El Camino College

Strategic Enrollment Management Plan 2022-2025

CONTENTS

El Camino
College

PRESIDENT'S MESSAGE

At El Camino College, everything we do is focused on fulfilling our mission to make a positive difference in people's lives. Ensuring that a high-quality college education is accessible and affordable is at the heart our mission, as we strive to provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

Growth has been a key factor to our ongoing success ever since El Camino opened its doors in 1947. For more than 75 years, the college has grown and changed with our community so that students have the classes and programs they need to achieve higher education success and stay competitive in the job market. This is a place where education leads to dreams that become a reality – a place where students learn and grow, while building a foundation for lifelong learning and limitless career potential.

This Strategic Enrollment Management Planhighlights our goals to ensure we can give as many students as possible the chance to access life-changing educational opportunities leading to exciting careers, knowledge acquisition, and self-discovery.

A dedicated team created this detailed plan, which highlights ways we intend to meet our enrollment, student retention, and student success goals. We are proud to share it with our community.

El Camino College

PARTICIPANTS

Strategic Enrollment Management Plan Development Team

Leadership Team

Robin Dreizler   Acting Vice President of Student Services

Carlos Lopez   Vice President Academic Affairs

Darcie McClelland   Academic Senate President, Professor of Biology

Viviana Unda   Director of Institutional Planning and Research

Strategic Enrollment Management Taskforce

(Members listed in alphabetical order and includes anyone who attended at least one meeting)

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El Camino College

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El Camino College

MISSION, VISION, AND VALUES

Mission Statement

El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

Vision Statement

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Statement of 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 five core values are:

People We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect We work in a spirit of civility, cooperation and collaboration.

Integrity We act ethically and honestly toward our students, colleagues and community.

Diversity We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence We deliver quality, innovation, and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range integrated planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

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

El Camino College

EXECUTIVE SUMMARY AND GOALS

Enrollment at El Camino College dropped significantly during the COVID-19 pandemic. At its peak, the College enrolled over 34,000 students and generated 18,626 Full-Time Equivalent Students (FTES) in 2018-2019. Since the onset of COVID-19, the college has lost nearly 26% FTES. This represents a loss of 4,500 unduplicated students when comparing Fall 2019 (pre-COVID enrollment) and Fall 2021. With the approval of the California State Budget in June 2022, all colleges have been given until the completion of the 2024-2025 academic year to rebuild enrollment. A new baseline for funding each college will be established at the end of the 2024-2025 academic year based on the Student-Centered Funding Formula (SCFF) which includes enrollment and outcomes. Given these circumstances, it is imperative that El Camino College focuses its efforts on improving enrollment, student retention, and student completion while closing equity gaps.

The Strategic Enrollment Management Plan (SEMP) is designed to serve as the operational guide toward meeting the College's enrollment, student retention, and student success goals. The plan is data informed based on data from the El Camino College Office of Institutional Research and Planning, the California Community Colleges Chancellor's Office Datamart, and the California Community Colleges Student Success Dashboard. In addition, the plan is aligned with College strategic goals and initiatives (Guided Pathways, Student Success, Student Equity, Program Development, and Workforce Development), and the California Community College Chancellor's Office Vision for Success.

The content of the plan was developed with grant support from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In addition to funding, AACRAO provided support in the form of a coach and the goals-strategies-tactics (activities) model used to develop the College's plan. The College formed a taskforce composed of faculty, classified professionals, and administrators who met during 2021-2022 and 2022-2023 in order to develop Goals, Strategies, and Activities. Importantly, the goals of the plan are specific, measurable, attainable, realistic, and timebound (SMART).

El Camino College

Strategic Enrollment Management Plan Goals:

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)

2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)

3. Improve student course and term-to-term retention and course success by 5% each year through 2024-2025 (Retention)

4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

The College will engage in significant effort to implement strategies and activities in support of these goals. These strategies and activities include work on:

- Expanding and developing program pathways including Non-Credit, Dual Enrolment, articulation, transfer, and workforce development

- Implementing integrated marketing, outreach, and recruitment efforts

- Improving course schedule effectiveness through use of actionable enrollment data

- Expanding Guided Pathways Framework implementation

- Surging student and academic support programs

- Providing focused professional development on student retention with specific attention to students in disproportionately impacted groups

- Removing barriers to full-time student enrollment

- Improving enrollment management data systems to improve student access and course schedule efficiency

Lastly, the SEM plan is a living document and as such the College will engage in an annual cycle of assessment associated with each goal. Each goal includes metrics and targets to assess progress towards goal attainment. In addition, the strategies and activities associated with each goal will be assessed for effectiveness through numerical and qualitative data analysis.

> *The annual assessment process also allows for the flexibility to add, delete, or modify the goals, strategies, and activities, as needed .*

El Camino College

PURPOSE OF THE STRATEGIC ENROLLMENT MANAGEMENT PLAN, MODEL, AND PROCESS

The purpose of the 2022 – 2025 Strategic Enrollment Management Plan is to serve as an actionable and flexible plan that will allow El Camino College to regain enrollment to pre-COVID-19 levels, improve student outcomes, and establish baseline funding to support long-term goals. This plan is aligned with the College's strategic goals and the California Community College's Vision for Success. Moreover, this plan includes an assessment section that will allow the College to modify goals, strategies, and activities as the enrollment picture continues to develop through the 2024-2025 academic year.

Notably, the 2024-2025 academic year will be critical to the college's long-term enrollment goals and fiscal stability. Currently, the College remains on emergency conditions allowance funding due to the COVID-19 pandemic. While SCFF student success metrics have improved and the college is receiving direct funding from this part of the model, it continues to receive approximately $23 million in enrollment funding (FTES) due to losses experienced during the pandemic. In addition, the 2022-2023 academic year state budget for California Community Colleges expects that Colleges recover enrollment by the end of the 2024-2025 academic year. At the conclusion of the 2024-2025 year, all colleges will have a new funding baseline based on student enrollment and student outcomes as part of the Student-Centered Funding Formula (SCFF) model. Colleges are guaranteed this level of funding moving forward, though it could represent a decrease in funding, if enrollment and SCFF outcomes do not increase sufficiently.

El Camino College

The SEM planning model has been developed with the support of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) through coaching of the College Strategic Enrollment Management Team. The model includes establishing SMART goals supported with broad strategies and specific activities. Accountability is a core element of the model. Accordingly, each strategy and activity include metrics, milestones, timelines, and individuals responsible for the work. Appendix A includes a full crosswalk of all goals, strategies, and activities with their relevant details.

The SEM plan was developed in partnership with faculty, staff, and administrators at El Camino College. The committee was formed from the existing Enrollment Management Committee and expanded to 48 members during the Spring and Fall of 2022. The committee met through the Spring and Fall of 2022 with the support of coaching from AACRAO to develop baseline goals, strategies, and activities that are included in this plan. Through Fall 2022 and Spring 2023 terms, the plan was finalized and an assessment section was included to ensure accountability, measure effectiveness, and create flexibility to adjust the work as conditions require. The plan was reviewed through the College Governance process in March and April 2023 for input from constituent leadership. Finally, the plan was brought to the College Board of Trustees in April 2023 for review and feedback.

El Camino College

ENROLLMENT DATA SNAPSHOT

El Camino College continues to be significantly impacted by enrollment losses experienced during the COVID-19 pandemic. Based on enrollment data, fall-over-fall unduplicated headcount fell from 33,248 in 2019-2020 to 28,573 in 2021-2022. The college lost 4,675 unduplicated students, a decrease of 14.1%. In addition, Full-Time Equivalent Students (FTES), fell by 3,839 (-20.4%) from 2019-2020 to 2021-2022. This second metric is critical as it represents 70% of the College's funding under the Student-Centered Funding Formula.

In addition to the direct enrollment losses, equity analysis based on race, ethnicity, gender, age, enrollment status (part-time/full-time), and special populations (BOG waiver, California Promise, first generation, DSPS, EOPS, foster youth, veterans, first-year students, and students with more than 60 units) was conducted to determine the impact on access to the college as a result of COVID-19. Based on headcount enrollment losses, the largest impacted groups include Latinx students (-12,704), African American students (-3,695), Asian students (-3,501), and White students (-3,398).

In addition to the direct enrollment losses, student enrollment data from Spring 2020 to Fall 2021 was disaggregated by these categories and assessed using the proportionality index (P.I.). This method makes use of the proportion of the demographic group who were lost to enrollment during the pandemic compared to its proportion in the prior two years in order to assess the magnitude of the impact of enrollment loss. In an equitable environment, P.I. methodology assumes that the impact of enrollment losses would occur in proportion to a demographic group's relative size. In other words, a P.I. ratio of 1.0 indicates that a demographic group's enrollment was impacted in proportion to its relative size in the overall population. A P.I. greater than 1.0 indicated that more students were lost to enrollment proportionally in comparison to the demographic group's relative size in the population. Moreover, a P.I. ratio of greater than 1.12 indicates an oversized impact to a demographic group.

El Camino College
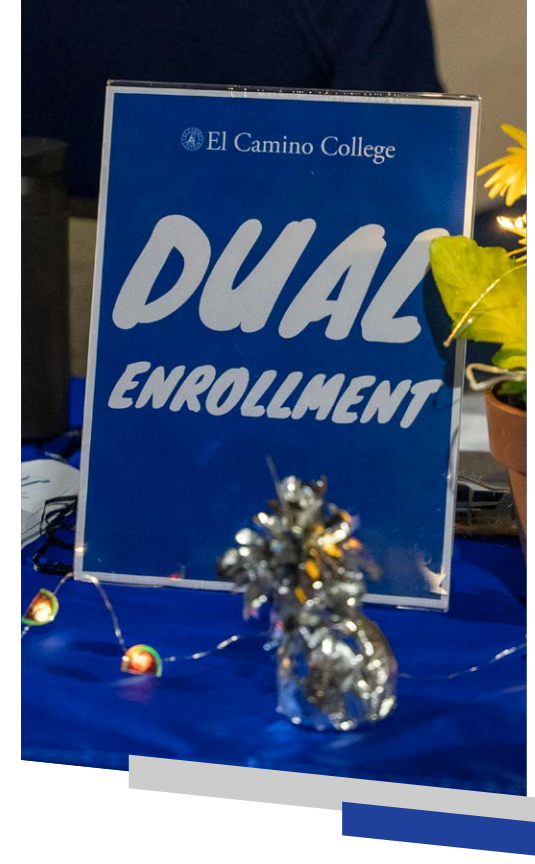
P.I. analysis indicates that the following groups were disproportionately impacted (lost to enrollment):

- Native American/Alaskan Natives
- Pacific Islanders
- Ethnicity Unknown
- Students aged 40+
- Low-income Board of Governor's Waiver – California College Promise Grant recipients
- Students with Disabilities
- First generation students
- Foster youth
- New Students

*Non-binary students also demonstrated evidence of disproportionate impact, however, the population of students in this demographic is not considered to be accurate at this time because it is believed to be significantly under-reported.

Based on the equity analysis above, the College will engage in targeted outreach and support activities for those populations most impacted with respect to enrollment as a result of the pandemic. Detailed data of the equity analysis using the proportionality index appears in the appendix.

Additional data related to course scheduling appears in the appendix focused on the proportion of course sections scheduled by modality (in-person, online, and hybrid), full-term vs. short-term, and day-evening-weekends courses. As the College and surrounding community recover from the pandemic, course offerings have shifted back onto campus. During the Fall 2022 term, 58% of course sections were either fully or partially scheduled on-campus while 42% remained fully online. During the Spring 2023 term these percentages shifted further on-campus with 63% of sections fully or partially on-campus and 37% fully online. In terms of course length, the College is shifting more of its courses to short-term offerings in order to create more flexibility for students and improve retention and success rates.

El Camino College

GOALS, STRATEGIES, AND ACTIVITIES

Goals and strategies were developed during the Spring 2022 and Fall 2022 terms by the Strategic Enrollment Management taskforce. These goals are Specific, Measurable, Attainable, Realistic, and Timebound (SMART). By using SMART goals, the College will be able to assess progress toward goal attainment.

Strategic Enrollment Management Plan Goals:

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)

2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)

3. Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)

4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

To achieve these goals, the College will engage in significant and specific strategies and activities. These strategies are aligned with the College's Guided Pathways framework implementation efforts, the current Strategic Plan, and the California Community College's Updated Vision for Success. A brief description of the major strategies and activities follow in this section. A full detailed crosswalk of goals strategies and activities appears in the appendix.

El Camino College

GOAL 1

Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels.
(Guided Pathways Pillar – Access)

ECCD 2022-2023 to 2024-2025 FTES Targets
2024-2025 Restoration FTES Target = 18,626
2021-2022 FTES Achieved based on Oct 2022 Re-Calc Report Baseline = 14,787

Restoration FTES Goals by Year	FTES	15,378	16,608	18,626
	% Growth from Prior Year	4%	8%	12%
	# Growth from Prior Year	591	1,230	2,018

Strategies:

- **Expand program offerings focused on dual enrollment, non-credit Career Development and College Preparation (CDCP), work-based experiential learning (internships and apprenticeships).**

The College plans to increase dual enrollment pathways and enrollment by 200% over 2021-2022 baselines by 2025. To accomplish this goal, the College will engage with K-12 partners (public, charter, and private) to develop defined pathways for students to complete 12+ units of college-level work by the time they graduate from high school. Examples of these efforts include the early college high school model developed in partnership with Torrance Unified School District at North High School. The Early College High School at North High School is designed to allow students to complete college-level degrees or certificates during their 4 years at North (up to sixty units). Another example partnership is with the Da Vinci RISE Academy, a county-wide charter high school, to base a location on the El Camino College campus and allow students to complete both high school and college course work seamlessly. Notably, the students who attend Da Vinci RISE have had life events that caused disruption in their academic journeys (foster care, housing instability, probation, etc.). Through the embedded nature of the partnership students will be able to make significant progress toward the completion of college-level degrees and certificates while receiving focused support from both RISE and the College.

Non-Credit program expansion will increase Career Development and College Preparation (CDCP) certificate pathways by 200% over 2021-2022 baselines by 2025. These types of pathways qualify for enhanced apportionment funding from the state and allow

El Camino College

students to enroll in free non-credit instruction to receive training in areas like ESL, Career Education Pathways – short certificates for first entry-level jobs, English and Mathematics preparation support for transfer-level coursework, and dual enrolled credit/non-credit programs.

- **Improve Student Recruitment through the creation of a call center, expansion of student recruiters focused on new populations that have traditionally been underserved by the College, and implementation of customer relationship management (CRM) technology.**

  The College has already developed a Call Center in order to allow for high-touch personalized contact of targeted populations of students. This center plans to hire at least 24 callers and makes use of existing data to reach out to students who stopped out during the pandemic, prospective students who have applied but not enrolled, and new tools like College APP. Notably, College APP uses publicly available demographic data on District residents to identify households with "likely students". In addition, the College Call Center has also implemented a Customer Relationship Management system that allows auto-step communication with prospective students. This system allows the College to continue communication with prospective students via email and text message to further support Call Center Campaigns.

El Camino College

- **Creation of targeted campaigns by Marketing & Communications to reach disproportionately impacted students using the College APP database.**

  Audiences to be segmented by income level, level of college achievement and interest in college. Audiences to be reached with tailored and personalized messaging utilizing frequent contact through email blasts, texting, mailings, and robocalls.

- **Leverage institutional marketing and outreach efforts to improve college enrollment through broad campaigns and messaging with an equity focus.**

  Marketing and Communication efforts will create targeted campaigns to attract those students who were lost to enrollment during the pandemic and new populations of students the College has traditionally underserved with special focus on the following audiences:

  o Latinx students

  o African American males

  o Additional disproportionately impacted populations as identified

  o Adult learners

  o Applied-not-registered students

  o Stop-out students

  o General public/influencers

  o Non-native English speakers (noncredit ESL)

- Implement a Student Engagement Platform that can allow communication with students by meta-major, major, cohort, or by status, like academic probation.

- Improve the design of program mapping and incorporate maps onto the website.

- Communicate pathways including noncredit and workforce development pathways, apprenticeship opportunities, and dual enrollment to relevant community members and potential students.

- Once developed, market short-term programs to working professionals.

- Map the student journey and write/design relevant and effective content for CRM Recruit.

- Messaging will be coordinated with high-touch outreach efforts in the Call Center. In addition, detailed metrics measuring the effectiveness of each campaign will be developed and tracked to improve the College's efforts.

- Review student registration windows against surrounding colleges in order to remain competitive for student enrollment.

El Camino College

GOAL 2
Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% each year through 2024 – 2025 (Engagement)

Strategies:

- **Enhance the student on-boarding process**

  The College will enhance the current onboarding processes for students through the Warrior Welcome Center and connecting students with their Meta-Major Student Engagement/Success Teams. Implementation of group counseling sessions during orientation in order to increase the number and percent of students with a Student Education Plan. All new applicants will also receive a welcoming phone call to sign up for New Student Orientation and check in on additional student support needs. In addition, the College will provide additional professional development to all front-line staff in order to answer basic student questions and connect them to the correct service or expert on campus.

- **Strengthen Student Success and Engagement Teams within the Guided Pathways program at El Camino College**

  The College will empower student support through Student Engagement/Success Teams in an integrated model. These teams of student support professionals will work closely with instructional faculty and students to ensure students receive the support needed when it is needed. The teams will accomplish this work through the development of Meta-Major specific recruitment and support, establishing a system for supporting undecided students and assessing their level of "undecidedness", designing and engaging in professional development focused on improving student retention with specific attention to groups that have been disproportionately impacted, and the development of integrated and embedded Engagement Centers for student support after they have been on-boarded.

- **Remove Barriers to full-time student enrollment**

  The College will support student to increased full-time enrollment by increasing the number of students receiving grant aid, re-engineering ECC Connect (Starfish) to better identify student barriers to enrollment, increasing zero-textbook and low-textbook cost offerings, creating zero-textbook cost degree and certificate pathways, and development additional support resources for working students and students with family obligations.

El Camino College

- **Improve understanding of student engagement in collaboration with Marketing and Outreach by implementing the following:**
  - o Survey applied-not-registered students to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns
  - o Identify students who want help registering so that outreach can contact these leads directly. Market recruitment/support events to students within each Meta Majo
  - o "Secret shop" the El Camino College experience from first contact through registration to identify areas of improvement
  - o Write and design CRM content to communicate meta-majors, milestones, and progress maps.
  - o Develop and execute a financial aid campaign to encourage application
  - o Use Student Engagement Platform to improve student engagement, through targeted messaging, quick polls, consolidated access to resources, and accessible and clear visual design.

El Camino College

GOAL 3

Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)

Strategies:

- **Leverage the use of ECC Connect to improve communication between students and the College support network**

  The College will continue to expand and provide additional depth of service available through ECC Connect. This work will include additional training for faculty to assist students who may be at risk. Additional work will occur to simplify both the student and faculty user experience to ECC Connect to make it easier to use. In addition, efforts will be made to implement Degree Planner for comprehensive student education planning. Moreover, the data included in student education plans will be used to inform future course schedule development.

- **Strengthen the use of tutoring and counseling services/ resources across the College**

  The College will bolster tutoring and counseling services that make them more unavoidable for students, especially those in need of these services. Academic support services will build data systems in order to track student usage of

these critical services and implement non-credit supervised tutoring. This latter strategy will generate non-credit FTES and create a dedicated funding stream for tutoring services. Additional communication and internal marketing efforts will be developed in order to improve the utilization of support services. Additionally, the College will continue the development of affinity centers in order to support specific student populations with academic and non-academic needs.

- **Expand retention related professional development for classified professionals, faculty, and administrators**

  The College will continue to expand professional development available to all employees focused on student retention and supporting those students in disproportionately impacted groups. This training includes expanded Green Zone, Safe Space, first-generation, culturally responsive pedagogy, and experiential learning professional development opportunities. Additional focus will be placed on proven techniques for the retention of

El Camino College

students at the start of a term when drop and stop-out rates tend to be higher. This work also includes the expansion of the use of Open Educational Resources and zero- or low-cost course materials that improve student retention and success. Lastly, the College will continue efforts to support high quality online instruction and services and become a CVC-OEI teaching college.

- **Develop a case management system to address the individual needs of students (especially those not already in a special program)**

  The College will leverage ECC Connect into a full-featured and deeply implemented case management system for supporting the broad needs of students. This will be accomplished by improving support through the system for disproportionately impacted students who are not already supported through an affinity program/service. Increase the number and proportion of students receiving directed interventions due to improved use of ECC Connect. College Engagement/Success teams will measure the impact of follow-up support and improve communication among team members to ensure that students engage with these support services.

- **Reduce scheduling and registration inefficiencies**

  The College will identify and remove existing course schedule and student registration inefficiencies in order to improve enrollment and the student experience. To accomplish this Academic Affairs and Student Services will work closely together to develop course schedules that are aligned with student educational plans, match student's preferred modalities (face-to-face, online, hybrid, or hi-flex), and day/time preferences. Enrollment management dashboards will be created to allow real-time tracking of student enrollment to make data-informed decisions on section cancellations and additions. Technology will also be leveraged to develop systems to allow for multi-term schedule development informed by student education plan data. More effort will be made to improve the enterprise system areas related to course equivalencies, pre- and co-requisites, and course type information to remove barriers to student enrollment and goal completion. Lastly, College leadership and faculty will continue to ensure that mathematics, English, and ESL placement is focused on allowing students to complete transfer-level coursework within the timeframes included in the Vision for Success, AB 705, and AB 1705.

El Camino College

- **Design informed marketing messaging and intervention support**
  - o Use tested stop-out survey tool to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly
  - o Write and design CRM and social media content to communicate financial aid, tutoring services, counseling services, and other student opportunities
  - o Write CRM content that communicates to disproportionately impacted students with info on direct intervention and support. Support faculty working with students during the first two weeks of classes with communications toolkits they can easily deploy to encourage retention and ongoing success
  - o Leverage the Student Engagement Platform to share and reinforce messaging with timely reminders and notifications

El Camino College

GOAL 4
Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

Strategies:

- **Leverage technology to reduce College structural barriers to student award completion**

  The College will implement technological tools like degree audit to improve student award attainment and transfer to 4-year universities. Development towards fully online associate degrees for Transfer (ADT) pathways will continue in order to increase access for students. Additional focus will be made on the development of more short-term course offerings in the credit and non-credit programs in order to improve program completion. These short-term course offerings will include sequenced courses in order to accelerate students' time to completion and reduce the number of excess units students earn. This work includes specific support for part-time students intended to increase the number of these students reaching their educational goals.

- **Improve transfer and career pathways**

  The College will continue work to expand transfer pathways, associate degrees for Transfer (ADTs), experiential learning opportunities for students, and relationships with major South Bay employers in order to increase students transferring to 4-year colleges/universities or entering the workforce in better than living wage jobs. Additional transfer partnerships will be developed with universities like Historically Black Colleges and Universities, regional public and private universities. Further work will focus on course schedules to ensure ADT pathways can be completed as quickly as possible. Lastly, additional efforts will be made to increase apprenticeships for female students and students from other disproportionately impacted groups.

- **Successfully re-engage stopped-out students**

  The College will engage students who have "stopped out" in order to improve services that prevent this from occurring and remove barriers so that stopped out students re-enroll. Using time-tested tools, students will be surveyed

El Camino College

to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly. Assist with CRM implementation to consistently reach former students. Once developed, market short-term/hybrid programs to former students.

Develop consistent alumni communication to re-engage former students, even those who have completed a degree/certificate and who may be interested in returning.

- **Improve transfer and career pathways**

  The College will continue work to expand transfer pathways, associate degrees for Transfer (ADTs), experiential learning opportunities for students, and relationships with major South Bay employers in order to increase students transferring to 4-year colleges/universities or entering the workforce in better than living wage jobs. Additional transfer partnerships will be developed with universities like Historically Black Colleges and Universities, regional public and private universities. Further work will focus on course schedules to ensure ADT pathways can be completed as quickly as possible. Lastly, additional efforts will be made to increase apprenticeships for female students and students from other disproportionately impacted groups.

El Camino College

ASSESSMENT OF THE STRATEGIC ENROLLMENT MANAGEMENT PLAN

The 2022-2025 Strategic Enrollment Management Plan is intended to serve as a living guide to the College's enrollment goals. Strategies and activities associated with each of the plan's four goals will be evaluated annually by the Institutional Research & Planning department in order to check milestone progression. This annual assessment will allow college governance committees and leadership to make recommendations for changes to goals, strategies, and activities. In this way the plan allows for flexibility, innovation, and change over time as the date or internal/external conditions require.

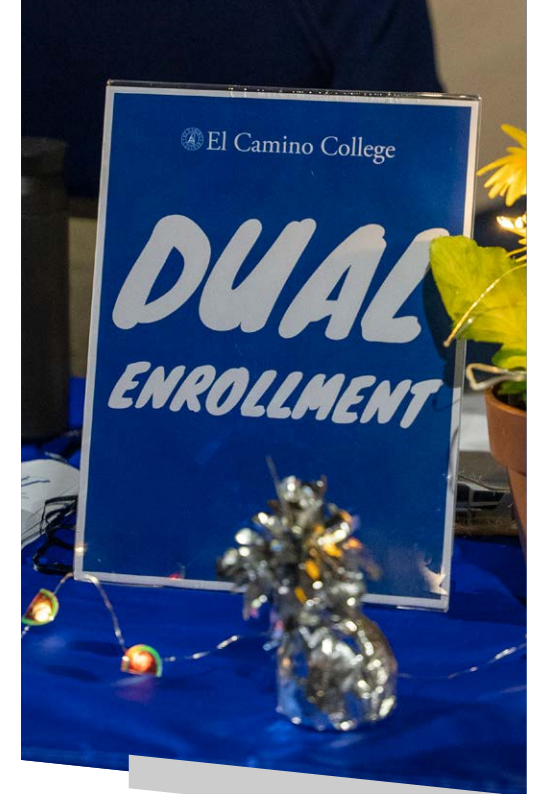**The evaluation cycle will follow a Plan – Assess – Analyze – Improve cycle.**

Plan The planning phase includes the development of goals, strategies, and activities.

Assess The assessment phase will track all metrics and data associated with each goal, strategy, and activity in order to demonstrate progress, indicate areas for improvement, or indicate that changes to the plan are required.

Analyze The data collected through the assessment cycle will be analyzed and compared to SEM targets and milestones.

Improve Recommendations for improvement to plan goals, strategies, or activities will be made through review of the annual SEM assessment report. Any changes will be shared with the College community via the college governance structure.

The annual timeline for the assessment of the SEM plan will be established by the Institutional Research & Planning department and shared with the campus community for review during the Spring 2023 term. As part of this work, baselines and milestones will be established for each goal. The initial assessment of the SEM will begin in the Fall 2023 term with an annual report of progress completed over the fall term of each year. This report will be shared with College leadership and governance committees at the beginning of each Spring term. Leadership and governance review will then occur with recommendations for improvement or change being completed by May of each year.

El Camino College

APPENDIX A – SEM PLAN CROSSWALK

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
ACCESS	ECC will increase number of FTES by 11.6% each year through 2025. 2022 - 2023 +4% 2023 - 2024 +8% 2024 - 2025 +12%	1) Expand program mapping based on students' needs	1A) Create program maps part-time / full-time status; common transfer destinations; 4,6,8 semester plans; pathways to family-sustaining employment.	# of new program maps developed	Curriculum Specialist, Guided Pathways Coordinators, counselors
			1B) Disseminate new program maps through orientation sessions.	# of orientations and # of students served	Counselors
			1C) Incorporate new program mapping into ECC website.	Added to website? Yes/No?. # website/traffic visitors	MarComm
		2) Expand Program Offerings and Workforce Development Opportunities	2A) Expand Non-Credit Career Development and College Preparedness (CDCP) certificate pathways, in consultation with faculty, by 200% between 2022 and 2025. ESL – ESL for Career Pathways and ESL for Academic Communication Pathways English and Math Prep - Preparation for Transfer Level Courses Career Education Pathways - Short certificates for first entry-level jobs (Construction/Trades, IT, Office Careers, Digital Literacy, Health Care, etc.) or transition to credit programs (Dual enrolled credit/non-credit) Adult High School Diploma Pathway Citizenship Course Pathway	# of new non-credit certificates developed # of CDCP certificates earned by students	Academic Deans Associate Dean Library and Learning Resources, Director Career Education, Director Adult Education
			2B) Expand work-based experiential learning programs including credit-based apprenticeship and internship (paid or unpaid) pathways/opportunities	# of work-based experiential learning programs for students # of Students Enrolled in credit Apprenticeship Programs # of students enrolled in internship courses/programs	Academic Deans, Director Career Education, Director Adult Education

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			2C) Expand workforce development opportunities for students to new industry sectors and pathways.	# of new workforce pathways created # of additional students enrolled in CTE programs and workforce pathways	Academic Deans, Director Career Education, Director Adult Education
			2D) Expand Dual Enrollment Pathways across all K-12 Districts, Private High Schools, and Charter Schools Served by ECCD by 200% between 2022 and 2025.	# of Dual Enrollment Courses Offered # of Dual Enrollment Students enrolled and successful course completion # of Dual Enrollment Pathways available (total, by high school, by district)	Academic Deans, Director Career Education, Director Adult Education, Dual Enrollment, Career Pathways Coordinator
		3) Improve student recruitment	3A) Create the Call Center to deliver high touch, personalized contact with targeted populations and at least 24 callers Implement data tool to identify populations of likely students for recruitment to ECC.	# of callers, # of students reached, # of students reached who enrolled at ECC	Welcome Center staff
			3B) Implementation of student recruiters and territories to include working adult (24+ y.o.), community, high schools, non-credit, and business.	# of recruiters, # of territories, # of students reached and enrolled including demographic analysis of students recruited	Outreach and School Relations (MarCom supporting)
			3C) Complete setup and implementation of CRM Recruit to include auto step communication with prospective students.	CRM Recruit Implemented? Yes/No, # of prospective students reached	ITS
			3D) Increase K-12 articulated courses through the Strong Workforce Program (SWP).	# of K-12 career education courses articulated with ECCD courses	K-14 community partnerships and outreach; Career Pathways Program Coordinator

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			3E) Develop a nuanced assessment of working professional students' needs and motivations to develop short term programs that can compete in a challenging market • Audience Segments (EAB) • Upskilling in Place • Seeking Promotion • Facing Replacement • Returning to Workforce • Preparing for a Switch • Pursuing a Passion	Conducted assessment? Yes/No	IRP
		4) Leverage institutional marketing and outreach efforts with an equity focus	4A) Develop campaigns, outreach materials, web pages and catalog pages to communicate all program pathways.	# of New outreach materials, # of New pathways added to website Yes/No? Dissemination efforts? # of visitors to program pathways websites	Curriculum Specialist, Guided Pathways Coordinators, Counselors, MARCOMM
			4B) Communicate pathways to high school partners, current students, and prospective students.	# of high schools and # of students who received communication	K-14 Community Partnerships, Dual Enrollment, Career Pathways Coordinator and cutreach
			4C) Engage prospective students through responsive marketing, interactive digital content, and student-generated content. A focus of these campaigns will be student populations that have traditionally been under-served by the College and those populations that were disproportionally impacted by the pandemic.	# and type of marketing campaigns, $ spent, and if available, # of potential students engaged	MarComm

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			4D) Marketing and Communication efforts will create targeted campaigns to attract those students who were lost to enrollment during the pandemic and new populations of students the College has traditionally underserved with special focus on the following audiences: • Latinx students • African-American males • Additional disproportionately impacted populations as ident • Adult learners • Applied-not-registered students • Stop-out students • General public/influencers • Non-native English speakers (noncredit ESL) Improve the design of program mapping and incorporate maps onto the website. Communicate pathways including noncredit and workforce development pathways, apprenticeship opportunities, and dual enrollment to relevant community members and potential students. Once developed, market short-term programs to working professionals. Map the student journey and write/design relevant and effective content for CRM Recruit. Implement a Student Engagement Platform through Guided Pathways that can allow communication with students by meta-major, major, cohort, or by status, like academic probation.	Production of content needed for above activities Traffic to Program Mapper pages Results of direct marketing of short-term programs to working professionals. # and type of marketing campaigns, $ spent, and if available, # of potential students engaged	MarComm and Guided Pathways Coordinators & Administrator

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
ENGAGEMENT	ECC will increase its yield rate by 5% each year through 2025 Yield rate: Percent of students who choose to enroll in ECC after having been admitted	1) Enhance students' onboarding process	1A) Implement full on-boarding Orientations for ALL new students run through the Warrior Welcome Center in partnership with Meta Major Success Teams	# of orientations and # of attendees	Warrior Welcome Center staff, Meta Major Engagement/Success Teams staff, Counselors
			1B) Implement group counseling during the Orientation to create student Educational Plans with counselor sign-off and introduction to the major by the Meta Major Success Team	# of group orientations and # of attendees, # of Student Education Plans Completed, % of students with a completed Student Education Plan	Meta Major Engagement/Success Teams staff, Counselors
	ECC will increase the rate of students who are enrolled in 12+ units in the fall term by 5% each year through 2025		1C) Ensure all front-line staff have the training and tools necessary to answer basic student questions and connect to the correct service or expert on campus	# and type of training(s) provided and # of staff impacted	Students Services staff, Library and Learning Resources staff
		2) Strengthen the Student Success and Engagement Teams within the Guided Pathways Program	2A) Provide resources for professional development in student retention with specific attention to disproportionately impacted groups	# and type of resources provided, # employees	Professional Development, Faculty Development Committee
			2B) Develop student recruitment specific to each respective Meta-Major to engage students with hands-on events and direct engagement with Meta Major faculty	# of events, # of students reached, # of outreached students who enrolled	Outreach & School Relations, Guided Pathways, MarComm
			2C) Develop systems for identifying undecided students and their degree of "undecidedness". This may include contextualized courses (e.g., HDEV career planning, orientation, educational planning credit or noncredit classes) for the respective Metamajors for undecided students that will encompass support systems from FYE, SBP, and GP Success Teams.	# of students assessed for "undecidedness", # of classes created, # of students impacted	Meta Major Engagement Team

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			2D) Develop Engagement Teams and Engagement Centers to support students based on referrals from classroom faculty members	# members in response team, # of referrals addressed	Guided Pathways and Library and Learning Resources
			2E) Train and setup communications between tutors, peer mentors, support staff, success coaches, and faculty counselors to intervene and follow up with students.	# of trainings and # people trained	Learning Resources staff and Writing Center Coordinator
			2F) Investigate embedding faculty counselors, success coaches, and student mentors into classes to create an engagement team support network for incoming students.	# of embedded staff, # of classes with embedded support	Academic Deans, Meta Major Success Teams, Counseling & Student Success Dean
		3) Develop career/transfer exploration avenues	3A) Implement the Chancellor's Office Systemwide software "MyPath" to help guide students with steps to enrollment	Implemented? Yes/No	ITS, Guided Pathways User Support Technician
			3B) Incorporate meta-majors, milestones and program maps into the application/ enrollment process to help students explore the field and choose metamajor	Incorporated? Yes/No	Enrollment Services Dean, Guided Pathways Coordinators, Guided Pathways User Support Technician
			3C) Explore career options through campus events and online portals specifically with undecided students	# of events, # online traffic/visitors, # of students impacted	K-14 Community Partnerships, Outreach and School Relations, Career Pathways Coordinator, MarComm
		4) Remove Barriers towards Full-Time Enrollment (e.g. financial, family, work, etc.)	4A) Assist students with completed student applications in the application of the Financial Aid full-time grant program	# of students who received help, # of students receiving Pell, California Promise, and other grants	Financial Aid Director and Staff

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			4B) Re-engineer ECC Connect (Starfish) to identify student barriers toward full-time enrollment	# Improvements made to ECC Connect	Guided Pathways User Support Technician
			4C) Develop solutions, support, and resources for students with work or family responsibilities (childcare, elderly parent care, etc.)	# and type of new resources, # students impacted	Students Services staff
			4D) Increasing zero-textbook and low-textbook cost offerings, creating zero-textbook cost degree and certificate pathways,	# of new low-textbook and zero-textbook cost offerings, # of zero-textbook cost pathways	Library
		5) Improve understanding of student engagement.	5A) Survey applied-not-registered students to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns.	Survey engagement and # responses Email open rate CTA engagement Vanity URL traffic Social media engagement	MarComm and Outreach and School Relations
			5B) Identify students who want help registering so that outreach can contact these leads directly. Market recruitment/support events to students within each Meta Major.	# of students identified as needing help	MarComm and Outreach and School Relations
			5C) "Secret shop" the El Camino College experience from first contact through registration to identify areas of improvement.	Results of Secret Shop activity. # of areas of improvement identified	MarComm and Outreach and School Relations
			5D) Write and design CRM content to communicate meta-majors, milestones, and progress maps	Results of campaigns designed for CRM. # and type of outreach, # students impacted	MarComm and Outreach and School Relations
			5E) Develop and execute a financial aid campaign to encourage application.	Engagement with Financial Aid campaign vanity URL. # of outreach events, emails # students reached	MarComm and Outreach and School Relations
			5F) Use Student Engagement Platform to improve student engagement, through targeted messaging, quick polls, consolidated access to resources, and accessible and clear visual design.	Student up take of platform, engagement metrics within the platform.	Guided Pathways Administrator, Guided Pathways User Support Technician, MarComm

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
RETENTION	ECC will increase student retention by 5% each year through 2025 (First term to second term and first term to second year - typically Fall to Spring and Fall to Fall) ECC will increase course completion by 5% each year through 2025	Leverage the use of ECC Connect to facilitate communication between students and the ECC support network	1A) Engage faculty with ECC Connect training and usage: Financial Aid alert to connect with Financial Aid recipients; identify at-risk students to send early alerts /Academic Progress education	Establish an early alert system in ECC Connect. # of faculty trained, # of students with "resolved" alerts	Professional Development staff; Faculty Development Committee, Guided Pathways User Support Technician
			1B) Fully implement Degree Planner for comprehensive ed plans and use ed plan data to inform future term scheduling	% of students whose ed plan has been input into degree planner. Ed plan data is being used to inform course schedule development? Yes/No	Counseling, ITS
			1C) Improve data in ECC Connect so that it can keep track of real-time student data	Real-time student data available? Yes/No	Guided Pathways User Support Technician, ITS, IRP
		2) Strengthen the use of tutoring and counseling services and resources across campus	2A) Build a tracking system for tutoring services inclusive of all students. Implement non-credit supervised tutoring.	Tracking system developed? Yes/No, # students received tutoring	Tutors, Director of Learning Resources, ITS, Dean of Library and Learning Resources
			2B) Create a marketing strategy to encourage tutoring through counseling via embedded and discipline-specific counseling centers	# and type of marketing used, # of students reached	Counselors, Dean of Library and Learning Resources, Director of Learning Resources, MarComm
			2C) Communicate students' needs and progress via ECC Connect to classroom faculty & tutors	# of students impacted	Dean of Library and Learning Resources, Guided Pathways Coordinators, Student Success teams, Academic Senate, ITS
			2D) Implement the Black Student Success Center	Implementation? Yes/No, type of resources offered, # students impacted	BSSC Coordinator & Staff

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			2E) Create an infrastructure of support on campus for evening students This activity is broad compared to the other activities. What specific infrastructure are we hoping to create?	What resources, programs, services were developed/enhanced?	Warrior Welcome Center, Library and Learning Resources
			2F) Utilize work-study funds to train students to support recruitment and retention	# of students trained	Financial Aid, Warrior Welcome Center
		3) Expand retention-related professional development for staff and faculty	3A) Offer year-round Green Zone, Safe Zone, First-Gen, experiential learning, and culturally-responsive teaching trainings	# of trainings, # participants in each training	Student Services staff, Professional Development, F aculty Development Committee
			3B) Offer year-round advanced online instruction and student support training, and the expansion OER, no-cost, and low-cost instructional materials	# of participants, # of courses using OER, no-cost, and low-cost materials	Dean of Library and Learning Resources, ZTC Campus Liaison
			3C) Train faculty to work with students during first two weeks where drop rates are higher, including no-show students	# of trainings, # of participants	Dean of Counseling, Dean of Student Support Services, Faculty Development Committee
			3D) Establish a Local Peer Online Course Review (POCR) process to align the College's online courses to the California Virtual Campus - Online Education Initiative (CVC/OEI) Course Design Rubric. Increase ECC online offerings in the California Community Colleges	Developed process? Yes/No	Distance Education Faculty Coordinator

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
		4) Develop a case management system to address the individual needs of students (especially those who are not in a special program)	4A) Identify via ECC Connect disproportionately impacted students who are not in a special program for directed intervention and support	# of students identified	IRP, Guided Pathways User Support Technician
			4B) Engage in directed intervention with identified disproportionately impacted students who are not in a special program	# referred to support	Student Success Teams, Faculty, Counselors, Tutors, Financial Aid staff
			4C) Measure impact of support of follow-up activities (by effort type: educational plans, access to financial aid/basic needs, use of academic resources, etc.)	Impact of follow-up activity: # developed educational plans, # access to financial aid, # of resources, etc.	IRP
		5) Reduce scheduling/ registration inefficiencies	5A) Design course offerings that match student education plans, preferred modality, and day/time preferences	# of course offerings by modality compared to student preferences	Academic Deans, IRP
			5B) Correct course equivalencies, prerequisites, and course type information	Were corrections made? Yes/No	Academic Deans, Curriculum Specialist, ITS
			5C) Ensure math and English placement at transfer level for all non-transient ECC students	% of students at transfer-level	Math and Humanities Deans
			5D) Implement enrollment management dashboards for both high-level views and day-to-day enrollment management. Implement sound enrollment management practice strategies that promote enrollment, increase units per students, and meet student course demand.	Dashboards developed? Yes/No # of FTES generated Efficiency Metric Improvement (FTES/FTEF, WSCH/FTEF, Average Enrollment per Section, and Fill Rates	VPAA, Academic Deans

El Camino College

| GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
		6) Design informed marketing messaging and intervention support	6A) Use tested stop-out survey tool to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.	• Survey results and comments • Engagement and open rate of emails • Engagement of vanity URL in texting • Action taken upon receiving phone call.	Marketing
			6B) Write and design CRM and social media content to communicate financial aid, tutoring services, counseling services, and other student opportunities.		
			6C) Write CRM content that communicates to disproportionately impacted students with info on direct intervention and support. Support faculty working with students during the first two weeks of classes with communications toolkits they can easily deploy to encourage retention and ongoing success.		
			6D) Leverage the Student Engagement Platform to share and reinforce messaging with timely reminders and notifications.	Using platform metrics to determine reach and interaction.	Guided Pathways User Support Technician

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
COMPLETION	ECC will increase degree and certificate completion, as well as transfers by 5% each year through 2025	1) Leverage technologies to reduce College structural barriers to obtain awards	1A) Implement use of degree audit system to give students accurate time to degree progress	Full degree audit system implemented? Yes/No	Admissions & Records, ITS
			1B) Fully Implement online ADTs (AA/AS and Certificates)	% of ADT's offered online	Dean of Library and Learning Resources, Academic Deans, Distance Education Faculty Coordinator
			1C) Implement short-term/hybrid offerings for program completion	# of short-term/hybrid offerings, # of units completed for degree/certificate completion, time to degree/certificate completion	Academic Deans, Curriculum Specialist
		2) Improve transfer and career pathways.	2A) Strengthen partnerships with universities in regards specific programs (example: LMU pathways FYE, USC and NAI)	# of partnerships	Outreach and School Relations staff, Community Engagement Dean
			2B) Ensure that courses that are required for ADT are offered regularly	Develop a procedure to prioritize specific courses. Yes/No?	Academic Deans, Curriculum Cpecialist
			2C) Include apprenticeship programs for women and other disproportionately impacted groups	# of apprenticeship programs, # of women or students from other disproportionately impacted groups participating in apprenticeship opportunities	Business Division Dean, Community Advancement Dean
			2D) Strengthen relationships with South Bay employers to increase "living wage" jobs for ECC Career Education graduates	# partnerships with South Bay employers, # students impacted	Business Division Dean, Community Advancement Dean
		3) Successfully reengage "stopped-out students" in the communities that ECC serves.	3A) Determine reasons students stop out to ascertain better retention strategies in the future	Conducted assessment? Yes/No	IRP

El Camino College

GP Pillar	23-26 EMP PROPOSED GOAL	STRATEGIES	ACTIVITIES (Tactics)	KPIs (Metrics) - Baseline Year is 2021-2022	Personnel
			3B) Create and implement an intervention plan to re-enroll "stopped-out students"	Plan developed? Yes/No, # of stopped out students who re-enroll at the College	Enrollment Services Dean
			3C) Establish a fee forgiveness plan to encourage student reengagement	# of students impacted $ saved by students	Financial Aid Director
			3D) Using time-tested tool, students will be surveyed to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly	Number of students identified as needing help	Marketing
			3E) Assist with CRM implementation to consistently reach former students. Once developed, market short-term/hybrid programs to former students	Results of short-term/hybrid program campaign engagement. # and type of outreach, # students impacted	Marketing
			3F) Develop consistent alumni communication to re-engage former students, even those who have completed a degree/certificate and who may be interested in returning	Engagement by alumni in alumni email campaign. # and type of outreach, # students impacted	Marketing

El Camino College

APPENDIX B – STUDENT ENROLLMENT, RETENTION, AND OUTCOME DATA

Unduplicated Headcount by Fall Terms

Term	Headcount
FALL 2019	24,367
FALL 2020	20,570
FALL 2021	19,867
FALL 2022	20,268
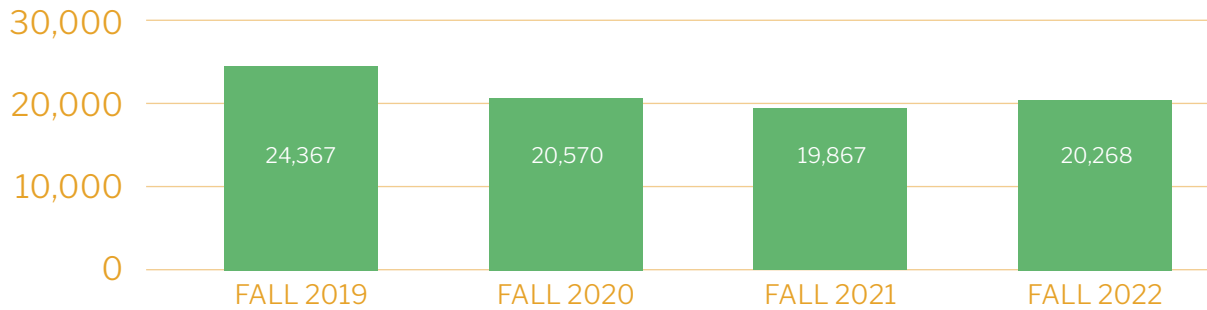
Data Source: CCCCO Datamart

Fall to fall enrollment dropped consistently from Fall 2019 to Fall 2021. Headcount enrollment experienced an initial rebound in Fall 2022. Based on current enrollment data, the rebound has continued through Winter 2023 and Spring 2023

Application and Yield Rate Data

ECC APPLICATIONS	1/30/2023	2/7/2023	2/24/2023
Spring 2022	3,936	3,989	4,727
Spring 2023	4,658	5,183	5,719
Difference	722	1,194	992
Total Enrolled	1,740	2,314	2,739
Yield	37.36%	44.65%	47.89%

ECC APPLICATIONS	1/30/2023	2/7/2023	2/24/2023
Summer 2022	1,101	1,114	1,315
Summer 2023	1,323	1,428	1,520
Difference	222	314	205
Total Enrolled	N/A	N/A	N/A
Yield	N/A	N/A	N/A

ECC APPLICATIONS	1/30/2023	2/7/2023	2/24/2023
Fall 2022	1,521	1,559	1,924
Fall 2003	1,621	1,852	2,053
Difference	100	293	99
Total Enrolled	N/A	N/A	N/A
Yield	N/A	N/A	N/A

Data Source: ECCD Outreach and Call Center Data

Application to enrollment yield rates are improving based on comparison to Spring 2022. Current yield rate for Spring 2023 is nearly 50% and the demonstrates that efforts to improve this rate are working. Overall, the College goal of 60% by 2024-2025 may be attainable.

El Camino College

Full-Time Student Enrollment Fall 2017 to Spring 2021

Full-Time Enrollment								
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Spring 2018	Spring 2019	Spring 2020	Spring 2021
32.89%	31.79%	34.30%	37.07%	34.03%	29.74%	29.01%	30.43%	32.13%

Data Source: Institutional Research and Planning Internal Data

Full-time student enrollment (24+ units per year) fell from a peak in fall 2020 (37.07%) to a low in Spring 2019 (29.01%).

Term-to-Term Retention Rates

One-term Retention (% of students retained to next primary term, e.g., fall-to-spring)						
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Spring 2018	Spring 2019
58.20%	70.50%	57.90%	69.60%	53.40%	69.50%	55.00%

Data Source: Institutional Research and Planning Internal Data

Term to term retention rates going back to Spring 2018 shows that fall-to-spring rates or typically lower than spring-to-fall rates by nearly 20%. In addition, the fall-to-spring retention rates fell from 28.2% in Spring 2018 to 55% in Spring 2021. When comparing fall to fall and spring to spring rates, the data has generally declined from 2018 to 2021.

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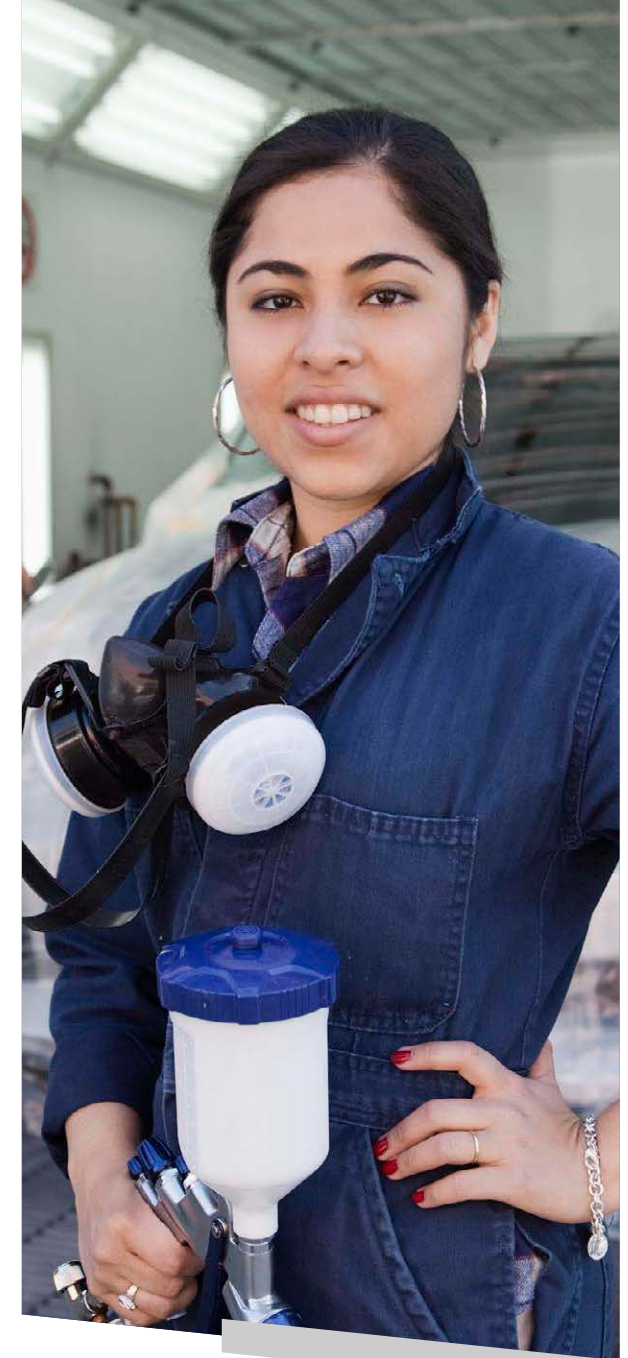
Course Completion Rates (Course Retention)

*Spring 2020 numbers are heavily inflated by the pandemic and should be interpreted with extreme caution

| Course Completion					
Spring 2019	Fall 2019	Spring 2020*	Fall 2020	Spring 2021	Fall 2021
83.64%	82.87%	99.01%	81.61%	82.75%	82.17%

Data Source: CCCCO DataMart

Course completion rates include those students who finished a course with any mark other than a withdrawal. The rates at El Camino College have been steady, between 82% and 83%, with the exception of Spring 2020. The course completion rate in this term was heavily impacted by the COVID-19 pandemic.

Program Awards

One-term Retention (% of students retained to next primary term, e.g., fall-to-spring)					
ADT	808	974	1068	1094	1184
Associate Degree	1023	1086	1161	1008	1060
Credit Certificate	227	350	409	318	206
Total	**2058**	**2410**	**2638**	**2420**	**2450**

Data Source: Institutional Research and Planning Internal Data

Overall program awards have remained steady between 2016-2017 and 2020-2021. Awards reached a peak in 2018-2019 with 2638 degrees and certificates. The large increase in awards from 2016-2017 to 2017-2018 primarily occurred in ADTs and credit certificates.
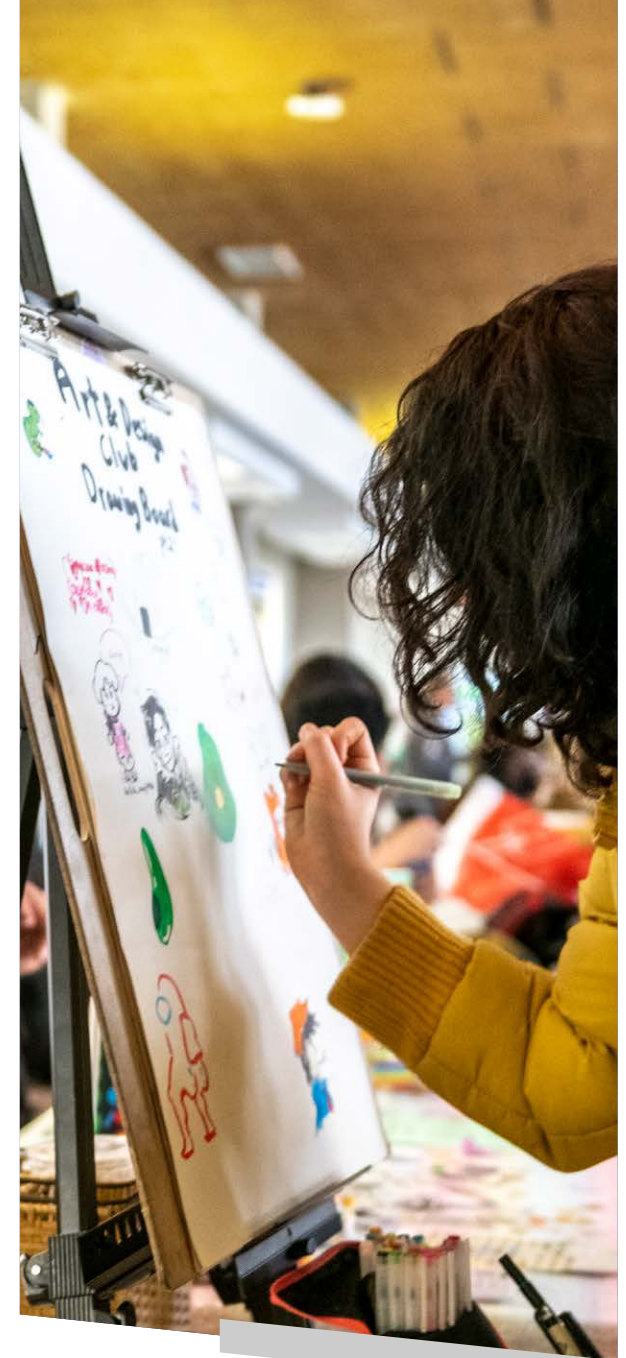
El Camino College

APPENDIX C – ACCESS WITH EQUITY ANALYSIS

From Spring 2020 to Fall 2021, El Camino College experienced an 18% enrollment decline. During this time, El Camino lost 24,873 students (unduplicated headcount) who did not receive an award or transfer and did not return for the next Fall or Spring term. These enrollments approximate to an aggregate loss of 11,775 FTES.

Student demographics were analyzed and disaggregated by ethnicity, gender, age, part-time/full-time status, and special populations (BOG/CCPA, Pell, first-generation, DSPS, EOP&S, foster youth, veterans, and first year students, as well as students with >60 units earned). Hispanic students are the single largest group of students lost during the pandemic from Spring 2020 to Fall 2021 (-12,704 students). Additional student populations that experienced significant losses included African American (-3695), Asian (-3501), and White (-3398).

A methodology that allows for deeper analysis of equity impacts makes use of the proportionality index (P.I.). This method is used to compare the proportion of the demographic group from the students who left to the proportion of the demographic group from the student population for the two most recent academic years (2020-21 & 2021-22). In an equitable environment, the P.I. methodology assumes the percentage of a demographic among the student population will be the same as the percentage the demographic among the group of students who left creating a P.I. ratio of 1. A P.I. value of greater than 1.12 indicates an oversized proportion of the demographic group is leaving El Camino College without completing an award or transferring to a four-year institution, and are a disproportionately impacted (DI) group – flagged in red.

Data showed that the disproportionately impacted groups during the enrollment declines were:

- Native Americans/Alaskan Natives
- Pacific Islanders
- Ethnicity unknown
- Students aged 40 and above
- New students

- Low-income BOG/CCGP recipients
- Disabled students
- First generation students
- Foster youth

El Camino College

APPENDIX C – ACCESS WITH EQUITY ANALYSIS

Non-binary gender students also demonstrated evidence of disproportionate impact, however, the number of students who self-identify are assumed much lower than the number of non-binary students on campus. El Camino can emphasize targeted supports to ensure the special populations like low income, disabled students, foster youth, and new students receive the support they need to be successful in their courses. The college should also employ targeted outreach towards the end of each semester to ensure these students understand what they need to achieve their educational plan and that the El Camino personnel is here to help them succeed on each step of their journey.

Race/Ethnicity

Race/Ethnicity	Students Who Left (SP20 to FA21)		Student Population		Equity Gap
Race/Ethnicity	Headcount	%	(2020-21 & 2021-22)	%	P.I. (%Leave/%Pop)
Asian	3,501	14.1%	6,754	15.1%	0.94
Black/African American	3,695	14.9%	6,371	14.2%	1.05
Hispanic	12,704	51.1%	22,613	50.4%	1.01
Native Am./ Alaskan Native	55	0.2%	84	0.2%	1.18
Pacific Islander	105	0.4%	159	0.4%	1.19
Two or More Races	951	3.8%	1,783	4.0%	0.96
White	3,398	13.7%	6,449	14.4%	0.95
Unknown	464	1.9%	663	1.5%	1.26
Total	**24,873**	**100%**	**44,876**	**100%**	

El Camino College

Gender

Gender	Students Who Left (SP20 to FA21)		Student Population		Equity Gap
Gender	Headcount	%	(2020-21 & 2021-22)	%	P.I. (%Leave/%Pop)
Non-Binary	37	0.1%	22	0.0%	3.03
Female	13,042	52.4%	24,753	55.2%	0.95
Male	11,732	47.2%	19,960	44.5%	1.06
Unknown	62	0.2%	141	0.3%	0.79
Total	**24,873**	**100%**	**44,876**	**100%**	

Age Group

Gender	Students Who Left (SP20 to FA21)		Student Population		Equity Gap
Gender	Headcount	%	(2020-21 & 2021-22)	%	P.I. (%Leave/%Pop)
<=19	8,077	32.5%	14,051	31.3%	1.04
20-24	7,799	31.4%	16,166	36.0%	0.87
25-29	3,844	15.5%	6,357	14.2%	1.09
30-34	1,951	7.8%	3,283	7.3%	1.07
35-39	1,025	4.1%	1,763	3.9%	1.05
40-49	1,169	4.7%	1,854	4.1%	1.14
50+	1,005	4.0%	1,400	3.1%	1.30
Unknown	3	0.0%	2	0.0%	2.71
Total	**24,873**	**100%**	**44,876**	**100%**	

El Camino College

Full-Time

Full-Time	Students Who Left (SP20 to FA21)		Student Population		Equity Gap
Full-Time	Headcount	%	(2020-21 & 2021-22)	%	P.I. (%Leave/%Pop)
Part-Time	21,180	85.2%	36,011	80.2%	1.06
Full-Time	3,693	14.8%	8,865	19.8%	0.75
Total	**24,873**	**100%**	**44,876**	**100%**	

Special Populations

Special Populations	Students Who Left (SP20 to FA21)		Student Population		Equity Gap
Special Populations	Headcount	%	(2020-21 & 2021-22)	%	P.I. (%Leave/%Pop)
BOG/CCPG	11,196	45.0%	18,033	40.2%	1.12
PELL	6,061	24.4%	11,086	24.7%	0.99
First Generation	4,664	18.8%	5,760	12.8%	1.46
DSPS	561	2.3%	569	1.3%	1.78
EOPS	437	1.8%	1,473	3.3%	0.54
Foster Youth	188	0.8%	238	0.5%	1.43
Veterans	235	0.9%	480	1.1%	0.88
First-Year students	8,492	34.1%	13,603	30.3%	1.13
>=60 units completed	**2,783**	**11.2%**	**9,427**	**21.0%**	**0.53**

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