate)
- Promote increased enrollment by introducing a Data Analytics program
- Promote increased student enrollment by introducing an Artificial Intelligence (AI) program.
- Support increased student retention and success by providing professional development and certifications for CIS faculty in Data Analytics, Artificial Intelligence and Machine Learning Curriculum
- Promote increased enrollment and section offerings through targeted marketing and recruitment efforts

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

- Modernize computer labs to incorporate small, portable server racks for students learning networking

- Remodel and modernize ITEC 19 lab to incorporate current industry standard equipment, such as computer mount to articulating arm, better cable/management, switches and cables
- Redesign ITEC 19/21 (middle room), including cabinets and facilities
- Modernize all computer labs and lecture rooms to include the most current, updated technology, equipment and software, to maintain industry standards

### **Community/Industry Partner Needs/Collaboration**

- Support partnerships with other community colleges on curriculum and articulation including Red Rocks Community College in Colorado in Cybersecurity, Cloud, and Networking, Santa Monica College Cloud Degree collaboration/articulation, Miami Dade Community College District Machine Learning Program
- Promote and enhance partnership with Amazon Web Services
- Promote partnerships with local K-12 Districts (TUSD, RBUSD, CVUSD, IUSD, LAUSD) to build awareness of our programs and develop pathways
- Support and expand partnerships with local industries to develop internships and apprenticeships for our students.

## Office Administration

### Department Summary

The Office Administration department at ECC offers an Office Administration AS and Certificate of Achievement. The degree and certificate programs in Office Administration include options in office systems, management, bookkeeping, computer applications, and office clerk. Students learn the office operating standards appropriate to their specialty, apply American business office procedures, and understand information management principles, operations, and organization. *(Note: In Fall 2022, the Business division renumbered and restructure courses, which may result in some data differences between previous years.)*

- On average, between Fall 2019 and Fall 2022 the Office Administration generated 16 FTES and had 179 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Office Administration generated 2 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Office Administration department was 1.3% less than the Business division and 0.6% less than the college's average, and the course completion rate was less than the Business division, however, greater than the college's average by 0.9% and 0.2%, respectively.
- WSCH generated in Fall 2022 in the Office Administration department is not available (moved to the business management department). The department's average WSCH generated in Fall 2019 to Fall 2022 was 501 WSCH.

### Occupational Summary

All 20 occupations identified as being related to ECC's Office Administration department have an estimated median hourly wage above LA County's living wage. Over half of the Computer Information Systems-related occupations identified have an estimated median hourly wage more than twice LA County's living wage. Between 2020 and 2030 the number of Office Administration-related occupations in LA County are projected to increase by 33,020 jobs or by 10.3%. On average, there are expected to be 33,438 Office Administration-related job openings annually. The occupation with the most project job growth and annual job openings is General and Operations Managers.

<b>Office Administration</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	621	697	33	9.6	0.7	20.2	89.1%	107.8	3451.1	336.1	10.50
Fall 2026 (Midpoint)	742	833	39	11.5	0.8	24.2	106.5%	128.8	4123.9	401.7	12.55
Fall 2030 (Endpoint)	765	858	41	11.8	0.8	24.9	109.7%	132.7	4249.0	413.9	12.93



## Office Administration Goals/Recommendations

### **Program Goals/Directions (Educational)**

- Promote improved teaching efficiency, student learning and success using industry standard technology
- Support increased enrollment by introducing certificates aligned with current Office Administration technology needs.
- Promote increased enrollment and section offerings through targeted marketing and recruitment efforts
- Support increased student retention and success by funding professional development and certifications for Business faculty in integrating Artificial Intelligence into the Business Program

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

- Support faculty teaching efficiency by modernizing equipment used for classes to HP ZBook Fury 16 G10 Mobile Workstation PC
- Modernize and maintain MBA lab computers and classroom equipment to current industry standards
- Support student learning by upgrading and maintaining software to current industry standards

### **Community/Industry Partner Needs/Collaboration**

- Support and expand partnerships with local industry
- Promote partnerships with local K-12 Districts to build awareness of the program and transfer pathways

## Paralegal Studies/Law

### Department Summary

The Paralegal Studies/Law department offers an American Bar Association approved Paralegal Studies AA and Certificate of Achievement program designed to prepare students seeking a job in the private or public sector assisting attorneys. In the degree and certificate programs, students will learn the fundamental theories and principles of law, as well as how to prepare or interpret legal documents, interview clients, summarize complaints, and provide direct assistance to attorneys.

- On average, between Fall 2019 and Fall 2022 the Paralegal Studies/Law department generated 64 FTES and had 585 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Paralegal Studies/Law department generated 15 FTES per FTEF, the same FTES per FTEF as the Business division, and 2 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Paralegal Studies/Law department was 3.8% more than the Business division and 4.5% more than the college's average. In that same period, the course completion rate of the Paralegal Studies/Law department was 3.9% more than the Business division and 5.0% more than the college's average.
- In Fall 2022, the Paralegal Studies/Law department generated 1,497 WSCH, which is 462 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,959 WSCH.

### Occupational Summary

All 3 occupations identified as being related to ECC's Paralegal Studies department have an estimated median hourly wage above the LA County's living wage and are growing. Between 2020 and 2030 the number of Paralegal Studies-related occupations in LA County are projected to increase by 1,940 jobs or by 12.2%. On average, there are expected to be 1,940 Paralegal Studies-related job openings annually. The occupation with the most project job growth and annual job openings is Paralegals and Legal Assistants.

<b>Paralegal</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	37	37	2	0.2	0.2	17.5	52.9%	3.5	113.0	282.5	8.83
Fall 2026 (Midpoint)	44	44	2	0.2	0.2	20.8	62.8%	4.2	134.4	335.9	10.49
Fall 2030 (Endpoint)	45	45	2	0.2	0.2	21.2	64.1%	4.3	137.1	342.7	10.70

<b>Law</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	370	415	16	1.8	1.3	24.9	72.0%	41.2	1319.8	428.0	13.37
Fall 2026 (Midpoint)	440	493	19	2.2	1.5	29.6	85.7%	49.0	1569.3	509.0	15.90
Fall 2030 (Endpoint)	449	503	19	2.2	1.5	30.2	87.4%	50.0	1600.9	519.2	16.22

## Paralegal Studies/Law Goals/Recommendations

### **Program Goals/Directions (Educational)**

- Support Increased enrollment, retention, and completion by introducing additional curriculum and instruction in litigation-related skills and tasks
- Promote increased enrollment and student success by introducing new 8-week courses in IP, trial preparation, immigration, bankruptcy and other relevant areas.
- Promote increased enrollment and section offerings through targeted marketing and recruitment efforts

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

- Promote distance learning and industry connections by funding Additional Owls for video conferencing technology in all labs and lecture rooms classrooms
- Enhance student learning and success by funding additional software for Introduction to Legal Technology, Law 19
- Support student learning and success by maintaining the Westlaw subscription and hard copies of law books in the El Camino College library
- Modernize all lab and lecture rooms to update equipment including computers, software and all technology and maintain continuous currency to ensure faculty and students are provided with up-to-date, industry-standard technology
- Renovate all lab and lecture rooms with furniture that will accommodate student use of digital devices and meet accessibility standards
- Redesign all lecture and lab rooms to accommodate various teaching modalities

## **Community/Industry Partner Needs/Collaboration**

- Support partnerships with South Bay industries that have legal departments and/or needs, such as Northrop, Raytheon, Mattel, Honda, etc., through targeted marketing efforts.
- Promote and enhance partnerships with local government offices, such as district attorney, city attorney, public defender, etc. through targeted marketing efforts
- Support partnerships with local high schools to build awareness of the Paralegal Studies Program the benefits of a career as a Paralegal.
- Support partnerships with El Camino College students to build awareness of the Paralegal Studies program.
- Promote partnerships and future enrollment with marketing to the local community through targeted social media marketing campaigns
- Promote and expand connections with the community and local industry by funding staffing to assist with marketing, outreach, and meeting ABA program requirements

## Real Estate

### Department Summary

The Real Estate department offers a Real Estate AA degree and 3 Certificates of Achievement. In the Real Estate department programs, students will learn the fundamentals of real estate including appraisal, escrow, exchange, development, investment, leasing, property management, sales, and title insurance. Upon program completion, students will have satisfied the legislatively mandated education requirements to take the California Bureau of Real Estate (BRE) salesperson and California Bureau of Real Estate Appraisers (BRE) licensure exams.

- On average, between Fall 2019 and Fall 2022 the Real Estate department generated 49 FTES and had 491 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Real Estate department generated 9 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Real Estate department was 4.2% higher than the Business division and 4.9% higher than the college's average, and the course completion rate was greater than both the Business division and the college's average by 7.0% and 8.1%, respectively.
- In Fall 2022, the Real Estate department generated 1,722 WSCH, which is 221 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,501 WSCH.

### Occupational Summary

All 3 occupations identified as being related to ECC's Real Estate department have an estimated median hourly wage above LA County's living wage and are growing. Between 2020 and 2030 the number of Real Estate/Escrow-related occupations in LA County are projected to increase by 4,150 jobs or by 13.2%. On average, there are expected to be 3,102 Real Estate/Escrow-related job openings annually. The occupation with the most projected job growth and annual job openings is Property, Real Estate, and Community Association Managers.

<b>Real Estate</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	356	536	12	1.8	0.6	43.8	100.2%	49.2	1575.0	656.3	20.50
Fall 2026 (Midpoint)	423	637	14	2.1	0.7	52.0	119.1%	58.5	1872.7	780.3	24.37
Fall 2030 (Endpoint)	432	650	15	2.2	0.7	53.1	121.5%	59.7	1910.5	796.0	24.86

### Real Estate/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Support increased enrollment by introducing curriculum to align with current industry trends and practices
- Support increased student retention and success by providing professional development and certifications in current real estate topics to foster a culture of research and innovation within the department
- Promote student engagement and retention through extracurricular activities and professional development opportunities
- Support student success by strengthening career services to support students during throughout their time at El Camino College and in their transition to the workforce
- Promote increased enrollment and section offerings through targeted marketing and recruitment efforts

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet list of program technology/facility needs:

- Modernize and maintain all lecture rooms and computer labs with current industry standard equipment and updated, cutting-edge real estate software to enhance teaching and the student learning experience, increase student engagement, and improve student retention and success
- Support student learning by providing students with access to cutting edge equipment used in industry for practical training.
- Renovate existing classrooms facilities to create specialized real estate labs equipped with modern, cutting-edge, technology and software used in the real estate industry.
- Remodel all lab and lecture rooms to include furniture that accommodates students to use their own devices and meets accessibility standards

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Forge partnerships with leading real estate firms and industry associations.
- Support partnerships with industry partners through collaboration to develop internships and apprenticeships for our real estate students.
- Promote partnerships with local high schools and collaborate with representatives from the local high schools to build awareness of the Real Estate Program and to develop career pathways for students from the high schools to the Real Estate program at El Camino College.



## Fine Arts Division

The Division of Fine Arts serves multiple student populations who seek arts education for different reasons; to transfer to a four-year university or art school, job placement, enrichment (OA noncredit), or for electives – emphasizing the power of arts education for increased self-confidence, deeper cultural awareness, and for enhanced communication and critical-thinking skills.

The Fine Arts curriculum offers instruction in **Studio Arts, Digital Art & Design Technology, Dance, Film, Music, Photography, and Theatre**. Fine Arts faculty bring real-world arts-economy experience and expertise to the classroom. Recognized as thriving artists of the Los Angeles art scene, the Fine Arts faculty bring vitality to their classroom, and instill inspiration in their students.

The division is also home to the **Center for the Arts** theatres and the **Art Gallery** – both critical to creating opportunities for students to develop their coursework talents and skills through performances and exhibitions.

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off-campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Art	1,458	2,624	2,400	0	6,483	207	17.9	12	361
Dance	173	695	630	0	1,497	45	5.7	8	265
Film/Video	629	0	1,277	0	1,906	62	3.3	19	586
Music	964	921	1,771	0	3,657	118	14.9	8	245
Photography	309	333	562	0	1,204	39	5.0	8	242
Theatre	210	622	339	0	1,172	33	4.0	8	291

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTES highlighted in red are below the state standard of 525.

**DEMAND, RETENTION, AND SUCCESS – Fall 2022** Source: El Camino College

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Art	57	19	53.0%	1,058	1,693	62.5%	88.9%	77.4%
Dance	27	16	45.3%	428	795	53.8%	82.4%	68.9%
Film/Video	15	39	110.1%	578	597	96.8%	86.0%	71.2%
Music	75	16	46.5%	1,221	2,224	54.9%	78.7%	65.9%
Photography	19	16	45.7%	304	654	46.5%	89.3%	74.3%
Theatre	0	18	50.9%	267	357	74.8%	85.0%	72.9%

## Art (Studio Art)

### Department Summary

The Art Department offers a comprehensive foundation in the history, theory, and practice of Art to students pursuing a degree, a certificate, or seeking to transfer to a four-year degree program. Current degrees include Art AA, Studio Art AST, and 4 Certificates of Achievement. The courses allow students to specialize in a variety of forms of art, including: Audio/Visual Art, Web Design, Illustration, Ceramics, Graphic Design, and Jewelry Design.

Art											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	295	306	20	0.9	1.9	14.3	75.4%	35.4	1133.0	402.2	12.56
Fall 2026 (Midpoint)	351	364	24	1.1	2.2	16.9	89.6%	42.1	1347.2	478.3	14.93
Fall 2030 (Endpoint)	358	371	24	1.1	2.3	17.3	91.4%	42.9	1374.3	487.9	15.23

### Art Goals/Recommendations

**Program Goals/Direction (Educational)** Bullet list of program goals or future direction:

- Focus on integrated-digital technology to support the programs.
- Serve as regional expert-resource hub(s) of respective studio art disciplines.
- Provide students with opportunities to learn how to thrive in the creative arts economy--to be able to market and sell their art.
- Develop mirrored noncredit and or new noncredit course options to increase enrollments and serve all members of the community.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Complete the new Arts Complex facility corrections, repairs, and omissions.
- Develop and maintain a documented schedule for ongoing maintenance and updates of the studio facilities and related machinery and tools.
- Installation of updated technology for optimum art instruction to support live studio demonstrations.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Develop and enhance partnerships with local art guilds, high schools, 4-year colleges and universities, businesses, and community-based organizations for optimal contribution to the creative-arts economy and workforce.
- Continue partnership with the Art Gallery for the annual student art show and for development of additional faculty-curated exhibitions. The Art Gallery partnership serves as an excellent outreach opportunity for supporting and encouraging our students, and for meaningful engagement with the community and employers.
- Collaborate with other campus divisions or entities to create interdisciplinary project-based student learning opportunities.
- Develop campus and community-wide opportunities for students to showcase and sell their artwork.

## Digital Art & Design Technology

### Department Summary

The Digital Art & Design Technology (DArt) department prepares students for careers in Arts, Media, and Entertainment (AME)-related jobs through focused certificates in digital concept design, digital animation, digital 3d modeling and animation, and game art and animation. El Camino College's Art department currently offers a Digital Art Certificate with areas of focus in the Studio Art AA that includes classes in Digital Art Foundations, Motion Graphics, 3D Modeling and Animation, and Game Art. Digital Art faculty are developing a new foundation certificate with additional classes in Concept Design, 2D Animation, 3D Modeling and Animation, and Digital Illustration. New stackable certificates will allow students to specialize in each of these areas and work toward an AS and AS-T degree.

- On average, between Fall 2019 and Fall 2022 the Digital Art department generated 39.7 FTES and had 210 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Digital Art department generated FTES per FTEF on par with the college's average of 13 FTES per FTEF.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Digital Art department was 2.8% lower than Fine Arts division but equal to the college's average, while the course completion rate was 3.8% lower than the Fine Arts but equal to the college's average.
- In the Fall 2022, the Digital Art department generated 1,211 WSCH, which is 70 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,281 WSCH.

### Occupational Summary

Digital Art related Occupations have an estimated median hourly wage above the LA

County's living wage. Between 2020 and 2030 the number of Digital Art-related Occupations in LA County are projected to increase by 1,570 jobs or by 15.5%. On average, there are expected to be 1,258 Digital Art-related job openings annually.

Program data embedded within Art program data. Next education plan will capture the program.

### Goals/Recommendations

**Program Goals/Direction (Educational)** Bullet list of program goals or future direction:

- Develop new courses in concept design, visual design, AR/VR, 2D animation, 3D modeling and animation, and game art and animation, history of design media & industry arts, and digital art technologies like motion capture.
- Develop new foundation certificate and stacked certificates in concept design, 2D animation, 3D modeling and animation, and game art and animation, motion capture and other digital art technologies.
- Develop work-based learning programs to support apprenticeships and internships that help students enter the AME workforce.
- Develop new AS and AS-T degree programs in Digital Art and Design Technology.
- Develop noncredit returning education certificates in new fields such as motion capture, VR, and virtual production.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Additional lab space to accommodate a growing number of courses and students (5-year goal).
- Collaborative studio/classroom space to support project-based classes that mirror industry workflows that are both screen-based, hands-on, and collaborative (5-year goal).
- Additional industry standard technology such as rendering PCs, render farm infrastructure, digital drawing tablets, motion capture hardware, VR hardware, software licenses, etc. to support students in and out of courses.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Identify and recruit local industry partners in related and AME fields to create work-based learning, co-op, internship, and apprenticeship opportunities for students.
- Work with SBWIB and career services on campus to support students in work-based learning opportunities.
- Market to local industry partners to raise awareness of emerging programs and opportunities to recruit students.
- Identify local industry partners to serve on advisory boards and committees.

Dance

Department Summary

The Dance department prepares students for a career in dance through the Dance AA degree. Comprehensive foundational theory, history, and technique in the art of dance is taught alongside performances. Student performance opportunities foster creativity, growth, and confidence toward development as a training dancer. Master classes and special events further provide students opportunities to connect with real-world dancers. Upon completion of their degree, students will have acquired skills in core techniques, historical and contemporary styles, choreography, performance, and dance history.

Dance											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	362	402	28	3.1	1.0	13.1	64.1%	41.4	1338.4	329.1	10.19
Fall 2026 (Midpoint)	430	478	33	3.6	1.2	15.6	76.2%	49.3	1591.4	391.3	12.12
Fall 2030 (Endpoint)	439	488	34	3.7	1.2	15.9	77.8%	50.3	1623.5	399.1	12.36

Dance Goals/Recommendations

Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Develop certifications that lead to specific careers in dance as a professional dancer, instructor, or choreographer. i.e. Commercial dance, dance and/or Pilates instruction.
- Add additional dance-major audition opportunities for transferability to upper-division university programs.
- Continue to expand, add, and modernize curriculum offerings to serve all segments of the local community.

Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet list of program technology/facility needs:

- Maintain a minimum of three dance studios equipped with proper flooring, lighting, and hyflex technology.
- Access to a lecture classroom, black box movement space, and Campus/Marsee theatre access for rehearsals and performances.
- Development of a designated classroom space to be able to offer a Pilates certification program.

Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Develop an Outreach program in collaboration with Music and Theatre with the musical theater program as shared platform to engage community members and increase enrollments.
- Continue free preview production events with local high schools who are invited to attend/participate in ECC dance program events.
- Expand class offerings to evening/after school/satellite campus for attracting non-traditional high school and community members.



Film

Department Summary

The Film/Video department offers a Film/Video AA and a Film/Video Production Certificate of Achievement. Upon completion of their degree or certificate, students will have gained hands on experience to write, shoot, and edit short films or videos. The degree programs provide students with an understanding of theoretical and practical knowledge in film/video production, scriptwriting, and media aesthetics.

Film											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	498	568	15	1.2	2.0	35.2	95.1%	56.6	1811.0	557.2	17.40
Fall 2026 (Midpoint)	592	675	18	1.5	2.4	41.9	113.1%	67.3	2153.3	662.6	20.69
Fall 2030 (Endpoint)	604	689	18	1.5	2.4	42.7	115.4%	68.6	2196.7	675.9	21.11

Film/Video Goals/Recommendations

**Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Continue program growth by offering additional on campus & online courses.
- Increase transfers to 4-year programs.
- Increase articulation agreements with CSUs.
- Develop elective options in Creative Nonfiction (Documentary) with the AA and impending AS-T degrees.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Protect/maintain/utilize new Lighting Studio/Editing Lab/Audio Suite/Photo Labs/Equipment room in an equitable manner that ensures a safe and professional learning environment for all students and classes conducted in the facility.
- Complete the build of the Audio Production Lab.
- Upgrade/Expand Lighting Studio for ceiling lighting.
- Upgrade current digital cinema camera and lighting packages.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Host student and industry feature-film and shorts screenings, sneak previews, and red-carpet events.
- Build the profile of the Film Program in the South Bay and beyond.
- Connect with entertainment industry funding agencies to provide grants, training, and internships for our students.

Music

Department Summary

The Music department offers a Music AA, Commercial Music Certificate of Achievement and Professional Organist Certificate of Accomplishment. The music department offers students the ability to advance in their musical training and in music theory and history. Students are offered the opportunities for weekly individual music lessons and music performances with performing groups as choirs, orchestras, concert bands, and jazz bands.

Music											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	885	1228	80	8.1	1.8	14.5	81.1%	121.2	3952.3	396.6	12.16
Fall 2026 (Midpoint)	1052	1460	95	9.7	2.2	17.2	96.4%	144.1	4699.4	471.5	14.46
Fall 2030 (Endpoint)	1073	1490	97	9.9	2.2	17.5	98.4%	147.0	4794.1	481.0	14.75

Music Goals/Recommendations

**Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Modernization of Music Department course offerings. i.e. Specialized ensembles for Jazz combos, Commercial Music, Live Sound courses, music-education-methods courses, and History of Hip Hop.
- Expansion of Music Certificates and Degrees i.e. Piano Teaching Certificate, Music AA-T degrees. This includes updating the current AA Music Degree and pathways to align with the modernization vision of the department.
- Develop a recruitment plan that includes increased community and high-school engagement/outreach in order to boost Music enrollments and to secure grant funding.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Musical instruments and equipment for instrumental ensembles and the applied music program.
- Updated performance spaces (i.e. Haag Recital Hall, Campus Theatre, and Marsee Auditorium) for optimal student performance opportunities.
- Equip designated rehearsal & performance spaces with recording capabilities.

- Sound proof designated practice rooms to make suitable for drums and amplified instruments.
- Update classrooms and equipment (i.e. Piano labs/Pianos, theory labs, outdated components, broken speakers and amps)
- Keyboard repairs and acoustic piano tuning.

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Implement Dual Enrollment Music courses at area high schools.
- Continue and expand upon partnerships and collaborations with Music organizations like LA Opera, Domingo-Colburn-Stein Young Artist Program, The Harmony Project, YOLA (Youth Orchestra Los Angeles), ICYOLA (Inner City Youth Orchestra of Los Angeles), and nTyme. Partnering with these organizations inspires our students and/or allows faculty to interact with student musicians throughout our service, connecting them to campus life and leading to increased enrollments.
- Creation of an annual faculty concert featuring our own composers, conductors and performers. Annual faculty concert to contribute to the cultural life of the South Bay community and serve as a recruiting tool. Performances also give our current students the opportunity to see and hear their professors in action, putting into practice what they are learning in their music classes.
- Re-launch the El Camino College Annual Jazz Festival. Prior to the COVID Pandemic, El Camino College hosted an annual jazz festival in which guest artists performed and conducted master classes for ECC and area high school students. It also provided a platform for regional high schools to perform and be adjudicated by our Music faculty. We would like to start this up again in an effort to further enrich the cultural life of our service area, to promote Music programming and facilities, and to recruit students.
- Collaborate with Outreach to have Music faculty visit or perform at local schools for increased visibility of the Music department.
- Continue to organize and pursue performance and outreach opportunities such as the ECC Symphony Carnegie Hall performances, which has been instrumental in increasing enrollment in all choral groups and the symphony.

## Photography

### Department Summary

The Photography department offers a Photography AS and Certificate of Achievement. In the degree and certificate programs, students acquire both practical and creative skills through courses such as photojournalism and black and white photography, Theory of color/color printing and creative photographic processes. Upon the completion of their program, students are prepared to either transfer to a four-year university with a Photography major or begin entry-level photography related jobs.

Photography											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	295	306	20	0.9	1.9	14.3	75.4%	35.4	1133.0	402.2	12.56
Fall 2026 (Midpoint)	351	364	24	1.1	2.2	16.9	89.6%	42.1	1347.2	478.3	14.93
Fall 2030 (Endpoint)	358	371	24	1.1	2.3	17.3	91.4%	42.9	1374.3	487.9	15.23

### Photography Goals/Recommendations

#### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Update curriculum to shift the courses from primarily analog to digital to reflect current industry trends.
- Offer diverse class offerings in both credit and noncredit.
- Hire a full-time lab tech to manage the facilities and equipment for both the Photography and Film departments.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Rectify problems with the new facility: For example, darkroom safe-lights, sinks, sensor taps are not conducive to teaching.
- Printing: The ability to provide free inkjet printing for students increases their engagement level and rigor of the class. They also learn a lot about colors.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Expand Dual Enrollment offerings with the high schools.
- Collaboration with other departments to provide portraits and event photography (i.e. Dance, Acting, Music, and Ceramics).
- Develop and Internship program with alumni and working professionals.
- Offer Masterclasses by industry professionals.

## Theatre

### Department Summary

The Theatre Department offers a Theater AA and Theater Arts AA-T transfer degree. Students are offered a well-rounded theoretical and practical training in both theatrical performance and technical theatre. Topics within the performance program include: dramatic acting, classical acting, musical theatre performance, directing for the stage and improvisational performance. Technical theatre topics include: stage lighting, stagecraft, costuming for the stage, and theatrical make-up as well as the opportunity for theatre students to work backstage on live theatrical productions. The curriculum prepares students for a wide variety of pathways including entry-level employment in professional theatre (and other media) industries and/or transfer to a four-year degree program. The department also serves students by offering general education classes such as theatre appreciation, dramatic literature, and acting for non-theatre majors. The Theatre Department curriculum assists students in developing life-long aptitudes and skills, helping them form a strong and diverse foundation for improving academic skills in many areas.

Theater											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	197	237	15	0.9	2.0	15.0	74.8%	28.8	1027.6	350.3	9.81
Fall 2026 (Midpoint)	234	282	18	1.1	2.4	17.8	88.9%	34.2	1221.8	416.6	11.66
Fall 2030 (Endpoint)	239	287	18	1.1	2.5	18.2	90.7%	34.9	1246.5	425.0	11.90

### Theatre Goals/Recommendations

#### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Increase enrollment number for classes and number of sections.
- Use the Haag Recital Hall as a designated second stage space for the Theatre Department, to produce low-stakes/low-budget practicum opportunities.
- Produce more diverse and multicultural plays in our mainstage season.
- Increase the number of high schools that attend our special preview performances.
- Add Dual Enrollment course offering with the High Schools.

- Implement more diverse resources (BIPOC, LGBTQ+, Disability, Gender, etc..) into the curriculum and syllabi for textbooks, readings, and plays.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Renovations of the Campus Theatre, TH-151, scene shop, dressing rooms, and costume shop; or development of new theatre facilities.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- In partnership with the Film department, create a new Acting and Production for Independent Media interdisciplinary certificate program. This concept was developed based on student feedback and input. A great majority of Theatre majors consistently request interdisciplinary learning opportunities in collaboration with the Film Department. Further, implementation of such a unique certificate program as never offered before in a California Community College setting would further enhance the viability and notoriety of the El Camino College Theatre department. By offering this inventive certificate, El Camino College will empower a new generation of multi-hyphenated storytellers to create and produce their own content.



### Health Sciences and Athletics Division

The ECC division of Health Sciences & Athletics provides students a wide array of both instructional and student service programs, including sports opportunities as an ECC Warrior. In the division of Health Science & Athletics students can gain an understanding of disciplines from areas like healthcare and fitness. The division of Health Science & Athletics also offers ECC's first bachelor's degree in the college's 76-year history, Respiratory Care. In addition to the programs listed, we are developing a number of non-credit courses/certificates in Fire Tech (Wildland Fire), and Allied Health (Sterile Processing, Medical Transcription, Personal Care Aide, CNA, Phlebotomy, Medical Billing)

#### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Administrative Of Justice	855	68	2,258	0	3,181	102	9.2	11	345
Fire Technology	1,760	999	1,083	571	4,412	123	11.4	11	386
Kinesiology/Physical Education	1,647	6,069	3,634	0	11,350	361	27.9	13	407
Nursing	1,598	3,820	121	945	6,484	93	16.5	6	392
Radiologic Technology	335	1,763	1,462	0	3,559	111	7.7	14	464
Respiratory Therapy	258	376	381	0	1,016	31	3.6	9	286
Sign Language/Inter Training	664	28	368	0	1,060	34	3.8	9	280

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTES highlighted in red are below the state standard of 525.

**DEMAND, RETENTION, AND SUCCESS – Fall 2022**

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Administrative Of Justice	44	24	67.1%	1,034	1,540	67.1%	84.0%	58.2%
Fire Technology	40	23	66.6%	933	1,352	69.0%	81.7%	70.6%
Kinesiology/Physical Education	143	22	64.3%	3,216	3,750	85.8%	88.9%	78.2%
Nursing	58	11	32.3%	655	790	82.9%	94.9%	91.4%
Radiologic Technology	22	29	81.8%	630	665	94.7%	92.3%	83.1%
Respiratory Therapy	10	15	42.3%	148	235	63.0%	95.2%	82.2%
Sign Language/Inter Training	14	19	53.5%	262	371	70.6%	80.4%	55.1%

## Administration of Justice

### Department Summary

The Administration of Justice department at ECC offers multiple pathways such as an Administration of Justice AA, AST, 2 Certificates of Achievement, and an Administration of Justice: Homeland Security Essentials Certificate of Accomplishment. The Administration of Justice degree or certificate programs prepare students for a career in criminal justice. Through these pathways students will be able to gain the ability to apply principles of the justice system, constitutional and procedural standards concerning arrest, search and seizure, human relations, and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping.

- On average, between Fall 2019 and Fall 2022 the Administration of Justice department generated 96 FTES and had 960 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Administration of Justice department generated 3 FTES per FTEF more than the Health Sciences & Activities division and 1 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Administration of Justice department was 4.6% lower than the Health Sciences & Activities division and 2.6% higher than the college's average. The course completion rate of the Administration of Justice department was lower than the Health Sciences & Activities division and the college's average by 13.4% and 0.5%, respectively.
- In Fall 2022, the Administration of Justice department generated 3,181 WSCH, which is 148 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 3,033 WSCH.

### Occupational Summary

All Administration of Justice-related occupations have an estimated median hourly wage above LA County's living wage. Between 2020 and 2030 the number of Administration of Justice-related occupations in LA County are projected to increase by 2,450 jobs or by 8%. On average, there are expected to be 2,783 Administration of Justice-related job openings annually. The occupation with the most projected average annual job openings is Police and Sheriff's Patrol Officers.

<b>Administration of Justice</b>											
<b>Faster than the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	755	833	43	1.5	7.3	18.7	55.3%	71.7	2449.0	278.8	8.16
Fall 2026 (Midpoint)	902	995	51	1.8	8.7	22.3	66.1%	85.7	2926.4	333.2	9.75
Fall 2030 (Endpoint)	930	1026	53	1.8	9.0	23.0	68.1%	88.3	3015.2	343.3	10.05

### Administration of Justice Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future direction:

- Add POST Training Curriculum to courses being offered
- Add ISA Agreement Curriculum to courses being offered and add partnerships with our local law enforcement agencies
- Work on adding infrastructure to our future Training Center and to all AJ grow and add a Level 1 Academy

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Create a computer lab for allowing our students to have current technology for state mandated testing
- Add infrastructure and shooting range for our program to increase enrollment and agreements with local and federal agencies
- Create a law enforcement fitness area to ensure students have required equipment and to rent to local agencies

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Provide resources in the form of instructional space for our local and federal agencies to engage in required perishable skills training
- Add Instructional Services Agreements with our local and federal agencies to increase FTES enrollment

## Fire and Emergency Technology

### Department Summary

The Fire and Emergency Technology department at ECC offers a Fire and Emergency AS, 3 Certificates of Achievement and 1 Certificate of Accomplishment. The Fire and Emergency Technology department educational pathways prepares students to enter the workforce in fire services and emergency medical practices. Students learn about the principles of fire prevention, safety, protection, and behavior to be able to combat fire emergencies. El Camino College's training program is a collaboration between the college and various health entities such as the Los Angeles County Department of Health Services, Emergency Medical Services Agency, and Paramedic Training Institute (PTI). Classroom instruction as well as lab scenarios are carried out on campus as well with partnering health facilities.

- On average, between Fall 2019 and Fall 2022 the Fire and Emergency Technology department generated 154 FTES and had 1,002 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Fire and Emergency Technology department generated 2 FTES per FTEF more than the Health Sciences & Activities division and 2 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Fire and Emergency Technology department was 5.1% lower than the Health Sciences & Activities division and 2.1% higher than the college's average. The course completion rate of the Fire and Emergency Technology department was 7.2% lower than the Health Sciences & Activities division, and 5.7% higher than the college's average.
- In Fall 2022, the Fire and Emergency Technology department generated 4,412 WSCH, which is 1,625 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 6,037 WSCH.

### Occupational Summary

All Fire and Emergency Technology-related occupations have an estimated median hourly wage that is more than double LA County's living wage. Between 2020 and 2030 the number of Fire and Emergency Technology-related occupations in LA County are projected to increase by 1,370 jobs or by 14.8%. On average, there are expected to be 920 Fire and Emergency Technology-related job openings annually. The occupation with the most projected average annual job openings is Firefighters.

<b>Fire Technology</b>											
<b>Faster than the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	654	920	42	8.7	7.9	17.7	64.6%	107.8	3518.0	212.3	6.51
Fall 2026 (Midpoint)	781	1099	50	10.4	9.4	21.1	77.1%	128.9	4203.8	253.7	7.78
Fall 2030 (Endpoint)	805	1133	52	10.7	9.7	21.8	79.5%	132.8	4331.4	261.4	8.01

**Fire and Emergency Technology Goals/Recommendations Program**

**Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- Add new non-credit curriculum to increase FTES enrollment and opportunities for students and local agencies
- Add Wildland Fire Program to meet demand for wildland fire training
- Add refresher training courses to meet demand for EMS training and certification
- Create a separate EMS Department and establish an on-campus paramedic training program

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet list**

of program technology/facility needs:

- Create a computer lab or purchase laptop computers needed for our EMT and Paramedic programs to ensure students have latest technology for national and county mandated testing
- New EMS monitors and equipment to ensure students are being trained on current EMS technology and equipment
- Purchase training props for fire technology students that provide realistic training in a controlled environment, ensuring our students and local agency partners are current with the fire technology and responses

**Community/Industry Partner Needs/Collaboration** Bullet list of program community/industry partner needs/ collaboration:

- Grow the number of Instructional Services Agreements with local fire and EMS agencies to grow our FTES enrollment
- Work with our partners from Alta Sea by providing courses and certifications needed in maritime profession
- Partner with our local high schools and providing dual enrollment education to jumpstart their college education and prepare them for the future in the fire service



## Nursing

### Department Summary

The ECC Nursing department offers a Nursing AS and Pre-Nursing AS. The Nursing degree pathway trains graduates in different health care settings to enter the workforce as entry-level registered nurses. The Pre-Nursing pathways prepares students to transfer to a nursing program at a college or university and apply towards a baccalaureate. ECC's Nursing programs accepts new students and those who have had prior nursing training to some degree. The Nursing department provides students with well-rounded educational opportunities and access to services in its diverse community. The Nursing program consists of both course work in general and nursing education courses in addition to clinical experiences in a variety of healthcare facilities.

- On average, between Fall 2019 and Fall 2022 the Nursing department generated 92 FTES and had 713 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Nursing department generated 5 FTES per FTEF less than the Health Sciences & Activities division and 9 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Nursing department was 4.7% higher than the Health Sciences & Activities division and 11.9% higher than the college's average. The course completion rate of the Nursing department was 10.7% higher than the Health Sciences & Activities division and 23.6% higher the college's average.
- In Fall 2022, the Nursing department generated 6,484 WSCH, which is 409 WSCH more than the department's average generated between Fall 2019 to Fall 2022 of 6,075 WSCH.

### Occupational Summary

Both occupations identified as being related to ECC's Nursing department have an estimated median hourly wage above LA County's living wage and are growing. Between 2020 and 2030 the number of Nursing-related occupations in LA County are projected to increase by 9,470 jobs or by 10.7%. On average, there are expected to be 5,864 Nursing-related job openings annually. The occupation with the most projected average annual job openings is Registered Nurses.

<b>Nursing</b>											
<b>Slower than the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	326	617	60	11.1	5.7	10.2	73.5%	79.0	5746.8	342.2	4.71
Fall 2026 (Midpoint)	326	617	60	11.1	5.7	10.2	73.5%	79.0	5746.8	342.2	4.71
Fall 2030 (Endpoint)	326	617	60	11.1	5.7	10.2	73.5%	79.0	5746.8	342.2	4.71

### Nursing Goals/Recommendations

#### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Add a BSN Degree (Pilot Program)
- Hire additional required support personnel including a designated PT 12-month clinical coordinator
- Maintain and improve on the 90% NFLEX pass rates

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Upgrade sim labs including mannequins and computer software
- Add Virtual Reality training components to labs to engage additional students in simulated health care scenarios and improve outcomes
- Create a dedicated computer lab for Nursing

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Increase clinical affiliations to serve more students
- Partner with Torrance Memorial for Peri-Operative Nursing Certificate and other possible new programs
- Add 4-year college and university affiliations and transfer pathways

## Kinesiology/Physical Education

### Department Summary

The Kinesiology/Physical Education department at ECC offers a Physical Education AA, Physical Education: Kinesiology AAT, Recreation AA, and 3 Certificates of Accomplishment for students seeking to transfer to a four-year university or career advancement. In these degree and certificate programs, students can learn about exercise science, physiology, human performance, and training/coaching techniques. These programs also equip students with the knowledge to sustain regular, lifelong, wellness/fitness, and to maintain a healthy lifestyle.

- On average, between Fall 2019 and Fall 2022 the Kinesiology/Physical Education department generated 338 FTES and had 3,051 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022 the Kinesiology/Physical Education department generated 4 FTES per FTEF more than the Health Sciences & Athletics division and 1 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022 the retention rate of the Kinesiology/Physical Education department was 0.8% lower than the Health Sciences & Activities division and 6.4% higher than the college's average. During that same period, the course completion rate of the Kinesiology/Physical Education was 0.9% lower than the Health Sciences & Activities division and 12.0% higher than the college's average.
- In Fall 2022, the Kinesiology/Physical Education department generated 11,350 WSCH, which is 504 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 10,846 WSCH.

### Occupational Summary

All occupations found to be associated with the Kinesiology department at ECC have an estimated median hourly earning wage above LA County's living wage. Between 2020 and 2030 the number of Kinesiology-related occupations in LA County are projected to increase by 7,140 jobs or by 44.3%. On average, there are expected to be 3,343 Kinesiology-related job openings annually. The occupation with the most projected average annual job openings is Fitness Trainers and Aerobics Instructors.

<b>Physical Education</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	1386	1450	67	7.5	3.1	20.2	78.0%	135.6	4365.4	409.9	12.73
Fall 2026 (Midpoint)	1648	1724	80	9.0	3.7	24.0	92.7%	161.2	5190.6	487.4	15.14
Fall 2030 (Endpoint)	1681	1759	81	9.2	3.8	24.5	94.6%	164.5	5295.2	497.2	15.44

**Kinesiology/Physical Education Goals/Recommendations**

**Program Goals/Directions (Educational)**

Bullet list of program goals or future direction:

- Develop more curriculum to enhance class offerings for our students including noncredit courses (Career Development and College Prep pathways and courses for older adults)
- Develop additional certificate tracks for students to achieve a certificate during their time at ECC
- Improve the success rate and completion rate of students in our department

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Replace the softball field with a full artificial turf playing surface and improvements to the surrounding areas (dugouts, team rooms, etc.)
- Address the branding of the athletics facilities to improve student experience and help in recruitment of prospective students
- Develop a long-term plan for improvement/replacement of athletics facilities to ensure all facilities are in good condition

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Develop relationships with kinesiology centered businesses in the community to create internship opportunities
- Partner with local businesses to create opportunities for employment for students who complete their KIN degree

## Radiologic Technology Department Summary

The Radiologic Technology department at ECC offers a Radiologic Technology AS and Certificate of Accomplishment. The department prepares students for employment as skilled medical practitioners administering x-ray imaging. The AS degree pathway includes both academic terms of course instructions and clinical internship, both of which are taken concurrently. The Certificate of Accomplishment serves as an extension of an AS degree in Radiologic Technology. Students from this program will be able to enter a high demand field that continues to grow.

- On average, between Fall 2019 and Fall 2022, the Radiologic Technology department generated 79 FTES and 563 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Radiologic Technology department generated 1 FTES per FTEF more than the Health Sciences & Activities division and 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Radiologic Technology department was 1.0% higher than the Health Sciences & Activities division and 8.2% higher than the college's average. The course completion rate of the Radiologic Technology department was greater than both the Health Sciences & Activities division and the college's average by 3.1% and 16.0%, respectively.
- In Fall 2022, the Radiologic Technology department generated 3,559 WSCH, which is 956 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 2,603 WSCH.

## Occupational Summary

Of the 3 occupations identified as being related to ECC's Radiologic department, 2 occupations have an estimated median hourly wage above the LA County's living wage. Between 2020 and 2030 the number of Radiologic Technology-related occupations in LA County are projected to increase by 1,390 jobs or by 17.2%. On average, there are expected to be 826 Radiologic Technology-related job openings annually. The occupation with the most project average annual job openings is Medical Assistants.

<b>Radiologic Technology</b>											
<b>Slower than the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	132	194	11	4.2	2.3	17.5	99.5%	62.3	2262.5	353.5	9.73
Fall 2026 (Midpoint)	132	194	11	4.2	2.3	17.5	99.5%	62.3	2262.5	353.5	9.73
Fall 2030 (Endpoint)	132	194	11	4.2	2.3	17.5	99.5%	62.3	2262.5	353.5	9.73

**Radiologic Technology Goals/Recommendations Program**

**Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Maintain the 100% pass rate on the licensing exam
- ADD PT instructors who can teach a variety of courses
- Explore adding CT and ultrasound

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of

program technology/facility needs:

- Purchase new detectors in x-ray lab machines
- Purchase ceiling mount x-ray arm for lab
- Update software programs on imaging equipment

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Increase the number of clinical sites for rotation of students
- Develop partnerships with 4-year colleges with BS degrees



## Respiratory Care

### Department Summary

ECC's Respiratory Care department offers a Respiratory Care BS, AS, and Certificate of Achievement. The department is designed to prepare students to enter respiratory therapy with the abilities to provide high quality care related to therapeutic interventions for patients. The training provided to students is in the form of instructional courses, lab training, and actual patient care experiences. The Certificate of Achievements serves an extension of the AS degree offered at ECC. The BS degree offering in respiratory therapy at ECC allows students with AS degrees in respiratory care to earn a more advanced degree that will enable students to further their career paths.

- On average, between Fall 2019 and Fall 2022, the Respiratory Care department generated 22 FTES and had 151 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Respiratory Care department generated 2 FTES per FTEF less than the Health Sciences & Activities division and 6 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Respiratory Care department was 4.9% higher than the Health Sciences & Activities division and 12.1% higher than the college's average. The course completion rate of the Respiratory Care department was 8.8% higher than the Health Sciences & Activities division and 21.7% higher than the college's average.
- In Fall 2022, the Respiratory Care department generated 1,016 WSCH, which is 281 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 735 WSCH.

### Occupational Summary

Both occupations identified as being related to ECC's Respiratory Care department have an estimated median hourly above LA County's living wage. Between 2020 and 2030 the number of Respiratory Care-related occupations in LA County are projected to increase by 2,120 jobs or by 27%. On average, there are expected to be 779 Respiratory Care-related job openings annually. The occupation with the most project average annual job openings is Health Specialties Teachers, Postsecondary.

<b>Respiratory Care</b>											
<b>Slower than the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	67	145	10	2.7	1.3	14.5	67.4%	27.7	983.5	245.9	6.93
Fall 2026 (Midpoint)	79	172	12	3.2	1.5	17.2	79.8%	32.8	1163.5	290.9	8.19
Fall 2030 (Endpoint)	80	173	12	3.2	1.5	17.3	80.6%	33.1	1175.2	293.8	8.28

**Respiratory Care Goals/Recommendations Program**

**Goals/Directions (Educational)**

Bullet list of program goals or future direction:

- Increase 2+2 AS to Bs degree students with advertising
- Implement AR/VR platform into course curriculum
- Develop new outreach to high schools in the area to increase applicants

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of

program technology/facility needs:

- Replace and upgrade old mannequins and ventilators
- Secure some storage space in the building
- Purchase new beds and other outdated lab equipment

**Community/Industry Partner Needs/Collaboration** Bullet list of program

community/industry partner needs/collaboration:

- Attend Resp Care conferences and workshops to advertise the BS program
- Increase clinical site to supplement CHLA and other pediatric facilities
- Partner with CC 2-year programs to increase BS applicants

## Division of Humanities

The ECC division of Humanities promotes students' academic growth so that they strengthen their critical thinking skills and academic literacy. In Humanities Division courses, students gain an understanding of areas ranging from composition and Journalism to world languages and cultures.

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Chinese	155	0	129	0	284	9	1.0	9	284
English	13,787	0	12,055	0	25,842	841	59.0	14	438
English as a Second Language	1,520	0	550	0	2,070	67	6.3	11	327
French	215	0	484	0	699	23	2.2	11	318
German	0	0	245	0	245	8	0.7	12	368
Italian	0	0	487	0	487	16	1.1	14	430
Japanese	596	0	500	0	1,096	36	2.9	12	374
Journalism	279	216	291	0	786	25	2.8	9	277
Sign Language/Inter Training	664	28	368	0	1,060	34	3.8	9	280
Spanish	1,403	0	1,065	0	2,468	81	6.6	12	374

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTEF highlighted in red are below the state standard of 525.

DEMAND, RETENTION, AND SUCCESS – Fall 2022

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Chinese	3	18	51.4%	54	114	47.4%	88.9%	79.6%
English	257	28	79.6%	7,159	7,820	91.5%	78.7%	57.6%
English as a Second Language	19	21	60.0%	399	540	73.9%	87.7%	75.8%
French	7	21	59.2%	145	240	60.4%	74.5%	65.3%
German	2	25	70.0%	49	76	64.5%	87.5%	56.3%
Italian	5	23	65.7%	115	138	83.3%	72.8%	63.2%
Japanese	10	22	61.4%	215	328	65.5%	74.7%	68.3%
Journalism	12	16	45.7%	192	317	60.6%	90.1%	67.7%
Sign Language/Inter Training	14	19	53.5%	262	371	70.6%	80.4%	55.1%
Spanish	22	23	65.7%	506	760	66.6%	81.6%	69.1%

## Journalism

### Department Summary

The Journalism program at ECC offers Journalism AA, AAT, and Certificate of Achievement programs for students seeking to transfer to a four-year college or university. Upon completion of their degree or certificate, students are prepared for employment based on their skills in traditional and electronic news gathering techniques and in analyzing and evaluating information. Students will also acquire the ability to write a variety of publishable stories for electronic and print journalism, and to apply principles of editing and publication design. Journalism career opportunities include electronic and newspaper journalism, magazine, advertising, public relations, and radio/television work.

- On average, between Fall 2019 and Fall 2022, the Journalism department generated 23 FTES and had 200 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Journalism department generated 4 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Journalism department was 6.2% greater than the Humanities division and 3.1% greater than the college's average. Further, the Journalism course completion rate was 4.0% more than the Humanities division and 2.3% less than the college's average.
- In Fall 2022, the Journalism department generated 786 WSCH, which is 80 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 706 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Journalism-related occupations in LA County are projected to increase by 2,570 jobs or by 9.8%. These jobs include post-secondary communication teachers, reports, editors, journalists, writers, and authors as well as proofreaders and copy markers. On average there are expected to be 2,903 Journalism-related job openings annually. All related occupations have an estimated median hourly wage above LA County's living wage.

<b>Journalism</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	150	150	12	1.4	1.3	11.7	43.5%	15.6	502.8	185.1	5.74
Fall 2026 (Midpoint)	178	178	14	1.7	1.5	13.9	51.7%	18.5	597.8	220.1	6.82
Fall 2030 (Endpoint)	182	182	15	1.7	1.6	14.2	52.7%	18.9	609.9	224.5	6.96

## Journalism Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Maintain excellent student publications and organizations (ECC Union and Warrior Life).
- Increase the amount of support staff in the newsroom.
- Cultivate diversity in the newsroom, and therefore contribute to diversity within the Journalism field at large
- Revise policies to ensure equitable access and outcomes for all students, and include students in the drafting of such policies
- Respond to individual student needs, and provide guidance and one-on-one mentorship during their time in the journalism program

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Maintain and expand the technology needed to support the Journalism programs ability to create two or more ongoing print publications and maintain an active web and social media presence.
- Add or replace instructional equipment to keep photo and publication classes current with the industry standards; digital photography and other technology update often

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/Collaboration:

- Work closely with the Latino caucus at the L.A. Times to create a close working relationship and bridge between our newsrooms. The intent is to contribute to local efforts to shape professional newsrooms in such a way that they reflect the diversity of the demographic they serve
- Partner with professional news organizations, and provide internship opportunities for students. For example, work with The New York Times' Corps program and the L.A. Times internship programs to create a pathway to meaningful student internships

English as a Second Language  
Department Summary

The English as a Second Language (ESL) department at ECC has existed on campus for over 25 years. While the ESL department offers 6 Certificates of Competency, the goal of ESL is to prepare students with adequate listening, speaking, reading, writing, and academic skills to enable them to be successful in everyday situations, vocational settings, and transfer-level credit classes.

- On average, between Fall 2019 and Fall 2022, the ESL department generated 70 FTES and had 564 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the ESL department generated 5 FTES per FTEF less than the college’s average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the ESL department was 7.6% greater than the Humanities division and 4.5% greater than the college’s average. Further, the ESL course completion rate was 15.9% more than the Humanities division and 9.6% more than the college’s average.
- In Fall 2022, the ESL department generated 2,070 WSCH, which is 119 WSCH less than the department’s average WSCH generated between Fall 2019 to Fall 2022 of 2,189 WSCH.

Occupational Summary

There are no ESL-related occupations identified in Employment Development Department (EDD) of LA County-Occupational Employment Projections and Integrated Postsecondary Education Data System (IPEDS) data. But fluency and facility with English increases students' employment work opportunities.

English as a Second Language											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	275	404	19	5.0	1.3	12.5	75.1%	39.8	1273.4	201.1	6.28
Fall 2026 (Midpoint)	327	480	23	5.9	1.6	14.9	89.3%	47.3	1514.1	239.1	7.47
Fall 2030 (Endpoint)	334	490	23	6.1	1.6	15.2	91.1%	48.2	1544.6	243.9	7.62

## English as a Second Language Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Engage adult learners and working adults and increase their enrollment in ESL and NESL
- Collaborate with Reading and Writing Studio (RWS) for tutor trainings in best practices to support ESL students, and continue RWS

### **Conversation Corner**

- Streamline the enrollment and onboarding for noncredit ESL classes
- Boost credit ESL enrollment through recruitment efforts in collaboration with the International Student Program
- Develop infrastructure to offer noncredit supervised tutoring to ESL students

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Update the webpages and onboarding materials for non-native speakers of English so they can find information about credit and noncredit ESL in their native language
- Improve onboarding for students without social security numbers

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/Collaboration:

- Collaborate with other divisions to develop noncredit ESL offerings that are discipline-specific (childcare, vocational, etc.), and assist in recruiting students
- Continue to develop community partnerships with local adult school and K-12 districts in order to offer ESL or NESL on-site at their campuses
- Develop partnerships with community organizations and employers in order to offer ESL or NESL on-site at their campuses



## English

### Department Summary

The English department at ECC offers an English AA, AAT, and 2 Certificates of Accomplishment. Upon completion of their degree or certificate at ECC, students are prepared for any profession or industry requiring strong communication skills as well as transfer and continue their studies at a four-year college or university. Students in this pathway will acquire skills in writing college-level essays, using research strategies, and developing interpretive and analytical skills.

- On average, between Fall 2019 and Fall 2022, the English department generated 855 FTES and had 7,425 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the English department generated 1 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the English department was 0.4% less than the Humanities division and 3.5% less than the college's average. Further, the English course completion rate was 2.1% less than the Humanities division and 8.4% less than the college's average.
- In Fall 2022, the English department generated 25,842 WSCH, which is 796 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 26,638 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of English-related occupations in LA County are projected to increase by 2,230 jobs or by 9.0%. These jobs include post-secondary foreign language and literature teachers, interpreters and translators, as well as proofreaders and copy markers. On average there are expected to be 2,106 English-related job openings annually. All related occupations have an estimated median hourly wage above LA County's living wage.

English											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	5209	6963	253	33.1	24.4	26.0	93.1%	763.8	24494.1	426.2	13.29
Fall 2026 (Midpoint)	6194	8279	301	39.3	29.0	31.0	110.7%	908.2	29124.1	506.8	15.80
Fall 2030 (Endpoint)	6318	8446	307	40.1	29.6	31.6	112.9%	926.5	29711.0	517.0	16.12

## English Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of program goals or future Direction:

- Continue to support our department's involvement in special programs such as UMOJA, PUENTE, HTP, FYE, Mana, etc. that support student-centered equity-minded practices
- Schedule classes in ways that are responsive to the needs of nontraditional students through offering night programs/weekends/hybrid Fridays, etc.
- Align first-year writing sections with the college's approach to Guided Pathways and metamajors (e.g., ENGL 1A for STEM, ENGL 1A for Social Sciences, etc.)
- Ensure our first-year writing sequence is responsive to emerging technologies (creatively responding to AI, making ENGL 1A and ENGL 1C more multi-media focused instead of solely text-based, etc.)
- Support student completion and throughput in ENG 1A and ENG 1C through traveling tutors, faculty professional development, and more culturally responsive teaching training and support

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list program technology/facility needs:

- Engage in needed repairs of the Humanities building in order to prevent ongoing flooding across the building during adverse weather events
- Acquire technology and infrastructure for the Reading and Writing Studio that tracks attendance for ENG 100, Supervised Tutoring for Positive Attendance

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/Collaboration:

- Develop contacts with faculty at UCs and CSUs in English departments and other disciplines to ensure ECC students are well prepared for writing expectations at transfer destinations
- Collaborate further with local high schools to help ensure students enter ECC prepared for college-level writing, and to better understand the needs and experiences of our students

## French

### Department Summary

The French department at ECC offers a French AA, in which, students will be able to gain skills in speaking, reading, writing, and understanding French as well as knowledge of French and Francophone cultures. Upon completion of the program, students will be able to communicate in French, write formal compositions, and read the texts of French and Francophone authors, all at an intermediate-to-mid level of competency. This degree pathway provides career opportunities where knowledge of French is useful and prepares students to continue learning advanced levels of French.

- On average, between Fall 2019 and Fall 2022, the French department generated 23 FTES and had 148 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the French department generated 2 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the French department was 7.8% less than the Humanities division and 10.9% less than the college's average. Further, the French course completion rate was 2.5% more than the Humanities division and 3.8% less than the college's average.
- In Fall 2022, the French department generated 699 WSCH, which is 12 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 711 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of French-related occupations in LA County are projected to increase by 2,070 jobs or by 9.1%. On average there are expected to be 1,879 French-related job openings annually. These jobs include post-secondary foreign language and literature teachers, interpreters and translators, as well as other types of post-secondary teachers. All related occupations have an Estimated median hourly wage above LA County's living wage.

<b>French</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	141	141	8	1.5	0.7	16.1	54.7%	20.1	644.6	293.0	9.15
Fall 2026 (Midpoint)	168	168	10	1.8	0.8	19.2	65.0%	23.9	766.4	348.4	10.88
Fall 2030 (Endpoint)	171	171	10	1.9	0.8	19.6	66.3%	24.4	781.9	355.4	11.09

## Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of Program Goals or Future Direction:

- Expand dual enrollment course offerings and find additional ways to partner with local K-12 districts
- Grow enrollment and section offerings through targeted recruitment efforts
- Support Language Lab tutors, and language tutors in the LRC

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of Program Technology/Facility Needs:

- Upgrade technology in the Language Lab

### **Community/Industry Partner Needs/Collaboration**

Bullet list of Program Community/Industry Partner Needs/Collaboration:

- Work with local high schools that have established Early College Programs to add other languages
- Work with K-12, CSU, and UC campuses to promote awareness of our programs
- Continue partnerships with professional and cultural associations that promote specific languages and cultures

## Japanese

### Department Summary

The Japanese Language department at ECC offers a Japanese AA. While attending ECC, students will learn how to speak, read, write, and understand Japanese, as well as explore Japanese art and culture. Upon completion of the program, a student is prepared for further study at a four-year college or university. This degree program can lead to a variety of careers where knowledge of Japanese is useful.

- On average, between Fall 2019 and Fall 2022, the Japanese department generated 42 FTES and had 270 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Japanese department generated 1 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Japanese department was the same as the Humanities division and 3.1% less than the college's average. Further, the Japanese course completion rate was 8.6% more than the Humanities division and 2.3% more than the college's average.
- In Fall 2022, the Japanese department generated 1,096 WSCH, which is 213 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,309 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Japanese-related occupations in LA County are projected to increase by 2,070 jobs or by 9.1%. On average there are expected to be 1,879 Japanese-related job openings annually. These jobs include post-secondary foreign language and literature teachers, interpreters and translators, as well as other types of post-secondary teachers. All related occupations have an estimated median hourly wage above LA County's living wage.

<b>Japanese</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	214	214	10	0.4	2.4	20.5	65.2%	32.5	1041.0	371.8	11.60
Fall 2026 (Midpoint)	254	254	12	0.5	2.8	24.4	77.6%	38.6	1237.8	442.1	13.80
Fall 2030 (Endpoint)	260	260	12	0.5	2.9	24.9	79.1%	39.4	1262.7	451.0	14.08

## Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of Program Goals or Future Direction:

- Continue to grow dual enrollment
- Continue to grow enrollment and section offerings through targeted recruitment efforts
- Continued to support Language Lab tutors, and language tutors in the LRC

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of Program Technology/Facility Needs:

- Upgrade technology in the Language Lab

### **Community/Industry Partner Needs/Collaboration**

Bullet list of Program Community/Industry Partner Needs/Collaboration:

- Work with local high schools that have established Early College Programs to add other languages
- Work with K-12, CSU, and UC campuses to promote awareness of our programs
- Continue partnerships with professional and cultural associations that promote specific languages and cultures

## Sign Language

### Department Summary

The Sign Language (ASL) department at ECC offers a Sign Language/Interpreter AA and Certificate of Achievement. The ASL degree and certificate programs prepare students to interpret enter the public/private workforce or to transfer to a four-year university program. Upon program completion, students will be prepared to receive national certification.

- On average, between Fall 2019 and Fall 2022, Sign Language generated 50 FTES and had 379 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, Sign Language generated 1 FTES per FTEF more than the Health Sciences & Activities division and 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Sign Language department was 7.8% lower than the Health Sciences & Activities division and 0.6% higher than the college's average. The course completion rate of the Sign Language department was 19.7% less than the Health Sciences & Activities division and 6.8% less than the college's average.
- In Fall 2022 the Sign Language department generated 1,060 WSCH, which is 501 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,561 WSCH.

### Program Highlights:

- Changed the curriculum to be more aligned with Guided Pathways, and for transfer to the CSUs.
- Developed Continuing Education Courses in SLAN-111/112 for the Community
- Utilized student peers in the advanced ASL and Interpreting Courses to work with DHH students within the SRC to tutoring supports, as well as DHH students being peer tutors to the ASL/Interpreting students.
- Established dual enrollment program offering SLAN-111 and SLAN-112 at the local area High Schools

## Occupational Summary

All occupations related to the Sign Language department have estimated median hourly wages above LA County's living wage. Between 2020 and 2030 the number of Sign Language-related occupations in LA County are projected to increase by 2,070 jobs or by 9.1%. On average, there are expected to be 1,879 Respiratory Sign Language-related job openings annually. The occupation with the most projected job growth is Interpreters and Translators.

<b>Sign Language</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	258	258	14	1.3	2.5	17.9	71.5%	31.7	1016.0	266.3	8.31
Fall 2026 (Midpoint)	308	308	17	1.6	3.0	21.4	85.4%	37.9	1214.1	318.2	9.93
Fall 2030 (Endpoint)	318	318	17	1.6	3.1	22.1	88.0%	39.1	1250.9	327.8	10.23

### Sign Language Goals/Recommendations

#### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Establish criteria/standards or functions for students enrolling in the program
- Develop an ASL/Deaf Studies Major

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Dedicated classrooms/lab/Department for the SLAN Program, that is “Deaf Friendly” and visual in nature so the modality of Instruction can be successfully taught.
- Install different projector lighting so as to not visually obstruct lecture for the Deaf instructor whereby the Instructor has to move away from the projected content.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Provide training and offer certificates with state agencies working with Deaf/Hard of Hearing populations, i.e. Dept. of Children and Families to become direct service providers



## Spanish

### Department Summary

The Spanish Language Department at ECC offers a Spanish AA, AAT, and a Spanish for Professionals Certificate of Accomplishment. The certificate program provides degree and non-degree seeking students with the necessary language skills in select professions such as business, healthcare, hospitality, and translation. While attending ECC, students acquire proficiency in speaking, reading, writing, and understanding Spanish and will gain knowledge of Spanish and Spanish-American culture. Upon completion of the program, students will be able to communicate in Spanish, write formal compositions, and read the texts of Spanish and Spanish-American authors, all at the Intermediate-to-Mid skill level. Throughout the program, skills will be assessed by written and oral exams. This major provides career opportunities where knowledge of Spanish is useful and prepares students for continued advanced learning of Spanish.

- On average, between Fall 2019 and Fall 2022, the Spanish department generated 79 FTES and had 506 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Spanish department generated the same FTES per FTEF as the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Spanish department was 1.2% less than the Humanities division and 4.3% less than the college's average. Further, the Spanish course completion rate was 5.8% more than the Humanities division and 0.5% less than the college's average.
- In Fall 2022, the Spanish department generated 2,468 WSCH, which is 47 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 2,421 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Spanish-related occupations in LA County are projected to increase by 2,070 jobs or by 9.1%. On average there are expected to be 1,879 Spanish-related job openings annually. These jobs include post-secondary foreign language and literature teachers, interpreters and translators, as well as other types of post-secondary teachers. All related occupations have an estimated median hourly wage above LA County's living wage.

Spanish											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	492	492	22	6.1	0.3	21.0	64.1%	73.0	2336.3	361.3	11.29
Fall 2026 (Midpoint)	585	585	26	7.3	0.4	24.9	76.2%	86.8	2777.9	429.6	13.42
Fall 2030 (Endpoint)	597	597	27	7.4	0.4	25.4	77.7%	88.5	2833.9	438.3	13.69

## Goals/Recommendations

### Program Goals/Direction (Educational)

Bullet list of Program Goals or Future Direction:

- Continue to grow dual enrollment
- Continue to grow enrollment and section offerings through targeted recruitment efforts
- Continued to support Language Lab tutors, and language tutors in the LRC
- Begin regularly offering courses in Spanish for vocational fields such as medicine, law, hospitality, etc., scheduling in ways that attract prospective students

### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of Program Technology/Facility Needs:

- Upgrade technology in the Language Lab

### Community/Industry Partner Needs/Collaboration

Bullet list of Program Community/Industry Partner Needs/Collaboration:

- Work with local high schools that have established Early College Programs to add other languages
- Work with K-12, CSU, and UC campuses to promote awareness of our programs
- Continue partnerships with professional and cultural associations that promote specific languages and cultures

## Chinese

### Department Summary

The Chinese Language Department (CLD) at ECC introduces the cultural aspects of the Chinese language through a study of Chinese geography, social institutions, literature, art, architecture, music, and business. In addition, students will develop functional communication skills in Mandarin Chinese through listening, speaking, reading, and writing practice and study of the Chinese culture.

- On average, between Fall 2019 and Fall 2022, the CLD department generated 11 FTES and had 65 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the CLD department generated 2 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the CLD department was 3.4% greater than the Humanities division and 0.3% greater than the college's average. Further, the CLD course completion rate was 10.8% more than the Humanities division and 4.5% more than the college's average.
- In Fall 2022, the CLD department generated 284 WSCH, which is 45 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 329 WSCH.

### Occupational Summary

Between 2020 and 2030, the number of Chinese Language Department-related occupations in LA County, which includes Postsecondary Foreign Language and Literature Teachers, Interpreters and Translators, and other Secondary School Teaching positions, are projected to increase by 2,070 jobs or by 9.1%. On average there are expected to be 1,879 Chinese Language Department-related job openings annually. All related occupations have an Estimated median hourly wage above LA County's living wage.

Chinese											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	54	54	3	0.0	1.0	17.0	47.4%	8.9	285.6	285.6	8.92
Fall 2026 (Midpoint)	64	64	4	0.0	1.2	20.2	56.3%	10.6	339.6	339.6	10.61
Fall 2030 (Endpoint)	66	66	4	0.0	1.2	20.6	57.5%	10.8	346.4	346.5	10.82

## Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of Program Goals or Future Direction:

- Continue to grow dual enrollment
- Continue to grow enrollment and section offerings through targeted recruitment efforts
- Continued to support Language Lab tutors, and language tutors in the LRC

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of Program Technology/Facility Needs:

- Upgrade technology in the Language Lab

### **Community/Industry Partner Needs/Collaboration**

Bullet list of Program Community/Industry Partner Needs/Collaboration:

- Work with local high schools that have established Early College Programs to add other languages
- Work with K-12, CSU, and UC campuses to promote awareness of our programs
- Continue partnerships with professional and cultural associations that promote specific languages and cultures

## German

### Department Summary

The German department at ECC does not offer an award option, however, students are able to gain skills in speaking, listening, reading, writing, and understanding German. Further, students are also introduced to the cultural background of the language, including relationships among cultural practices and perspectives and the general aspects of everyday life.

- On average, between Fall 2019 and Fall 2022, the German department generated 9 FTES and had 52 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the German department generated the same FTES per FTEF as the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the German department was 4.9% greater than the Humanities division and 1.8% greater than the college's average. Further, the German course completion rate was 9.4% more than the Humanities division and 3.1% more than the college's average.
- In Fall 2022, the German department generated 245 WSCH, which is 18 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 263 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of German-related occupations in LA County are projected to increase by 2,070 jobs or by 9.1%. On average there are expected to be 1,879 German-related job openings annually. These jobs include post-secondary foreign language and literature teachers, interpreters and translators, as well as other types of post-secondary teachers. All related occupations are Estimated to have hourly earnings above the LA County living wage.

<b>German</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	49	49	2	0.0	0.7	23.0	64.5%	7.2	230.0	345.0	10.77
Fall 2026 (Midpoint)	58	58	2	0.0	0.8	27.3	76.7%	8.5	273.5	410.3	12.81
Fall 2030 (Endpoint)	59	59	2	0.0	0.8	27.9	78.2%	8.7	279.0	418.5	13.07

## Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of Program Goals or Future Direction:

- Continue to grow dual enrollment
- Continue to grow enrollment and section offerings through targeted recruitment efforts
- Continued to support Language Lab tutors, and language tutors in the LRC

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of Program Technology/Facility Needs:

- Upgrade technology in the Language Lab

### **Community/Industry Partner Needs/Collaboration**

Bullet list of Program Community/Industry Partner Needs/Collaboration:

- Work with local high schools that have established Early College Programs to add other languages
- Work with K-12, CSU, and UC campuses to promote awareness of our programs
- Continue partnerships with professional and cultural associations that promote specific languages and cultures

## Italian

### Department Summary

The Italian Language department at ECC does not offer an award option, however, students are able to continue to study elementary Italian with highlighting listening, speaking, reading, and writing. The language is taught within the context of Italian culture and allows to continue their interest in the language at a four-year college or university.

- On average, between Fall 2019 and Fall 2022, the Italian department generated 13 FTES and had 85 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Italian department generated the same FTES per FTEF as the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Italian department was 9.9% less than the Humanities division and 13% less than the college's average. Further, the Italian course completion rate was 2.3% more than the Humanities division and 4.0% less than the college's average.
- In Fall 2022, the Italian department generated 487 WSCH, which is 103 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 384 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Italian-related occupations in LA County are projected to increase by 2,070 jobs or by 9.1%. On average there are expected to be 1,879 Italian-related job openings annually. These jobs include post-secondary foreign language and literature teachers, interpreters and translators, as well as other types of post-secondary teachers. All related occupations have an Estimated median hourly wage above LA County's living wage.

<b>Italian</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	109	114	5	0.0	1.0	22.4	82.6%	14.8	472.3	472.3	14.75
Fall 2026 (Midpoint)	130	136	6	0.0	1.2	26.6	98.2%	17.5	561.6	561.6	17.54
Fall 2030 (Endpoint)	132	138	6	0.0	1.2	27.2	100.2%	17.9	572.9	573.0	17.89

## Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of Program Goals or Future Direction:

- Continue to grow dual enrollment
- Continue to grow enrollment and section offerings through targeted recruitment efforts
- Continued to support Language Lab tutors, and language tutors in the LRC

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of Program Technology/Facility Needs:

- Upgrade technology in the Language Lab

### **Community/Industry Partner Needs/Collaboration**

Bullet list of Program Community/Industry Partner Needs/Collaboration:

- Work with local high schools that have established Early College Programs to add other languages
- Work with K-12, CSU, and UC campuses to promote awareness of our programs
- Continue partnerships with professional and cultural associations that promote specific languages and cultures



## Division of Industry & Technology

The ECC division of Industry & Technology offers programs to provide students marketable skills and occupation education for a career or transfer to a four-year college or university. Division of Industry & Technology courses, provide hands-on experience in state-of-the-art Facilities learning from professionals in their field.

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Air Conditioning and Refrigeration	383	308	46	0	736	24	2.4	10	303
Architecture	846	1,220	33	0	2,099	66	5.0	13	423
Auto Collision Repair/Painting	162	701	0	0	862	27	2.9	9	301
Automotive Technology	1,018	1,116	0	0	2,134	55	4.4	12	481
Computer Aided Design/Drafting	174	275	132	0	581	18	2.1	9	281
Construction Technology	542	1,238	0	0	1,781	41	3.9	10	454
Cosmetology	759	3,441	0	0	4,199	98	15.4	6	273
Electronics	240	464	0	0	704	22	2.6	8	269
Engineering Technology	981	1,962	0	0	2,943	92	7.0	13	420
Environmental Technology	128	120	44	0	292	9	1.1	9	273
Fashion	449	438	389	0	1,276	39	4.5	9	287
Machine Tool Technology	262	561	95	0	919	23	2.1	11	443
Manufacturing Technology	42	127	0	0	169	5	0.7	8	261
Nutrition and Foods	0	0	993	0	993	33	1.6	21	620
Welding	335	621	430	0	1,386	36	3.9	9	352

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTES highlighted in red are below the state standard of 525.

DEMAND, RENTENTION, AND SUCCESS – Fall 2022

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Air Conditioning and Refrigeration	8	20	57.1%	160	206	77.7%	95.6%	82.5%
Architecture	16	23	65.2%	365	509	71.7%	83.7%	69.9%
Auto Collision Repair/Painting	4	15	42.1%	59	80	73.8%	94.9%	83.1%
Automotive Technology	11	22	62.9%	242	250	96.8%	91.3%	74.3%
Computer Aided Design/Drafting	8	14	38.9%	109	206	52.9%	89.9%	67.0%
Construction Technology	14	16	44.7%	219	257	85.2%	91.3%	89.9%
Cosmetology	15	9	25.1%	132	157	84.1%	93.1%	87.0%
Electronics	8	13	36.4%	102	208	49.0%	93.1%	84.3%
Engineering Technology	38	21	59.9%	797	988	80.7%	97.3%	93.7%
Environmental Technology	4	15	42.1%	59	119	49.6%	93.5%	71.7%
Fashion	18	16	45.7%	288	451	63.9%	81.3%	66.2%
Machine Tool Technology	6	19	54.8%	115	159	72.3%	89.6%	79.1%
Manufacturing Technology	2	11	31.4%	22	48	45.8%	90.9%	81.8%
Nutrition and Foods	8	47	133.2%	373	400	93.3%	89.3%	77.7%
Welding	13	14	40.4%	184	228	80.7%	91.8%	77.6%

Source: El Camino College

## Air Conditioning and Refrigeration

### Department Summary

The Air Conditioning and Refrigeration department at ECC offers an Air Conditioning and Refrigeration AS, 7 Certificates of Accomplishment, and 3 Certificates of Achievement. Upon completion of their degree or certificate, students are prepared for employment based on their proficiency of their skills in service, troubleshooting, and installation of residential, commercial, and industrial heating, air conditioning, and refrigeration systems. Students who complete the program may expect to enter industry as an advanced apprentice or entry-level heating, ventilation, and air conditioning technician. Not only does the program allow newly awarded graduates to find employment, but the program provides opportunity for currently employed personnel to further develop their skill set with multiple Certificate opportunities. Competencies are assessed in accordance with the Environmental Protection Agency certificate criteria.

- On average, between Fall 2019 and Fall 2022, the Air Conditioning and Refrigeration department generated 21 FTES and had 131 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Air Conditioning and Refrigeration department generated 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Air Conditioning and Refrigeration department was 8.5% greater than the Industry & Technology division and 11.9% greater than the college's average. The Air Conditioning and Refrigeration course completion rate was 8.0% more than the Industry & Technology division and 14.3% more than the college's average.
- In Fall 2022, the Air Conditioning and Refrigeration department generated 736 WSCH, which is 154 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 890 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Air Conditioning and Refrigeration-related occupations in LA County are projected to increase by 700 jobs or by 11.9%. On average there are expected to be 653 Air Conditioning and Refrigeration-related job openings annually. These jobs, on average, pay approximately 1.5 times more than the living wage in LA County.

<b>Air Conditioning and Refrigeration</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	96	148	8	1.2	1.3	18.4	71.2%	14.5	826.4	339.6	5.95
Fall 2026 (Midpoint)	114	176	10	1.4	1.5	21.8	84.6%	17.2	982.6	403.8	7.08
Fall 2030 (Endpoint)	116	180	10	1.4	1.5	22.3	86.3%	17.6	1002.4	412.0	7.22

### [Air Conditioning and Refrigeration Goals/Recommendations](#)

#### **Program Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- Create an HVAC & Refrigeration System Controls & Automation pathway to address technology changes in the sector.
- Transition some courses to hybrid format to expand capacity and serve more students that need classes in the evenings.
- Strengthen partnership with Northrop Grumman by creating a maintenance tech pathway possibly through noncredit courses.

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Purchase new automation controls training equipment and systems with accompanying curriculum.
- Hire an Instructional Technician support for day and evening sections to assist faculty and facilitate student success and completion.
- Update lab equipment and training on new equipment.

#### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Participate and attend industry conferences and events.
- Partner with Community Advancement for apprenticeship and grant opportunities.

## Architecture

### Department Summary

The Architecture department at ECC prepares students interested in architecture or related fields associated with the built and natural environment. Students can earn an Architecture - Professional Practice AS, or Certificate of Achievement. The program is designed to offer various educational paths to fit the student's academic or career needs. Upon completion of the Architecture Program, students will understand the processes and demonstrate the skills to be able to navigate a path that transitions their academic career to a four or five-year university design program, prepare them to begin work in architecture, offer professional development, or provide a new career path.

- On average, between Fall 2019 and Fall 2022, the Architecture department generated 46 FTES and had 295 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Architecture department generated the same number of FTES per FTEF as the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Architecture department was 0.9% less than the Industry & Technology division and 2.5% greater than the college's average. The Architecture course completion rate was 1.5% more than the Industry & Technology division and 7.8% more than the college's average.
- In Fall 2022, the Architecture department generated 2,099 WSCH, which is 638 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,461 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Architecture related occupations, such as Architectural and Civil Drafters, in LA County are projected to increase by 380 jobs or by 10.1%. On average there are expected to be approximately 410 Architecture-related job openings annually. In the Architecture field within LA County, employers pay their employees approximately 1.5 times more than living wage.

Architecture											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTEF / FTEF
Fall 2022 (Actuals)	243	316	16	3.3	2.1	19.0	62.9%	51.5	1650.0	308.9	9.65
Fall 2026 (Midpoint)	289	376	19	3.9	2.5	22.6	74.8%	61.3	1961.9	367.3	11.47
Fall 2030 (Endpoint)	295	383	19	4.0	2.5	23.0	76.4%	62.5	2001.4	374.7	11.70

### Architecture Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- 
- Strengthen partnerships and academic alignments with 5-year baccalaureate institutions.
- Increase transfer success rates of students accepted into the 3rd year/Junior level at the university level.
- Create a certificated pathway for returning students interested in preparing for entry in a university master's program.
- Sustain gains made to date on program/pathway changes (Professional Practice and University Transfer) and improve outcomes further.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Purchase or upgrade modeling software such as Rhino Sketch-Up, and Grasshopper
- Add Subscription for Conceptboard for student project review and collaboration.
- Add 3D printers, laser cutters, and software for the Lab environment.
- Create specialty library for a significant collection of donated architecture, planning, and landscape architecture books.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Maintain student chapter of SoCal NOMA (National Organization of Minority Architects).
- Continue to seek out real world projects to close the gap between education and industry.

- Participate in national student architecture competitions such as NOMA, Cal Poly-SLO Design Village.
- Further develop partnerships and collaboration with industry organizations and employers.
- Identify the Industry's technological changes and staffing needs.

## Automotive Collision Repair/Painting Department Summary

The Automotive Collision Repair/Painting department prepares students for employment in the field and provides opportunities for currently employed personnel to upskill. Throughout the program duration, students will gain proficiency in safety practices, vehicle construction, welding, collision analysis, manual and mechanical metal finishing techniques, structural repairs, vehicle alignment, surface preparation, painting finishing, and the use of collision repair equipment. Upon completion of any of the 3 different Certificate of Accomplishment programs, students may expect to enter the industry as automotive collision repair technicians or automotive painters. Further, competencies are regularly assessed in accordance with Automotive Service Excellence, and the Industry Conference on Automotive Collision Repair standards.

- On average, between Fall 2019 and Fall 2022, the Automotive Collision Repair/Painting department generated 32 FTES and had 83 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Automotive Collision Repair/Painting department generated 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Automotive Collision Repair/Painting department was 7.2% greater than the Industry & Technology division and 10.6% greater than the college's average. The Automotive Collision Repair/Painting course completion rate was 10.8% more than the Industry & Technology division and 17.1% more than the college's average.
- In Fall 2022, the Automotive Collision Repair/Painting department generated 862 WSCH, which is 232 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,094 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Automotive Collision Repair/Painting-related occupations in LA County are projected to increase by 280 jobs or by 3.7%. On average there are expected to be 755 Automotive Collision Repair/Painting-related job openings annually; However, despite the number of job openings annually, only half of the related occupations provide an estimate median hourly wage above LA County's living wage.



<b>Auto Collision Repair</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	51	59	4	2.4	1.0	14.0	75.6%	25.0	800.1	237.7	7.43
Fall 2026 (Midpoint)	61	70	5	2.9	1.1	16.6	89.9%	29.7	951.3	282.6	8.83
Fall 2030 (Endpoint)	62	72	5	2.9	1.2	17.0	91.8%	30.3	970.5	288.3	9.01

### Automotive Collision Repair/Painting

#### Goals/Recommendations Program Goals/Directions

**(Educational)** Bullet list of program goals or future

Directions:

- Expand hybrid course format offerings.
- Strengthen industry partnerships and find internship opportunities for students.
- Promote program through car show type events and effective marketing.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Correct gaps in roofing in the outdoor lab to prevent rain from entering into lab spaces.
- Correct fencing so that baseballs from the adjacent field do not enter into the outdoor lab space, presenting a safety hazard for students and staff.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Strengthen and expand industry partnerships.
- Review the possibility of entering into an agreement with the Collision Engineering Foundation to participate as a partner college.

## Automotive Technology Department Summary

The Automotive Technology department prepares students for employment or opportunities for those already in the workforce to upskill by offering an Automotive Technology AS, Automotive Collision Repair/Painting AS, 7 Certificates of Accomplishment, and 7 Certificates of Achievement. Dependent on the degree or certificate program chosen, students will gain knowledge in safety practices, automotive service, testing, troubleshooting, brakes, suspension, wheel alignment, engine tune-up, electrical systems, fuel systems, emission systems, transmissions, drive trains, engine repair, engine rebuilding, automotive machining, or air conditioning.

- On average, between Fall 2019 and Fall 2022, the Automotive Technology department generated 51 FTES and had 214 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Automotive Technology department generated 2 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Automotive Technology department was 2.5% greater than the Industry & Technology division and 5.9% greater than the college's average. The Automotive Technology course completion rate was 1.5% less than the Industry & Technology division and 4.8% more than the college's average.
- In Fall 2022, the Automotive Technology department generated 2,134 WSCH, which is 242 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,892 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Automotive Tech-related occupations, such as Electrical and Electronics Installers and Repairers, and Automotive Service Technicians and Mechanics, in LA County are projected to increase by 720 jobs or by 5.1%. On average there are expected to be 1,473 Automotive Technology-related job openings annually, which are estimated to provide a living wage in LA County.

<b>Automotive Technology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	144	238	11	3.5	1.5	21.1	95.2%	43.3	1395.8	276.4	8.57
Fall 2026 (Midpoint)	171	283	13	4.2	1.8	25.1	113.2%	51.5	1659.6	328.6	10.19
Fall 2030 (Endpoint)	175	289	13	4.3	1.8	25.6	115.5%	52.5	1693.1	335.3	10.40

### Automotive Technology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Maintain ASE/NATEF accreditation and hire faculty that hold credentials or support PD to obtain.
- Maintain BAR (Bureau of Automotive Repair) accreditation and maintain certification for faculty that teach BAR courses.
- Create an Automotive Transmission lab in the space that was used for the engine rebuilding/machining program.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Ensure technology subscriptions are maintained and renewed prior to expiration.
- Update equipment as needed to ensure the lab is equipped with the latest technologies including alternative fuels.
- Purchase vehicles to replaced aged vehicles that are no longer usable in the program.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Maintain ASE partnership as an approved educational institution.
- Maintain BAR accreditation.
- Build partnerships with employers and manufacturers.

## Computer Aided Design/Drafting Department Summary

The Computer Aided Design/Drafting department prepares students for employment in career fields utilizing computer aided drafting (CAD) processes and provides upskill opportunities for those who are currently employed in the field. Upon completion of the Computer Aided Design/Drafting AS, Computer Aided Design/Drafting Certificate of Achievement, or AutoCAD Mechanical Drafting Trainee Certificate of Accomplishment, students will have proficiency in sketching, manual and CAD fundamentals, three-dimensional design and modeling, and geometric dimensioning and tolerance. Students who complete the program should expect to enter industry as CAD draftsman in mechanical, electronic, or other related industrial fields.

- On average, between Fall 2019 and Fall 2022, the Computer Aided Design/Drafting department generated 24 FTES and had 167 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Computer Aided Design/Drafting department generated 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Computer Aided Design/Drafting department was 1.8% less than the Industry & Technology division and 1.6% greater than the college's average. The Computer Aided Design/Drafting course completion rate was 6.0% less than the Industry & Technology division and 0.3% more than the college's average.
- In Fall 2022, the Computer Aided Design/Drafting department generated 581 WSCH, which is 353 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 934 WSCH.

### Occupational Summary

Those who complete the program can expect to gain employment as an Architectural and Civil Drafter, Electrical and Electronics Drafter, Mechanical Drafter, or another field of interest. These occupations pay between 0.8-1.5 times more than the LA County's living wage. Between 2020 and 2030 the number of Computer Aided Design/Drafting-related occupations in LA County are projected to increase by 350 jobs or by 6.2%. On average there are expected to be 580 Computer Aided Design/Drafting-related job openings annually.

<b>Computer Aided Design/Drafting</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	90	106	8	0.7	1.4	12.0	55.8%	15.8	504.5	244.1	7.63
Fall 2026 (Midpoint)	107	126	10	0.8	1.7	14.3	66.3%	18.8	599.9	290.3	9.07
Fall 2030 (Endpoint)	109	129	10	0.8	1.7	14.6	67.7%	19.1	612.0	296.1	9.26

### Computer Aided Design/Drafting Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Reconfigure pathway to build a program based on Solidworks and other growing CAD programs.
- Rewrite CATIA courses to eliminate the 2-unit courses and create 3-unit pathway requiring less time for students to complete
- Add 3D Printing technologies in the program and make the technology available to students in the labs.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Purchase 3D printing technology with an adequate supply of materials for student learning.
- Add CAD scanning technology to the program.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Collaborate with industry partners to expand employment opportunities for students.
- Expand industry advisory participants to include product development and design technologies in the future.

## Construction Technology

### Department Summary

The Construction Technology department offers a Construction Technology AS, 7 Certificates of Accomplishment, 2 Certificates of Achievement, and 1 Certification of Completion. Upon program completion students will have obtained skills in basic residential construction techniques and will be able to interpret blueprints, estimate materials, lay out, and in accordance with Uniform Building Code requirements, construct a basic residential structure. Career opportunities in various aspects of construction, including carpentry, cabinetmaking, furniture making, a variety of sub-crafts, and contracting. This program not only allows newly awarded graduates to find employment in the field, but the program provides opportunity for those currently employed to further develop their skill set with multiple Certificate opportunities. Completion of the degree or certificate requirements qualifies each student to receive a maximum of two years credit toward the California State Contractor's License Board experience requirement.

- On average, between Fall 2019 and Fall 2022, the Construction Technology department generated 32 FTES and had 174 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Construction Technology department generated 4 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Construction Technology department was 20.2% less than the Industry & Technology division and 16.8% less than the college's average. The Construction Technology course completion rate was 9.7% less than the Industry & Technology division and 3.4% less than the college's average.
- In Fall 2022, the Construction Technology department generated 1,781 WSCH, which is 296 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,485 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Construction Technology-related occupations in LA County are projected to increase by 1,830 jobs or by 10.8%. On average there are expected to be 1,851 Construction Technology-related job openings annually, of which nearly 80% of the openings are first-line supervisors of Construction Trades and Extracon Workers that are estimated to provide an above living wage salary.

<b>Construction Technology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	143	199	13	2.9	1.2	14.9	78.3%	28.7	855.3	209.4	7.02
Fall 2026 (Midpoint)	170	237	15	3.4	1.4	17.7	93.2%	34.1	1017.0	249.0	8.35
Fall 2030 (Endpoint)	173	241	16	3.5	1.5	18.1	95.0%	34.8	1037.5	254.0	8.52

### Construction Technology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Expand the use of the new outdoor lab space particularly with evening classes.
- Develop a noncredit pathway that leads to employment or to the credit program.
- Improve student learning outcomes by further improving the outdoor lab to the designs requested by faculty at the start of the project.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Develop the additional outdoor lab space to the original approved allocation of \$3 M which was reduced to \$1.2 M to accommodate construction in other areas of campus.
- Expand classroom space to outdoor lecture areas as the program currently has only one lecture space.
- Update aged equipment in the Fine Woodworking lab.

#### Community/Industry Partner Needs/Collaboration•

Bullet list of program community/industry partner needs/collaboration:

- Develop partnerships with local unions and employers seeking to hire entry-level graduates.
- Collaborate with Community Advancement for student internship, apprenticeship and grant opportunities.
- Market programs to the community and expand noncredit partnerships with local adult schools and WIB.

## Cosmetology

### Department Summary

The Cosmetology department offers a Cosmetology AS, 1 Certificate of Accomplishment, and 1 Certificate of Achievement. Upon completion of their degree or certificate, students are prepared for employment based on the proficiency of their skills in hair cutting, coloring, permanent waving, chemical relaxing, manicuring, pedicuring, facials, and other related procedures. The AS program requires 1600 hours of training and instruction, after completion of the required hours students will be prepared to take the California State Board of Cosmetology Examination (CSBCE) to become licensed to begin practicing. After successful completion of the CSBCE, students will have a state license to begin their new career and can expect to enter the industry as a hair stylist, designer, colorist, perm technician, salon owner and operator, esthetician, skin care specialist, or manicure technician.

- On average, between Fall 2019 and Fall 2022, the Cosmetology department generated 74 FTES and had 112 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Cosmetology department generated 8 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Cosmetology department was 4.5% greater than the Industry & Technology division and 7.9% greater than the college's average. The Cosmetology course completion rate was 8.9% more than the Industry & Technology division and 15.2% more than the college's average.
- In Fall 2022, the Cosmetology department generated 4,199 WSCH, which is 1,274 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 2,925 WSCH.

### Occupational Summary

With some exceptions, those in LA County who enter the cosmetology field can expect an estimated hourly wage less than a living wage, however makeup artists who specialize in the theatrical or performance sector may experience a salary of more than 4 times the county's living wage. Between 2020 and 2030 the number of Cosmetology-related occupations in LA County are projected to increase by 10,720 jobs or by 59.2%. On average there are expected to be 3,544 Cosmetology-related job openings annually, with nearly 134 of those being for makeup artists who specialize in the theatrical or performance sector.



<b>Cosmetology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	109	127	15	6.4	11.4	8.3	92.0%	74.0	2217.1	125.0	4.17
Fall 2026 (Midpoint)	130	151	18	7.6	13.5	9.9	109.4%	88.0	2636.2	148.6	4.96
Fall 2030 (Endpoint)	132	154	18	7.7	13.8	10.1	111.6%	89.7	2689.3	151.6	5.06

### Cosmetology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Add Instructional Technicians to the program to assist with instruction to improve student outcomes in licensing, lab management and program outcomes.
- Develop new curriculum for Barbering
- Develop noncredit curriculum for professional continuing education for professionals
- Expand physical space of program through partnerships with USDs and community

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Update the salon chairs, washing and student stations
- Update technology in all classrooms to be more current and lecture can be more visible in all areas of the class
- Locate a space or expanding existing space to be able to incorporate Barbering program.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Offer Cosmetology services to community members can be expanded, this gives students more opportunity for industry experience
- Offer a Barbering program in partnership with the Inglewood and Centinela Valley Unified School Districts

## Electronics and Computer Hardware

### Department Summary

The Electronics and Computer Hardware department at ECC offers an Electronics and Computer Hardware Technology AS, 4 Certificates of Accomplishment, and 2 Certificates of Achievement. Upon completion of their degree or certificate, students are prepared for employment based on proficiency of their skills in analyzing, assembling, testing, and troubleshooting both analog circuits and computer systems. Students are trained in industry standard codes and symbols for components, systems, safety devices, and procedures. The Electronics and Computer Hardware degree program prepares students for work in the areas of computer hardware and industrial, military, and consumer electronics. The program provides an opportunity for those currently employed to upgrade their skill set, change careers, or prepare for industry certification and licensing.

- On average, between Fall 2019 and Fall 2022, the Electronics and Computer Hardware department generated 23 FTES and had 109 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Electronics and Computer Hardware department generated 4 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Electronics and Computer Hardware department was the same as the Industry & Technology division and 3.4% greater than the college's average. The Electronics and Computer Hardware course completion rate was 5.6% more than the Industry & Technology division and 11.9% more than the college's average.
- In Fall 2022, the Electronics and Computer Hardware department generated 704 WSCH, which is 34 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 738 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Electronics and Computer Hardware Technology-related occupations in LA County are projected to increase by 580 jobs or by 6.5%. On average there are expected to be 997 Electronics and Computer Hardware Technology-related job openings annually. Most of the average annual job openings in Electronics and Computer Hardware Technology-related field (670) are for occupations with an estimated median hourly wage below LA County's living wage.

<b>Electronics and Computer Hardware</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	79	102	8	2.2	0.7	12.8	49.0%	22.0	703.8	245.5	7.67
Fall 2026 (Midpoint)	94	121	10	2.6	0.8	15.2	58.3%	26.2	836.8	291.9	9.13
Fall 2030 (Endpoint)	96	124	10	2.7	0.8	15.5	59.5%	26.7	853.7	297.8	9.31

### Electronics and Computer Hardware Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Expand technology utilization to include wireless, blue-tooth, laser, optical and automation technologies.
- Update lab equipment to align with technologies occurring in the workplace.
- Promote the program through effective marketing to students, the community and employers.
- Launch industry certification credential for students through a credit or noncredit course.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Updated technologies to align with trends occurring in industry as they are identified and adopted into our curriculum.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Support Community Advancement apprenticeship programs.
- Strengthen partnership with industry.
- Attend industry conferences to find partners and to identify trends occurring in the sector.

## Engineering Technology Department Summary

The Engineering Technology department at ECC offers an Engineering Technology AS, 2 Certificates of Accomplishment, and 2 Certificates of Achievement. The Engineering Technology program prepares students for transfer to engineering technology programs at a university, and for employment in technical fields. Upon completion of the degree or certificate requirements, students will have foundational skills in the principles of engineering, engineering design, digital electronics, automated manufacturing, and the application of math and science in technical fields.

- On average, between Fall 2019 and Fall 2022, the Engineering Technology department generated 64 FTES and had 642 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Engineering Technology department generated 2 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Engineering Technology department was 5.7% greater than the Industry & Technology division and 9.1% greater than the college's average. The Engineering Technology course completion rate was 7.7% more than the Industry & Technology division and 14.0% more than the college's average.
- In Fall 2022, the Engineering Technology department generated 2,943 WSCH, which is 839 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 2,104 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Engineering Technology-related occupations in LA County are projected to increase by 290 jobs or by 5.9%. On average there are expected to be 492 Engineering Technology-related job openings annually. Those occupations consist of Aerospace Engineering and Operations Technicians, Civil Engineering Technicians, Electrical and Electronics Engineering Technicians, Electro-Mechanical Technicians. Each field is estimated to make well above the living wage in LA County.

Engineering Technology											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	45	50	8	1.0	1.0	5.6	24.0%	9.7	310.5	155.3	4.85
Fall 2026 (Midpoint)	54	59	10	1.2	1.2	6.7	28.6%	11.5	369.2	184.6	5.77
Fall 2030 (Endpoint)	55	61	10	1.2	1.2	6.8	29.2%	11.8	376.6	188.3	5.88

### Engineering Technology Goals/Recommendations Program

#### Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Hire a Full Time Faculty to lead the program in growth, improve student outcomes and facilitate instruction at the high schools offering dual enrollment.
- Update curriculum to comply with most recent updates with Project Lead The Way accreditation.
- Remove program from under ARM and create ETEC as a stand-alone program in ITEC to facilitate expansion and growth.
- Expand schedule offerings to help high school student to complete the pathway they started at their high schools through dual enrollment and hire part time faculty to support an expanded course schedule.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Maintain updated computers in the lecture/lab room.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Create an industry advisory committee to help guide the program towards growth.
- Align the pathway with 4-year universities to facilitate student transfers.
- Attend industry events to form partnerships and to identify trends occurring in the sector.

## Environmental Technology

### Department Summary

The Environmental Technology department at ECC offers an Environmental Technology Certificate of Accomplishment. Upon completion of their certificate, students are prepared for employment based on their proficiency of their skills in the sustainable technology field. With a foundation in the principles of sustainability, students develop a framework of understanding with specific training in environmental systems, sustainable materials, and technical methodologies. This program studies areas such as distribution and energy management, water resources, and waste management. Students completing the program will be positioned for sustainable jobs in a variety of industries.

**Note:** The Environmental Technology Program is being replaced with the Sustainable Design program at El Camino. This change is in progress effective 2023-2024.

- On average, between Fall 2019 and Fall 2022, the Environmental Technology department generated 7 FTES and had 44 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Environmental Technology department generated 3 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Environmental Technology department was 9.9% less than the Industry & Technology division and 6.5% less than the college's average. The Environmental Technology course completion rate was 14.6% lower than the Industry & Technology division and 8.3% lower than the college's average.
- In Fall 2022, the Environmental Technology department generated 292 WSCH, which is 63 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 229 WSCH

### Occupational Summary

Between 2020 and 2030 the number of Environmental Technology-related occupations, such as compliance offices are environmental scientists and specialists, in LA County are projected to increase by 900 jobs or by 7.3%. On average there are expected to be 1,116 Environmental Technology-related job openings annually. Of these occupations, all are estimated to provide hourly earnings nearly 2 times the amount of LA County's living wage.

<b>Environmental Technology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	35	39	3	0.8	0.2	13.0	43.8%	7.0	223.6	223.6	6.98
Fall 2026 (Midpoint)	42	46	4	1.0	0.2	15.5	52.1%	8.3	265.9	265.9	8.30
Fall 2030 (Endpoint)	42	47	4	1.0	0.2	15.8	53.2%	8.5	271.2	271.2	8.47

### Environmental Technology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Rename the program to Sustainable Design.
- Create new curriculum and pathway map to support the new Sustainable Design program.
- Hire faculty to support the new program and to help grow enrollment to support industry demand for trained people.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Procure needed software for the new program.
- Update the computers in ITEC 202.
- Acquire 3D printing technology

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Form an industry advisory to help guide the new program
- Attend industry conferences and events to grow partnership and to promote the program.
- Support the new program through the Architecture Club and through the student NOMA chapter.



## Fashion

### Department Summary

The Fashion department at ECC offers a Fashion AS and 3 Certificates of Achievement. Upon completion of their degree or certificate, students are prepared for employment based on their proficiency of their skills in the field of design and production or merchandising. Students will gain skills in clothing, construction, fashion illustration, pattern making, draping, computer aided fashion design, styling, and manufacturing. Those who complete the merchandising requirements will also gain skills in presentation techniques, planning, promotion, fashion coordination, advertising, and sales. Students who are interested in entering the field can expect to enter as a design assistant, costume technician, fashion consultant, stylist, entry-level pattern maker, quality control assistant, assistant merchandiser, or sales associate.

- On average, between Fall 2019 and Fall 2022, the Fashion department generated 35 FTES and had 268 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Fashion department generated 5 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Fashion department was 3.9% less than the Industry & Technology division and 0.5% less than the college's average. The Fashion course completion rate was 10.0% less than the Industry & Technology division and 3.7% less than the college's average.
- In Fall 2022, the Fashion department generated 1,276 WSCH, which is 135 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,141 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Fashion-related occupations in LA County are projected to increase by 13,140 jobs or by 24.9%. On average there are expected to be 6,807 Fashion-related job openings annually, of those nearly 83% are for Marketing Managers or Market Research Analysts and Marketing Specialists. However, it should be noted that all annual openings are expected to pay over LA County's living wage.

<b>Fashion</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	199	229	13	1.1	2.1	15.8	74.4%	26.0	868.9	268.7	8.03
Fall 2026 (Midpoint)	237	272	15	1.3	2.5	18.8	88.4%	30.9	1033.1	319.5	9.55
Fall 2030 (Endpoint)	241	278	16	1.4	2.5	19.1	90.2%	31.5	1054.0	326.0	9.74

### Fashion Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Hire a full-time faculty to support planned growth.
- Reexamine pathways for certificate and degree to be more concise
- Create noncredit classes

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Update sewing machines in the lab; outdated and needs repairs often
- Update technology in the classroom to be hi-flex
- Updated mannequins/models

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Strengthen partnership with industry.
- Attend industry conferences to find partners and to identify trends occurring in the sector.

## Machine Tool Technology Department Summary

The Machine Tool Technology department at ECC offers a Machine Tool Technology AS, and 3 Certificates of Achievement. Upon completion of their degree or certificate, students are prepared for employment based on the proficiency of their skills in the setup and operation of drilling machines, lathes, mills, grinders, electrical discharge machines, Computer Numerical Control (CNC) lathes, CNC milling machines, and computer aided manufacturing systems. This program prepares students for employment in machine shops, tool rooms, and instrument and experimental laboratories and provides upskilling opportunities for those already employed in the field.

- On average, between Fall 2019 and Fall 2022, the Machine Tool Technology department generated 20 FTES and had 106 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Machine Tool Technology department generated 4 fewer FTES per FTEF than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Machine Tool Technology department was 2.0% less than the Industry & Technology division and 1.4% greater than the college's average. The Machine Tool Technology course completion rate was 2.9% less than the Industry & Technology division and 3.4% more than the college's average.
- In Fall 2022, the Machine Tool Technology department generated 919 WSCH, which is 54 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 865 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Machine Tool Technology-related occupations in LA County are projected to decrease by 1,200 jobs or by 6.2%. However, on average there are expected to be 1,809 Machine Tool Technology-related job openings annually. Of those annual openings, 47% are for the Machinist occupation which can provide an hourly living wage above the LA County hourly living wage rate.

<b>Machine Tool Technology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	76	110	6	0.9	1.2	16.5	69.2%	19.0	554.4	266.1	9.14
Fall 2026 (Midpoint)	90	131	7	1.0	1.4	19.6	82.3%	22.6	659.2	316.4	10.87
Fall 2030 (Endpoint)	92	133	7	1.1	1.5	20.0	83.9%	23.1	672.5	322.8	11.09

### Machine Tool Technology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Develop curriculum in automation and technologies utilized in the machining sector.
- Develop noncredit courses and a program that supports employer needs to short-term, job relevant training.
- Investigate creation of a metrology program in partnership with industry

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Update computers in ITEC 17. These require dual boot machines to include Linux operating system.
- Maintain equipment that is up to date with technology and industry.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Support Community Advancement apprenticeship programs.
- Strengthen partnership with industry.
- Attend industry conferences to find partners and to identify trends occurring in the sector.

## Manufacturing Technology

### Department Summary

The Manufacturing Technology department at ECC offers a Manufacturing Technology AS, and Certificate of Achievement. Upon completion of their degree or certificate, students are prepared for employment in fields related to manufacturing based on their skills in computer aided design, machining, electronics, technical mathematics, or welding. Students will select a career field in which to specialize or broaden their knowledge in, fields such as computer aided design/drafting, electronics, environmental technology, machine tool technology, quality assurance, or welding are favored.

- On average, between Fall 2019 and Fall 2022, the Manufacturing Technology department generated 3 FTES and had 10 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Manufacturing Technology department generated 6 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Manufacturing Technology department was 3.5% greater than the Industry & Technology division and 6.9% greater than the college's average. The Manufacturing Technology course completion rate was 6.5% more than the Industry & Technology division and 12.8% more than the college's average.
- In Fall 2022, the Manufacturing Technology department generated 169 WSCH, which is more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 106 WSCH.

### Occupational Summary

On average there are expected to be 1,871 Manufacturing Technology-related job openings annually, of which nearly 60% are expected to offer an hourly wage that is over the LA County living wage. However, between 2020 and 2030 the number of Manufacturing Technology-related occupations in the County are projected to decrease by 1,180 jobs or by 5.9%. The occupation with the most projected average annual job openings is Machinists.

<b>Manufacturing Technology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	22	22	2	0.0	0.7	8.5	45.8%	4.1	132.7	204.2	6.37
Fall 2026 (Midpoint)	26	26	2	0.0	0.8	10.1	54.5%	4.9	157.8	242.7	7.57
Fall 2030 (Endpoint)	27	27	2	0.0	0.8	10.3	55.6%	5.0	161.0	247.6	7.73

### Manufacturing Technology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Deactivate MTEC 70 and 75 robotics courses and create a new robotics certificate program and place it under the Electronics program. Keep MTEC in place, and create courses that support the discipline.
- Create 5 - 6 new robotics courses with a certificate of achievement outcome and expand program to reach more students.
- Hire a new full-time faculty lead to grow the new robotics program and hire additional part time faculty to enable planned and sustained growth.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- New computers are needed in the Lab.
  - Purchase equipment and supplies to support the new robotics curriculum and degree program.

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Pursue grant funding to support the new robotics program goals and objectives.
- Strengthen partnership with industry.
- Attend industry conferences to find partners and to identify trends occurring in the sector.
- Participate in robotics events through the Robotics Club locally and nationally.

## Nutrition and Foods Department Summary

The Nutrition and Foods department at ECC does not offer any degrees or certificates, however it does place students on a pathway to transfer to a college or university that offers a dietetic program which is designed to prepare individuals for occupations as professional dietitians, dietetic technicians, and credentialed nutrition professionals. The programs at colleges or universities also provide a strong and suitable foundation for students who want to prepare for careers in areas of public health and nutritional science.

- On average, between Fall 2019 and Fall 2022, the Nutrition and Foods department generated 37 FTES and had 375 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Nutrition and Foods department generated 10 FTES per FTEF more than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Nutrition and Foods department was 0.2% greater than the Industry & Technology division and 3.6% greater than the college's average. However, the Dietetics course completion rate was 0.7% more than the Industry & Technology division and 7.0% more than the college's average.
- In Fall 2022, the Nutrition and Foods department generated 993 WSCH, which is 132 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,125 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Nutrition and Food-related occupations in LA County are projected to increase by 600 jobs or by 17.9%. On average there are expected to be 313 Nutrition and Food-related job openings annually. Of those annual occupational openings, those for Postsecondary Home Economics Teachers, as well as Dieticians and Nutritionists are expected to provide nearly double of LA County's living wage hourly rate.

<b>Nutrition and Foods</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	373	381	8	0.0	1.6	46.0	95.3%	34.5	1104.0	690.0	21.55
Fall 2026 (Midpoint)	444	453	10	0.0	1.9	54.7	113.3%	41.0	1312.7	820.4	25.62
Fall 2030 (Endpoint)	452	462	10	0.0	1.9	55.8	115.5%	41.8	1339.1	837.0	26.14

### **Nutrition and Foods Goals/Recommendations Program**

#### **Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- Expand to include Dietetics to become a Nutrition Science & Dietetic Program with certificates and AST offerings
- Develop new curriculum targeted to Dietetics majors.
- Expand partnerships with local healthcare providers, schools, and community organizations to increase enrollment.

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Create kitchen facilities; this will allow the program to grow into a Dietetic program. interactive displays and multimedia resources can be integrated into the kitchen environment to enhance participant engagement and learning experiences.
- Install interactive displays and multimedia resources can be integrated into the kitchen environment to enhance participant engagement and learning experiences.
- Purchase membership to Comprehensive Nutritional Database; digital platform that contains an extensive database of nutritional information, including diverse foods, recipes, and meal plans. This database should incorporate features such as customizable dietary preferences, allergen alerts, and portion control guidance

#### **Community/Industry Partner Needs/Collaboration•**

Bullet list of program community/industry partner needs/collaboration:

- Expand partnerships with local healthcare providers, schools, and community organizations to increase enrollment
- Collaborate with other programs in the same top code within the institution to create further strengthen student experience
- Partner industry partners to develop opportunities for industry experience/observation for students



## Welding

### Department Summary

The Welding program at ECC offers Welding AS, 4 Certificates of Accomplishment, and 1 Certificate of Achievement. Upon completion of their degree or certificate, students are prepared for employment based on their skills in the following welding processes: oxyacetylene cutting, plasma arc cutting, brazing, and welding, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and flux cored welding. Not only does the program allow newly awarded graduates to find employment opportunities, but the program also provides an opportunity for those who are currently employed in the field to further develop their skillset.

- On average, between Fall 2019 and Fall 2022, the Welding department generated 31 FTES and had 148 duplicated enrollments per semester.
- On average, between Fall 2019 and Fall 2022, the Welding department generated 5 FTES per FTEF less than the college's average.
- On average, between Fall 2019 and Fall 2022, the retention rate of the Welding department was 13.8% less than the Industry & Technology division and 10.4% less than the college's average. Further, the Welding course completion rate was 8.9% less than the Industry & Technology division and 2.6% less than the college's average.
- In Fall 2022, the Welding department generated 1,386 WSCH, which is about equal to the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,387 WSCH.

### Occupational Summary

Between 2020 and 2030 the number of Welding-related occupations in LA County are projected to increase by 250 jobs or by 3.5%. During that same period there are expected to be, on average, 789 Welding-related job openings annually. Pay for these jobs in this field vary dependent on skillset, however the estimated hourly wage is above the LA County living wage.

<b>Welding</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	126	180	13	2.4	1.0	13.1	81.4%	34.1	1003.6	301.1	10.22
Fall 2026 (Midpoint)	150	214	15	2.8	1.1	15.5	96.8%	40.5	1193.3	358.0	12.15
Fall 2030 (Endpoint)	153	218	16	2.9	1.2	15.9	98.8%	41.3	1217.4	365.2	12.40

### Welding Goals/Recommendations

#### **Program Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- Support enrollment growth and completions in the program
- Improve student outcomes in D1.1 certification through Los Angeles Dept of Building & Safety
- Explore modernization of pathways into remote/robotic welding technologies/curriculum

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list

of program technology/facility needs:

- Expansion/remodel of space to allow for more welding bays
- Update aging equipment with state-of-the-art welding and fabrication tools including robotic welding

#### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Pursue grant funding to support program goals and objectives.
- Strengthen partnership with industry.
- Attend industry conferences to find partners and to collaborate on work-based learning opportunities for students.

## Division of Library & Learning Resources

The ECC division of Library & Learning Resources provides students a wide array of both instructional and student service programs, including tutoring, disability accommodations, research support, support for k-12 students, and support for Adult Learners. In the division of Library & Learning Resources students can gain an understanding of disciplines from areas like sign language, information literacy, and games and playable media.

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off-campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Sign Language/Inter Training	664	28	368	0	1,060	34	3.8	9	280

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTES highlighted in red are below the state standard of 525.

### DEMAND, RETENTION, AND SUCCESS – Fall 2022

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Sign Language/Inter Training	14	19	53.5%	262	371	70.6%	80.4%	55.1%

Source: El Camino College

## Games and Playable Media

### Department Summary

The Games and Playable Media department at ECC offers multiple pathways such as stackable certificates that prepare students for direct access to the games industry. The Games and Playable Media degree and certificate programs prepare students for games industry careers in design, game art/visuals, coding, sound design, and management. Through these pathways students will be able to gain the ability to apply principles and practices of game design and development to advance their careers in the games industry.

- Games and Playable Media will launch Fall of 2024

### Occupational Summary

Games and Playable Media occupations have an estimated median hourly wage above LA County's living wage. Between 2021 and 2026 the number of Games and Playable Media-related occupations in LA County are projected to increase by 1,197 jobs or by 7%. On average, there are expected to be 1,736 Games and Playable Media-related job openings annually.

### Games and Playable Media Goals/Recommendations

#### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Creation of Stackable Certificates
- Development of Transfer Pathway
- Creation of Certificates for Midcareer advancement within the industry

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Creation of a second high-tech lab to support the entire range of classes for the program, includes IT infrastructure as well as computer
- Remodeling of space to accommodate program expansion including courses with prototyping and user testing components

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Development of a robust advisory board to support the program keeping pace with industry practices
- Connection with local Games companies to support internships
- Development of a network to help place students when they complete the program

## Continuing and Community Education

### Department Summary

The Community & Continuing Education at ECC provides leadership, delivering, and expanding educational programs for the district, including adult education, apprenticeships, non-credit career programs, and other work-based learning programs like internships and cooperative education. Collaborate with strategic partners, including the South Bay Adult Education Consortium, employers, and others to help students transition to college-level coursework and/or the workforce. The department applies for and secures grant funds designed to prepare and support adult learners in gaining education, experience, and skills which will help them reach their education and career pathway goals.

- This is a new department that has combined the efforts of Community Education, Noncredit, and Adult Education
- The Noncredit initiative has had a great expansion of curriculum, including Pathways to Academic Success and Adult High School Diploma
- Pathways to Academic Success classes support the academic pursuits of students and help them develop skills they need, quickly.

### **Community and Continuing Education Goals/Recommendations**

#### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Serve the immediate job training needs of ECC's surrounding communities along with the job hiring needs of our local industries/businesses by providing high-quality, engaging, community-driven and market-driven free or fee-based short-term classes, workshops, and events that are responsive to the vocational needs of a diverse demographic of students, while maintaining high levels of student and employer satisfaction.
- Create a work-based learning model designed to supplement and enhance classroom and lab-based learning.
- Support significant growth of noncredit course offerings through 2033

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Rooms with sinks and dedicated locked cabinet(s) for Allied Health noncredit (e.g., Phlebotomy Technician, Clinical Medical Assistant) and craft-enrichment classes, (i.e. soap making, candle making and cooking)
- Computer lab with 20 to 30 computers: For computer basics classes and career training classes

**Community/Industry Partner Needs/Collaboration**

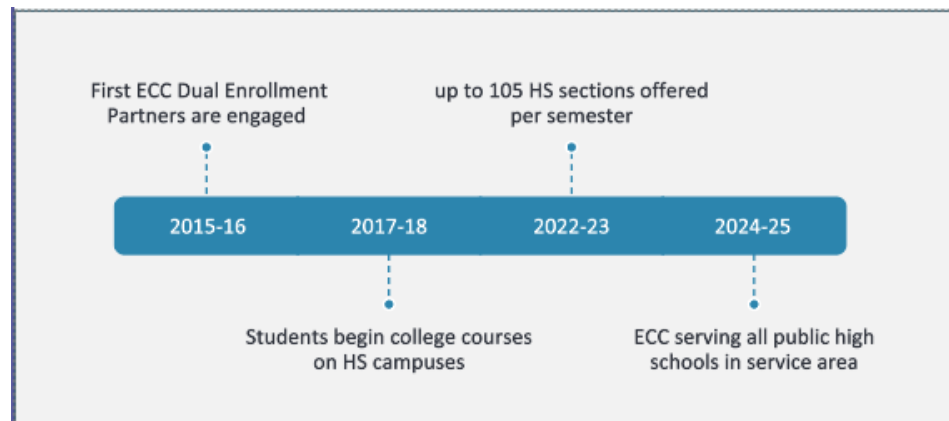
Bullet list of program community/industry partner needs/collaboration:

- Grow partnerships with Adult Schools
- Develop more apprenticeship opportunities and expand work-based learning initiatives.
- Seek out sources of grant funds

## Dual Enrollment Department Summary

Dual enrollment provides students with the unique opportunity to take college classes while still in high school. These courses can be taught at high schools or on the ECC campus. Courses are tuition-free and may count toward high school graduation. Integration with pathways to certificates, degrees, and transfer allows students to get a head start on their higher education goals.

ECC's Dual Enrollment Program has experienced significant growth since its inception in 2017-18. While the department saw a steep decline in course offerings during the COVID-19 pandemic years, sections reached a new high over the 2022-23 academic year with 221 offerings across the service area.

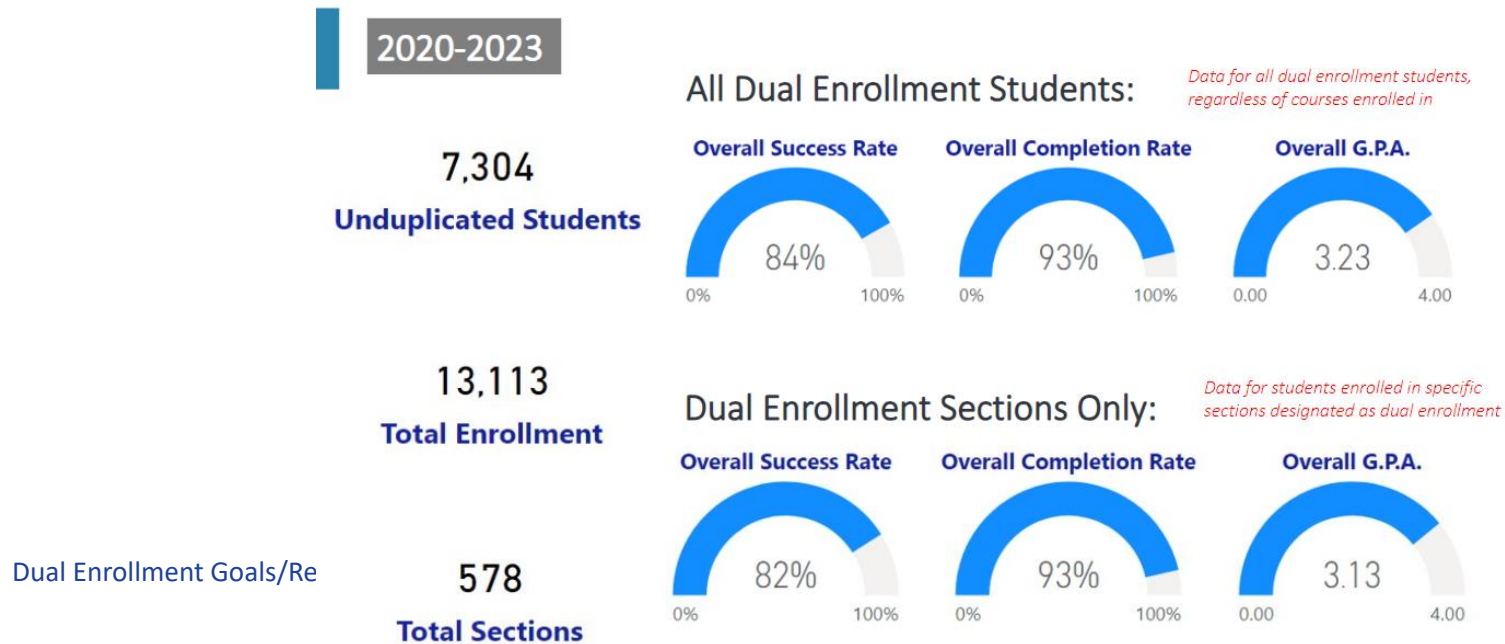




The following represents the growth in Dual Enrollment sections and partners since 2017-18:

<b>Year</b>	<b>HS Sections</b>	<b>HS Partners</b>
<b>2017-18</b>	<b>53</b>	<b>13</b>
<b>2018-19</b>	<b>68</b>	<b>15</b>
<b>2019-20</b>	<b>197</b>	<b>21</b>
<b>2020-21</b>	<b>97</b>	<b>14</b>
<b>2021-22</b>	<b>174</b>	<b>21</b>
<b>2022-23</b>	<b>221</b>	<b>22</b>

The following represents enrollment and student success rates for Dual Enrollment between 2020 and 2023:



### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Expand student support services at partnership high schools for dual-enrolled students by incorporating counselors, success coaches, and/or student ambassadors for onboarding and ongoing academic support.
- Seek and secure funding and resources to address achievement gaps for underrepresented students in Dual Enrollment through staff professional development, student support and recognition, and intervention efforts.
- Work with key campus departments like Outreach and Admission & Records to incorporate processes in student application and enrollment that address onboarding inequities and inefficiencies.
- Align efforts around state-wide CTE goals for Career Pathways and incorporate best practices that build upon equity, access, and accountability.

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Bullet list of program technology/facility needs:

- Incorporate digital tools to improve efficiency and user experience for students and partners, centralize communication/information with schools, and streamline department support efforts.
- Improve communication efforts with campus and high school partners by incorporating calendaring and digital marketing platforms such as Remind Hub and Constant Contact.
- Develop informational videos for students around Dual Enrollment options, requirements, and student testimonials
- Enhance the Dual Enrollment web page with content organized by intended audience (ex. high school partners, students, parents) as “hubs” for updates and just-in-time content.

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Pursue Dual Enrollment expansion grants: The CA Community Colleges Chancellor’s office has set goals for expanded Dual Enrollment in the Vision 2030 plan, and several grant sources have been made available to LEA’s for planning and implementation of Dual Enrollment and K16 Career Pathways (CA Dept of Education’s CCAP/MCEC/GSPP and LARC SWP). ECC will be supporting these efforts through instructional and student services and will require strategic planning and resource development from the Dual Enrollment department.
- Participate in regional collaborative meetings and professional development activities hosted by ECC to align Dual Enrollment, Career Pathways, and Early College programs.
- Work with faculty, industry partners, and CTE programs, to build upon cooperative learning curricula and workplace learning initiatives.

**Educational Development**

Department Summary

Educational Development (EDEV) classes offer academic, technological, and motivational support by encouraging students to understand themselves and advocate for themselves based on the laws that protect the rights of college students with disabilities. Educational Development classes empower students to succeed in their college-level courses while creating a sense of community with other EDEV students.

**Program Highlights**

- ECC hired 2 full-time EDEV faculty (1 Learning Disability Specialist (LDS) and 1 general Disability Specialist (DS)). 2 long-time DSs retired (end of SP22) and resigned (end of FA22). Both LDS and DS positions were replacements. Throughout the years, the program worked with 7 adjunct faculty ranging from 2 to 5 per semester who taught EDEV courses and served as a learning disability specialist, general disability specialist, or success coach. Due to an instructor shortage, EDEV is unable to offer the full array of courses.

- During the pandemic, EDEV faculty quickly transitioned to online teaching: the full-time faculty at that time became DE (Distance Education) certified, and all EDEV courses were DE approved. In SP24, 3 EDEV faculty are certified to teach online, and 1 faculty is going through the DE certification process. The program continues to offer a variety of course modalities to serve the different preferences, strengths, and needs of our students with disabilities.
- In partnership with ECC's Industry and Technology Division and the Employment Development Department (EDD), EDEV created a new curriculum (EDEV 42) to support students with vocational career goals. The collaboration focused on providing education, training, and resources for students with disabilities to acquire and retain employment in machining. The course also connects students with outside agencies such as the Department of Rehabilitation and EDD for employment support.
- With the elimination of developmental English courses, EDEV partnered with the English department in 21-22 to create a section of ENGL1A(S) designed to support students with disabilities. This ENGL1A(S) section had an embedded SRC counselor and was linked to one section of EDEV37. This wrap around service was designed to support students with disabilities complete transfer-level English. SP23 was the last time this ENGL1A section was offered.

Summary

**EDUCATIONAL DEVELOPMENT DEMAND, RETENTION, AND SUCCESS RATES**

Academic Year	Sections	Enrollment	Success Rate	Completion Rate	Total fill rate	In Person	Fill rate	Online (Sync)	Fill rate	Online (Async)	Fill rate	Hybrid	Fill rate
21-22	28	342	76.4%	83.4%	59%	3	41%	12	66%	13	57%	0	0
22-23	29	312	67.4%	82.2%	49%	8	39%	8	42%	11	62%	2	39%

**FACULTY**

Faculty	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24
Full Time	3 – 1 LDS, 2 DS	3 – 1 LDS, 2 DS	3 – 2 LDS, 1 DS	2 – 2LDS, 0 DS	3 – 2 LDS, 1 DS	3 – 2 LDS, 1 DS
Adjunct	5	1	2	2	2	2

## Educational Development Goals/Recommendations

### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Collaborate with the SRC (Special Resource Center) to support a Summer Bridge Program, such as offering EDEV 32 or 33 in the summer term. The goal of a summer bridge program would be to increase college readiness for incoming first-year students who participated in special education programs at their high schools. College readiness factors could include self-advocacy, navigating the college campus and knowing where and how to get distinct types of support, creating an educational plan, and increasing general student skills.
- Hire additional EDEV faculty (at least 1 replacement DS) so the program can offer a full array of EDEV courses (including EDEV 10, 11, and 122, which have not been offered in several years). In addition, EDEV will strive to offer 90% of courses as ZTC (Zero Textbook Cost) or low-cost textbooks. Offering all courses as ZTC or low-cost textbooks would reduce cost barriers for students enrolled in EDEV courses. Many EDEV students wait to buy textbooks until after the semester begins; with ZTC, students would have access to their textbooks at the start of the semester and would not fall behind waiting to buy textbooks.
- Partner with the English department to offer sections of ENGL1A(S) and ENGL1C linked with EDEV37 to support students with disabilities enrolled in transfer-level English. Considerations could include disability-related reading assignments, equitable grading policies, providing an embedded tutor and counselor, etc.

### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Ensure SRC 101 (computer lab classroom) is fully accessible and functioning. Student computers should be working and accessible software (such as screen readers, zoom capabilities, text to speech programs, etc.) installed. The instructor's lectern should be working and properly connected to doc cam, speakers, projector, etc.
- SRC 101 is used by all EDEV courses, and not all EDEV courses require computers. For these courses, the computers limit writeable desk space and can be distracting. To allow students and instructors to do non-computer work, SRC 101 should include more desk space without computers.
- Acquire individualized software programs, such as Inspiration and Total Reader, to support EDEV 35, 36, and 37 and students' individualized reading and writing progression.

### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Grow a partnership with the Department of Rehabilitation to increase employability and find jobs for students enrolled in EDEV 42 and 121.
- To increase college readiness for high school students with disabilities, EDEV can partner with local K12 districts to develop dual enrollment programs for EDEV courses.

- Develop partnerships with Math and English faculty to better understand the curriculum and align EDEV 35, 36, 37 and 38 to support student success in transfer-level math and English courses. Clear guidelines of the purpose of EDEV 37 and 38 and how these two courses can support our SRC students enrolled in transfer-level math and English courses; they are not a replacement for or a continuation of lecture for Math and English courses. EDEV 35 and 36 are designed to reinforce reading and writing skills for different learners and are available for students with disabilities who feel unprepared for a transfer-level course.

## Online and Digital Education

### Department Summary

The Department of Online and Digital Education (ODE) provides support and services for faculty, students, staff, and administration in relation to Distance Education (DE) programming and the use of digital and networked technologies for instructional purposes at El Camino College. ODE is staffed by one faculty coordinator and three classified staff members. The department provides services and support for the Learning Management System (LMS) as well as all applications (e.g. learning tools, publisher resources, etc.) that integrate with the LMS and constitute the larger educational software ecosystem at El Camino College. ODE faculty and staff also provide consultation and development support for Academic Affairs division and department members in learning experience design and the creation of instructional media. ODE also supports the creation and enforcement of DE policies and procedures working in consultation with the Online and Distance Education Advisory Committee (and El Camino College) Academic Senate subcommittee).

- Supported the district in the delivery of emergency remote instruction and the transition back to a blend of On Campus and Distance Education instruction during and after the COVID-19 pandemic.
- Advanced the modernization of Distance Education policies and procedures through the collegial consultation process and at the department level.
- Established a course quality improvement team to provide faculty with processes and support for improving Online courses referenced to the standards established by the California Virtual Campus.
- Facilitated and coordinated ancillary student support in the LMS.

- 1500 - Tutors, TAs, SI Coaches, and Student Success Coaches uploaded into Canvas from 2020 to present.
- 1300 – Site combination requests fulfilled from 2020 to present.
- 700 – Adding other faculty to courses from 2020 to present.
- 3000 – Distance Ed help requests via form and email from 2020 to present.
- 250 – Zoom requests fulfilled after subaccount adoption in 2021.
- 623 – Faculty currently certified.



LOGIC (SPOCK) Certifications

Year	Faculty Earning Certifications of Waivers*	Number of Faculty Completing Certification Maintenance*
2021	99	20
2022	64	89
2023	34	131

\*The number of certifications and waivers has decreased because so many faculty went through certification or the waiver process in 2020-2021 during COVID

Canvas Usage

Term	Courses	Teachers	Students (Seats)	Assignments	Files Uploaded
Fall 2021	1765	791	17150	64452	192246
Winter 2022	300	225	5679	10335	35429
Spring 2022	1612	712	15159	39603	185995
Summer 2022	479	355	8489	15300	51061
Fall 2022	1798	738	17428	64174	202699
Winter 2023	344	248	6443	11773	37825
Spring 2023	1760	760	16656	63872	215898
Summer 2023	514	364	9611	18084	67088

Training Hours Delivered (Estimated)

Year	Trainings	Attendance	Hours
2021	18	622	22.5
2022	59	1010	77.5
2023	63	1147	75.25

ID Work Consult Hours (Estimated)

Year	Consultations	Meetings (Hours)
2021	84	840
2022	74	740
2023	50	500
POCR Review Hours	N/A	80
Third-Party Tool Review	N/A	200

### Peer Online Course Review

	Total Faculty Participating in POCR	Faculty/Courses completing POCR
2021-2023	40	20

### Video Producer Role (Note: Media Producer was only on staff for seven weeks at the cutoff date)

Multimedia Project Deliveries	Departments Served	Grant Applications	Student Training Hours	Equipment Installation
23	8	2	80	80

Source: El Camino College

### Online and Digital Education Goals/Recommendations

#### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Ensure that all Distance Education courses meet federal, state, and district requirements and standards for Regular & Substantive Interaction (RSI).
- Provide tools and training to support faculty assessment practices that meet the dual goals of academic integrity and equity in the face of changing technology (e.g. Generative Artificial Intelligence).
- Continue efforts to improve course quality and adhering to state standards.
- Continue to stay updated with technological developments that include learning management systems, artificial intelligence, third-party tools, tools for reporting/analysis to support ongoing campus goals.
- Create a robust media arm of ODE that includes partnerships to students, faculty, and departments across campus; increasing effective multimedia production capabilities.

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Rehabilitation of existing studio to restore functionality Audio equipment for recording booth.
- Additional equipment purchases for post-production capability
- Equipment for various types of production needs.
- Ongoing funding for current & future supportive software and services.

## Division of Mathematical Sciences

The ECC division of Mathematical Sciences provides students with both instructional and student service programs, to help students advance their academic careers. Division of Mathematical Sciences courses, not only prepare students seeking a Science, Technology, Engineering, and Math degree for transfer to a four-year college or university, but also support students from other divisions such as those seeking social science, liberal arts, and educational degrees. The division of Mathematical Sciences also offers the Warrior-Toro Computer Science Pathway Program, a first of its kind program in Southern California, to provide a structured pathway between El Camino College and California State University Dominguez Hills for students to complete a computer science degree in four years at a reduced cost.

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off campus WSCH	Total WSCH	FTES	FTEF	FTES/FTEF	WSCH/FTEF
Computer Science	1,284	1,191	1,637	0	4,112	132	11.8	11	349
Engineering	362	21	0	0	383	12	1.1	11	353
Mathematics	10,892	382	10,268	0	21,543	695	44.0	16	490

Source: El Camino College

Note: FTES/FTEF highlighted in red are below the state standard of 17.5. WSCH/FTEF highlighted in red are below the state standard of 525.

### DEMAND, RETENTION, AND SUCCESS – Fall 2022

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Computer Science	32	19	53.8%	603	703	85.8%	81.4%	68.1%
Engineering	7	24	69.4%	170	245	69.4%	88.8%	76.5%
Mathematics	204	32	90.1%	6,436	7,132	90.2%	68.9%	49.1%

Source: El Camino College

## Computer Science

### Department Summary

The Computer Science department offers a Computer Science Certificate of Achievement designed for students looking to transfer to a four-year institution to pursue any technical major primarily concerned with the study or application of computer concepts. In the certificate program, students will learn how to analyze and solve numeric and non-numeric problems, how data is structured, and program design fundamentals. Students will also participate in computer laboratory activities to write programs using computer languages such as Java, C++, Python, assembly, and MATLAB.

- Between Fall 2019 to Fall 2022, on average, the Computer Science department generated 120 FTES and had 577 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Computer Science department generated 11 FTES per FTEF per semester, 4 FTES per FTEF less than the Mathematical Sciences division, and 2 FTES per FTEF less than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Computer Science department was 6.2% more than the Mathematical Sciences division and 6.8% less than the college's average. During that same period the course completion rate of the Computer Science department was 11.2% more than the Mathematical Sciences division and 5.0% less than the college.
- In Fall 2022, the Computer Science department generated 4,112 WSCH, which is 311 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 3,801 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Computer Science department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Computer Science-related occupations in LA County are projected to increase by 7,580 jobs or by 16.0%. On average, there are expected to be 4,446 Computer Science-related job openings annually. The related occupation with the greatest projected job growth is Computer and Information Systems Managers, and the occupation with the greatest number of average annual job openings is Computer Occupations, All Other.

<b>Computer Science</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	573	604	32	7.9	4.3	17.7	88.3%	123.9	3965.2	325.0	10.15
Fall 2026 (Midpoint)	681	718	38	9.4	5.1	21.1	105.0%	147.3	4714.7	386.4	12.07
Fall 2030 (Endpoint)	695	733	39	9.6	5.2	21.5	107.1%	150.3	4809.7	394.2	12.32

### **Computer Science Goals/Recommendations Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Build additional data science courses and increase enrollment and sections
- Develop the data science certificate of achievement and the local associate degree
- Increase enrollment for introductory programming course (CSCI 7)

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Three additional classrooms to accommodate computer science lectures and/or labs
- Classroom-use instructor laptops with the latest computer programming software including C++, Java, and R to name a few
- Additional computer lab carts with updated laptops for student use

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Local industry partners to provide more internship opportunities for ECC students
- Local industry partners to sponsor servers and software for classroom use
- Local industries to offer competitive programming and data science collaborative enrichment activities for ECC students
- Build high school to community college partnerships in data science

## Engineering

### Department Summary

The Engineering department offers a Pre-Engineering AS degree designed for students looking to transfer to a four-year university with an engineering major. In the degree program, students will acquire the ability to solve math, physics, and chemistry problems using the principles of calculus, algebra, mechanics, fluid dynamics, thermodynamics, electromagnetism, and chemical reactions. Students will also participate in laboratory activities to gain familiarity with laboratory instruments and techniques, and to learn how to construct elementary circuits.

- Between Fall 2019 to Fall 2022, on average, the Engineering department generated 12 FTES and had 168 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Engineering department generated 15 FTES per FTEF per semester, the same FTES per FTEF as than the Mathematical Sciences division, and 2 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Engineering department was 19.8% more than the Mathematical Sciences division and 6.8% more than the college's average. During that same period the course completion rate of the Chemistry department was 23.0% more than the Mathematical Sciences division and 6.8% more than the college.
- In Fall 2022, the Engineering department generated 383 WSCH, which is 17 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 400 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Engineering department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Engineering-related occupations in LA County are projected to increase by 1,050 jobs or by 7.9%. On average, there are expected to be 1,031 Engineering-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Architectural and Engineering Managers.

<b>Engineering</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	161	170	7	0.7	0.5	23.1	69.4%	11.5	366.4	323.3	10.10
Fall 2026 (Midpoint)	191	202	8	0.8	0.6	27.5	82.5%	13.6	435.7	384.5	12.01
Fall 2030 (Endpoint)	195	206	8	0.8	0.6	28.1	84.2%	13.9	444.4	392.2	12.26

### Engineering Goals/Recommendations

#### Program Goals/Direction (Educational)

Bullet list of program goals or future direction:

- Create and offer an Engineering Graphics, Strength and Materials, and an Introduction to Material Sciences courses within the next five years

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Create two dedicated engineering laboratories for tensile and hardness testing for education and research opportunities
- Purchase additional materials for the MakerSpace usage and support of Engineering program curriculum and student projects

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Offer local internships and externships for ECC pre-engineering students
- Identify local industry partners to donate useful engineering equipment
- Identify local engineering industries offer annual tours for graduating pre-engineering students

## Mathematics

### Department Summary

The Mathematics department offers a comprehensive program, which includes everything from remedial mathematics through calculus, to support other ECC degree programs as well as two of its own degree programs. The department's Mathematics AS and Mathematics AST. degree programs are designed to prepare students looking to transfer into a four-year university with a mathematics major. In the degree programs, students acquire an understanding of the principles of algebra, and differential and integral calculus. Students also learn how to apply mathematical techniques to a variety of applications.

- Between Fall 2019 to Fall 2022, on average, the Mathematics department generated 871 FTES and had 7,403 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Mathematics department generated 17 FTES per FTEF per semester, 2 FTES per FTEF more than the Mathematical Sciences division, and 4 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Mathematics department was 1.0% less than the Mathematical Sciences division and 14.0% less than the college's average. During that same period the course completion rate of the Mathematics department was 1.5% less than the Mathematical Sciences division and 17.7% less than the college.
- In Fall 2022, the Mathematics department generated 21,543 WSCH, which is 5,918 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 27,461 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Mathematics department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Mathematics-related occupations in LA County are projected to increase by 2,080 jobs or by 8.9%. On average, there are expected to be 1,888 Mathematics-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Natural Sciences Managers.



<b>Mathematics – Eng, Science, and Math</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	1966	2468	78	17.1	2.7	29.9	91.1%	283.2	9067.2	456.4	14.26
Fall 2026 (Midpoint)	2338	2935	93	20.4	3.3	35.5	108.3%	336.8	10781.1	542.7	16.95
Fall 2030 (Endpoint)	2385	2994	95	20.8	3.3	36.2	110.5%	343.6	10998.4	553.6	17.29

<b>Mathematics – GE and Non-Science</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	2525	3851	122	14.8	8.3	30.1	90.6%	343.7	11005.6	475.7	14.85
Fall 2026 (Midpoint)	3002	4579	145	17.6	9.9	35.8	107.7%	408.7	13086.0	565.6	17.66
Fall 2030 (Endpoint)	3063	4671	148	18.0	10.1	36.5	109.9%	416.9	13349.6	577.0	18.02

<b>Mathematics – Elementary School Teacher</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	108	108	4	1.3	0.0	26.3	77.1%	19.4	619.5	464.7	14.52
Fall 2026 (Midpoint)	128	128	5	1.6	0.0	31.2	91.7%	23.0	736.6	552.5	17.27
Fall 2030 (Endpoint)	131	131	5	1.6	0.0	31.8	93.6%	23.5	751.4	563.6	17.61

## Mathematics Goals/Recommendations

### **Program Goals/Direction (Educational)**

Bullet list of program goals or future direction:

- Increase noncredit mathematics courses to support non-traditional certificate and degree-seeking ECC students
- Develop noncredit math certificate in mathematics basic skills and STEM preparatory skills
- Develop of the actuarial science associate degree
- Complete a UCAP agreement with the Society of Actuaries for the actuarial science associate degree

### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- Remodel math classrooms and upgrade classroom/lab technology
- Create a dedicated mathematics laboratory for instructor and/or testing

### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Increase partnerships with local universities in mathematics education
- Build partnerships with local industries that hire mathematicians and statisticians

## Natural Sciences Division

### Division of Natural Sciences Summary

The ECC division of Natural Sciences provides a comprehensive curriculum for students seeking to transfer to a four-year college or university for a Science, Technology, Engineering, and Math (STEM) degree, students seeking to transfer into Allied Health related fields such as nursing, and non-STEM students seeking to gain an understanding of the underlying principles of nature. The division of Natural Sciences also offers several student services including but not limited to planetarium/observatory demonstrations and the STEM Center (tutoring).

### EFFICIENCY – Fall 2022

Department	Lecture WSCH	Lab WSCH	Online WSCH	Off campus WSCH	Total WSCH	FTEF	FTEF	FTEF/FTEF	WSCH/FTEF
Anatomy and Physiology	1,529	4,045	776	0	6,349	202	9.6	21	661
Astronomy	534	160	885	0	1,579	51	3.1	17	518
Biology	1,504	1,949	822	0	4,275	137	7.4	19	579
Chemistry	4,346	3,669	217	0	8,233	263	16.6	16	496
Geography	85	129	744	0	958	31	1.9	17	504
Geology	194	187	696	0	1,077	35	2.5	14	440
Horticulture	0	0	0	0	0	0	0.0	0	0
Microbiology	556	1,112	0	0	1,668	53	2.5	21	667
Oceanography	241	241	684	0	1,167	38	2.8	14	417
Physical Sciences	69	138	0	0	207	6	0.3	19	621
Physics	1,781	1,633	195	0	3,609	113	6.6	17	544

Source: El Camino College

Note: FTEF/FTEF highlighted in red are below the state standard of 17.5.

WSCH/FTEF highlighted in red are below the state standard of 525. The horticulture programs were discontinued in Fall 2021

DEMAND, RETENTION, AND SUCCESS – Fall 2022

Department	Sections	Avg Class Size	Avg Class Size % of Standard	Duplicated Enrollment	Program Capacity	Fill Rate	Retention Rate	Completion Rate
Anatomy and Physiology	22	33	95.6%	736	792	92.9%	79.1%	69.3%
Astronomy	16	31	88.9%	498	630	79.0%	89.3%	74.5%
Biology	20	32	91.6%	641	705	90.9%	86.3%	75.9%
Chemistry	34	27	76.3%	908	1,025	88.6%	77.3%	59.8%
Geography	10	31	88.9%	311	396	78.5%	83.0%	68.8%
Geology	13	26	75.6%	344	454	75.8%	86.6%	74.1%
Horticulture	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Microbiology	5	34	98.3%	172	180	95.6%	81.4%	73.3%
Oceanography	8	23	66.8%	187	264	70.8%	88.2%	72.2%
Physical Sciences	1	30	85.7%	30	30	100.0%	93.3%	80.0%
Physics	20	28	81.3%	569	645	88.2%	77.7%	62.2%

Source: El Camino College

Note: The horticulture programs were discontinued in Fall 2021

## Astronomy

### Department Summary

ECC's Astronomy department offers an Astronomy AS degree designed to prepare students for transfer with a major in astronomy. In the degree program, students learn about physical concepts such as mechanics, thermodynamics, sound, light, electricity, magnetism, and physics. Students also participate in laboratory activities to develop a foundation of measurement, analysis, and problem-solving techniques through applied experiments.

- Between Fall 2019 to Fall 2022, on average, the Astronomy department generated 48 FTES and had 468 duplicated enrollments a semester.
- Between Fall 2019 to Fall 2022, on average, the Astronomy department generated 18 FTES per FTEF a semester, the same as the Natural Sciences division, and 5 more than college's average. During that same period, the average class size of the Astronomy department was 33 students whereas ECC's average of 37 students.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Astronomy department was 1.3% less than the Natural Sciences department and 3.9% less than the college's average. Moreover, on average, the course completion rate of the Astronomy department was 4.1% less than the Natural Sciences division and 3.4% less than the ECC's average.
- In Fall 2022, the Astronomy department generated 1,579 WSCH, which is 54 WSCH more than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,525 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Astronomy department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Astronomy-related occupations in LA County are projected to increase by 230 jobs or by 13.8%. On average, there are expected to be 154 Astronomy-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Natural Sciences Managers.

<b>Astronomy</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	440	495	16	1.8	1.4	29.9	78.6%	50.7	1636.6	511.4	15.85
Fall 2026 (Midpoint)	523	589	19	2.1	1.7	35.6	93.4%	60.3	1946.0	608.1	18.85
Fall 2030 (Endpoint)	534	600	19	2.2	1.7	36.3	95.3%	61.5	1985.2	620.4	19.23

### [Astronomy Goals/Recommendations](#)

#### **Program Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- Foster an increase in enrollment by developing the astronomy program
- Hire astronomy faculty and staff as enrollment grows

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet**

list of program technology/facility needs:

- Modernize facilities by replacing the aged planetarium building
- Modernize the equipment by replacing the aged planetarium projector

#### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- Maintain public outreach through planetarium shows
- Create partnerships with local industry
- Create pathways to 4-year universities

## Chemistry

### Department Summary

ECC's Chemistry department offers a Chemistry AS degree designed to prepare students for transfer with a major in chemistry. In the degree program, students learn the fundamental theories and principles of atomic and molecular structure, and energy and kinetic concepts in chemical reactions. Students also participate in laboratories activities to develop a foundation of applied quantitative and qualitative analysis techniques in chemical-based experimentation.

- Between Fall 2019 to Fall 2022, on average, the Chemistry department generated 268 FTES and had 936 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Chemistry department generated 16 FTES per FTEF per semester, 2 FTES per FTEF less than the Natural Sciences division, and 3 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Chemistry department was 5.8% less than the Natural Sciences division and 8.4% less than the college's average. During that same period the course completion rate of the Chemistry department was 7.4% less than the Natural Sciences division and 6.7% less than the college.
- In Fall 2022, the Chemistry department generated 8,233 WSCH, which is 303 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 8,536 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Chemistry department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Chemistry-related occupations in LA County are projected to increase by 2,180 jobs or by 8.3%. On average, there are expected to be 2,238 Chemistry-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Secondary School Teachers, Except Special and Career/Technical Education.

<b>Chemistry</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	923	906	34	13.5	5.3	25.6	88.4%	255.8	8188.1	435.5	13.61
Fall 2026 (Midpoint)	1097	1077	40	16.0	6.3	30.5	105.1%	304.1	9735.9	517.9	16.18
Fall 2030 (Endpoint)	1120	1099	41	16.3	6.5	31.1	107.2%	310.3	9932.1	528.3	16.50

### Chemistry Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Foster an increase in enrollment by developing the chemistry program
- Hire chemistry faculty and staff as enrollment grows

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet

list of program technology/facility needs:

- Modernize facilities by replacing the aged chemistry building
- Add additional classroom and lab space to foster expansion

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Invite local industry partners to present workshops at Onizuka Space Science Day
- Create partnerships with local industry
- Create pathways to 4-year universities



## Geology

### Department Summary

The Geology department offers a Geology AST degree designed to prepare students for transfer to a four-year university with a geology major. In the degree program, students learn how to apply the theories and principles of plate tectonics, geologic hazards, and geologic time to natural phenomena. Students also participate in field trips and laboratory activities to develop a fundamental understanding of applied observational, interpretive, and predictive analytical techniques.

- Between Fall 2019 to Fall 2022, on average, the Geology department generated 36 FTES and had 352 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Geology department generated 15 FTES per FTEF per semester, 3 FTES per FTEF less than the Natural Sciences division, and 2 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Geology department was 6.2% more than the Natural Sciences division and 3.6% more than the college's average. During that same period the course completion rate of the Geology department was 6.8% more than the Natural Sciences division and 7.5% more than the college.
- In Fall 2022, the Geology department generated 1,077 WSCH, which is 68 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,145 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Geology department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Geology-related occupations in LA County are projected to increase by 260 jobs or by 12.3%. On average, there are expected to be 202 Geology-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Natural Sciences Managers.

<b>Geology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	307	348	13	2.2	0.4	25.8	76.7%	35.7	1142.4	439.4	13.72
Fall 2026 (Midpoint)	363	412	15	2.6	0.5	30.6	90.7%	42.2	1351.6	519.8	16.23
Fall 2030 (Endpoint)	367	416	16	2.6	0.5	30.9	91.6%	42.6	1365.2	525.1	16.39

### Geology Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Foster an increase in enrollment by developing the Earth Sciences program
- Hire Earth Sciences faculty and staff as enrollment grows
- Create a comprehensive inventory of the educational mineral collection
- Collaborate with the biotechnology program as we participate in the Blue Economy grant to incorporate oceanographic material into biology courses
- Collaborate with the architecture program in the ITEC division in the creation of their new sustainability certificates

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet

list of program technology/facility needs:

- Modernize facilities by replacing the aged natural sciences building
- Add additional classroom and lab space to foster expansion

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Collaborate with the South Bay Lapidary Society for the annual Earth Science Awards
- Present community workshops during Onizuka Space Science Day

## Oceanography

### Department Summary

The Oceanography department offers courses to support the Physical Science AS degree program. In the Oceanography courses, students learn about a variety of topics including formation of different types of waves, water masses; ocean currents; sea floors, beaches, coastline features, and coral reefs. Students also acquire an understanding of the physical, chemical, and biological properties of ocean water and marine environments.

- Between Fall 2019 to Fall 2022, on average, the Oceanography department generated 54 FTES and had 274 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Oceanography department generated 16 FTES per FTEF per semester, 2 FTES per FTEF less than the Natural Sciences division, and 3 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Oceanography department was 3.5% more than the Natural Sciences division and 0.9% more than the college's average. During that same period the course completion rate of the Oceanography department was 1.8% more than the Natural Sciences division and 2.5% more than the college.
- In Fall 2022, the Oceanography department generated 1,167 WSCH, which is 541 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,708 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Oceanography department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Oceanography-related occupations in LA County are projected to increase by 260 jobs or by 12.3%. On average, there are expected to be 202 Oceanography-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Natural Sciences Managers.

<b>Oceanography</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	194	194	8	2.4	0.8	23.0	73.5%	39.1	1251.2	391.0	12.22
Fall 2026 (Midpoint)	231	231	10	2.9	1.0	27.3	87.4%	46.5	1487.7	464.9	14.52
Fall 2030 (Endpoint)	235	235	10	2.9	1.0	27.9	89.1%	47.4	1517.7	474.3	14.82

**Oceanography Goals/Recommendations  
Program (Combined into Earth Sciences)  
Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- See goals for Earth Sciences

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities) Bullet**

list of program technology/facility needs:

- See goals for Earth Sciences

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- See goals for Earth Sciences

## Geography

### Department Summary

The Geography department offers a Geography AAT and Geography AS, which prepares students for transfer to a four-year university with a Geography major. In the Geography degree programs, students acquire an understanding of natural and cultural systems in a spatial context. Courses cover a variety of topics not limited to weather and climate, vegetation patterns, soil types, tectonic activities, volcanism, population, agriculture, industry, religion, language, customs, and political boundaries.

- Between Fall 2019 to Fall 2022, on average, the Geography department generated 55 FTES and had 541 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Geography department generated 18 FTES per FTEF per semester, the same FTES per FTEF as the Natural Sciences division, and 5 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Geography department was 3.4% more than the Natural Sciences division and 0.8% more than the college's average. During that same period the course completion rate of the Geography department was 1.1% less than the Natural Sciences division and 0.4% less than the college.
- In Fall 2022, the Geography department generated 958 WSCH, which is 784 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,742 WSCH.

### Occupational Summary

While only one occupation is identified as being related to ECC's Geography department, the related occupation has a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Geography-related occupations in LA County are projected to increase by 50 jobs or by 10.0%. On average, there are expected to be 68 Geography related job openings annually.

<b>Geography</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	290	318	10	1.0	1.0	30.7	80.3%	32.6	1043.8	521.9	16.31
Fall 2026 (Midpoint)	343	376	12	1.2	1.2	36.3	95.0%	38.6	1234.9	617.5	19.29
Fall 2030 (Endpoint)	347	380	12	1.2	1.2	36.7	96.0%	39.0	1247.3	623.7	19.48

[Geography Goals/Recommendations](#)

**Program Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- See goals for Earth Sciences

**Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- See goals for Earth Sciences

**Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- See goals for Earth Sciences

## Physical Sciences

### Department Summary

The Physical Science department offers a Physical Sciences AS degree program which provides students the opportunity to enroll in courses from multiple science disciplines including chemistry, physics, astronomy, geology, and oceanography. In the program, students acquire critical-thinking, communication, and analytical techniques, as well as an understanding of major scientific concepts. Students also participate in laboratory activities to practice applying the methods of scientific inquiry to understand the physical world around them.

- Between Fall 2019 to Fall 2022, on average, the Physical Sciences department generated 6 FTES and had 31 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Physical Sciences department generated 19 FTES per FTEF per semester, 1 FTES per FTES more than the Natural Sciences division, and 6 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Physical Sciences department was 0.7% more than the Natural Sciences division and 1.9% less than the college's average. During that same period the course completion rate of the Physical Sciences department was 8.9% more than the Natural Sciences division and 9.6% more than the college.
- In Fall 2022, the Physical Sciences department generated 207 WSCH, which is about the same WSCH as than the department's average WSCH generated between Fall 2019 to Fall 2022 of 206 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Physical Sciences department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Physical Sciences-related occupations in LA County are projected to increase by 1,650 jobs or by 7.8%. On average, there are expected to be 1,645 Physical Sciences-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Secondary School Teachers, Except Special and Career/Technical Education.

<b>Physical Sciences</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEFen	FTEs / FTEF
Fall 2022 (Actuals)	30	30	1	0.4	0.0	30.0	100.0%	6.5	207.0	517.5	16.18
Fall 2026 (Midpoint)	35	35	1	0.5	0.0	35.5	118.3%	7.7	244.9	612.3	19.14
Fall 2030 (Endpoint)	36	36	1	0.5	0.0	35.8	119.5%	7.7	247.4	618.4	19.33

### Physical Sciences Goals/Recommendations

#### **Program Goals/Directions (Educational)**

Bullet list of program goals or future Directions:

- See goals for Physics

#### **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)**

Bullet list of program technology/facility needs:

- See goals for Physics
- 

#### **Community/Industry Partner Needs/Collaboration**

Bullet list of program community/industry partner needs/collaboration:

- See goals for Physics



## Life Sciences for Allied Health (Anatomy, Physiology and Microbiology)

### Department Summary

The Life Sciences for Allied Health department offers courses for students seeking to transfer into an Allied Health related field such as nursing, respiratory care, radiological technology, and others. Anatomy and Physiology courses introduce students to the following functional systems of the human body: circulatory, respiratory, digestive, excretory, reproductive, muscle, nervous and endocrine. In Microbiology courses, students will acquire an understanding of microbial anatomy, physiology, and classifications, and the role of microbes in water, air, food, soil, sewage, and medicine. Students also will participate in laboratory activities to develop microbiological techniques such as microscopy.

#### Anatomy and Physiology

- Between Fall 2019 to Fall 2022, on average, the Anatomy and Physiology courses generated 201 FTES and had 732 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Anatomy and Physiology courses generated 21 FTES per FTEF per semester, 3 FTES per FTEF more than the Natural Sciences division, and 8 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Anatomy and Physiology courses was 1.0% less than the Natural Sciences division and 3.6% less than the college's average. During that same period the course completion rate of the Anatomy and Physiology courses was 2.2% more than the Natural Sciences division and 2.9% more than the college.
- In Fall 2022, the Anatomy and Physiology courses generated 6,349 WSCH, which is 44 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 6,393 WSCH.

#### Microbiology

- Between Fall 2019 to Fall 2022, on average, the Microbiology sections generated 57 FTES and had 181 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Microbiology sections generated 23 FTES per FTEF per semester, 5 FTES per FTEF more than the Natural Sciences division, and 10 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Microbiology sections was 1.7% more than the Natural Sciences division and 0.9% less than the college's average. During that same period the course completion rate of the Microbiology sections was 9.4% more than the Natural Sciences division and 10.1% more than the college.
- In Fall 2022, the Microbiology sections generated 1,668 WSCH, which is 152 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 1,820 WSCH

### Occupational Summary

All occupations identified as being related to ECC’s Life Sciences for Allied Health department have a median hourly wage above LA County’s median hourly wage. Between 2020 and 2030 the number of Anatomy and Physiology-related occupations in LA County are projected to increase by 770 jobs or by 17.3%. On average, there are expected to be 441 Anatomy and Physiology-related job openings annually. Between 2020 and 2030 the number of Microbiology-related occupations in LA County are projected to increase by 2,380 jobs or by 9.3%. On average, there are expected to be 2,198 Microbiology-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Medical Scientists, Except Epidemiologists.

<b>Anatomy and Physiology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	732	732	22	5.9	5.9	32.5	92.4%	198.4	6348.9	541.1	16.91
Fall 2026 (Midpoint)	870	870	26	7.0	7.0	38.7	109.9%	235.8	7549.0	643.4	20.10
Fall 2030 (Endpoint)	888	888	27	7.1	7.1	39.5	112.1%	240.6	7701.1	656.4	20.51

<b>Microbiology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	172	172	5	2.4	0.6	33.2	95.6%	52.9	1693.2	564.4	17.63
Fall 2026 (Midpoint)	205	205	6	2.9	0.7	39.5	113.6%	62.9	2013.3	671.1	20.96
Fall 2030 (Endpoint)	209	209	6	2.9	0.7	40.3	115.9%	64.2	2053.8	684.6	21.38

### Life Sciences for Allied Health (Anatomy, Physiology and Microbiology) Goals/Recommendations Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Hire Life Sciences for Allied Health faculty and staff as enrollment grows
- Collaborate with the Counseling Dept to ensure that students optimize their schedules for greatest success
- Investigate alternative course taking patterns and options- cohort models, accelerated options, embedded support programs etc.
  
- **Technology/Facility Needs (Facilities, Infrastructure, and Utilities)** Modernize and centralize facilities by replacing the aged natural sciences and life sciences buildings
- Add additional classroom and lab space to foster expansion
- Upgrade/replace the cadaver and specimen refrigerators
- Increase the annual supply budget to meet the lab course needs for modernization, to maintain rigor, and adjust to increased pricing of materials

#### **Community/Industry Partner Needs/Collaboration**

- Present community workshops such as during Onizuka Space Science Day
- Build stronger industry and community partnerships to provide students with applicable volunteering or internship opportunities

## Biology

### Department Summary

The Biology department offers a Biology AS degree designed to prepare students for transfer to a four-year university with a Biology major. In the degree program, students will acquire an understanding of cell anatomy and physiology, genetics, anatomy, morphology, physiology, life histories, ecology, and evolutionary aspects of archaeobacteria, eubacteria, protist, fungi, and plant and animal kingdoms. Students also will participate in laboratory activities to develop dissection and microbiological techniques, and microscopy and electrophoresis skills.

- Between Fall 2019 to Fall 2022, on average, the Biology department generated 171 FTES and had 796 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Biology department generated 19 FTES per FTEF per semester, 1 FTES per FTES more than the Natural Sciences division, and 6 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Biology department was 5.6% more than the Natural Sciences division and 3.0% more than the college's average. During that same period the course completion rate of the Biology department was 7.4% more than the Natural Sciences division and 8.1% more than the college.
- In Fall 2022, the Biology department generated 4,275 WSCH, which is 1,149 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 5,424 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Biology department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Biology-related occupations in LA County are projected to increase by 2,380 jobs or by 9.3%. On average, there are expected to be 2,198 Biology-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Secondary School Teachers, Except Special and Career/Technical Education.

<b>Biology</b>											
<b>Same as the College</b>											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTEs	WSCH	WSCH / FTEF	FTEs / FTEF
Fall 2022 (Actuals)	632	636	20	5.6	2.9	30.4	90.2%	127.8	4273.0	500.7	14.97
Fall 2026 (Midpoint)	755	760	24	6.7	3.5	36.3	107.8%	152.7	5106.0	598.4	17.89
Fall 2030 (Endpoint)	778	783	25	6.9	3.6	37.4	111.1%	157.3	5260.9	616.5	18.43

## Biology Goals/Recommendations

### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Hire biology faculty and staff as enrollment grows
- Create and implement the Biotechnology Certificate and Degree Program

### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Modernize facilities by replacing the aged natural sciences and life sciences buildings
- Add classroom and lab space to foster expansion
- Add lab space for biotechnology

### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Meet regularly with the Biotechnology Advisory Committee to collaborate with industry, university, and high school partners
- Collect and distribute information about biology research opportunities and internships
- Create partnerships with local industry
- Create pathways to 4-year universities

## Physics

### Department Summary

The Physics department offers a Physics AS and Physics AST designed to prepare students for transfer to a four-year university with a Physics major. In the program, students will learn problem solving strategies to apply to physical concepts and phenomena such as mechanics, thermodynamics, sound, light, electricity, and magnetism. Students will also participate in laboratory activities to practice problem solving strategies in applied experiments, and to develop measurement and analytical techniques.

- Between Fall 2019 to Fall 2022, on average, the Physics department generated 121 FTES and had 612 duplicated enrollments per semester.
- Between Fall 2019 to Fall 2022, on average, the Physics department generated 18 FTES per FTEF per semester, the same FTES per FTES as the Natural Sciences division, and 5 FTES per FTEF more than the college's average.
- Between Fall 2019 to Fall 2022, on average, the retention rate of the Physics department was 5.7% less than the Natural Sciences division and 8.3% less than the college's average. During that same period the course completion rate of the Physics department was 5.4% less than the Natural Sciences division and 4.7% less than the college.
- In Fall 2022, the Physics department generated 3,609 WSCH, which is 271 WSCH less than the department's average WSCH generated between Fall 2019 to Fall 2022 of 3,880 WSCH.

### Occupational Summary

All occupations identified as being related to ECC's Physics department have a median hourly wage above LA County's median hourly wage. Between 2020 and 2030 the number of Physics-related occupations in LA County are projected to increase by 1,700 jobs or by 7.9%. On average, there are expected to be 1,648 Physics-related job openings annually. The related occupation with the greatest projected job growth and average annual job openings is Secondary School Teachers, Except Special and Career/Technical Education.

Physics											
Same as the College											
	Undup. Headcount	Enrollment	# of Sections	FT Faculty FTE	PT Faculty FTE	Average Enrollment per Section	Fill Rate (Census)	FTES	WSCH	WSCH / FTEF	FTES / FTEF
Fall 2022 (Actuals)	564	568	20	5.9	1.7	27.0	88.1%	107.9	3452.2	458.3	14.32
Fall 2026 (Midpoint)	671	675	24	7.0	2.0	32.0	104.7%	128.2	4104.8	544.9	17.02
Fall 2030 (Endpoint)	684	689	24	7.1	2.0	32.7	106.8%	130.8	4187.5	555.9	17.37

### Physics Goals/Recommendations

#### Program Goals/Directions (Educational)

Bullet list of program goals or future Directions:

- Hire physics faculty and staff as enrollment grows

#### Technology/Facility Needs (Facilities, Infrastructure, and Utilities)

Bullet list of program technology/facility needs:

- Modernize facilities by replacing the aged physics sciences buildings
- Add additional classroom and lab space to foster expansion

#### Community/Industry Partner Needs/Collaboration

Bullet list of program community/industry partner needs/collaboration:

- Present community workshops during Onizuka Space Science Day
- Create partnerships with local industry
- Create pathways to 4-year universities

## Future Potential Programs and Initiatives

In order to continue serving students in the South Bay region of Los Angeles County, El Camino College must keep pace with workforce, education, and population trends. The development of new academic programs and pathways will be critical in maintain a high level of access to career and transfer pathways. These programs will meet the needs of the changing student demographics within the region and be aligned with the highest growth employment sectors:

- Healthcare and Social Assistance
- Professional, Scientific, and Technical Services
- Transportation and Warehouse Services
- Government and Education

The College's goal is to offer program that lead to "**good jobs**" and "**promising jobs**" based on the Brookings Institute framework. Per the 2018 Brookings Institute Report, "[Opportunity Industries: Exploring the industries that concentrate good and promising jobs in metropolitan America](#)", these types of jobs are defined as follows:

**Good jobs** pay at least a metropolitan area's median annual earnings for full-time, year-round sub-baccalaureate workers and provide employer-sponsored health insurance. Setting the pay threshold in this way ensures that it reflects variations in pay and costs of living across metropolitan areas.

**Promising jobs** are entry-level positions that provide career pathways to good jobs. Promising jobs do not meet the criteria for a good job but, based on an analysis of historical job-switching patterns and projections, will enable an incumbent worker to reach a good job within 10 years.



### **Development of Community Based Locations**

In addition to the potential programs listed below the College is currently in its initial stages of identifying off-site locations to provide programs and services away from campus within the communities we serve. This is critically important as the traditional demographic the college has served (18-24 year olds) continues to shrink across Los Angeles County and in the South Bay region. Accordingly, the College is pivoting towards programs and services that serve working adults (24+ year olds). In order to serve these students, the college will:

- Build a robust non-credit program to support students with free classes that lead to entry level employment or pathways into our credit pathways
- Establish significant course offerings and pathways to students in the community and away from the central campus
  - Offer classes at off-site locations focused on general education and targeted career pathways
  - Locations of highest interest include the northernmost (Inglewood) and southernmost (south Torrance) areas of our District for the eventual development of Educational Centers
- Add additional experiential learning opportunities through expansion of apprenticeship and other work-based learning pathways with industry partners across the District

## **Program Recommendations**

### **Health Care and Social Assistance**

#### **Certified Nursing Assistant (CNA)**

Certified nursing assistants represent an entry level pathway for individuals to get into the health care industry and is a **promising job** within Los Angeles County. Training programs at community colleges can train individuals for these jobs in as little as one year via non-credit programs. These types of programs are free to students. With additional education, training, and experience many good jobs within the health care field are available to CNAs. The number of positions in this field are expected to grow by over 13% through 2030.

#### **Health Information Management**

Health information managers work to support and safeguard patient data. Jobs in this area are often **good jobs** that pay better than living wage. In addition, an opportunity exists to develop a baccalaureate program similar to the program at Mesa College in the San Diego Community College District. There is no current baccalaureate degree program in Health Information Management at the community college level in Los Angeles County and positions in this field are projected to grow by over 12% through 2030.

#### **Home Health – Personal Care Aide**

Home health aide programs at community colleges provide the knowledge, skills, and abilities that educate home health and personal care aides. Home health and personal care aides is an essential critical infrastructure occupation. These occupations are **promising jobs** and would be developed as a noncredit program leading to entry in the human services or medical/allied health fields. Home health aid positions are projected to increase by over 34% through 2030.

### **Medical Transcription**

Medical transcriptionists are a vital part of a patient's health care team and employed by health care organizations. This role is an entry level position that represents a **promising job** within health care that can lead to good jobs with additional training and experience.

### **Paramedic**

Paramedics work as part of the emergency services teams that respond to critical incidents. There are currently no paramedic training programs in the South Bay region of Los Angeles. The current program that El Camino College partners with is located nearly 20 miles from campus in Santa Fe Springs which is east of Downey. This critical public safety program will represent an opportunity to train paramedics to serve the South Bay for generations to come. Paramedics represent a **good job** as they earn better than living wage from day one.

### **Phlebotomist**

Phlebotomists work on the laboratory and testing side of the healthcare industry. This occupation represents a **promising job** with health care. With additional education, training, and experience many good job pathways within the medical professions are available to trained phlebotomists. Positions in this field are projected to grow by over 18% through 2030 in Los Angeles County.

### **Sterile Processing Technician**

Sterile processing technicians work as part of health care teams within health care organizations. They play an essential role in patient safety and infection mitigation. Hospital partners in the South Bay region have consistently requested this program due to severe staffing shortages. The career pathway represents a **promising job** in the county.

## Professional, Scientific, and Technical Services

### **Generative Artificial Intelligence Programming and Training**

The emergence of useful artificial intelligence as an everyday service in industry and society has led to an increase in demand for programmers, technicians, and trainers in this sector across Los Angeles County. Machine Learning Engineers require a bachelors degree or better and represent good jobs. Technicians and trainers represent both **good jobs** and **promising jobs** across Southern California.

### **Data Science**

Data scientists use data to understand phenomena and make predictions about the world. They often work within organizations and assist in improving decision making. Data science positions typically require a bachelors degree or better and represent **good jobs** within Los Angeles County. Data science positions are projected to grow by more than 44% through 2030 in Los Angeles County.

### **Additive Manufacturing Technician (and other advanced manufacturing technologies)**

Additive manufacturing is an extension of the Manufacturing Technology program at El Camino College. While traditional manufacturing techniques are typically subtractive (CNC machining), additive manufacturing is a computer-controlled process that create 3-dimensional objects by adding materials in layers (3-d printing). For example, Relativity Space, based in Long Beach California, is currently printing entire rockets and rocket engines using additive techniques. Additional advanced manufacturing techniques that make use of computer-controlled machinery are becoming more common place. These jobs represent **promising jobs** and **good jobs** in Los Angeles County. Positions in this field are projected to grow by more than 16% through 2030 in the county.

### **California LAW Pathways**

The pathway to law school program sponsored by the State Bar of California is a 2+2+3 program that establishes a clear pathway into the best law schools in the state. The program supports community college students through a defined set of courses that serve as “success factors” for effective lawyers. In addition, students receive early exposure to law school, individual advising, financial aid advising, LSAT preparation, and waived application fees to participating law schools. Professional services positions, e.g. lawyers, are expected to grow in Los Angeles County over the next decade, and the compensation for start above the living wage for the county and represent **good jobs**.

## Transportation and Warehouse Services

### **Commercial Truck Driver**

Community College students completing the commercial truck driving program will be qualified to enter employment as a heavy and tractor-trailer truck driver. This occupation remains in demand in Los Angeles County, and will prepare drivers for diesel, hybrid, and fully electric tractor-trailer operations. The starting pay for a commercial truck driver represents a **promising job** in Los Angeles County. Positions in this field are projected to grow by more than 16% through 2030 in Los Angeles County.

### **Global Supply Chain and Logistics Technician**

Logistician positions in Los Angeles County are expected to grow by more than 37% over the next decade. These positions support international business and trade within corporations and trade activity at shipping ports. Wages are better than living wage for the county and **represent good jobs**.

### **Facilities Manager**

Per International Facility Management Association, Facility management is a profession that encompasses multiple disciplines to ensure functionality, comfort, safety, productivity, and efficiency of facilities, accounting for 10 to 25 percent of total indirect spending for companies with distributed operations. According to the International Organization for Standardization (ISO), the global facility management market will be worth \$1 trillion by 2025. These jobs pay better than living wage for the county and represent **good jobs**. Facilities management positions are projected to grow by more than 15% through 2030 in the county.

### **Facilities Maintenance Technician**

Facilities maintenance technicians fix and maintain machines, mechanical equipment, and buildings. They paint, repair flooring, and work on plumbing, electrical, air-conditioning, and heating systems. Maintenance technician positions are in demand in Los Angeles County and represent **promising jobs**. Facilities maintenance technical positions are projected to grow by nearly 16% through 2030 in the county.

## Government and Education

### Teacher Education Pathway with Specific University Partners (CSUDH, UCLA)

The need for teachers in Los Angeles County is projected to increase over 7% during the next ten years. A teacher preparation 2+2 program provides a pathway for teaching assistants to continue their education and for those interested in teaching to complete two years at the College before transfer to a 4-year university. Students in these pathways are supported in transferring to specific partners with California Teacher Credentialing programs in order to support students in reaching their educational goal. The pay for teachers in Los Angeles County exceeds living wages and represents a **good job**.