

IPEDS Data Feedback Report

2021 REPORT

Comparison Group

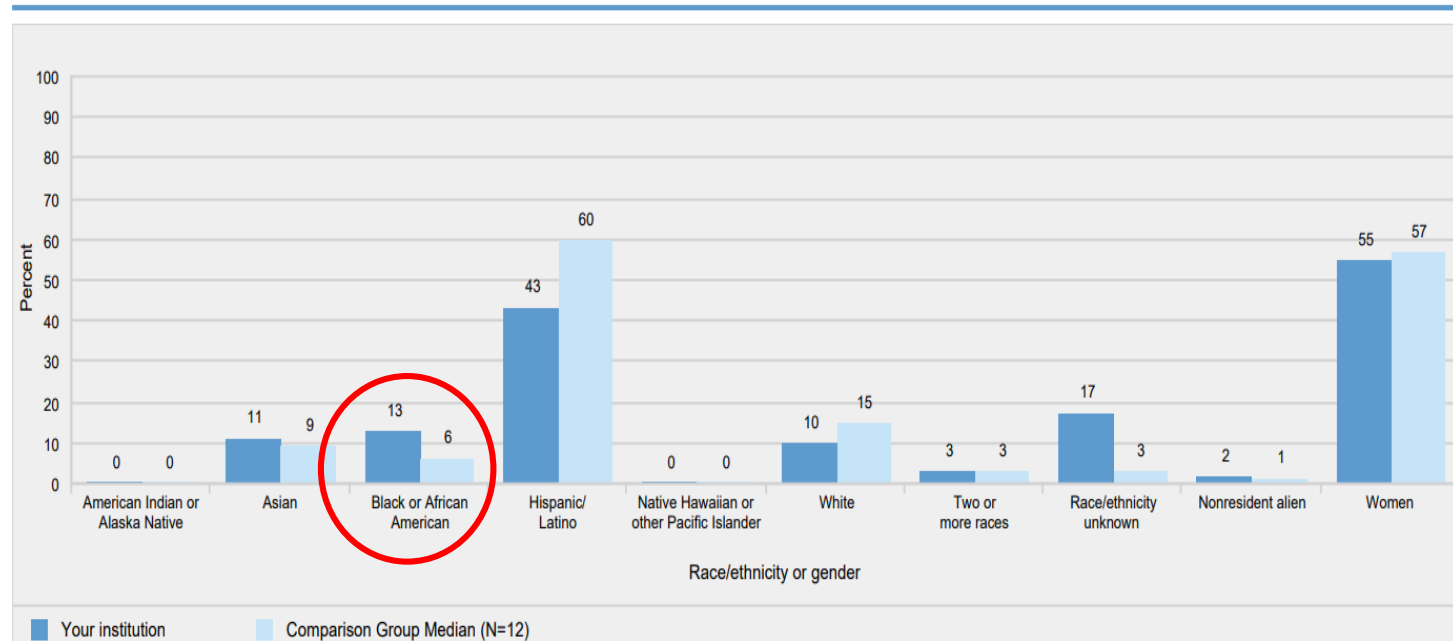
- Cerritos College
- East Los Angeles College
- Glendale Community College
- Long Beach City College
- Los Angeles Harbor College
- Los Angeles Pierce College
- Mt. San Antonio College
- Pasadena City College
- Rio Hondo College
- Riverside City College
- San Diego Mesa College
- Santa Monica College

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

Link to full report: [IPEDS Feedback Report 2021](#)

IPEDS Feedback Report: Student Diversity

Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2020



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Fall Enrollment component.

In Fall 2020, ECC served approximately **50% more Black/African American students** than its comparison group.

ECC = 13%

Comparison Group Median = 6%

Student Diversity: Why Is This Data Point Important?

In Fall 2021, Black/African American students continue to be a disproportionately impacted group at El Camino College.

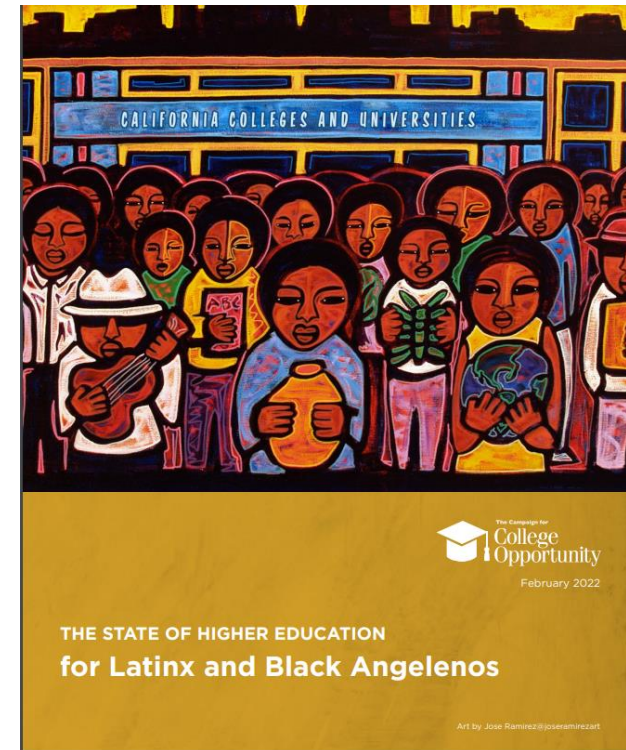
	Course Success	Fall to Fall Retention
Black/African American	56.8%	42.5%
Overall Students	66.0%	45.9%

Source: ECC Colleague

Policy Implications

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

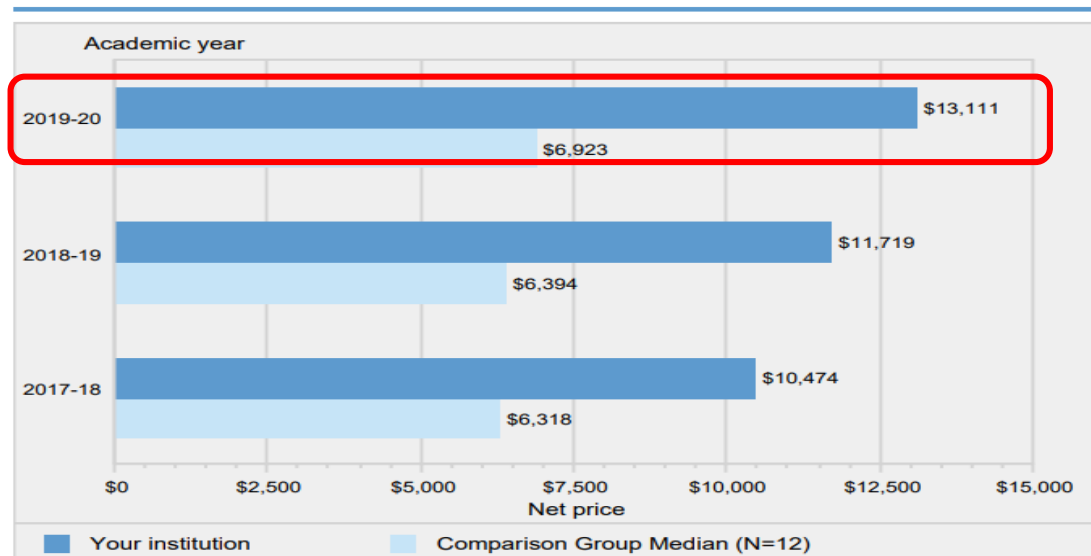
- Does the College need to develop policies that eliminate barriers to access, success and completion for Black/African American and other disproportionately impacted students?
- What college policies are needed to remove barriers for Black/African American students to increase successful course completion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



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

IPEDS Feedback Report: Average Net Price of Attendance

Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2017-18 to 2019-20



In 2019-20, ECC *average net price of attendance* for full-time, first time students was **\$6,188 higher** than the comparison group median.

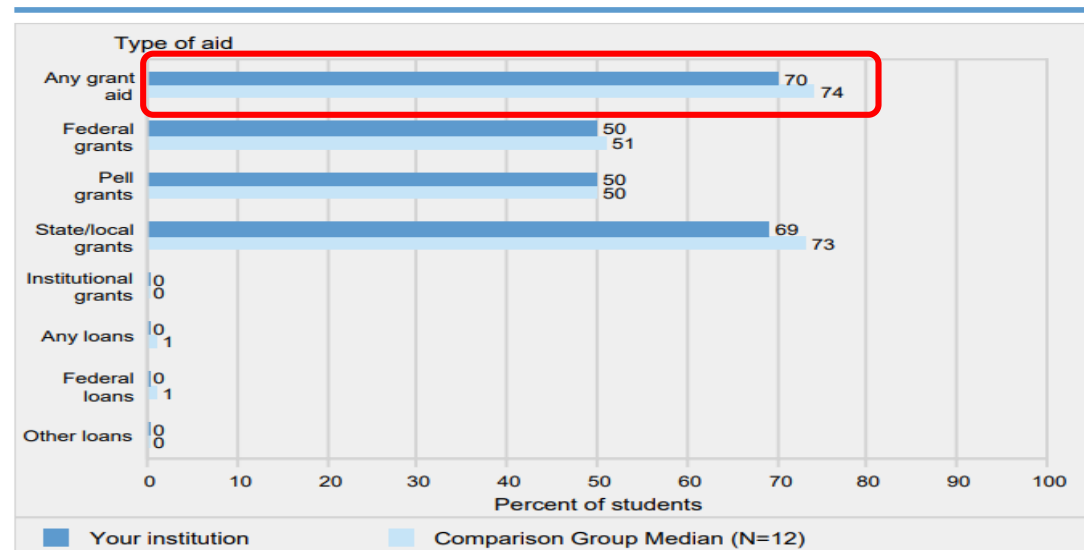
ECC = \$13,111

Comparison Group Median = \$6,923

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

IPEDS Feedback Report: Financial Aid Recipients

Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2019-20



In 2019-20, the **percent of ECC first-time, full-time students receiving any grant aid is lower** than the comparison group.

ECC = 70%

Comparison Group Median = 74%

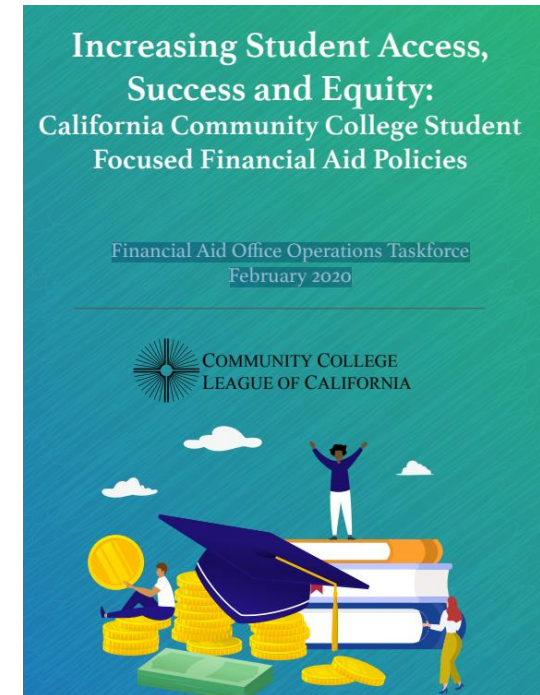
Why Net Price of Attendance & Financial Aid Are Important Data Points?

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

Policy Implications

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

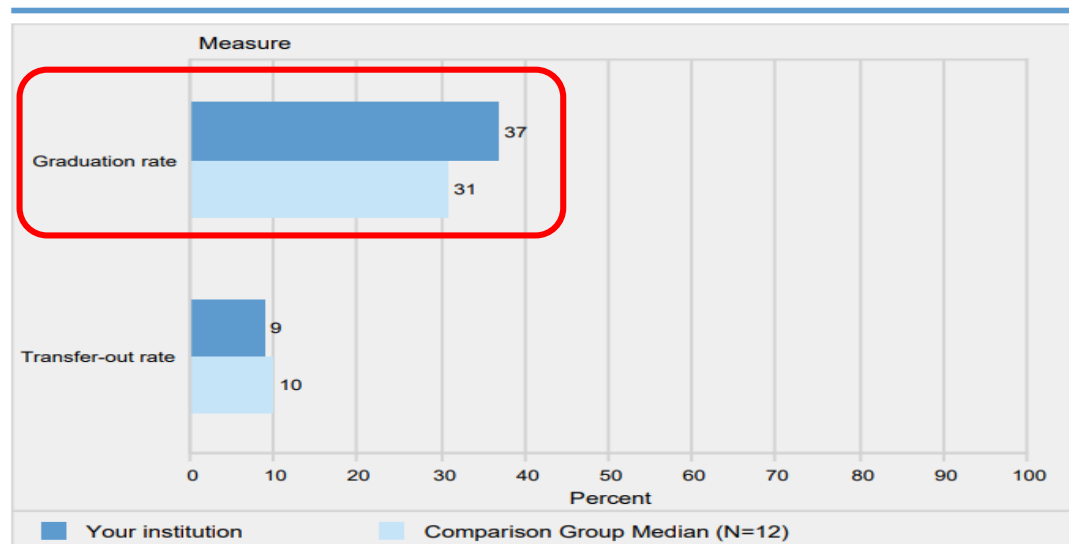
Are these best practices included in ECC financial aid policies?



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

IPEDS Feedback Report: Graduation Rates

Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2017 cohort



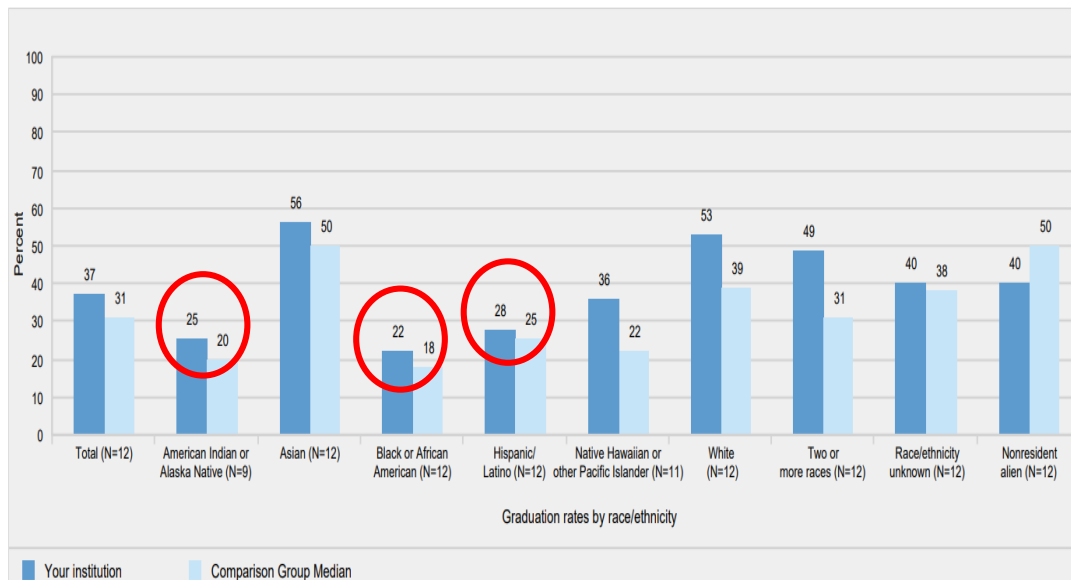
For the 2017 cohort of students, the 3-year graduation rate of ECC first-time, full-time students **is higher** than the comparison group.

ECC = 37%

Comparison Group Median = 31%

IPEDS Feedback Report: Graduation Rates by Ethnicity

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2017 cohort



For the 2017 cohort of students, the 3-year graduation rates of ECC first-time, full-time African-American, Hispanic/Latino, & American Indian/Alaska Native students **is higher** than the comparison group.

Why Graduation Rates Are Important?



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

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

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

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

Policy Implications

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

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



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



Thank You