



Close-out Report

ECC Enrollment Management Plan 2019-2022

May 2022

Executive Summary

The Enrollment Management Plan of 2019-22 has delivered important achievements and offered opportunities to capitalize on student needs. The data in this report shows that the College has delivered on key objectives within the four goals of the plan: access, engagement, retention, and completion. **Below is a selection of major achievements during this period:**

- Revamped the El Camino College website for an improved student experience.
- Opened the Warrior Welcome Center to support student enrollment.
- Developed a block schedule to reduce scheduling inefficiencies and increase enrollment.
- Hired a Director of Adult Education and Work-based Learning.
- Centralized tutoring services across campus.
- Reduced the median years to complete a program and obtain an award from 3.8 in 2017-18 to 3.0 in 2020-21.
- Implemented a degree audit process to automate graduation analysis.

At the same time, we must be cognizant of how to overcome **challenges that have developed over the last few years.**

- Demographic headwinds and the COVID-19 pandemic have impacted the College's FTES, with a roughly 20% decline in earned FTES between 2016-17 and 2020-21.
- However, there are bright spots in the data, including the growth of dual enrollment and online FTES prior to the COVID-19 pandemic. This surge in demand suggests these sections are poised for future growth in a post-pandemic environment. Winter intersession may also offer an avenue for potential growth, as this term actually experienced an increase in FTES after the COVID-19 pandemic.

From a planning perspective, there are additional **lessons to be learned** as we develop the next Enrollment Management Plan.

- First, partnerships within the Enrollment Management Committee should continue to be strengthened to develop the best plan possible for the next three years.
- Second, staff from Institutional Research and Planning should continue to work with stakeholders to ensure that indicators and metrics are not only appropriate and measurable, but fairly reflect the stakeholders' action plans to boost access, engagement, retention, and completion.
- Third, bringing a stronger focus to key enrollment indicators can more effectively shed light on the overall enrollment health of the College as we aim to recoup lost FTES.
- Lastly, ensuring that an evaluation plan is in place from the outset of the next Enrollment Management plan will greatly increase the effectiveness of the assessment, guaranteeing that metrics can be evaluated from day one through the end of the plan.

The following are recommendations gleaned from an assessment of the EM Plan's evaluation structure and can be utilized to help develop the next Enrollment Management plan.

- **Objectives should be measurable at the start of the EM Plan** – Several objectives in the EM 19-22 were developed with a belief they would be measurable in the future. To ensure we can appropriately measure progress throughout the plan and ensure we have data available, the next set of objectives should reflect the data that is currently available. Ask yourself, do I have data today that can measure progress towards this objective?
- **Ensure that indicators are an appropriate measure of the objective** – Does the indicator tell the extent to which the objective was achieved? Many indicators were well-intentioned and while they are important metrics on their own, contributed little to knowing whether the objective was met or whether we missed the mark entirely. Collaborate closely with Institutional Research and Planning staff to ensure that selected indicators are the most appropriate.
- **Indicators do not have to be quantitative** – Measures of progress can be qualitative in nature or measured as an accomplishment (e.g., hired a Director of Adult Education and Work-based Learning). These assessments of progress are valuable metrics in evaluating progress towards goals. Furthermore, not all goals can be measured in percentages or numbers.
- **Focus on a select group of Key Enrollment Indicators (KEI's)** – There are nearly endless options of metrics that can shed light on enrollment trends at a College. Selecting a few can be beneficial to more accurately assess the impact of all interconnected efforts. Having less metrics overall will also help focus evaluation efforts and place greater emphasis on the actions taking place at the College to deliver a positive impact on students.
- **Establish an evaluation process** – The next EM Plan should be regularly monitored and amended as needed to ensure adequate progress towards goals. Stakeholders should be aware of which data they are to monitor and should appoint a point-person within their areas to collect data periodically. Establish an annual or semi-annual process where data is collected and reviewed, changes are made to the EM Plan (if needed), and decisions are made about how best to move forward with the current plan.

Introduction

The Enrollment Management Plan 2019-22 (“EM Plan”) was created to lead El Camino College through three years of planning, implementing, and evaluating student enrollment policies, practices, and decision-making. The document laid out strategies to increase student enrollment in general and specifically for the College’s varied student demographics and educational programs. In sum, the EM Plan attempted to ensure the following:

- *Achievement of enrollment levels in order to maximize the resources available to the College to serve the greatest number of students in accordance with the College mission.*
- *Maintenance of the greatest possible student access consistent with educational quality.*
- *A well-balanced and varied schedule, responsive to the needs of students and community, which incorporates student Equity, the Guided Pathways framework and supports the Chancellor’s Office Vision for Success.*
- *A comprehensive educational program that is responsive to the needs of our students and community (2019-22 Enrollment Management Plan).*

This report will review the extent to which the EM Plan accomplished its objectives. Recommendations for improvement will be offered, which will be useful as the College develops the next Enrollment Management Plan. For a list of detailed enrollment data tables, please see Appendix A.

Assessment of Enrollment Management Plan 2019-2022 Goals and Objectives

The Enrollment Management Plan was designed using the Chancellor’s Office Vision for Success goals and the Guided Pathways Framework. The four Guided Pathways goals that shape this EM Plan are access, engagement, retention, and completion. El Camino College stakeholders developed a series of objectives for each goal, and specific indicators and targets for each objective. The following tables summarize the progress made towards each of the objectives under the four goals. Also listed are potential challenges that surfaced throughout the data collection process.

Goal 1 Access: The College will develop clear pathways for students to enroll in El Camino College				
Objective	Indicator	Target	Progress	Challenge
Implement a new SIS/ERP system	% external applications fully integrated with our SIS/ERP	90% of external applications are fully integrated with SIS/ERP	90% of external mission-critical applications (Canvas, ECC Connect Starfish, LACOE BEST, TouchNet Onecard, and 25Live) are fully integrated with SIS/ERP	
Incorporate the use of metamajors, program maps, and milestones into the application/enrollment process	% of student who complete a program within the expected time to completion	80% of students complete their program within the expected time to completion	<ul style="list-style-type: none"> • Median years to complete program: 2017-18: 3.80 2018-19: 3.30 2019-20: 3.30 2020-21: 3.00 • Students will be able to select a meta-major during the application process 	Indicator is more about completion than access. Ensure that indicator can directly measure objective.
Develop comprehensive materials and messages to support targeted programs	% of students that are contacted with program pathway information after application	100% of students that apply to ECC who receive program pathway information	<ul style="list-style-type: none"> • Completed website redevelopment • Added new links to Program Mapper • Surfaced Program Mapper on website to improve usability • Launching video program in Spring 2022 for meta-majors 	Progress was made towards the objective but data was not available towards the indicator.
Communicate pathways to high school partners and students	# of schools contacted annually with communication of four key activities	100% of high schools in district given Program Mapper demonstration	<ul style="list-style-type: none"> • Publish high school newsletter • Outreach to parents of students and districts using high school newsletter • Pathways included in Outreach events and orientations 	Progress was made towards the objective but data was not available towards the indicator.

Goal 2 Engagement: The College will incorporate pathways and schedules to help students enter the path				
Objective	Indicator	Target	Progress	Challenge
Improve application and registration process	<ul style="list-style-type: none"> • % of applications that turn into enrolled students (yield). • Number of FTES enrollment 1 month prior to the start of a semester. 	<ul style="list-style-type: none"> • 41% of applications that turn into enrolled students (yield) • 75% of FTES enrollment goals is obtained 1 month prior to the start of a semester 	<ul style="list-style-type: none"> • Yield Rates: 2019-20 – 44% 2020-21 – 43% 2021-22 – 43% • % of FTES 1-month prior: Fall 2019- 75% Spring 2020- 82% Fall 2020- 70% Spring 2021- 71% Fall 2021- 59% Spring 2022- 54% 	
Evaluate and improve the onboarding process	% of new students who enroll in at least one course of transfer-level math and English within their first year	60% of new students enroll in at least one course of transfer-level math and English within their first year	<ul style="list-style-type: none"> • In 2020-2021, 38% of first-year students attempted at least one transfer-level course of math and English during first year, 20% attempted English-only and 6% attempted math-only • Moving counseling from individual to group appointments • Creating a call center to help students onboard 	Indicator does not necessarily measure progress towards our objective
Develop a two-year calendar of course offerings that support block scheduling	<ul style="list-style-type: none"> • Units attempted/semester • Efficiency measures 	<ul style="list-style-type: none"> • 50% of students attempt 12 units/semester • 595 WSCH/FTEF 	<ul style="list-style-type: none"> • Block schedule has been developed • Two-year calendar is in progress • WSCH/FTEF: (WSCH/FTEF State Standard¹ that can be used as a target is 525) Fall 2019- 459.72 Spring 2020- 491.17 Fall 2020- 425.05 Spring 2021- 436.12 Fall 2021- 364.39 	

¹ WSCH/FTEF is an efficiency ratio used by the California Community College system. It involves calculating the number of Weekly Student Contact Hours (WSCH) generated by one Full-time Equivalent Faculty (FTEF). For more information, see p. 23 in https://rpgroup.org/Portals/0/Documents/Projects/IEPI/Resources_Guides/sem-understanding-calculating-ftes-spring-2019.pdf?ver=2020-06-13-101228-017

Continuation Goal 2 Engagement: The College will incorporate pathways and schedules to help students enter the path				
Objective	Indicator	Target	Progress	Challenge
Develop a comprehensive Adult Education Program	<ul style="list-style-type: none"> • % of adult students (age 26+, headcount) • % of adult student FTES • % of adult student's retention (term-to-term) 	<ul style="list-style-type: none"> • 33% of adult students (headcount) • 30% of adult student FTES • 70% of adult student's retention (term-to-term) 	<ul style="list-style-type: none"> • See challenges • Hired a Director of Adult Education and Work-based Learning • Could use Noncredit FTES as a better measure of progress: 2019-20: 32.21 2020-21: 10.81 2021-22: 23.63 	The indicators/targets are erroneously tied to this objective. The objective is referring to Adult Education programs, which are generally noncredit programs in areas such as but not limited to: ESL, adult basic education, adult secondary education, etc. (see California Adult Education Program or CAEP). Defining adult students as 26+ years old and setting indicators/targets based on this age-group is incorrect as adult education program participants are not bound by age groups and pulling these indicators' data would include both credit and noncredit courses.
Create an Enrollment Services Center in the Student Service building that is open in the evening	<ul style="list-style-type: none"> • % primarily evening students (headcount) • % Evening FTES • % of primarily evening students' retention (term-to-term) 	<ul style="list-style-type: none"> • 20% primarily evening students (headcount) • 20% Evening FTES • 75% of primarily evening students' retention (term-to-term) 	<ul style="list-style-type: none"> • Warrior Welcome Center is open online M-Th. 8AM-7PM • Evening FTES: 2019-20: 2,441 2020-21: 86 	The COVID-19 pandemic changed the way courses are classified with regards to time of day (e.g. evening FTES numbers). Time of day is not relevant as classes shifted to primarily online teaching. How do we define a "primarily evening" student, especially during COVID-19?
Goal 3 Retention: The College will enhance its support system to help students stay on the path				
Objective	Indicator	Target	Progress	Challenge
Implement a structured system that helps keep students on the path to completion	<ul style="list-style-type: none"> • % of students whose ed plan has been inputted into ECC Connect • % of students whose ed plan milestones have been tracked in ECC Connect 	<ul style="list-style-type: none"> • Ed Plans of 90% of students inputted into ECC Connect • Ed plan milestones of 90% of students tracked through ECC Connect 	100% of student education plans have been input into Degree Planner	<ul style="list-style-type: none"> • Not all students have an ed plan. • Lack an understanding of milestones or how to measure them.

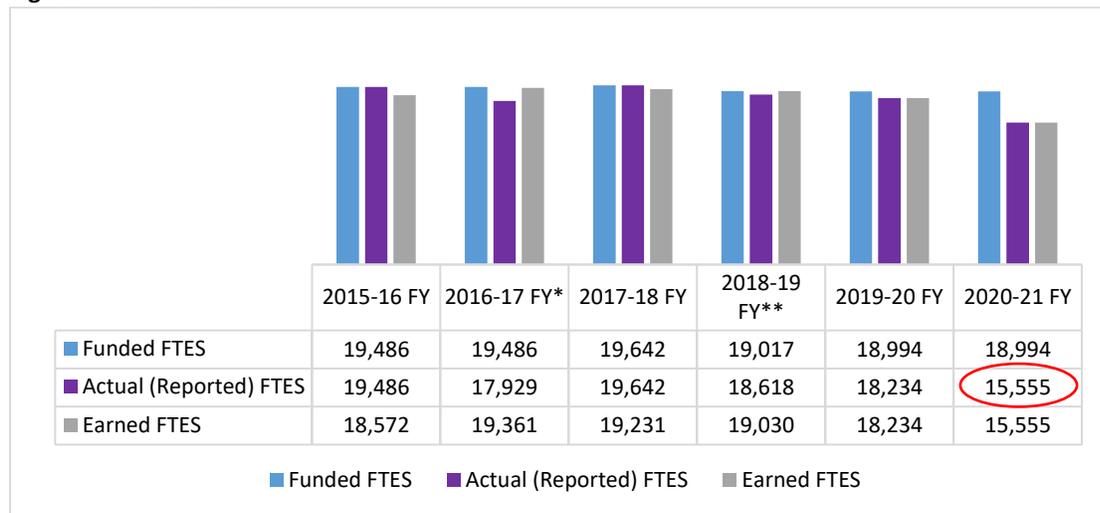
Continuation Goal 3 Retention: The College will enhance its support system to help students stay on the path				
Objective	Indicator	Target	Progress	Challenge
Develop a student retention program to help faculty increase student retention and course completion	<ul style="list-style-type: none"> • % of students at risk identified through ECC Connect • Number of early alerts sent to students 	<ul style="list-style-type: none"> • 90% of students at risk identified through ECC Connect • 10% annual increase in # of flags and referrals in ECC Connect 	<ul style="list-style-type: none"> • Call center will be doing calls with students to set up appointments with success coaches • Scaling up the student success coaches to respond to student referrals 	<ul style="list-style-type: none"> • How are we defining at-risk? • Inconsistency in how flags and referrals are used and tracked. Not all instructors use this system.
Expand support for employee training and development programs	% of faculty members attending Green Zone, Safe Zone, First-Gen or other culturally responsive teaching trainings	80% of faculty members attending Green Zone, Safe Zone, First-Gen or other culturally responsive teaching trainings	<ul style="list-style-type: none"> • All full-time faculty are required to do a number of FLEX hours specific to equity • 178 participants in Safe Zone, First Gen, Green Zone, and Student Equity & Achievement trainings since Fall 2019 	Faculty attendants are not identified in the data, which means the percentage that attend all the trainings cannot be calculated.
Coordinate and support tutoring activities	<ul style="list-style-type: none"> • Ratio of number of students to number of tutors • % of students who complete a course while receiving tutoring 	<ul style="list-style-type: none"> • 30:1 tutor-student ratio • 90% of students who receive tutoring complete the course 	<ul style="list-style-type: none"> • Centralizing tutoring services • Tutoring Center has served 366 students since Fall 2019 	Incomplete tutoring data. An exhaustive tutoring list is needed to produce tutor-student ratio. Challenges with accessing tutoring data. May be more helpful to look at students served by tutors rather than tutor-student ratio.
Develop training opportunities for online education	% of faculty members who teach online attending online instruction training beyond certification	90% of faculty members attending online instruction training beyond certification training	67% of online faculty have attended advanced online instruction training	

Goal 4 Completion: The College will expand processes to ensure students are learning to complete their path				
Objective	Indicator	Target	Progress	Challenge
Incorporate Vision for Success completion and equity goals into all program review	% of program review reports that incorporate Vision for Goals	95% of academic and student service program review reports that incorporate Vision for Success goals	Vision for Success goals will be incorporated into future program reviews	Technical limitations prevented incorporation up to this point. It will be possible in the future.
Identify, develop and implement online ADTs	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online	83% of ADT's (19 of 23) can now be done fully online	
Examine and implement short term/hybrid offerings	Completion time of students enrolled online	80% of students enrolled online graduate at the estimated completion time	<ul style="list-style-type: none"> Majority of courses can now be offered as distance education Academic deans will prioritize this effort 	Indicator/targets do not align with the objective. Most students enrolled online during pandemic. It would be more interesting to look at enrollment than time to completion.
Implement a degree audit process to automate graduation analysis	<ul style="list-style-type: none"> % of completion of business processes (e.g. curriculum updates in the degree audit on an annual basis); # of evaluators to evaluate and input incoming transcript data directly into the degree audit Frequency of software update 	<ul style="list-style-type: none"> 100% completion of business processes Hiring of 5 additional evaluators Annual software update plan and process (SIG and Ellucian) 	<ul style="list-style-type: none"> Degree audit has been set up, with outside transcript information pending 5 evaluators are currently in the hiring process 	<ul style="list-style-type: none"> Business processes have not been implemented yet, no timeline. Annual software update plan needs to be developed in collaboration with/ITS. Degree audit set up but no indicators really that tell how is fully functioning

FTES Trends

As seen in Figure 1 below, **actual FTES saw a significant decline in 2020-21** largely because of the pandemic yet FTES were already in decline for several years prior. The 2019-22 EM Plan laid out a goal of 19,000 actual FTES to be met in 2021-22. Due to the COVID-19 pandemic, this goal is unlikely to be reached. Moving forward, the three-year average rule under the state Student-Centered Funding Formula will make it imperative to maintain high FTES, especially during the first year, when the Chancellor’s Office lifts the hold harmless period, as the first year will significantly impact ECC’s FTES average in subsequent years.

Figure 1: FTES Trends²



*Stabilization funding under the old funding formula

**Three-year average funding under the Student-Centered Funding Formula

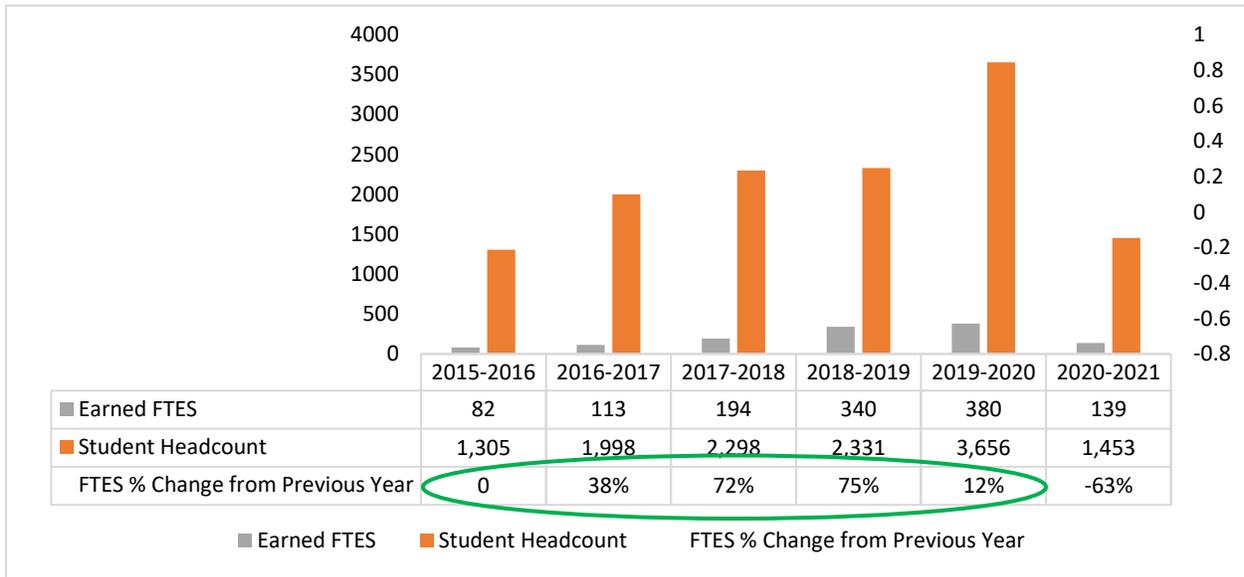
Dual Enrollment and Online Courses FTES

Figure 2 displays the FTES generated by high school dual enrollment offerings over the last six years.

Prior to 2020-21, Dual Enrollment had exceptional growth. Evidently, there is a need to provide avenues for high school students to enroll in ECC courses. Efforts should continue to provide additional courses for high school students and to expand pathways that will lead students to enroll in the College upon graduation.

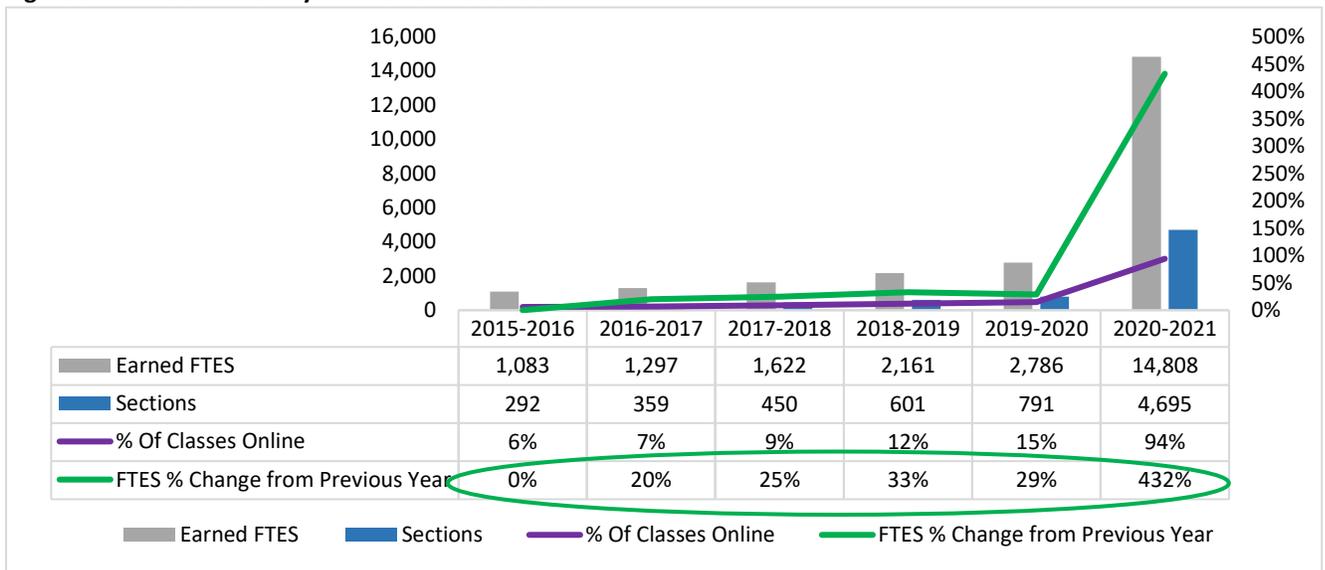
² In this figure, *funded FTES* represent ECC’s apportionment from the state of California and is influenced by the available budget and funding method (old funding formula vs. Student Centered Funding Formula known as SCFF). *Actual FTES* represent the number reported to the state inclusive of any borrowed/paid back FTES. *Earned FTES* exclude any borrowed/paid back FTES. Since the end of FTES borrowing, we have seen an identical *Actual* and *Earned FTES*.

Figure 2: FTES Generated by High School Dual Enrollment Offerings



Online courses were also booming prior to 2020-21. **Figure 3 shows that earned FTES from online course sections increased by at least 20% each year since 2015-16.** Clearly, students were gravitating towards online enrollment even before the pandemic-sieged years. Since Spring 2020, enrollment has been mostly online. Students may find both accustomed to and better capable of enrolling in online sections. The College should continue to expand online course availability moving forward.

Figure 3: FTES Generated by Online Course Sections

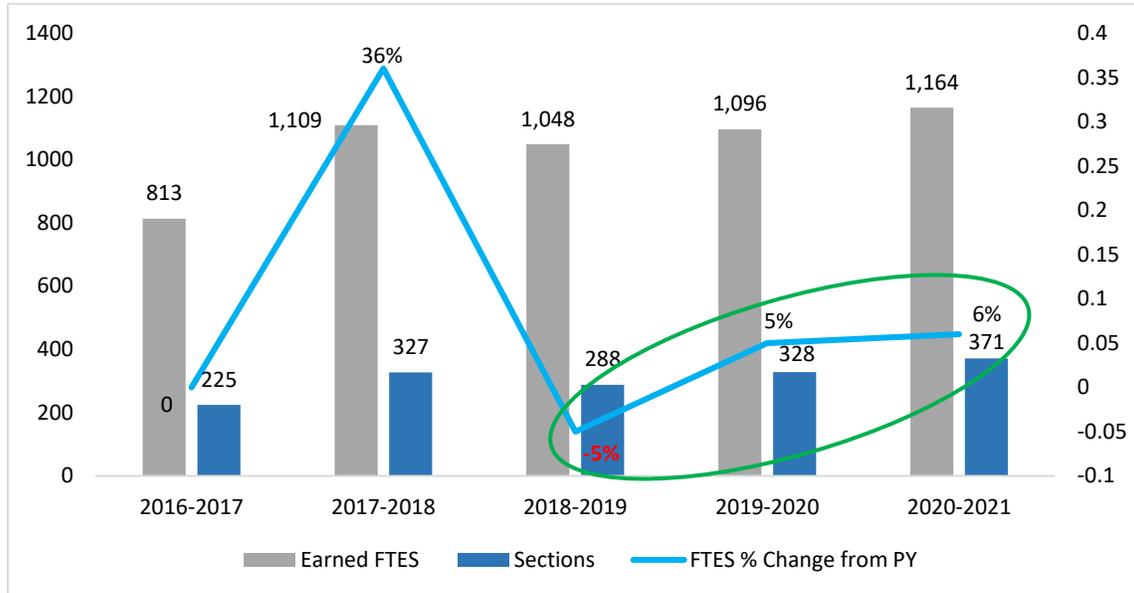


Winter Intersession FTES

Winter intersession has seen more mixed results. As seen in Figure 4 below, **2019-20 saw a 5% increase that nearly equaled the earned FTES of 2017-18.** This was a strong increase compared to the 5% decline

of the previous year. **This increase was sustained in 2020-21 with another 6% hike in earned FTES up to 1,164 in Winter 2021.** Notably, Winter intersession FTES increased during the COVID-19 pandemic.

Figure 4: FTES earned in Winter Intersession since January 2016

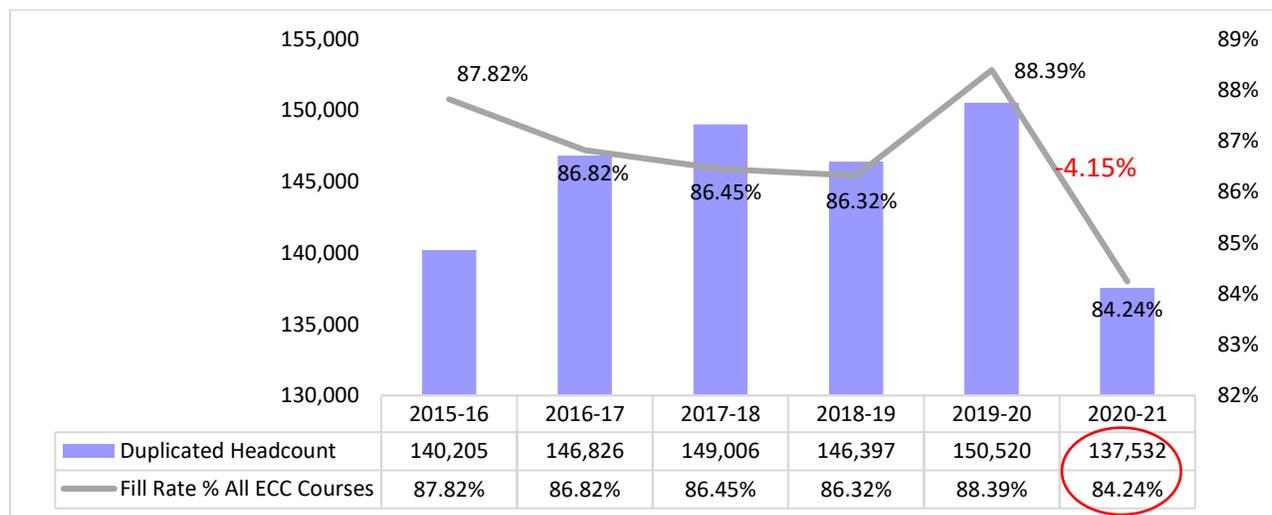


Note: Winter session was not offered in 2015-16

Enrollment Trends

As expected, a decline in FTES is correlated with a decline in headcount. **Figure 5** below shows how **duplicated headcount** generally increased between 2015-16 and 2019-20 (except for 2018-19) but **took a sharp dive in the pandemic-strained 2020-21 year.** **Fill rate percentage also dropped significantly with the pandemic,** from a high of 88.39% in 2019-20 to a low of 84.24% in 2020-21, representing a decline of 4.15%.

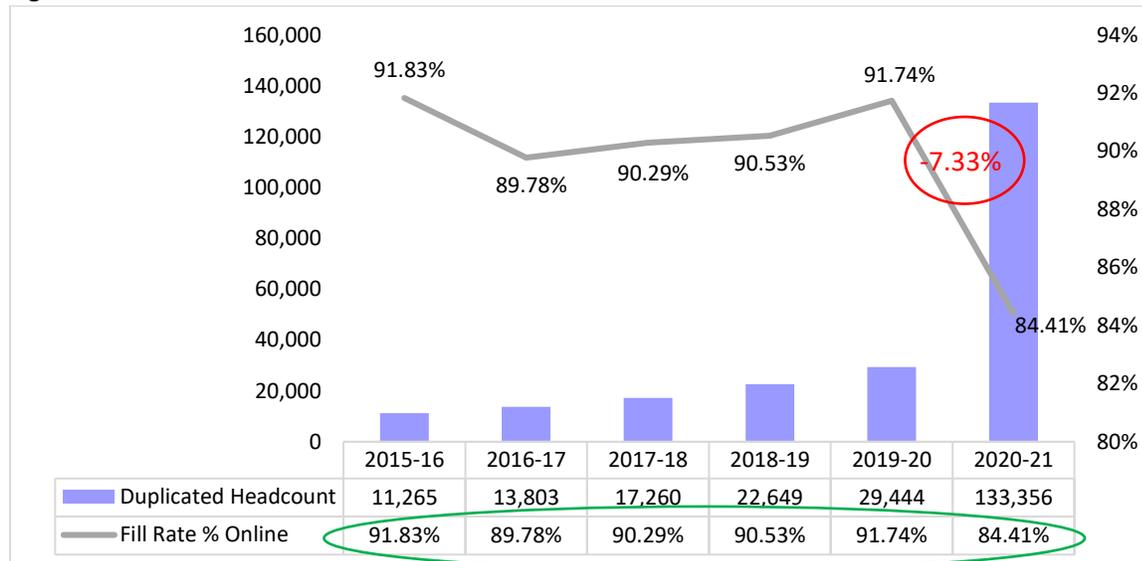
Figure 5: ECC Campus-Wide Enrollment



Online Courses Enrollment

Online courses have consistently had higher fill rates compared to campus-wide enrollment. **As observed in Figures 5 and 6, prior to 2020-21, online courses show a consistent lead of about 3-4% when compared to all ECC courses. The dip in fill rate for online courses in 2020-21 (Figure 6) is likely due to the COVID-19 pandemic negative impact on enrollment and the shift to online learning.** The gap in fill rate between online and campus-wide may be due to the former being more accessible to students who are unable to physically attend ECC. Put simply, online courses digitally expanded ECC’s service area and brought increased enrollment. As online courses do not face physical constraints (i.e. room size, # of seats), this may be an option worth expanding in the future.

Figure 6: Online Enrollment Data

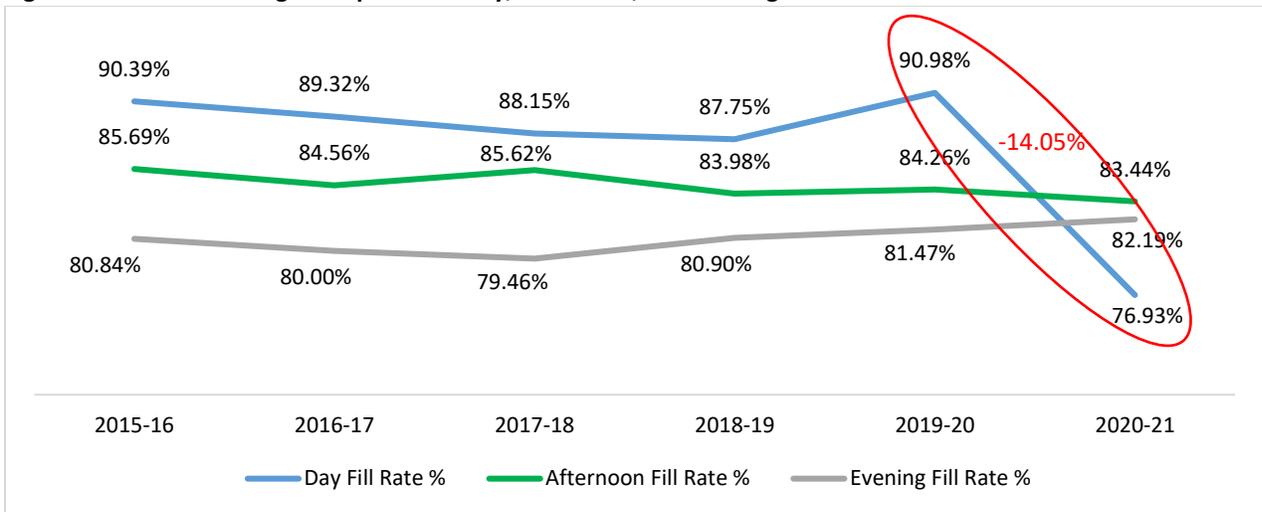


Enrollment Trends by Time of Day

Figure 7 below shows fill rate trends disaggregated by the time of the day the section was offered.³ Fill rates were fairly consistent between the years 2015-16 to 2019-20 for all sections. Yet, **in 2020-21 fill rates changed dramatically for day enrollment sections (n=177; 76.9% in Figure 7), which represented a 14.0% decline from the previous year.** Afternoon and evening in-person sections taught during 2020-21 did not experience this sharp decline in fill rates. The availability of online courses may lead students to be less inclined to enroll in in-person courses that are taught earlier in the day.

³ Day classes: start before 12:00pm; afternoon classes: start between 12 pm and 4:30 pm; evening classes: start after 4:30pm.

Figure 7: El Camino College Campus-wide Day, Afternoon, and Evening Fill Rates

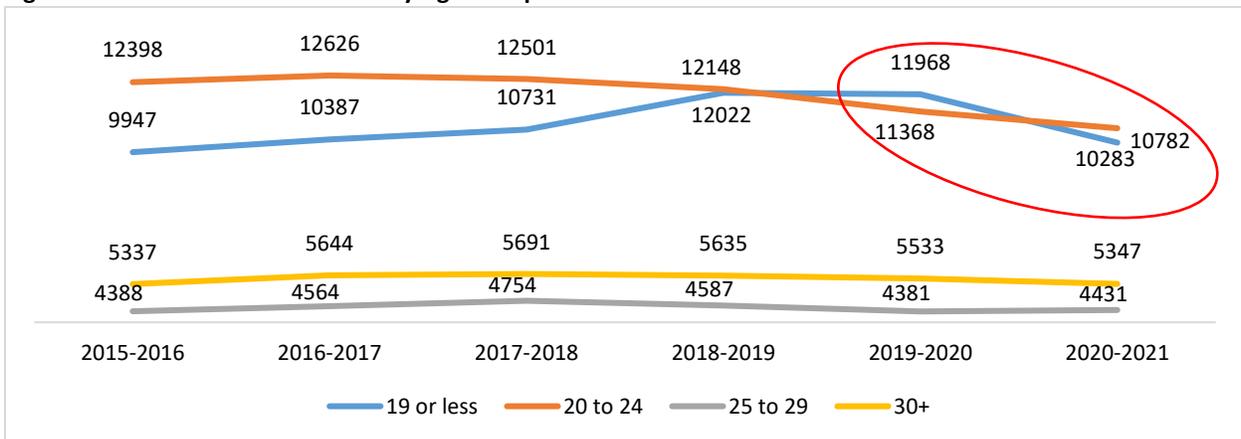


Note: Includes only in-person sections

Headcount Trends by Age Group

Figure 8 below displays overall headcount by age group and academic year. While the College experienced sharp decline in enrollment brought on by the pandemic, this decline was not universal across age groups. **Younger students in the 19 or less or 20 to 24 age groups enrolled in significantly lower numbers in 2020-21.** Specifically, we lost roughly 1,700 (-14.1%) of the former and roughly 600 (-5.2%) of the latter. Other noticeable declines include the 14.6% decrease in students aged 20 to 24 since 2016-17 and the 6% decline in students aged 30+ since 2017-18. However, some age groups have displayed increased enrollment. For example, the 25 to 29 age group, shows a gain of roughly 50 students or a 1% increase.

Figure 8: Overall Headcount Trend by Age Group



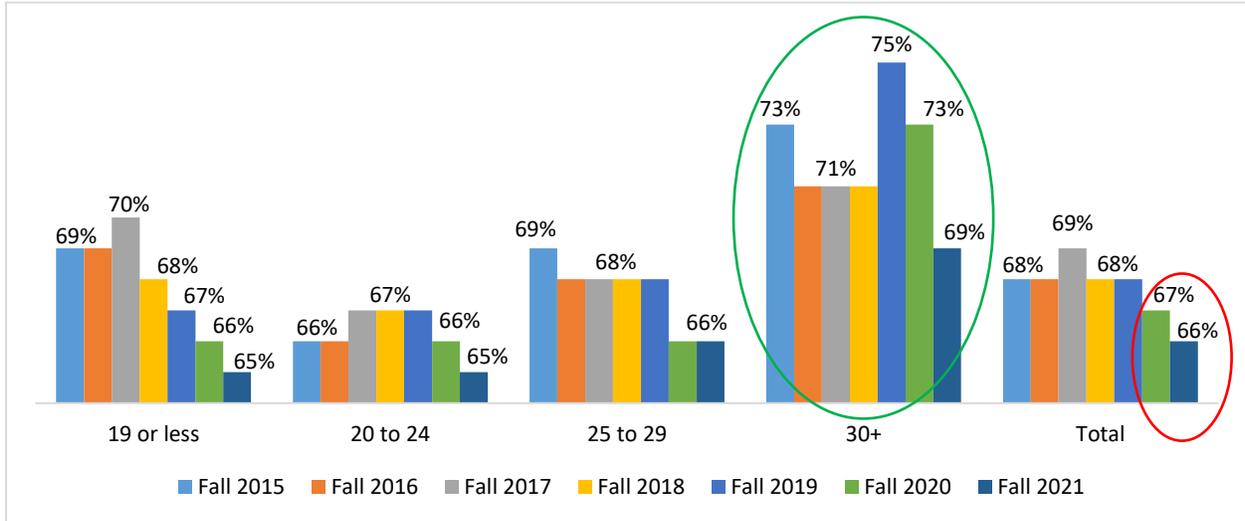
Student Success Trends

Figures 9 and 10 below display success rates⁴ for Fall and Spring terms disaggregated by age group. **While course success was fairly consistent between Fall 2015 and Fall 2019, a slight dip over the last**

⁴ Success is defined as a student receiving a satisfactory letter grade in the course (i.e., A, B, C, and P).

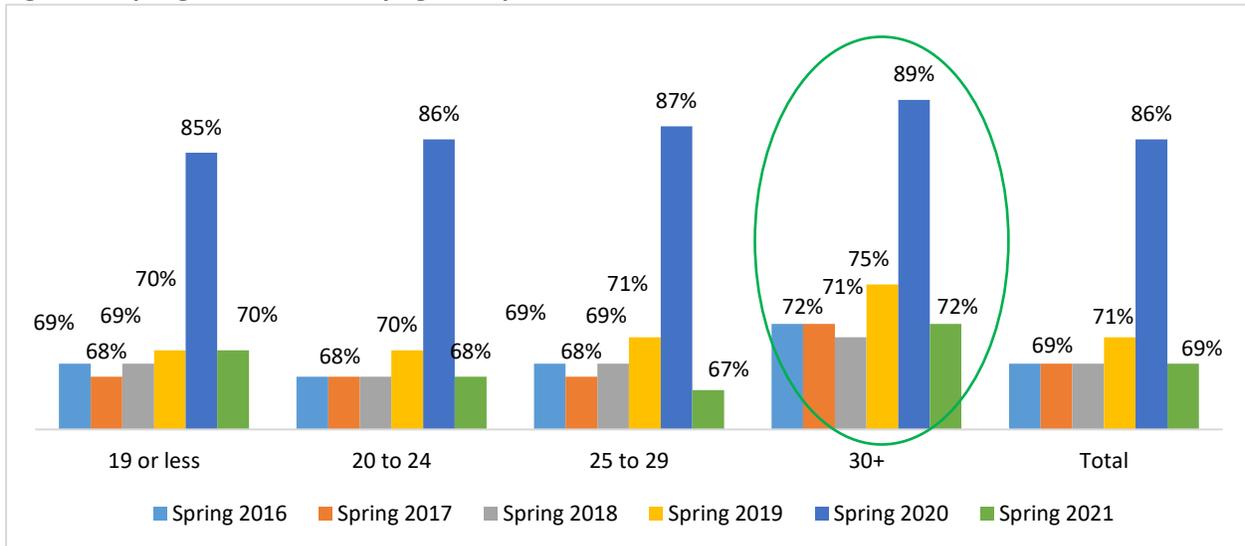
two Fall semesters was observed. This may be partially attributed to the challenge of transitioning to mostly online coursework. As students and faculty become more accustomed to online learning and as sections return to in-person instruction, this metric may return to the more typical 68% seen prior to the pandemic.

Figure 9: Fall Success Trends by Age Group



Not all age groups succeeded at the same rates. **Students 30 years and older have higher success rates in both Fall and Spring terms** (Figures 9 & 10). Even after the shift to online instruction in Spring 2020, students 30 years or older maintained higher success rates.

Figure 10: Spring Success Trends by Age Group



*Spring 2020 was impacted by COVID-19 grading practices and should be interpreted with extreme caution.

Recommendations

As seen in this report, the EM Plan 2019-22 delivered substantial and measurable progress towards the goals of access, engagement, retention, and completion. While not all specific objectives were met, progress was made towards each of them and the College remains committed to ensuring student success. The following are recommendations gleaned from an assessment of the EM Plan's evaluation structure and can be utilized to help develop the next Enrollment Management plan.

- **Objectives should be measurable at the start of the EM Plan** – Several objectives in the EM 19-22 were developed with a belief they would be measurable in the future. To ensure we can appropriately measure progress throughout the plan and ensure we have data available, the next set of objectives should reflect the data that is currently available. Ask yourself, do I have data today that can measure progress towards this objective?
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Appendix A: Detailed Enrollment Data Tables

Table 1: FTES Trends

Category	2015-16 FY	2016-17 FY*	2017-18 FY	2018-19 FY**	2019-20 FY	2020-21 FY
Funded FTES	19,486	19,486	19,642	19,017	18,994	18,994
Actual (Reported) FTES	19,486	17,929	19,642	18,618	18,234	15,555
Earned FTES	18,572	19,361	19,231	19,030	18,234	15,555

*Stabilization funding under the old funding formula.

**Three-year average funding under the Student-Centered Funding Formula.

Table 2: FTES Generated by High School Dual Enrollment Offerings

Academic Year	Earned FTES	Student Headcount	FTES % Change from PY
2015-2016	82	1,305	-
2016-2017	113	1,998	38%
2017-2018	194	2,298	72%
2018-2019	340	2,331	75%
2019-2020	380	3,656	12%
2020-2021	139	1,453	-63%

Table 3: FTES Generated by Online Course Sections

Academic Year	Earned FTES	Sections	FTES % Change from PY	% Of Classes Online
2015-2016	1,083	292	-	6%
2016-2017	1,297	359	20%	7%
2017-2018	1,622	450	25%	9%
2018-2019	2,161	601	33%	12%
2019-2020	2,786	791	29%	15%
2020-2021	14,808	4,695	432%	94%

Table 4: FTES earned in Winter Intersession since January 2016

Academic Year	Earned FTES	Sections	FTES % Change from PY
2015-2016	-	-	-
2016-2017	813	225	n/a
2017-2018	1,109	327	36%
2018-2019	1,048	288	-5%
2019-2020	1,096	328	5%
2020-2021	1,164	371	6%

Note: Winter session was not offered in 2015-16

Table 5: ECC Campus-wide Enrollment

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Actual FTES	Earned FTES
2015-16	4,714	159,655	140,205	87.82%	19,486	18,573
2016-17	5,031	169,124	146,826	86.82%	17,929	19,361
2017-18	5,073	172,366	149,006	86.45%	19,642	19,230
2018-19	5,102	169,606	146,397	86.32%	18,618	19,030
2019-20	5,204	170,286	150,520	88.39%	18,234	18,234
2020-21	4,970	163,265	137,532	84.24%	15,555	15,555

Table 6: Online Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	292	12,267	11,265	91.83%	1,083
2016-17	359	15,374	13,803	89.78%	1,297
2017-18	450	19,117	17,260	90.29%	1,622
2018-19	601	25,019	22,649	90.53%	2,161
2019-20	791	32,095	29,444	91.74%	2,786
2020-21	4,695	157,979	133,356	84.41%	14,808

Table 7a: El Camino College Campus-Wide Day Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	2,509	84,186	76,093	90.39%	10,141
2016-17	2,673	89,031	79,524	89.32%	10,635
2017-18	2,566	84,701	74,665	88.15%	10,055
2018-19	2,507	81,263	71,312	87.75%	9,574
2019-20	2,553	78,724	71,625	90.98%	9,140
2020-21	177	3,416	2,628	76.93%	502

Table 7b: El Camino College Campus-Wide Afternoon Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	1,095	36,186	31,008	85.69%	4,267
2016-17	1,183	37,790	31,955	84.56%	4,429
2017-18	1,257	42,393	36,297	85.62%	4,619
2018-19	1,247	39,100	32,838	83.98%	4,524
2019-20	1,161	36,384	30,657	84.26%	3,868
2020-21	59	1,208	1,008	83.44%	159

Table 7c: El Camino College Campus-Wide Evening Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	818	27,016	21,839	80.84%	3,082
2016-17	816	26,929	21,544	80.00%	3,000
2017-18	800	26,155	20,784	79.46%	2,934
2018-19	747	24,224	19,598	80.90%	2,771
2019-20	699	23,068	18,794	81.47%	2,441
2020-21	39	657	540	82.19%	86

Table 8: Overall Headcount Trend by Age Group

	19 or less	20 to 24	25 to 29	30+
2015-2016	9947	12398	4388	5337
2016-2017	10387	12626	4564	5644
2017-2018	10731	12501	4754	5691
2018-2019	12022	12148	4587	5635
2019-2020	11968	11368	4381	5533
2020-2021	10283	10782	4431	5347

Table 9: Fall Success Trends by Age Group

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
19 or less	69%	69%	70%	68%	67%	66%	65%
20 to 24	66%	66%	67%	67%	67%	66%	65%
25 to 29	69%	68%	68%	68%	68%	66%	66%
30+	73%	71%	71%	71%	75%	73%	69%
Total	68%	68%	69%	68%	68%	67%	66%

Table 10: Spring Success Trends by Age Group

	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
19 or less	69%	68%	69%	70%	85%	70%
20 to 24	68%	68%	68%	70%	86%	68%
25 to 29	69%	68%	69%	71%	87%	67%
30+	72%	72%	71%	75%	89%	72%
Total	69%	69%	69%	71%	86%	69%

*Spring 2020 was heavily impacted by COVID-19 related grading practices and should be interpreted with due caution.