



COMPREHENSIVE INTEGRATED PLANNING

ENVIRONMENTAL SCAN



The Comprehensive Integrated Plan provides a roadmap to inform everything that El Camino College will do to support student access and improve student success. It serves to guide planning, decision-making, and resource allocation at all levels of the College.



TABLE OF CONTENTS

Executive Summary	2
Strengths	2
Challenges	2
Opportunities	3
Introduction	4
Organization	4
Methodology	4
The Impact of COVID-19 and the Student-Centered Funding Formula (SCFF)	5
External Scan	6
LA County, District & Service Area Population & ECC Enrollment	6
LA County, District & Service Area Population Educational Attainment	11
South Bay and LA County Population Projections	16
Feeder High Schools	22
ECC Competitors	28
Online Colleges Competitors	32
Comparisons among Multiple Competitors & ECC	37
Transfer to CSU & UC Systems	42
Income & Employment	46
Service Area & District Employment & Industry Projections	50
Internal Scan	60
Unduplicated Student Headcount and Full-Time Equivalent Students (FTES)	60
ECC Course Success and Completion Rates	67
Degrees and Certificates Awarded	71
Financial Aid, Tuition, and Expenses	80
ECC Employees	83
ECC Class Sections	88
Weekly Student Contact Hours (WSCH)	92
Appendix	96
Additional Occupation and Community College Programs Tables	96

EXECUTIVE SUMMARY

El Camino College (ECC) is currently developing its 2024-2034 Comprehensive Integrated Plan (CIP) to provide a roadmap for advancing the mission, values, and vision of the college. The CIP will guide planning, decision-making, and resource allocation at all levels of ECC to ensure the college continues to strengthen student success and make a positive difference in people's lives. The Environmental Scan represents the initial step towards the development of the CIP, enabling data-informed conversations to develop specific themes, goals, and initiatives for the next ten years. This document provides an in-depth assessment of the current and prospective state of ECC's student population, success metrics, campus workforce, local community, academic competitors, and trends in industry and employment.

The following are a selection of key findings identified in this environmental scan, arranged into areas of strength, challenges, and opportunities available to El Camino College:

STRENGTHS

- Between Fall 2017 and Fall 2021, approximately 83% of ECC's enrollment came from within ECC's District and Service Area¹, while 98% came from within Los Angeles (LA) County².
- The total amount of financial aid awarded increased from nearly \$48 million in 2016-2017 to nearly \$55 million in 2020-2021, an increase of \$7 million or 14.4%³.
- Among first-year students between 2016-17 and 2020-21, transfer-level English completion rates increased from 25% to 32%, transfer-level Math completion rates increased from 12% to 21%, and transfer-level English and Math completion rates doubled from 8% to 16%⁴.
- Between 2016-2017 and 2020-2021, the number of awarded Associate Degrees for Transfer (ADT) increased from 935 to 1,340, an increase of 405 awards or 43.3%⁵.
- Compared to our four nearest community college neighbors (Compton, LA Harbor, LA Southwest, West LA), ECC offers the highest number of academic programs, including 17 programs for which these other colleges do not have an equivalent.

CHALLENGES

- Full-Time Enrolled Students (FTES) declined 3,448 or 18.9% between 2019-2020 (18,234) and 2021-2022(14,786)⁶.
- Female and male unduplicated headcount was impacted differently by the COVID-19 pandemic, as male headcount declined from 11,906 to 9,055 (24.0%) while female headcount declined from 12,315 to 10,620 (13.8%) between Fall 2019 and Fall 2021⁷.
- Between 2017-2018 and 2020-2021, enrollment from 14 out of ECC's Top-15 feeder high schools declined by more than 10%⁸.
- All racial and ethnic groups experienced a decline in course success rates between Fall 2018 and Fall 2021 but Black or African American (60.0% to 56.4%; -3.6%), Hispanic or Latino (66.6% to 62.3%; -4.3%), and Native Hawaiian and Pacific Islander (66.3% to 61.9%; -4.4%) students experienced the largest declines⁹.
- Between 2020-2021 and 2030-2031, LA County high school graduates are expected to decline by 17.3%¹⁰.

¹ Service area is defined as communities within a 7.5-mile radius of El Camino College.

^{2,4,5,6,7,8,9} Source: ECC Colleague

³ Source: California Community College Chancellor's Office DataMart

¹⁰ Source: CA Department of Education

OPPORTUNITIES

- In Fall 2021, the racial/ethnic make-up of ECC's workforce mirrored that of its student body except for Hispanic and Latino (25.2% employees and 53.2% students) and White employees (38.8% employees and 13.5% students)¹¹.
- Around 50% or more of the White and Asian populations who are 25 years and older in LA County, ECC's Service Area, and ECC's District have attained a bachelor's degree or higher while less than 35% of the Black or African American, Two or More Races, Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander have done so¹².
- The South Bay is projected to become increasingly older (+8.5% for 55 and older), more Hispanic (+2.5%) and multiracial (+1%), with declines in White (-2.2%) and Asian (-1.4%) populations by 2040. These trends are also projected for LA County¹³.
- The industry sector expected to see the most growth in LA County is the Health Care and Social Assistance sector, which is expected to add 170,600 jobs by 2028¹⁴.
- The occupations that pay above the living wage in LA County and are adding the most jobs by 2028 include Registered Nursing (+12,390), Market Research Analysts/Specialists (+5,910), Medical Assistants (+5,780), and General and Operations Managers (+5,510)¹⁵.

This selection of key findings across a variety of themes provides El Camino College the opportunity to build on its strengths while engaging potential areas of growth and improvement. The following is a list of recommendations based on the findings of the Environmental Scan:

1. Empower Innovation and Flexibility to Boost Success

To regain enrollment and continue making a positive difference in students' lives, ECC may want to re-engage populations with large declines during the COVID-19 pandemic (e.g., male students) and reach potential new students, such as those seeking to change careers, upgrade their skills, or have yet to attend higher education. A variety of instructional methods, program types and disciplines, and focused marketing campaigns may be good ways to reach students where they are at (geographically, educationally, financially, age-wise, etc.)

2. Strengthen Pathways to High-growth, High-wage Careers

As stakeholders increasingly focus on return on investment, ECC may want to ensure that its programs are aligned to future labor market needs (e.g., health care and social assistance) and lead to careers that provide a living wage. Students are increasingly focused on programs that are short, flexible (i.e., multiple on/off ramps, online learning), and provide specific skillsets employers look for.

3. Strengthen Equity and Diversity Efforts

To continue embracing equity and diversity in all aspects of the college, ECC needs to recognize and address disparities in representation and educational outcomes. This includes making sure enrollment is representative of the ECC District and Service Area, student demographics are better represented in the ECC workforce, and equity gaps are eliminated (e.g., course success rates).

4. Position for Competitive Success

As the number of high school graduates is projected to decline and a strong labor market attracts current and potential students, ECC may want to position itself as a top-choice for residents of the South Bay and beyond. ECC needs to distinguish itself from community colleges and online institutions in the diversity and quality of its offerings and engage in proactive marketing that demonstrates what makes the college a unique and strong choice for students.

¹¹ Source: California Community College Chancellor's Office DataMart

¹² Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates

¹³ Source: CA Department of Finance

¹⁴ Source: U.S. Bureau of Labor Statistics

¹⁵ Source: CA Employment Development Department

INTRODUCTION

Founded in 1947, El Camino College serves the South Bay region of southwest Los Angeles (LA) County, California's most populous county. El Camino's 126-acre campus is located in Torrance, adjacent to the communities of Gardena, Inglewood, Lawndale, Hawthorne, El Segundo, Manhattan Beach, Hermosa Beach, Redondo Beach, Carson, and a short drive from the Los Angeles International Airport (LAX) and the Ports of Los Angeles and Long Beach. El Camino College offers nearly 200 degree and certificate programs leading to rewarding careers.

ORGANIZATION

This environmental scan is divided into two large sections, an internal component and an external component. The former concerns data coming directly from El Camino College's internal systems, including areas such as unduplicated student headcount and full-time equivalent students, course success and completion rates, employees, and class sections. The latter component is sourced from external data systems and similarly divided into areas such as South Bay and LA County population projections, feeder high schools, and income and employment. Within each of these sub-sections, the reader is provided with extensive figures, maps, tables, and accompanying narrative analysis. Key insights (i.e., "takeaways") are italicized and enclosed in double borders throughout the entire document. Finally, an appendix contains additional detailed information for further reference.

METHODOLOGY

Subject to availability, the reader is provided with several years of the most recently available data at the time of developing this environmental scan. Data was pulled from a variety of internal (El Camino College) and external (i.e., CCCC Data Mart, U.S. Census Bureau, California Department of Education, etc.) sources. To enhance clarity, footnotes are included as appropriate throughout the document, and notes are included below figures, charts, or maps as needed. Data analysis was carried out primarily by ALMA Strategies consultants while the writing of this document was a joint effort between ALMA Strategies consultants and ECC Institutional Research and Planning Office.

Several years of data have been heavily impacted by the COVID-19 pandemic (as discussed below). The reader is advised to interpret this data with caution and to refrain from making broad generalizations based on these results.



THE IMPACT OF COVID-19 AND THE STUDENT-CENTERED FUNDING FORMULA (SCFF)

It is critical to recognize the impact that the COVID-19 pandemic had on the California Community College System. COVID-19 caused substantial declines in unduplicated student headcount, Weekly Student Contact Hours (WSCH), and Full-Time Equivalent Students (FTES) at all California Community Colleges, including El Camino College. Between Fall 2019 and Fall 2020, ECC's unduplicated headcount declined 15.6% from 24,271 to 20,476 students.

Neighboring community colleges such as Compton College and Los Angeles Southwest College, experienced even larger declines of 41.5% and 35.2%, respectively. ECC's headcount decline corresponded to a decline in total WSCH from 297,054 to 205,000 (31.0%) between Fall 2019 and Fall 2021 and a decline in FTES from 18,234 to 14,786 (18.9%) between 2019-2020 and 2021-2022.

As a result of the impact of COVID-19 on ECC's unduplicated student headcount, WSCH, and FTES, ECC's future funding is potentially at risk given the structure of the Student-Centered Funding Formula (SCFF). In 2018-19, California adopted the SCFF as a new way to allocate funding to California community college districts. With the SCFF, about 70% of funding allocations are determined by a district's enrollment, roughly 20% is allocated based on equity (number of AB540, California Promise Grant, and California Pell Grant students), and roughly 10% is allocated based on student success (number of students earning awards, transferring to four-year colleges, etc.).

The SCFF has a current Hold Harmless provision which funds ECC at 2017-18 Total Computational Revenue (TCR) levels, adjusted by Cost of Living Adjustments (COLA) each year, through 2024-2025. The 2022 Budget Act extended the Hold Harmless protection but in a modified form. Starting in 2025-26, the Hold Harmless provision will no longer reflect cumulative COLA over time. A district's 2024-25 TCR will represent its new "floor," below which it cannot drop. ECC should prepare for the potential fiscal impact associated with the modified funding protections and work to increase unduplicated headcount, WSCH generation, and FTES. This context is critical for the reader as the financial health of the college is directly tied to metrics referenced in this environmental scan (i.e., FTES, awards), many of which are used by the SCFF.



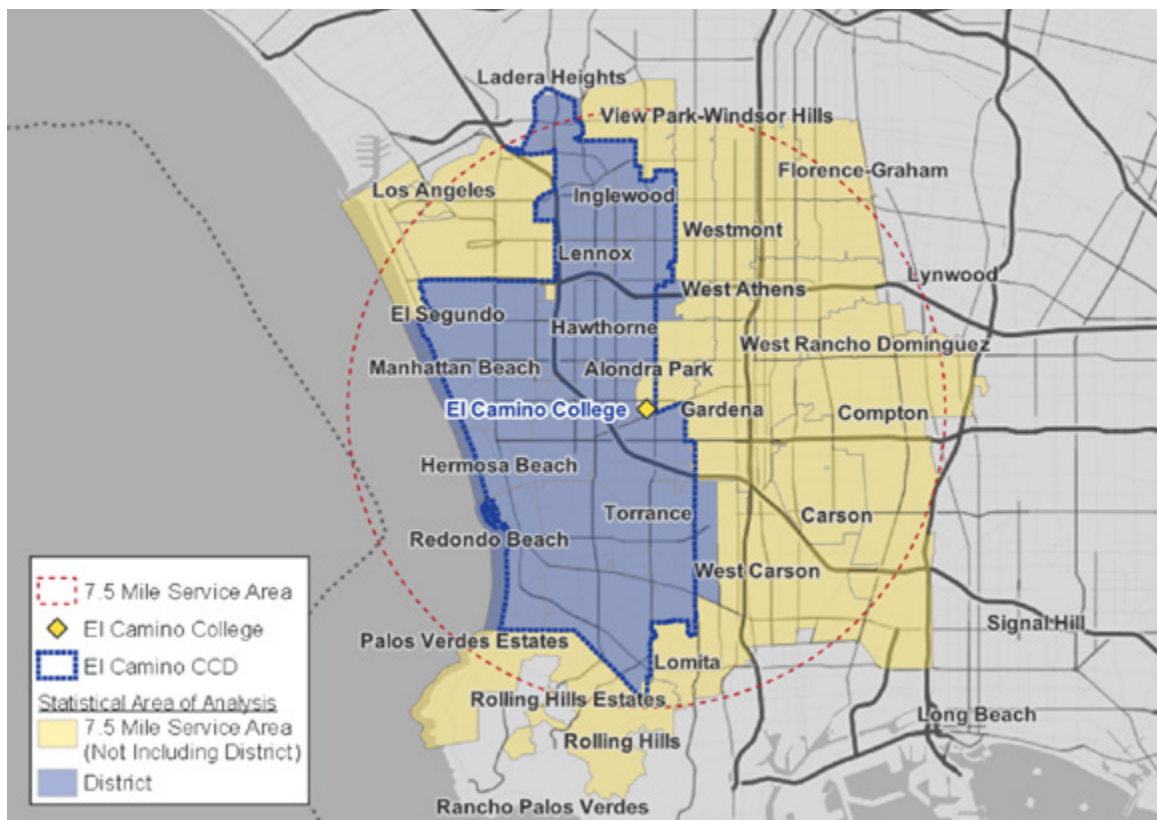
EXTERNAL SCAN

LA COUNTY, DISTRICT & SERVICE AREA POPULATION & ECC ENROLLMENT

This section analyzes trends within and between enrollment and geographical areas surrounding El Camino College, especially across demographic characteristics such as race and ethnicity, age, gender, language, and citizenship.

Map 2.1 illustrates the areas of statistical analysis for El Camino College environmental scan. The area highlighted in blue refers to the ZCTAs¹⁶ within ECC's district boundary. The area highlighted in yellow refers to the ZCTAs within ECC's 7.5 mile service area, but not within the district boundary. For this report, ECC's 7.5 mile service area (not including District) will be referred to as 'service area'.

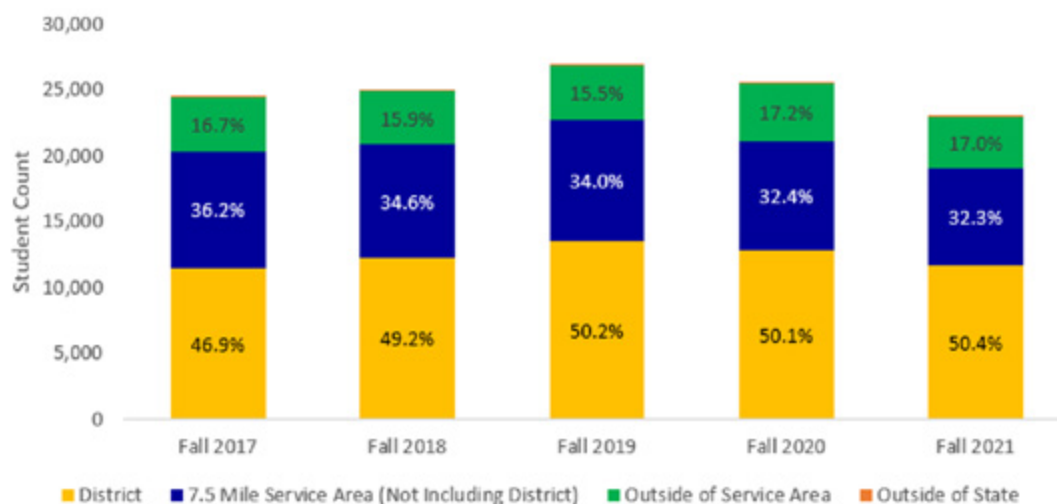
MAP 2.1. ECC DISTRICT AND SERVICE AREA, STATISTICAL AREA OF ANALYSIS



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

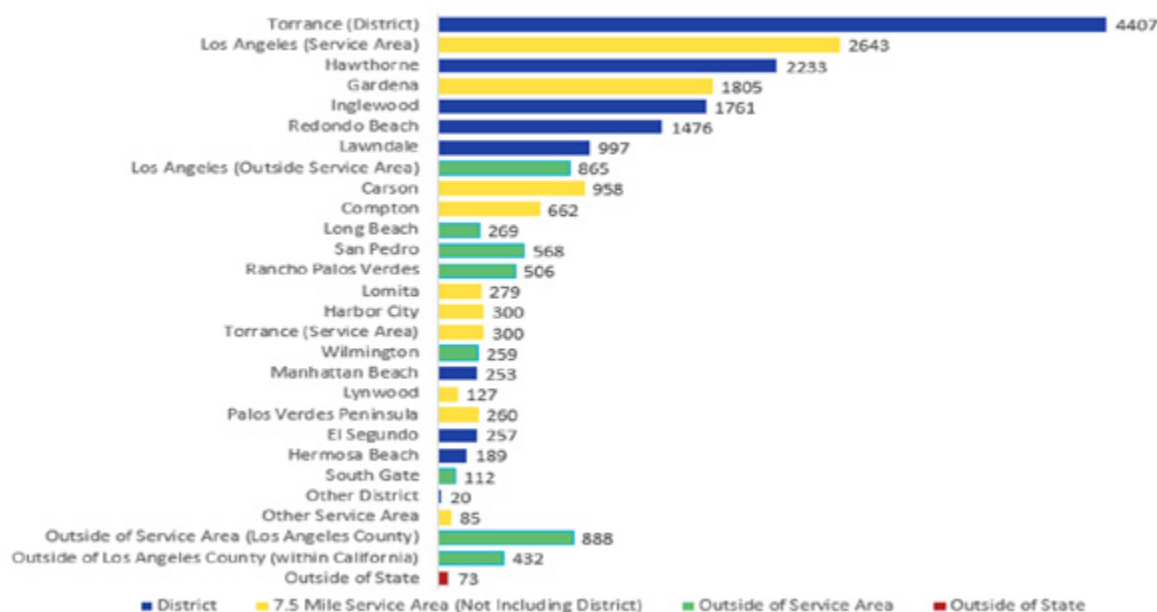
Between Fall 2017 and Fall 2021, ECC served students from over half of California's 58 counties and 28 different states. However, on average, over that same period, approximately 83% of ECC's enrollment came from within the District and the service area. Figure 2.1 below details ECC's unduplicated student headcount by area between Fall 2017 and Fall 2021.

¹⁶ United States Postal Service (USPS) ZIP Codes identify post offices or delivery stations associated with mailing addresses and thus are not areal features, but rather a collection of mail delivery routes. United States Census Bureau ZIP Code Tabulation Areas (ZCTAs) are areal representations of USPS ZIP Code service areas, created by assigning the most frequently occurring ZIP Codes to census blocks, and aggregating census blocks by ZIP Code into larger areas (ZCTAs).

FIGURE 2.1. ECC UNDUPLICATED STUDENT HEADCOUNT BY AREA

Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101; ECC Colleague

As illustrated in Figure 2.2 above, in Fall 2021, ECC drew the largest number of students from Torrance (4,407 students or 19.2% of ECC's Fall 2021 enrollment). The city with the second largest number of ECC students was Los Angeles (2,643 students or 11.5% of ECC's Fall 2021 enrollment). Of the top 10 cities with the largest number of ECC students, five were located within ECC's District while four were located within ECC's service area.

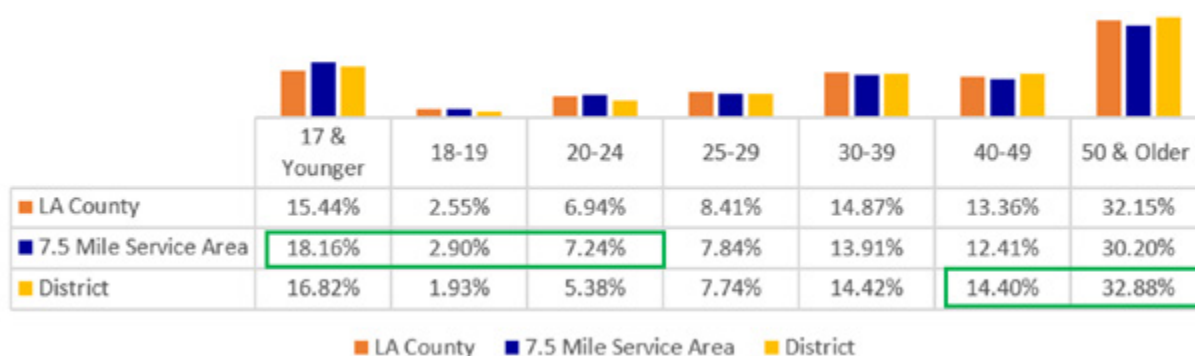
FIGURE 2.2. FALL 2021 ECC UNDUPLICATED STUDENT HEADCOUNT BY CITY

Source: ECC Colleague

As illustrated in the table of Figure 2.3, between 2016 and 2020, ECC service area had, on average, a larger share of younger population (17 & younger, 18-19, and 20-24) than LA County and ECC District. Conversely, between 2016 and 2020, on average, ECC District had a larger share of older population (age 40-49 and age 50 and older) than LA County and ECC service area.

As shown by this data, the population living in the institution's service area represents the best opportunity to increase enrollment of individuals historically considered college applicants (17 & younger, age 18-19, and age 20-24). The individuals living in ECC District represent a great opportunity to increase enrollment of the older population (40-49 and 50 & older).

FIGURE 2.3. 2016-20 POPULATION BY AGE IN LA COUNTY, ECC SERVICE AREA & DISTRICT

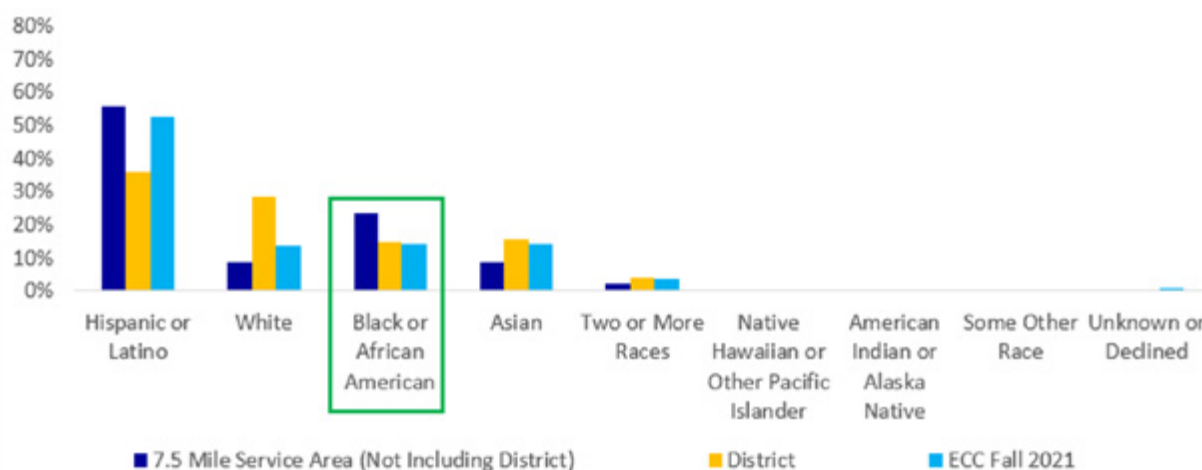


U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

Figure 2.4 compares the racial and ethnic distribution of ECC's Fall 2021 enrollment to the estimated residents of the ECC District and service area between the years 2016 and 2020. In both the service area and the ECC district, Fall 2021 enrollment is roughly representative or exceeds the proportion of Asian, Hispanic or Latino, and Two or More Races residents. However, there are gaps in representation. In Fall 2021, we saw a significantly lower proportion of White students than their representation in the ECC district. Similarly, the share of Black or African American students in the service area exceeds their proportion in Fall 2021 ECC enrollment.

There is an opportunity to further engage the Black/African American population in the service area and the White population in the ECC district, both of whom have less enrollment than expected given their proportion in the respective geographical areas. Strengthening engagement for these communities may increase enrollment for the college, resulting in increased opportunities to transform lives, uplift communities, and ensure greater financial stability for the college.

FIGURE 2.4. FALL 2021 ECC ENROLLMENT COMPARED TO 2016-2020 ESTIMATES ECC DISTRICT & SERVICE AREA POPULATION BY RACE/ETHNICITY

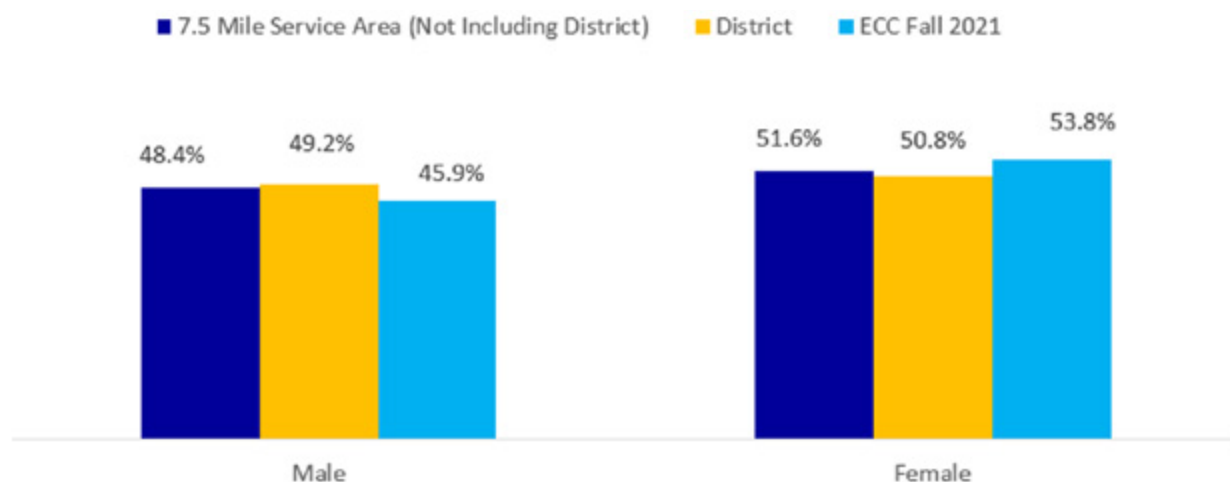


Source: U.S. Census Bureau, American Community Survey 2020 5-Year Estimates, Table DP05

Figure 2.5 compares the gender of ECC's Fall 2021 enrollment to the gender of the population who lived in the ECC District and service area between 2016 and 2020. On average, a slightly larger male population lived in the ECC service area and District compared to Fall 2021 male enrollment. What is more, during the Fall 2021 term, male enrollment was lower than female (45.9% versus 53.8%), a gap that is largely due to a decline in male enrollment between Fall 2019 and Fall 2020.

This data shows there is an opportunity for ECC to increase enrollment by re-engaging male students and bring them to par with the male population living in the District and service area.

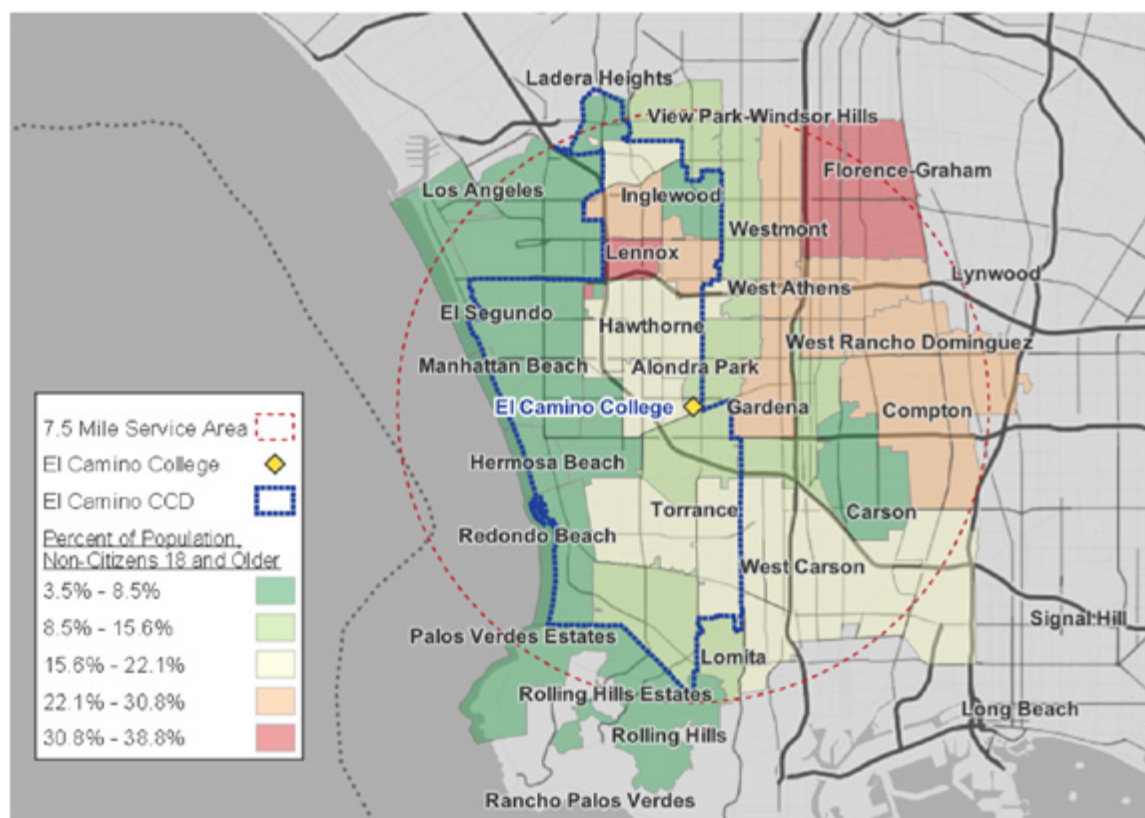
FIGURE 2.5. FALL 2021 ECC ENROLLMENT BY GENDER COMPARED TO 2016-20 ECC DISTRICT & SERVICE AREA POPULATION BY GENDER



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP05

Map 2.2 and Figure 2.6 below highlight 2016-2020 estimates of the adult non-citizen population in the ECC district and service area¹⁷. Map 2.2 shows that cities such as Florence-Graham, West Athens, West Rancho Dominguez, and Compton have higher percentages of these residents. In the ECC District, areas of Inglewood and especially Lennox have higher percentages of adult non-citizens.

MAP 2.2. 2016-2020 ADULT NON-CITIZENS IN ECC DISTRICT & SERVICE AREA



Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL; U.S. Census Bureau, American Community Survey 2020 5-Year Estimates, Table DP05

¹⁷ The non-citizen category includes documented and undocumented immigrants, as well as individuals on a nonimmigrant visa who were living in the United States at the time of the census.

FIGURE 2.6. 2016-2020 ADULT NON-CITIZENS IN ECC DISTRICT, SERVICE AREA, AND LA COUNTY



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP05.

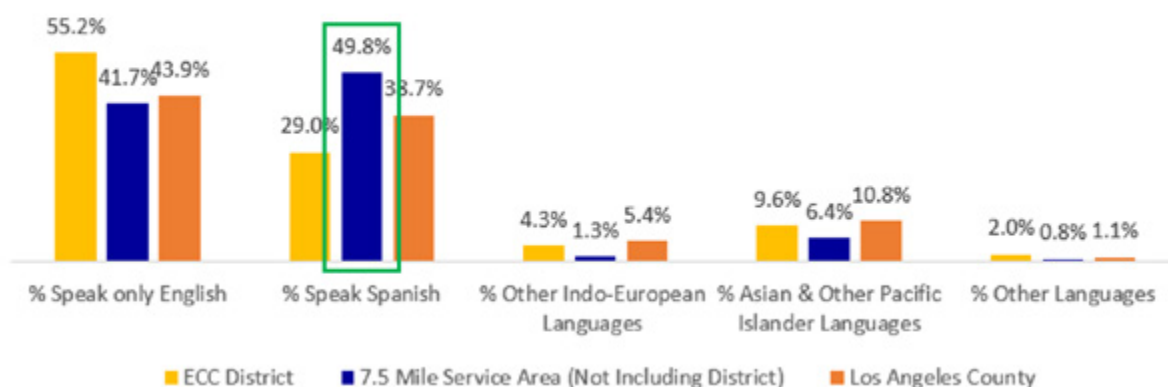
As shown in Figure 2.6 above, 2016-2020 estimates show a higher percentage of population in the ECC service area that is a non-citizen adult (22.8%) compared to Los Angeles County (19.0%) and the ECC district (16.5%). Despite the lower representation in the district, the fact that the service area has a larger proportion of these residents compared to the county means that a greater share of these residents live within geographical proximity to El Camino College. Specifically, more than one in five residents of service area communities (within 7.5 miles) is a non-citizen adult.

The California Community College Chancellor's Office has found that undocumented students need increased student services such as financial aid, legal advice, and mental health support^{18,19}. Identifying District and service area locations where higher percentages of non-citizens live will help ECC determine where to conduct outreach efforts, which might want to include information about AB540 and ECC's collaboration with Coalition of Humane Immigrant Rights to provide no-cost legal services.

Figure 2.7 below examines 2016-2020 estimates of the language spoken by the population age 5 years and older. In the ECC service area, a much larger share of the population age 5 or older speaks Spanish (49.8% versus 38.7% in LA County, and 29.0% in ECC District).

As a Hispanic-serving institution, ECC might consider strengthening translation efforts when it comes to outreach and student services to engage potential students who live in the service area and speak Spanish but only some English or no English at all.

FIGURE 2.7. 2016-2020 LANGUAGE SPOKEN BY POPULATION 5 YEARS & OLDER



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S1601. Note: The % Speak Only English category in the chart denotes speakers who only speak English. The other categories in the chart include those who can speak some English and those who cannot speak any English

¹⁸ <https://www.cccco.edu/About-Us/News-and-Media/Press-Releases/Dreamers-Report>

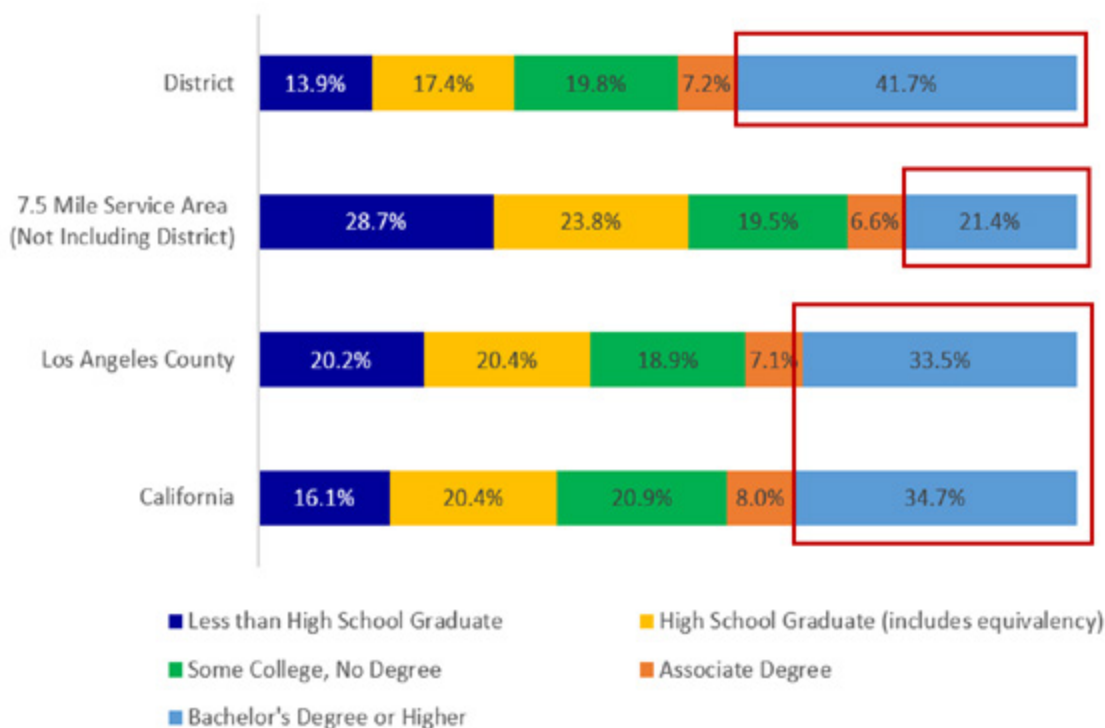
¹⁹ AB540 creates an exemption from out-of-state tuition for students who have attended high school in California for three years, and have earned a high school diploma or equivalent. <https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-Students>

LA COUNTY, DISTRICT & SERVICE AREA POPULATION EDUCATIONAL ATTAINMENT

This section analyzes patterns in educational attainment within geographical areas surrounding El Camino College across demographic characteristics such as age, gender, and race/ethnicity.

As shown in Figure 2.8, 2016-2020 estimates show the ECC District has a higher level of educational attainment than California, Los Angeles County, and the ECC service area. Of the population 25 years or older that live in ECC District, 41.7% has attained a bachelor's degree or higher, compared to 21.4% for the service area, 33.5% for Los Angeles County, and 34.7% for the state of California. Approximately 51.2% of the population living within ECC District has less than an associate degree, which is significantly lower than the 72% of the population within the ECC service area that has less than an associate degree.

FIGURE 2.8. 2016-2020 EDUCATIONAL ATTAINMENT BY POPULATION 25 YEARS OR OLDER



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S1501

The top 10 cities in ECC service area with the highest percent of population 25 years or older that have attained less than high school diploma are:

- Florence-Graham (51.4%)
- Willowbrook (45.2%)
- Lynwood (43.8%)
- Compton (37.9%)
- Westmont (37.6%)
- West Rancho Dominguez (28.2%)
- West Athens (22.1%)
- Los Angeles (21.8%)
- Carson (18.1%)
- Gardena (17.0%)

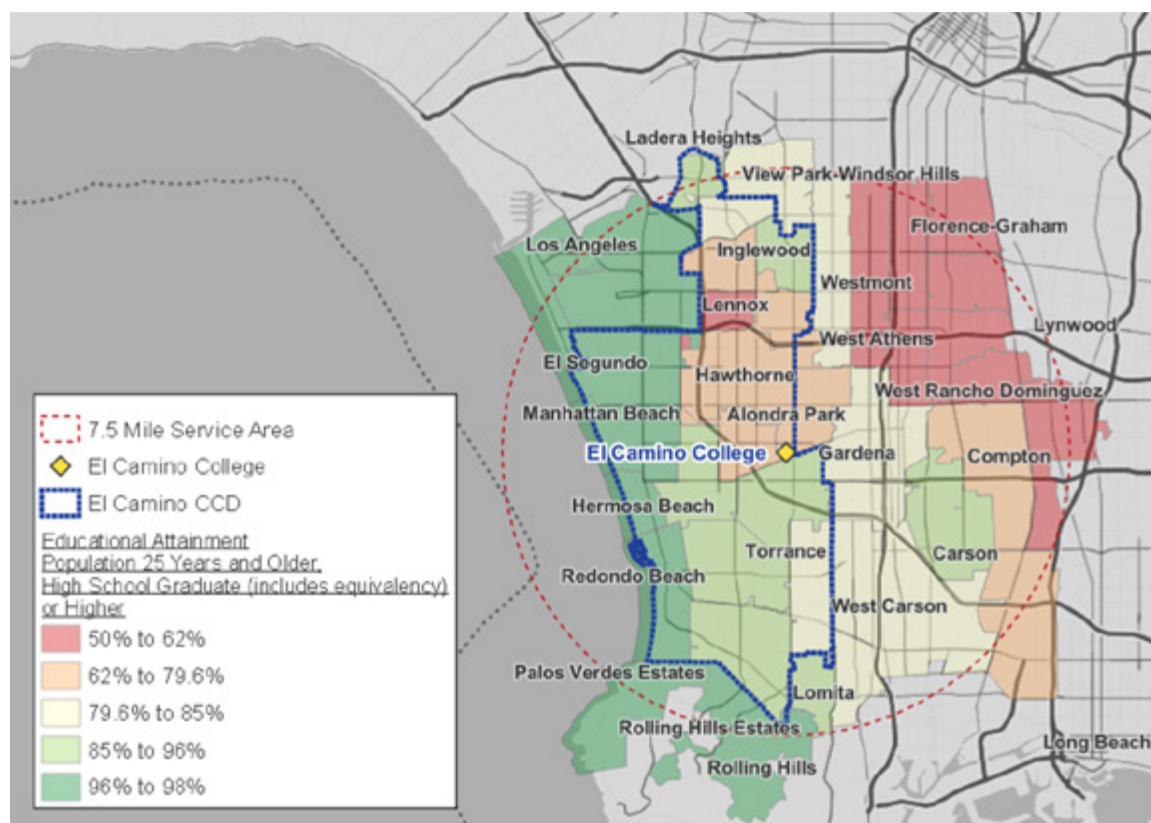
ECC outreach efforts focused on adults with less than a high school diploma in these cities have a greater potential to increase enrollment for the college.

The data above evidences an opportunity for the institution to serve the 51.1% of the population living in the ECC District and the 72% of the population living within ECC service area that have less than an associate degree. Similarly, El Camino College might want to explore efforts to serve those individuals living in the 10 cities of the service area with the highest percent of population 25 years or older that have attained less than high school diploma.

Map 2.3 below shows 2016-2020 estimates of the locations in the ECC service area where the population age 25 years and older has an educational attainment of a high school graduate or higher. The ECC service area generally has a lower level of educational attainment. As shown by the dark and light green colors, the bottom and left areas of the ECC Community College District (CCD) have higher rates of high school graduates compared to the top-right area of the ECC CCD, shown in orange and red colors. While 96% to 98% of residents in coastal communities (dark green) have attained at least a high school diploma, residents on the right side of the service area are less likely to have done so. Communities in the top right of ECC's service area (shown in red) average 50% to 62% while communities in the bottom right of ECC's service area (shown in orange) average 62% to 79.6%.

The map below displays an opportunity for ECC to engage specific areas of ECC's district and service area that have a greater share of residents who have yet to complete a high school diploma (shown in red and orange).

MAP 2.3: 2016-2020 POPULATION 25 YEARS & OVER THAT IS A HIGH SCHOOL GRADUATE OR HIGHER

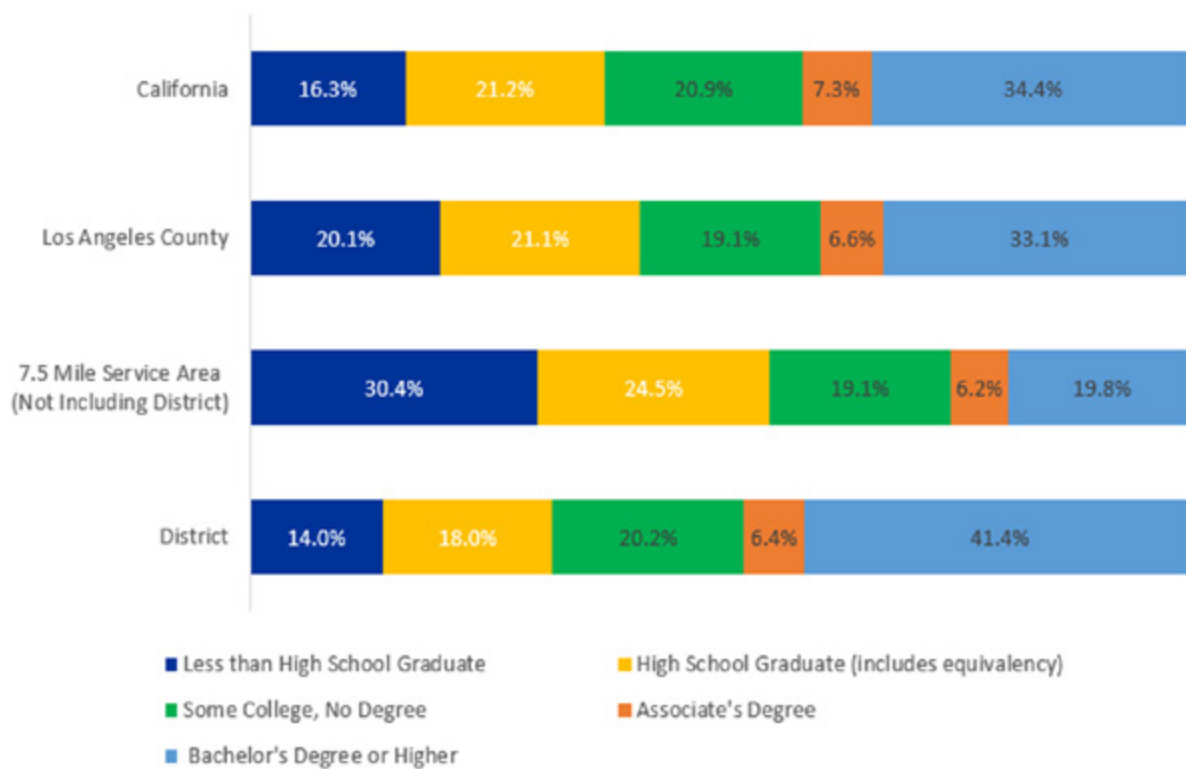


Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL; U.S. Census Bureau, American Community Survey 2020 5-Year Estimates, Table S1501

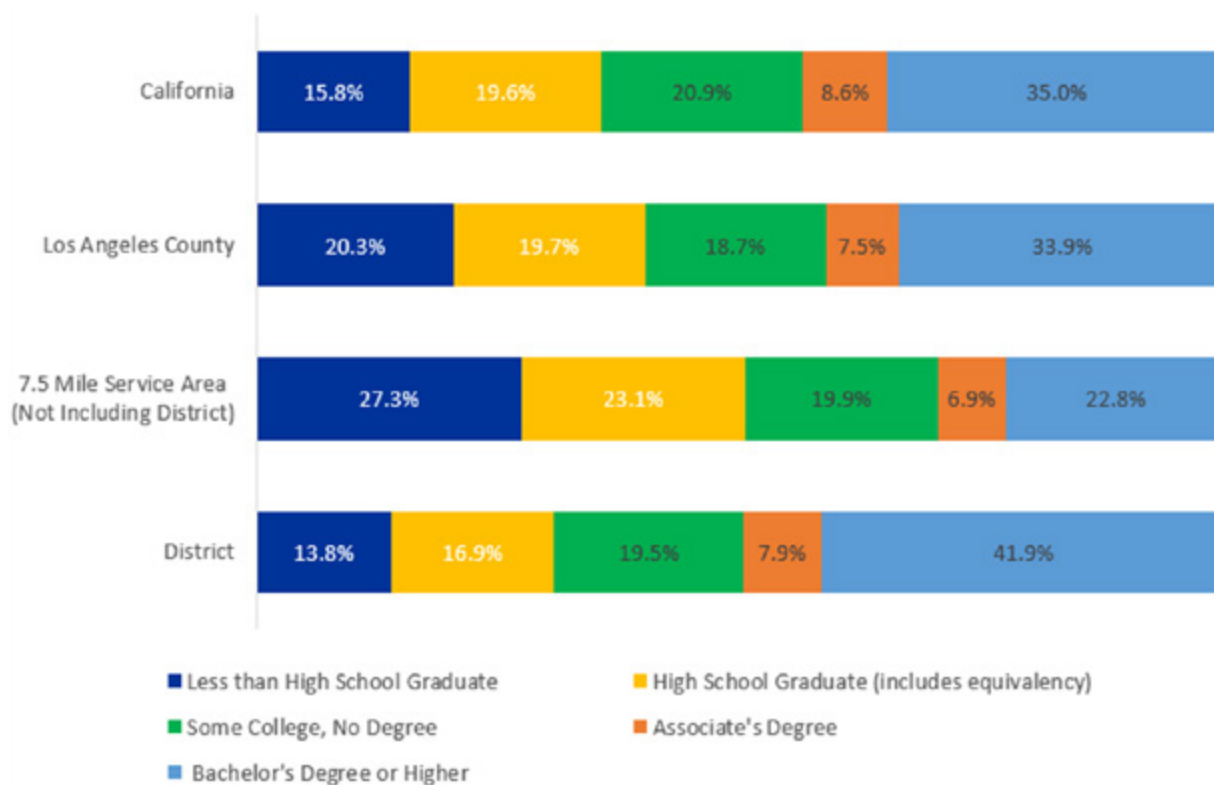
Figures 2.9 and 2.10 below examine the educational attainment of male and female individuals living in California, LA County, the ECC service area, and the ECC District between 2016 and 2020. In all areas, females tend to have a higher level of educational attainment than males. In California, 43.7% of females have an associate degree or higher, versus 41.7% of males. In LA County, 41.4% of females have an associate degree or higher while only 39.6% of males have an associate degree or higher. In the ECC service area, 29.8% of female residents have an associate degree or higher compared to 26.0% of male residents. In the ECC District, 49.8% of female residents have an associate degree or higher compared to 47.8% of male residents.

In the ECC service area, 54.9% of male residents are high school graduates or have less than a high school degree while this percentage is 50.4% for female residents.

ECC should leverage this opportunity to engage the higher proportion of males who may benefit from continued education and training, particularly in academic programs with greater male enrollment.

FIGURE 2.9. 2016-2020 EDUCATIONAL ATTAINMENT BY MALE POPULATION 25 YEARS & OLDER

Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S1501

FIGURE 2.10. 2016-2020 EDUCATIONAL ATTAINMENT BY FEMALE POPULATION 25 YEARS & OLDER

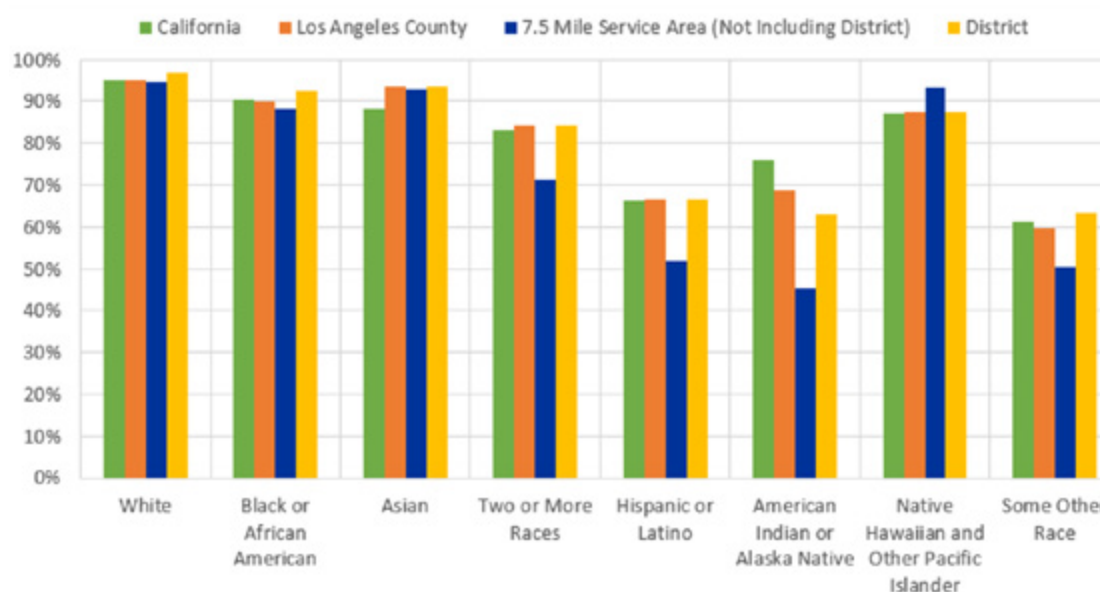
Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S1501

Figure 2.11 shows the percent of the 2016-2020 population that was 25 years and older with an educational attainment of high school or higher by race/ethnicity. In California, LA County, ECC service area, and ECC District, more than 80% of the White, Asian,

Black/African American, and Native Hawaiian/Other Pacific Islander populations that are 25 years and older have a high school diploma or a higher educational attainment. However, less than 80% of the American Indian/Alaska Native and less than 70% of the Hispanic/Latino and Some Other Race populations who are 25 years and older are high school graduates or have a higher educational attainment. This is particularly evident in ECC service area where roughly half of the Hispanic/Latino population are high school graduates or have a higher educational attainment.

Since the Hispanic/Latino population accounted for 55.8% of the population in ECC service area in Fall 2021 (Figure 2.4), this presents a significant opportunity for the institution to boost enrollment by engaging Hispanics/Latinos who have not received a high school diploma. This engagement can provide individuals an opportunity to further their education while improving their skillset and leading to high-growth, high-wage careers.

FIGURE: 2.11. 2016-2020 POPULATION 25 YEARS & OLDER HIGH SCHOOL GRADUATE OR HIGHER BY RACE/ETHNICITY

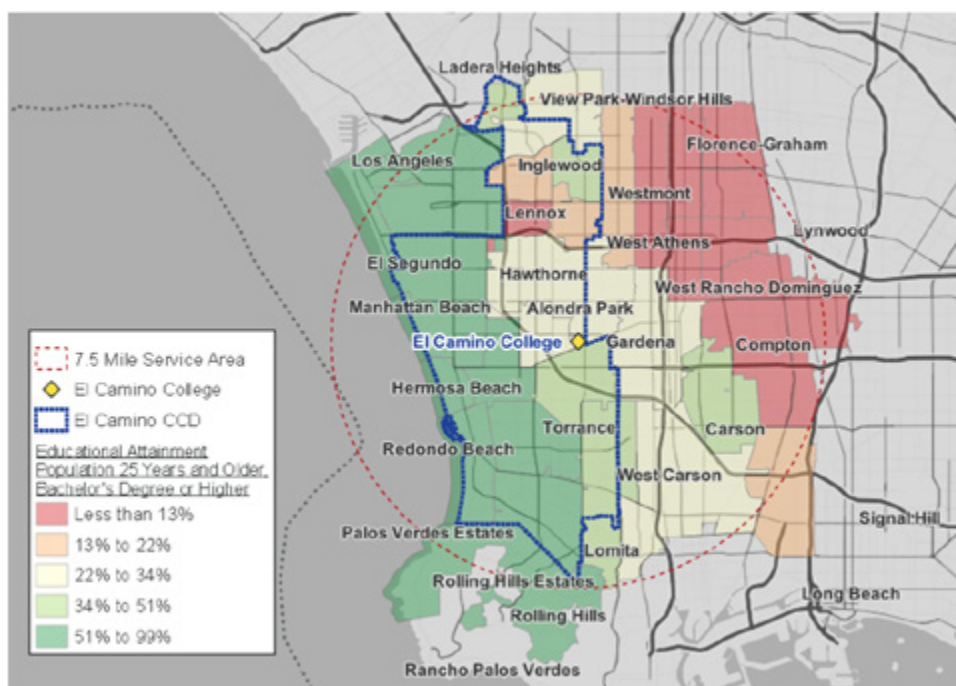


Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S1501

Map 2.4 below shows the locations between 2016-2020 where the population aged 25 years and older had Bachelor's degree or higher. As shown in dark green and light green, the left and lower areas of the ECC district have higher rates of bachelor degree attainment among residents who are 25 years or older. In the upper area of the ECC district, there is a mix of neighborhoods with varying levels of bachelor degree attainment. This includes less than 13% (shown in red), 13% to 22% (shown in orange), 22% to 34% (shown in white), and 34% to 51% (shown in light green). Neighborhoods to the right side of the ECC service area colored in red and orange have noticeably lower rates of bachelor degree attainment.

ECC can tailor marketing and recruitment efforts according to neighborhood and educational attainment to more effectively engage residents of the district and service area.

MAP 2.4: 2016-2020 POPULATION 25 YEARS AND OLDER WITH A BACHELOR'S DEGREE OR HIGHER

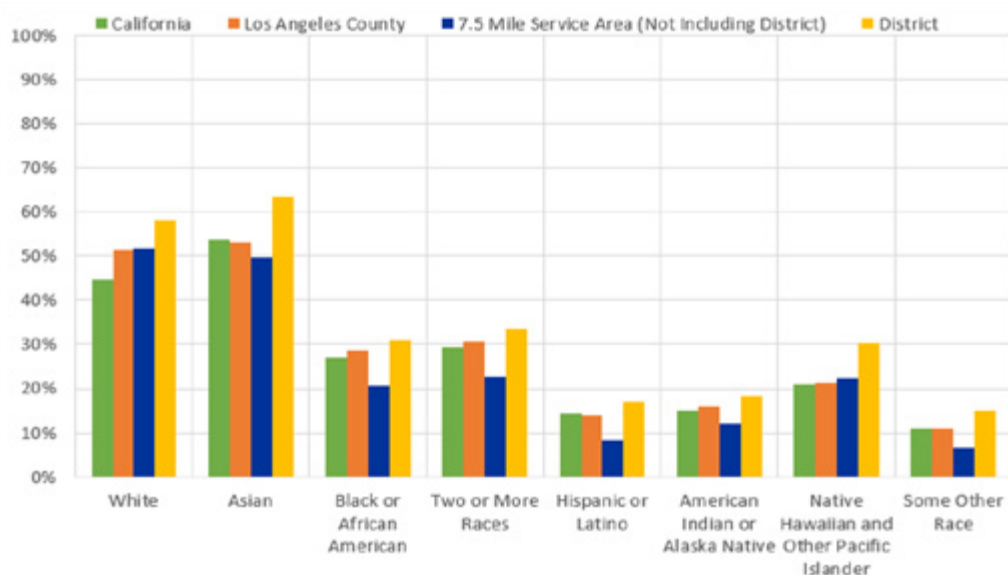


Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL U.S. Census Bureau, American Community Survey 2020 5-Year Estimates, Table S1501

Figure 2.12 shows the racial/ethnic breakdown of the 2016-2020 population that was 25 years and older and attained a bachelor's degree or higher. Generally, around 50% or more of the White and Asian populations 25 years and older in LA County, the ECC service area, and the ECC District have received a bachelor's degree or higher. However, less than 35% of the Black/African American, Two or More Races, Hispanic/Latino, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Some Other Race populations who are 25 years and older have received a bachelor's degree or higher.

Student recruitment might consider focusing on these populations as they could benefit the most from higher levels of educational attainment.

FIGURE 2.12. 2016-2020 POPULATION 25 YEARS AND OLDER WITH A BACHELOR'S DEGREE OR HIGHER BY RACE/ETHNICITY



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S1501

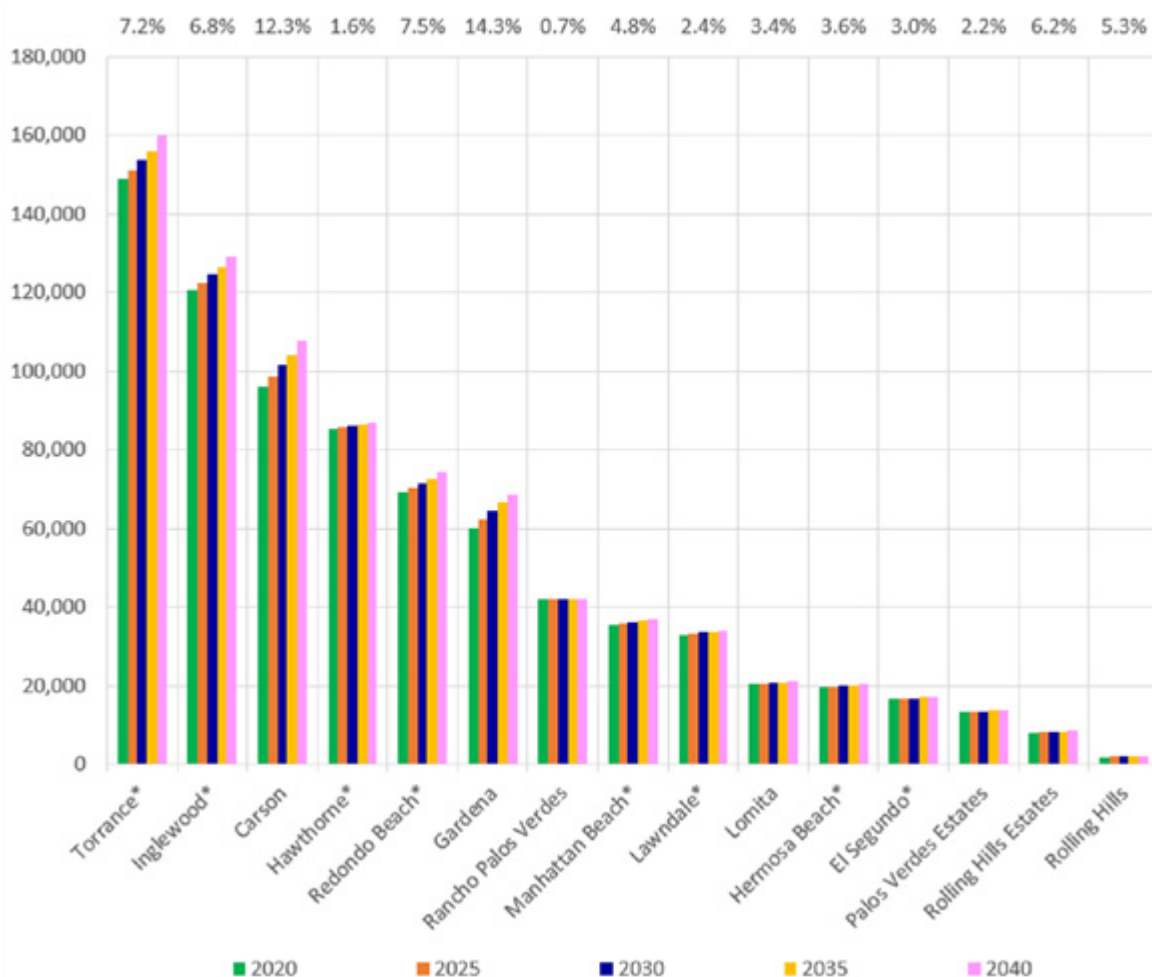
SOUTH BAY AND LA COUNTY POPULATION PROJECTIONS

This section analyzes population projections for the South Bay and Los Angeles County in the next few decades by overall growth, age group, and race/ethnicity.

The South Bay population is expected to grow 6.7% between 2020 and 2040. Figure 2.13 details the expected South Bay growth by city during the 2020-2040 period. Torrance, where 19.2% of ECC's Fall 2021 enrollment originated, is expected to grow by 10,800 people. Carson, where 4.2% of ECC's Fall 2021 enrollment originated, is expected to grow by 11,800 people, the largest amount out of the South Bay cities. Inglewood and Gardena, where 7.7% of ECC's Fall 2021 enrollment originated for each of these cities, are expected to grow by 8,200 and 8,600 people, respectively.

These projections suggest that the mentioned cities represent substantial enrollment opportunities for ECC.

FIGURE 2.13. SOUTH BAY PROJECTED POPULATION BY CITY



*Indicates cities within El Camino College District

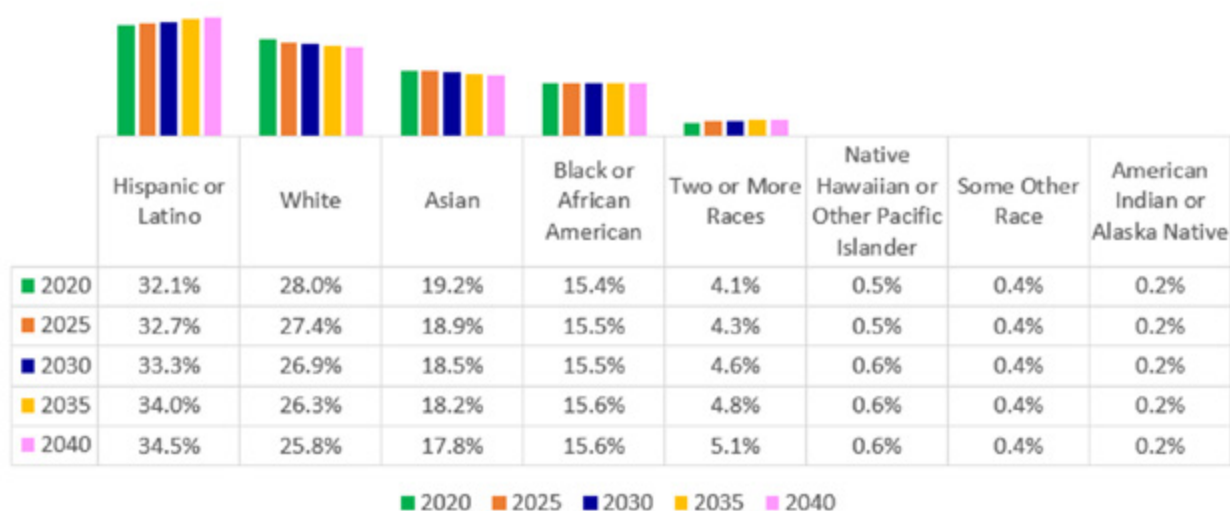
Source: Southern California Association of Governments; State of California, Department of Finance; U.S. Census Bureau, American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

Figure 2.14 illustrates the 2020-2040 projected population by race/ethnicity in the South Bay. The Hispanic/Latino population is expected to grow by 36,106 people (from 32.1% to 34.6%). The Two or More Races population is expected to grow by 10,078 people (from 4.1% to 5.1%). Both the Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native populations, which constitute a larger share of the South Bay's population than in LA County, are expected to increase. However, neither of these two populations are expected to account for more than 0.6% of the South Bay population. In the South Bay, the Black or African

American population is expected to increase minimally (from 15.4% to 15.6%). The White and Asian populations are both expected to decrease. The White population is expected to decline by 4,655 people (from 28.0% to 25.8%). The Asian population is expected to decline by 2,115 people (from 19.2% to 17.8%).

El Camino College has an opportunity to engage an increasingly diverse community in the South Bay, particularly with the Hispanic/Latino population who will grow by more than 36,000 residents.

FIGURE 2.14. SOUTH BAY PROJECTED POPULATION BY RACE/ETHNICITY

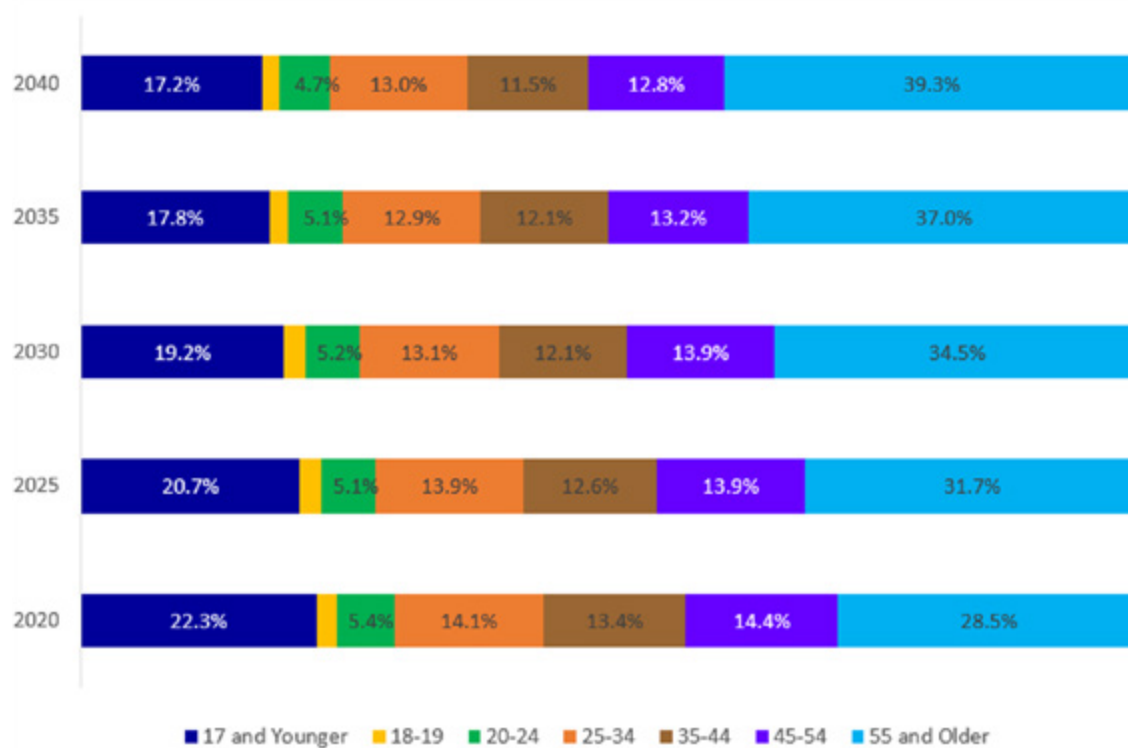


Source: Southern California Association of Governments; State of California, Department of Finance; U.S. Census Bureau, American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

Figure 2.15 illustrates the 2020- 2040 projected population growth by age group in the South Bay. Similar to LA County, nearly all age groups, except those age 55 and older, are expected to decline. The 55 and older population is expected to grow by 108,649 people (from 28.5% to 37.0%). During that same time period, the age 17 and younger population is expected to decline by 28,064 people (from 22.3% to 17.2%); the age 18-19 population is expected to decline by 1,517 people (from 2.0% to 1.6%); and the age 20-24 population is expected to decline by 2,548 people (from 5.4% to 4.7%).

This demographic shift will have considerable impacts on ECC as competition increases for a shrinking pool of potential students.

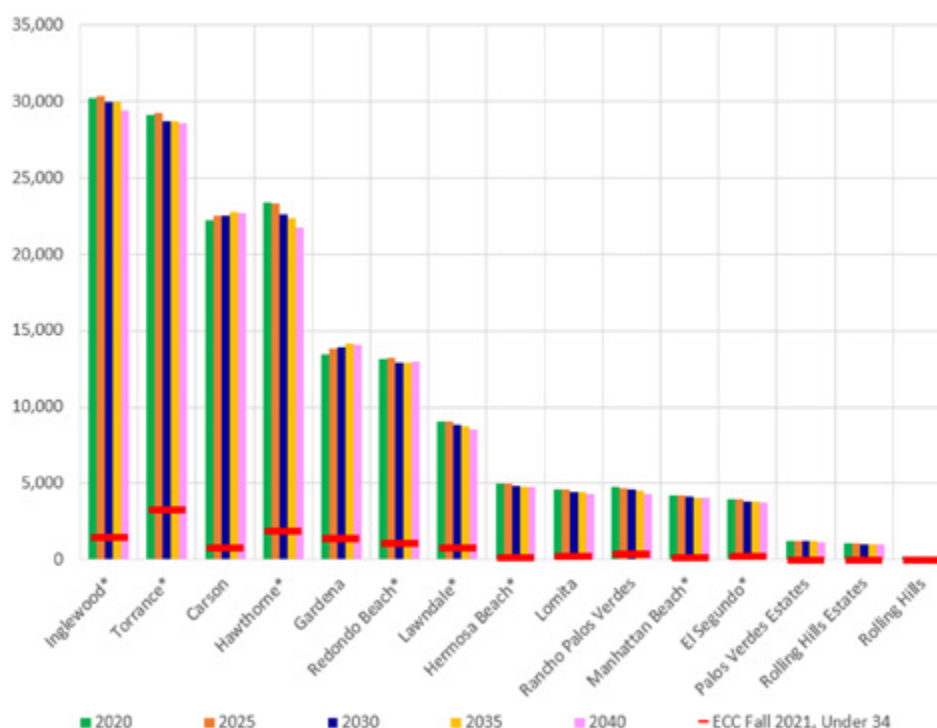
FIGURE 2.15. SOUTH BAY PROJECTED POPULATION BY AGE



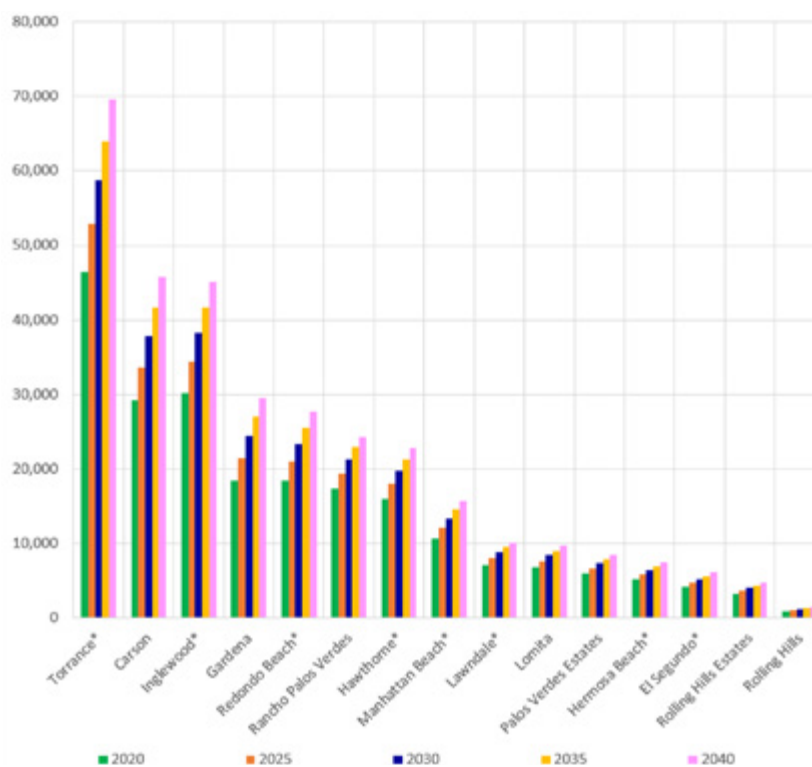
Source: Southern California Association of Governments; State of California, Department of Finance; U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

Figures 2.16 and 2.17 examine the South Bay 2020-2040 projected populations of those aged 18-34 and 55 and older respectively by age and city while Figure 2.16 additionally compares against ECC Fall 2021 enrollment. Since 55 and older enrollment is relatively small compared to this resident population, this analysis was not included in Figure 2.17. Figure 2.16 shows that ECC Fall 2021 enrollment only captured a small portion of the age 18-34 population in each city, including the larger cities. Figure 2.17 demonstrates a large increase in the 55 and older population of South Bay cities. In Fall 2021, ECC enrollment of 55 and older accounted for 310 students (1.35% of ECC student population).

In an environment of declining younger populations and increasing older populations, ECC may want to consider increasing enrollment where available, particularly in Inglewood, Carson and Torrance communities where there is a larger population of individuals aged 18-34 and 55 and older.

FIGURE 2.16. SOUTH BAY PROJECTED POPULATION BY CITY AGE 18-34 & FALL 2021 ECC ENROLLMENT AGE UNDER 34 BY CITY

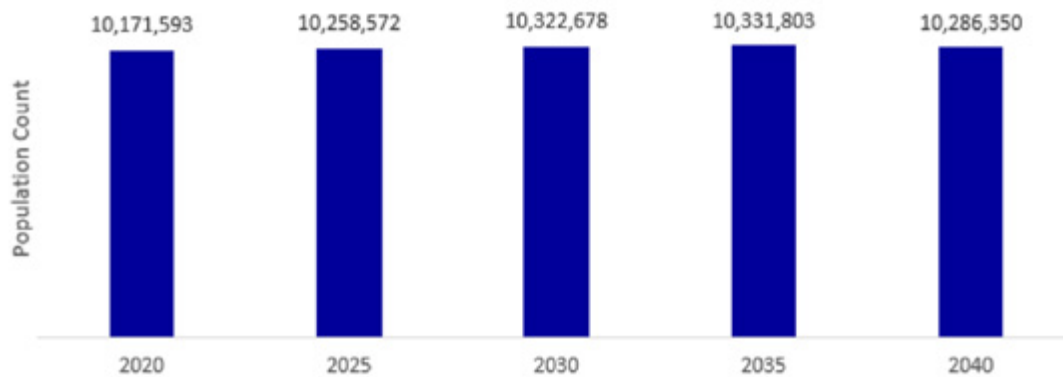
*Indicates cities within El Camino College District. Source: Southern California Association of Governments; State of California, Department of Finance; U.S. Census Bureau, American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101; ECC Colleague

FIGURE 2.17. SOUTH BAY PROJECTED POPULATION AGE 55+

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

As observed in Figure 2.18, LA County is expected to grow 1.1% between 2020 and 2040. The population is expected to peak in 2035 at 10,331,803 people before declining to 10,286,350 people in 2040.

FIGURE 2.18. LOS ANGELES COUNTY PROJECTED POPULATION

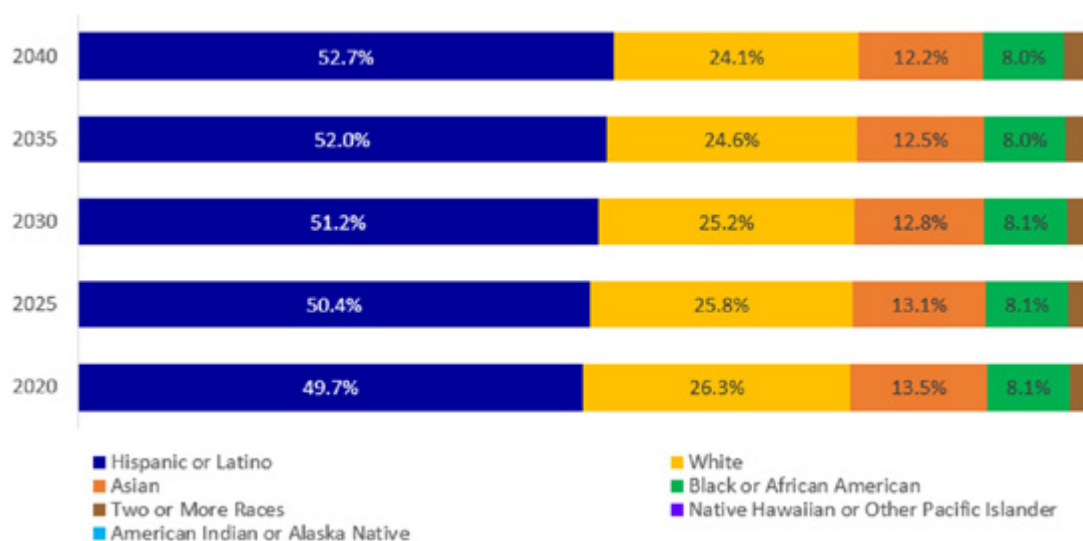


Source: State of California, Department of Finance, P3 Population Estimates for County 2010-2060, with 2020 Census Benchmark. Sacramento, California, May 2022

Furthermore, LA County is expected to become more diverse by 2040. As shown in Figure 2.19, the Hispanic/Latino population, which accounted for 49.7% of LA County's population in 2020, is expected to grow by 368,264 people, accounting for 52.7% in 2040. Additionally, the Two or More Races population is expected to grow by 50,794 people (from 2.1% to 2.6%). Both the Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native populations are expected to increase as well. However, neither of these two populations are expected to account for more than 0.3% of the LA County population. Meanwhile, the Black or African American population is expected to change minimally (around 8% of the LA County population in 2020 and 2040). Conversely, White and Asian residents are expected to constitute a smaller share of the total population in LA County. The White population is expected to decline by 195,209 people (from 26.3% to 24.1%). The Asian population is expected to decline by 113,625 people (from 13.5% to 12.2%).

Accordingly, future ECC programs and services may want to consider the specific needs of the growing populations to best serve the LA County community.

FIGURE 2.19. LA COUNTY PROJECTED POPULATION BY RACE/ETHNICITY



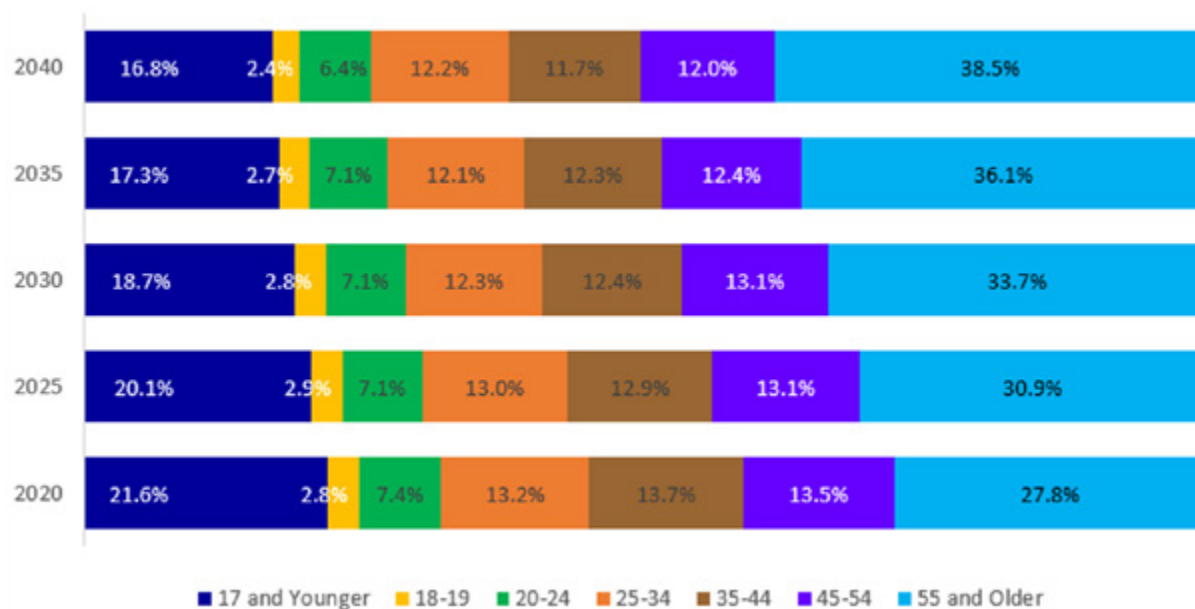
Source: State of California, Department of Finance, P3 Population Estimates for County 2010-2060, with 2020 Census Benchmark. Sacramento, California, May 2022

As shown in Figure 2.20 below, although LA County is expected to grow, the only age group expected to do so is 55 years of age and older. This population is expected to grow by 1,034,847 people, going from 27.8% to 38.5%. Age groups historically considered to be college applicants (age 17 and younger, age 18-19, age 20-24, and age 25-34) are all expected to decline by 2040. Moreover,

the declines expected in the age 17 and younger, age 18-19, and age 20-24 are some of the largest declines amongst all age groups. Age 17 and younger is expected to decline by 470,163 people (from 21.6% to 16.8%); age 18-19, by 45,472 people (from 2.9% to 2.4%); and age 20-24, by 91,319 people (from 7.4% to 6.4%).

These declines in traditional college applicants will have considerable impact on ECC, as competition increases for a shrinking pool of potential students.

FIGURE 2.20. LA COUNTY PROJECTED POPULATION BY AGE

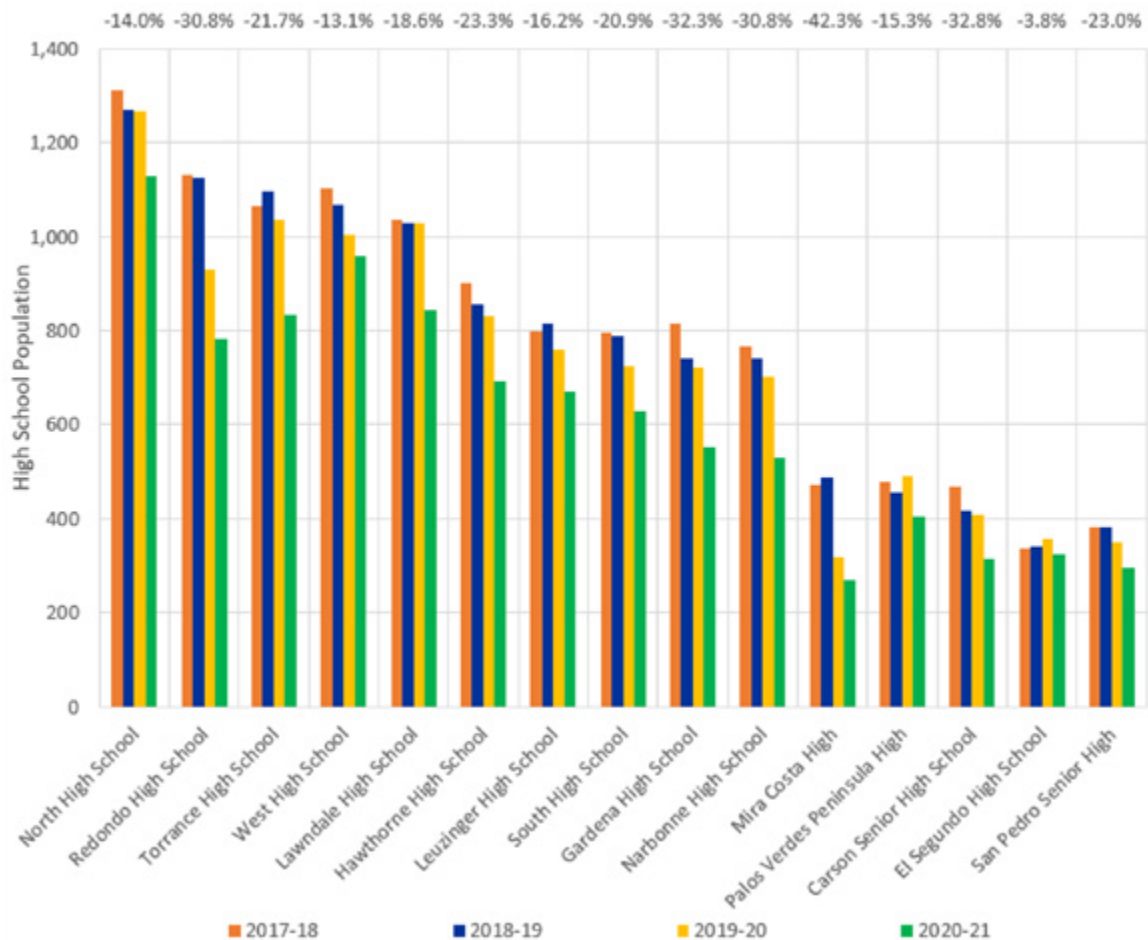


Source: State of California, Department of Finance, P3 Population Estimates for County 2010-2060, with 2020 Census Benchmark. Sacramento, California, May 2022

FEEDER HIGH SCHOOLS

This section analyzes trends in local high school populations by race/ethnicity, dropout rates, English learner status, and socioeconomic status.

FIGURE 2.21. ECC TOP 15 FEEDER HIGH SCHOOL POPULATION



Source: ECC Colleague

As evidenced in Figure 2.21 above, between 2017-18 and 2020-21 enrollments from ECC's top-15 feeder high schools all declined. More significantly, all these top 15 feeder schools, except one, experienced an enrollment decline of more than 10% between 2017-18 and 2020-21. In some cases, the declines are especially sharp. For example, Redondo High School, which accounted for 1,132 of ECC enrollments in 2017-18, only accounted for 783 of ECC enrollments in 2020-21 (30.8% decline). Including Redondo High School, five of the top-15 feeder high schools saw declines greater than 30% between 2017-18 and 2020-21. These declines could be attributed to the expected decline in the age 17 and younger population discussed in previous sections. ECC high school enrollment faces further challenges due to the complex nature of working with different types of schools and districts: in the ECC District and ECC service area, there are 42 public high schools, 26 charter high schools, and 9 private high schools.

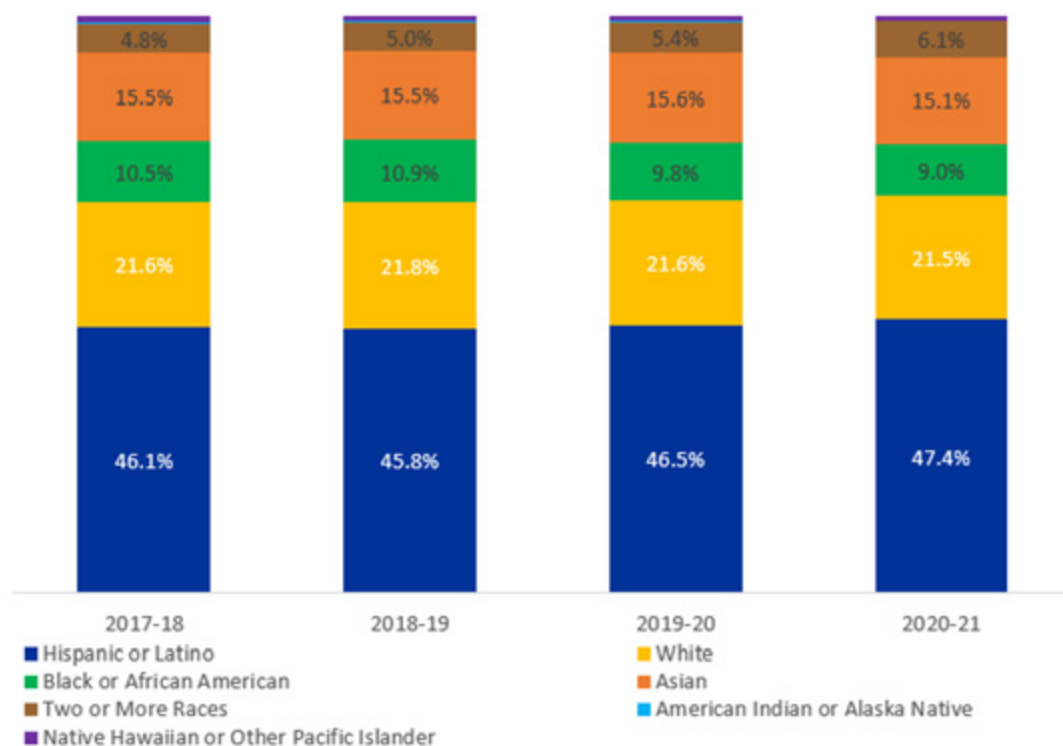
One opportunity to increase high school enrollment is through the ECC dual enrollment²⁰ program, which has done well in recent terms. The dual enrollment program would immediately increase enrollment and put students on a pathway for additional enrollment at ECC. Furthermore, enrollment fees are waived for K-12 students who complete the steps for dual enrollment, making ECC more affordable.

²⁰ An ECC program that allows K-12 students to take college classes while still in high school.

Generally, the demographics of the graduates from ECC top 15 feeder high schools tend to mirror the ECC District and service area demographics (Figure 2.4.). As evidenced in Figure 2.22 below, on average, between 2017-18 and 2020-21, Hispanic/Latino ECC graduates accounted for 46.5% of graduates from ECC top-15 feeder high schools; White ECC graduates accounted for 21.6%; Asian ECC graduates accounted for 15.4%; Black or African American ECC graduates accounted for 10.1%; and Two or More Races ECC graduates accounted for 5.3%.

If ECC tailors its programs and services to best meet the needs of its service area and District, the institution will be well positioned to respond to the needs of high school graduates from its top 15 feeder schools.

FIGURE 2.22. HIGH SCHOOL GRADUATES FROM ECC TOP 15 FEEDER HIGH SCHOOLS BY RACE/ETHNICITY

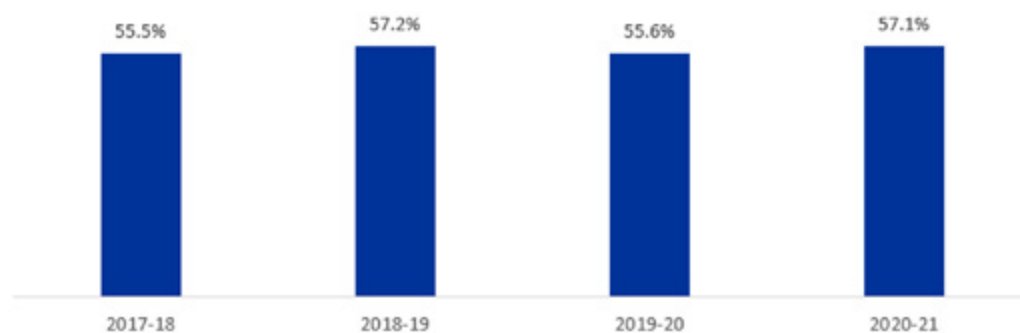


Source: State of California, Department of Education, One-Year Graduate Count, California, August 2021

Between 2017-18 and 2020-21, the percentage of high school graduates from ECC top 15 feeder schools who met UC and CSU entrance requirements has remained between 55% and 57% (Figure 2.23). For admission into the UC system, students must have a grade point average of 3.0 or better, and a 2.0 or better to be admitted into the CSU system.

A student's high school GPA is calculated by using grades earned in all of their college preparatory classes completed after the 9th grade. This metric can be useful in assessing the readiness of graduates from ECC's top-15 feeder high schools to attend a UC or CSU campus. To be successful at ECC, students who do not meet CSU/UC entrance requirements may require additional services, such as tutoring or counseling.

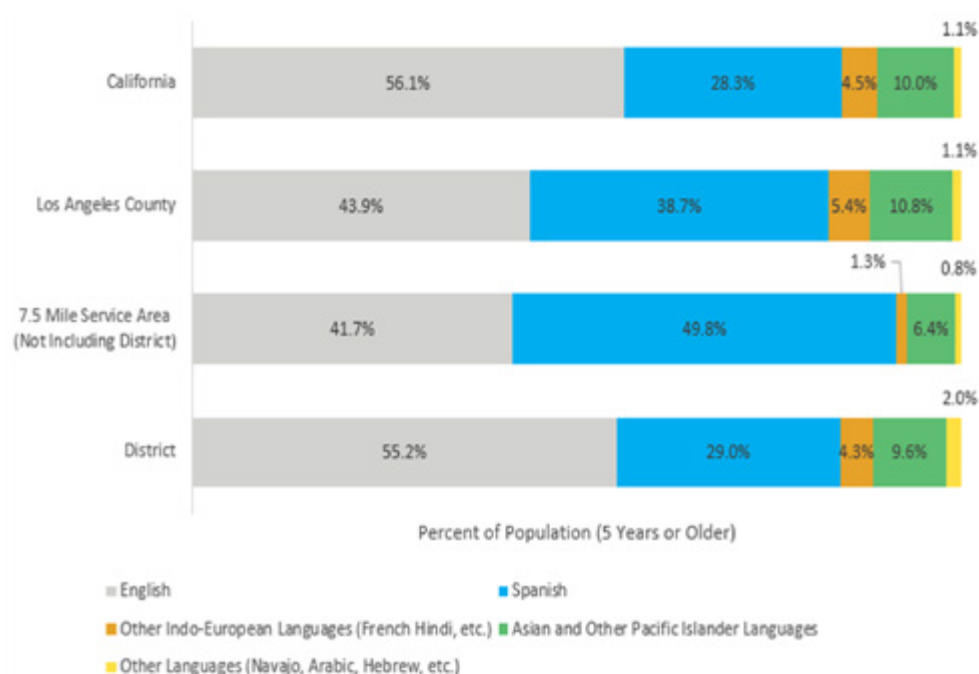
FIGURE 2.23. HIGH SCHOOL GRADUATES FROM ECC TOP 15 FEEDER HIGH SCHOOLS WHO MET UC/CSU ENTRANCE REQUIREMENTS



Source: State of California, Department of Education, four-year adjusted cohort graduation rate and outcome data, California, August 2021

Figure 2.24 below illustrates the 2016-2020 estimates of the population 5 years and older by spoken language and geographical area. The district (29.0%) has a lower proportion of Spanish speakers compared to the service area (49.8%) and Los Angeles County (38.7%).

FIGURE 2.24. 2016-2020 LANGUAGES SPOKEN IN CALIFORNIA, LA COUNTY, ECC SERVICE AREA & DISTRICT



Source: U.S. Census Bureau, American Community Survey, 2020 American Community Survey 5-Year Estimates, Table S0101

While the data presented above in Figure 2.24 shows that at least 45% of the population in the ECC district and service area speak a language other than English, between 2017-18 and 2020-21, on average, only 4.8% of graduates from ECC top 15 feeder high schools were English language learners²¹. Figure 2.25 examines the percent of English language learners who graduated from ECC top 15 feeder high schools. While the percentage has been increasing in recent years, at 4.4% in 2017-18 and 5.4% in 2020-21, the percent remains low relative to the number of non-English speakers in LA County, ECC service area, and ECC District.

Lower proportion of English language learners relative to non-English speakers in the district and service area suggest older residents may benefit more from non-English engagement. As such, ECC programs tailored to up-skilling and re-training older populations may find a greater need to have a bilingual or non-English curriculum than programs that enroll younger students.

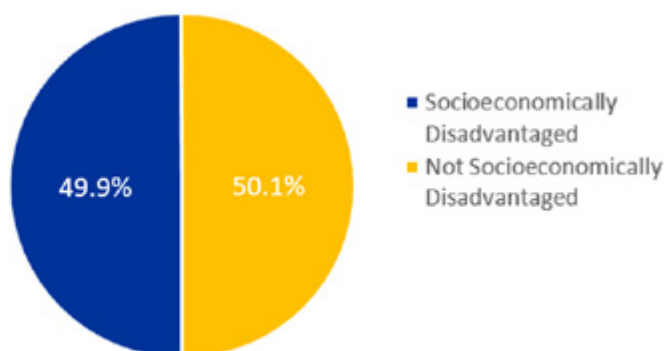
²¹ English learners are students who are unable to communicate fluently in English or to learn effectively in English.

FIGURE 2.25. HIGH SCHOOL GRADUATES FROM ECC TOP 15 FEEDER HIGH SCHOOLS BY ENGLISH LEARNER STATUS

Source: State of California, Department of Education, one-year graduate count, California, August 2021

Figure 2.26 below shows the percentage of high school graduates from ECC's top-15 feeder high schools by socioeconomic status from 2017-2018 to 2020-2021. During this period, 50% of high school graduates from these feeder schools have been socioeconomically disadvantaged²².

El Camino might want to examine how these students have been supported during these years, as socioeconomically disadvantaged K12 students may have circumstances that affect their enrollment at ECC (number of credits they can enroll in, time/day they can attend classes), and may experience a number of other challenges that reduce student success.

FIGURE 2.26. 2017-18 TO 2020-21 GRADUATES FROM ECC TOP 15 FEEDER HIGH SCHOOLS BY SOCIOECONOMIC STATUS

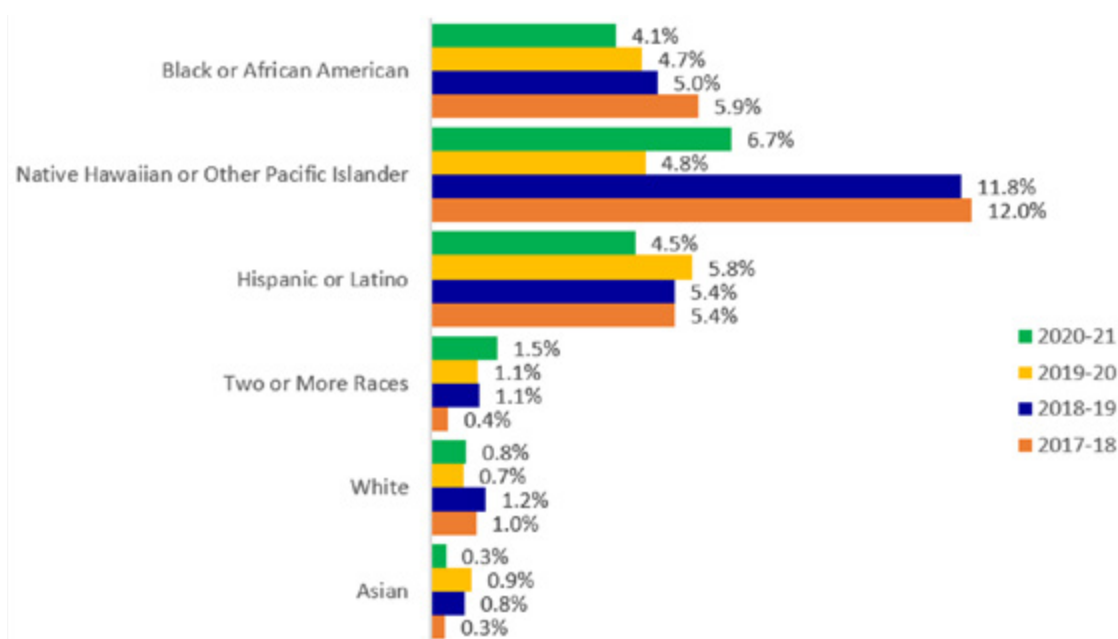
Source: State of California, Department of Education, one-year graduate count, California, August 2021

As observed in Figure 2.27 below, the most-at-risk populations of dropping out of high school include Black or African American, Native Hawaiian or Other Pacific Islander, and Hispanic or Latino students. In 2020-2021, Native Hawaiian or Pacific Islander students had a 6.7% dropout rate, Hispanic or Latino students had a rate of 4.5%, and Black or African American students had a rate of 4.1%.

ECC's dual enrollment program might want to focus resources on these demographics in particular to help put these at-risk populations on a path to success or a transfer pathway to post-secondary education.

²² The California Department of Education considers students to be socioeconomically disadvantaged if the students meet one of the following criteria: students whose both parents have not received a high school diploma, students who are eligible for the Free or Reduced-Price Meal Program, or students who are migrant, homeless, or foster youth.

FIGURE 2.27. HIGH SCHOOL DROPOUT RATE AT ECC FEEDER HIGH SCHOOLS BY RACE/ETHNICITY



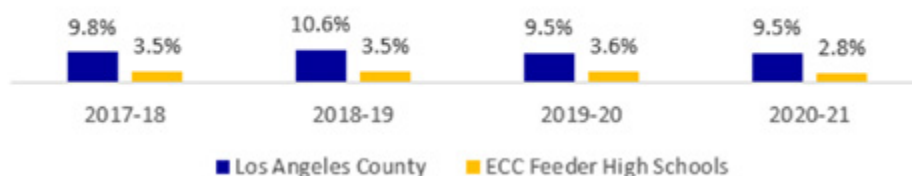
Source: State of California, Department of Education, four-year adjusted cohort graduation rate and outcome data, California, August 2021.

Note: American Indian/Alaska Native is not in the chart due to insufficient data.

Figures 2.28 below compares the high school dropout rate of LA County versus that of ECC top 15 feeder high schools. Between 2017-18 and 2020-21, students from ECC's top-15 feeder high schools dropped out at rates less than half of the LA County high school dropout rate. On average, LA County had a high school dropout rate of 9.6% whereas ECC top-15 feeder schools had a high school dropout rate of 3.38%.

High school dropout rates are another metric ECC can use to determine how well the region is preparing students for college. They are also a key indicator of the number of students that ECC may seek to engage with to pursue additional education or job training opportunities in the future.

FIGURE 2.28. HIGH SCHOOL DROPOUT RATE OF LA COUNTY AND ECC FEEDER HIGH SCHOOLS

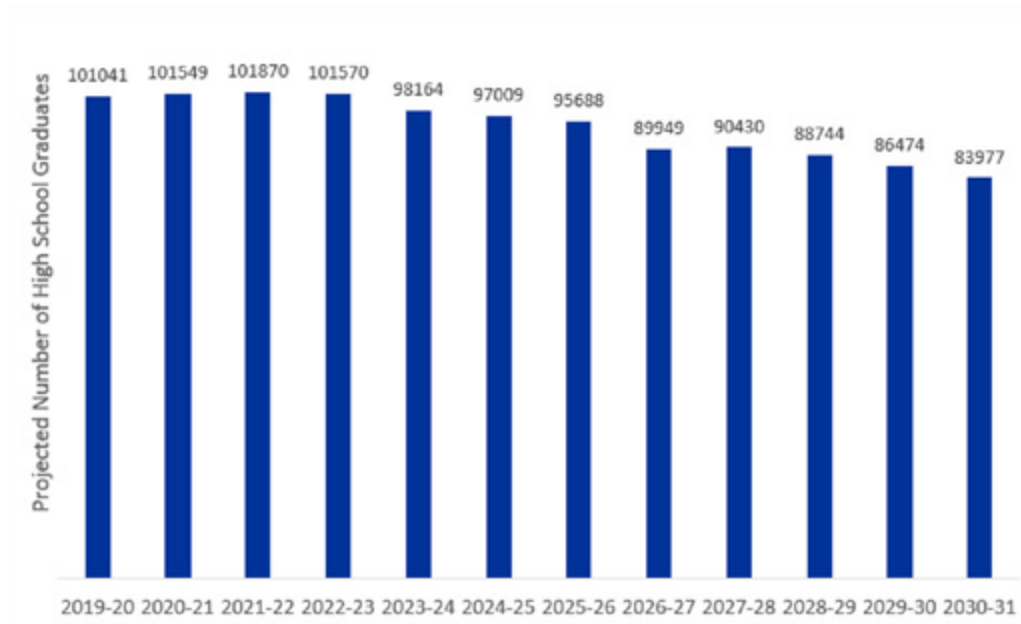


Source: State of California, Department of Education, four-year adjusted cohort graduation rate and outcome data, California, August 2021

As presented in Figure 2.29 below, projected high school graduate data from the California Department of Finance indicates a continuous decline in the number of high school graduates. Between 2020-21 and 2030-31, LA County high school graduates are expected to decline by 17,572 graduates (17.3% decrease). Notably, a year after the SCFF hold harmless expires (2024-25), between 2025-26 and 2026-27, there is a projected decline of 5,739 graduates (6.0% decrease).

This decline may largely be due to the reduction in birth rates during the Great Recession in 2008, and could make it more challenging for ECC to increase enrollment. El Camino College can prepare for this decrease in projected high school graduates by strengthening alternative pathways such as high school dual enrollment, adult education, and re-skill and up-skill opportunities for working adults.

FIGURE 2.29. PROJECTED LA COUNTY HIGH SCHOOL GRADUATES



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

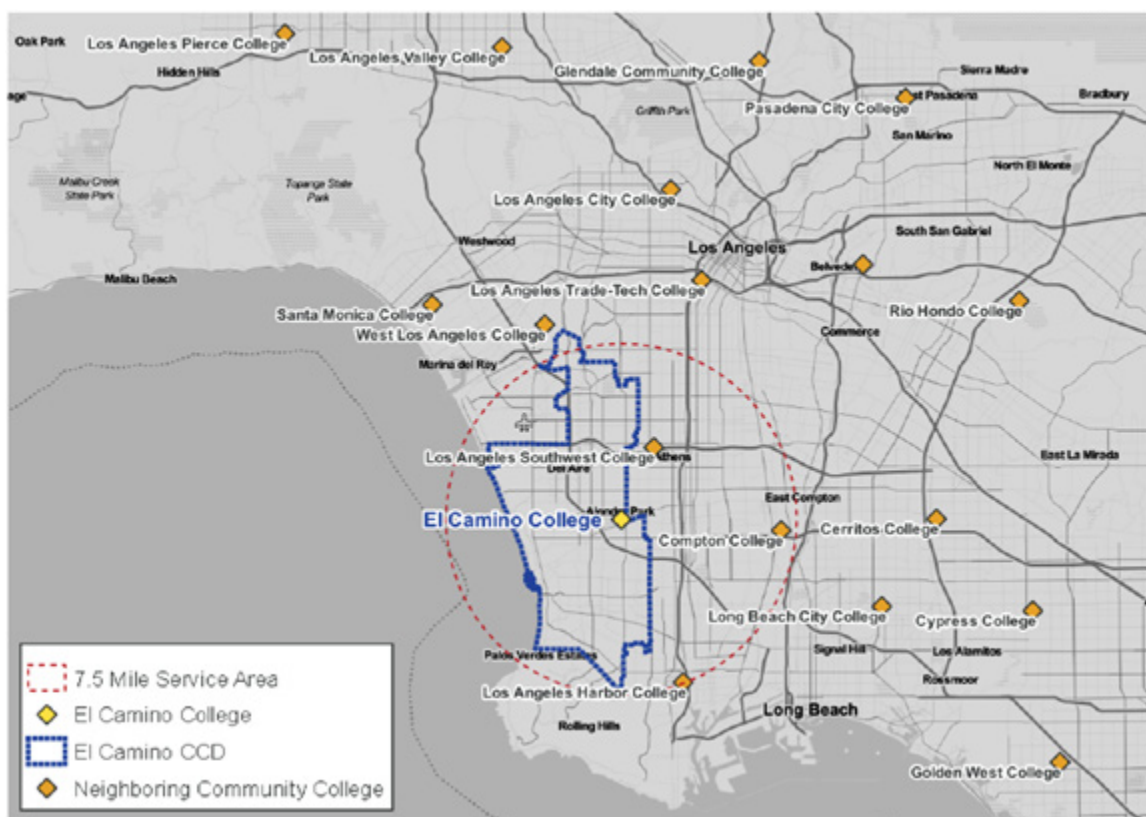
ECC COMPETITORS

This section analyzes programs offered by neighboring community colleges, local colleges, and online institutions while comparing them to El Camino College across award type, cost, student-to-faculty ratio and other program characteristics.

NEIGHBORING COMMUNITY COLLEGES COMPETITORS

A review of ECC's four nearest neighboring community colleges (Compton, LA Harbor, LA Southwest, and West LA in Map 2.5) was conducted to understand how ECC navigated the pandemic relative to its local competitors. Additionally, the analysis allowed identifying program differences between ECC and these competitors. Of the four nearest neighboring community colleges, three are located within the ECC service area (Compton, LA Harbor, and LA Southwest).

MAP 2.5: LOS ANGELES REGION COMMUNITY COLLEGE DISTRICTS



Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL

Compared to ECC's four nearest college neighbors, El Camino College offers the highest number of academic programs. Additionally, there are no programs that all competitors offer that ECC does not. Moreover, as presented in Table 2.1 below, ECC offers 17 programs for which neighboring community colleges do not have an equivalent, including a new baccalaureate program in Respiratory Care²³.

²³ Table 4.6 in the appendix provides the complete review of Fall 2021 ECC programs and competitor programs. Since program names vary from college to college, similar programs (e.g., Academic Preparation and Teaching Preparation) were identified by comparing program descriptions and courses, and then categorized under a general program title.

TABLE 2.1: PROGRAMS UNIQUE TO ECC

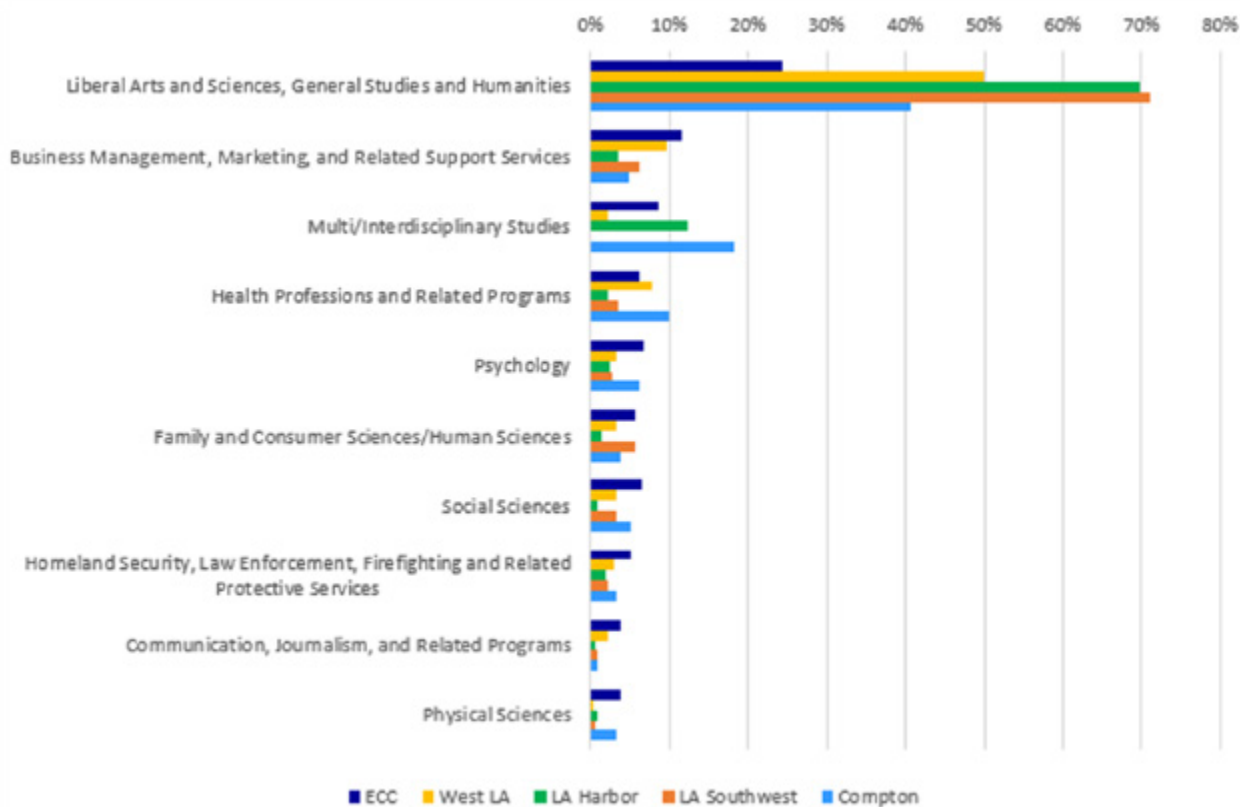
PROGRAM	ECC	COMPTON	LA HARBOR	LA SOUTHWEST	WEST LA	TOTAL DEGREES/ CERTIFICATES AVAILABLE
Astronomy	YES	NO	NO	NO	NO	1
Cloud Computing	YES	NO	NO	NO	NO	2
Computer Aided Design/Drafting	YES	NO	NO	NO	NO	3
Construction Technology	YES	NO	NO	NO	NO	9
Environmental Horticulture	YES	NO	NO	NO	NO	2
Environmental Technology	YES	NO	NO	NO	NO	1
Fashion	YES	NO	NO	NO	NO	5
General Studies	YES	NO	NO	NO	NO	1
Japanese	YES	NO	NO	NO	NO	1
Manufacturing Technology	YES	NO	NO	NO	NO	2
Photography	YES	NO	NO	NO	NO	2
Pre-Engineering	YES	NO	NO	NO	NO	1
Radiologic Technology	YES	NO	NO	NO	NO	2
Respiratory Care	YES	NO	NO	NO	NO	2
Retail Management	YES	NO	NO	NO	NO	1
Sign Language Interpreter Training	YES	NO	NO	NO	NO	2
Women's Studies	YES	NO	NO	NO	NO	1
TOTAL	17	0	0	0	0	38

Source: El Camino College 2022-23 Catalog, Compton College 2022-23 Catalog, LA Harbor College 2021-23 Catalog, LA Southwest College 2022-23 Catalog, West LA College 2022-23

Figure 2.30 examines the percentage of associate degrees and certificates awarded by program type at ECC and neighboring community colleges in the 2020-21 academic year. Compared to its neighbors, ECC awarded less awards in Liberal Arts and Sciences, General Studies, and Humanities and more awards in areas such as Business Management, Marketing, and Related Support Services. Figure 2.30 also shows that, compared to ECC, Compton and West LA colleges awarded a higher percentage of degrees and certificates for health professions and related programs. Both colleges offer a certified nursing assistant program while ECC does not. Nursing assistant jobs are among the top 15 occupations with highest job openings projections in LA County (see Figures 2.54 and 2.55). However, the annual mean income is only marginally above LA County living wage. West LA College also offers a Dental Hygienist program while ECC does not. Dental hygienist jobs offer a much higher earning potential than nursing assistant jobs, but have less projected total job openings than nursing assistant jobs (see Figure 2.56).

ECC needs to consider the current supply of degrees and certificates offered by nearby colleges as it makes decisions about adding or expanding program offerings. These decisions should include an analysis of neighboring community college offerings, a cost/benefit analysis, and the career outlook for prospective students. With an emphasis on return on investment, new or expanded programs should lead to high-growth, high-wage careers of the future for our students.

FIGURE 2.30. 2020-21 ASSOCIATE DEGREES & CERTIFICATES AWARDED BY PROGRAM TYPE AT ECC & NEIGHBORING COMMUNITY COLLEGES



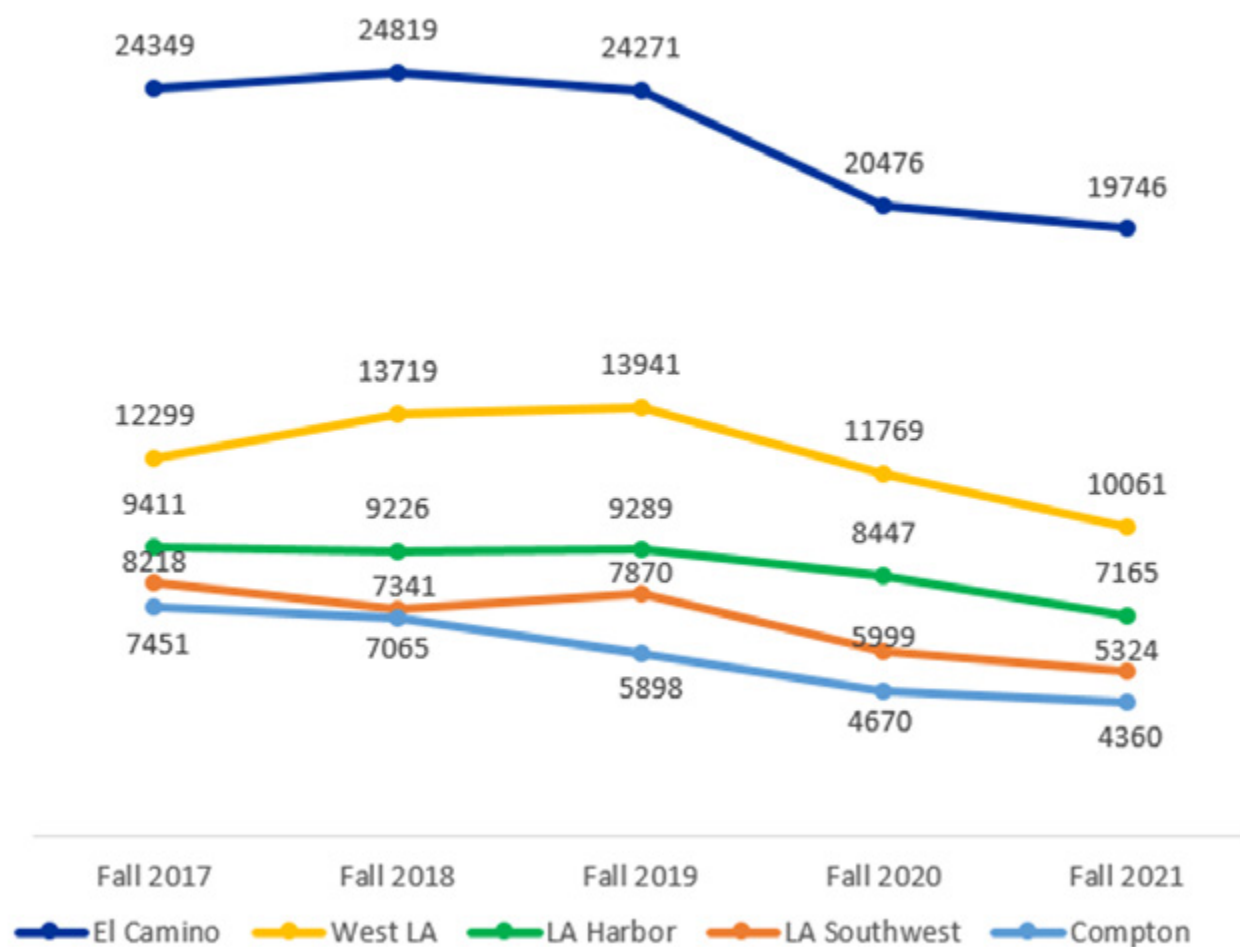
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Note: Chart only shows undergraduate degrees and certificates from the top 10 program types so totals may be less than 100%.

Figure 2.31 below examines unduplicated student headcount of ECC and neighboring community colleges between Fall 2017 and Fall 2021. While ECC experienced the largest absolute decline in headcount between Fall 2017 and Fall 2021, on a percent basis, ECC headcount decline was smaller than all but one neighboring college (West LA). During that period, Compton and LA Southwest experienced the largest percent declines (41.5% and 35.2%, respectively).

This data shows that despite a large total decline in unduplicated student headcount, ECC fared better than other local community colleges in the rate of decline during this period, which may suggest there is still greater interest in ECC programs relative to local colleges. ECC would be wise to capitalize on the quality and diversity of its programs by aggressively marketing to potential students.

FIGURE 2.31. ECC & NEIGHBORING COMMUNITY COLLEGES UNDUPLICATED STUDENT HEADCOUNT



Source: ECC Colleague; California Community College Chancellor's Office DataMart

ONLINE COLLEGES COMPETITORS

Table 2.2 below examines the awards offered by ECC compared to major online colleges. Major online colleges primarily offer bachelor's degrees or higher whereas ECC primarily offers associate degrees and undergraduate certificates.

TABLE 2.2. 2022-23 AWARDS OFFERED BY ECC & MAJOR ONLINE COLLEGES

AWARD TYPE	ECC	SOUTHERN NEW HAMPSHIRE UNIVERSITY	WESTERN GOVERNORS UNIVERSITY	ARIZONA STATE UNIVERSITY	NATIONAL UNIVERSITY	UNIVERSITY OF MASSACHUSETTS GLOBAL
Credential	0	0	0	0	0	13
Undergraduate Certificate	128	6	1	0	45	5
Associate Degree	96	11	0	0	5	2
Bachelor's Degree	0	111	28	142	42	42
Undergraduate Minor	0	0	0	0	9	7
Master's Degree	0	91	38	123	55	34
Graduate Certificate	0	14	0	35	0	12
Doctoral Degree	0	0	0	3	0	1
TOTAL	224	233	67	303	111	116

**Some certificate programs are shorter than other colleges. **Includes online and in-person awards*

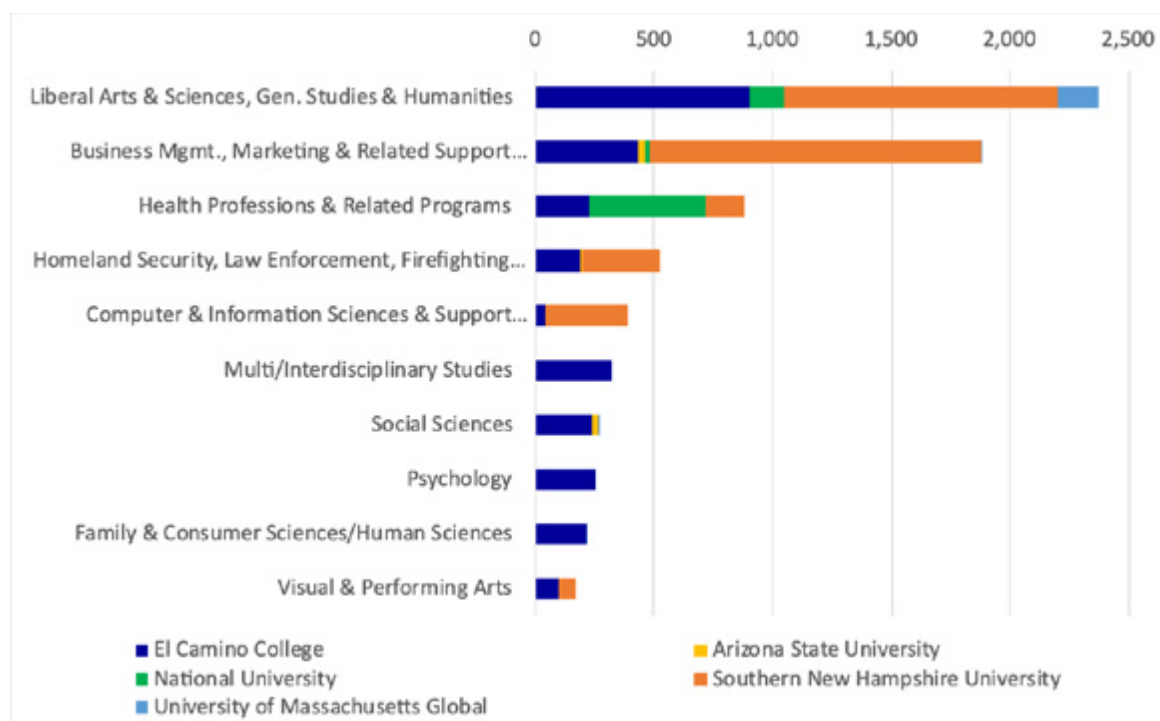
Source: ECC 2022-23 Catalog, Western Governors University 2022-23 Catalog, Arizona State University 2022-23 Catalog, Southern New Hampshire University Fall 2022 Catalog, University of Massachusetts Global 2022-23 Catalog, National University 2022-23 Catalog

ECC is well-positioned relative to major online colleges with respect to the number and type of awards offered, with a robust offering of certificates and associate degrees. The challenge for ECC lies in whether it can market itself effectively to students who otherwise may only be exposed to major online colleges' advertising.

Figure 2.32 below examines the number of associate degrees and certificates awarded by program type at ECC and major online competitor colleges in the 2020-21 academic year. The main program types where these online colleges award a higher percentage of undergraduate degrees and certificates than ECC include:

- Business management marketing and related support services
- Health professions and related programs
- Computer and information sciences and support services

For many of the business management marketing and related support services programs that major online colleges offer, there is an ECC program. However, many of these colleges offer multiple concentrations not offered by ECC. Offering an array of concentrations could make the ECC degree appealing to a large pool of people.

FIGURE 2.32. 2020-21 ECC MAJOR ONLINE COMPETITORS ASSOCIATE DEGREES & CERTIFICATES AWARDED BY PROGRAM TYPE

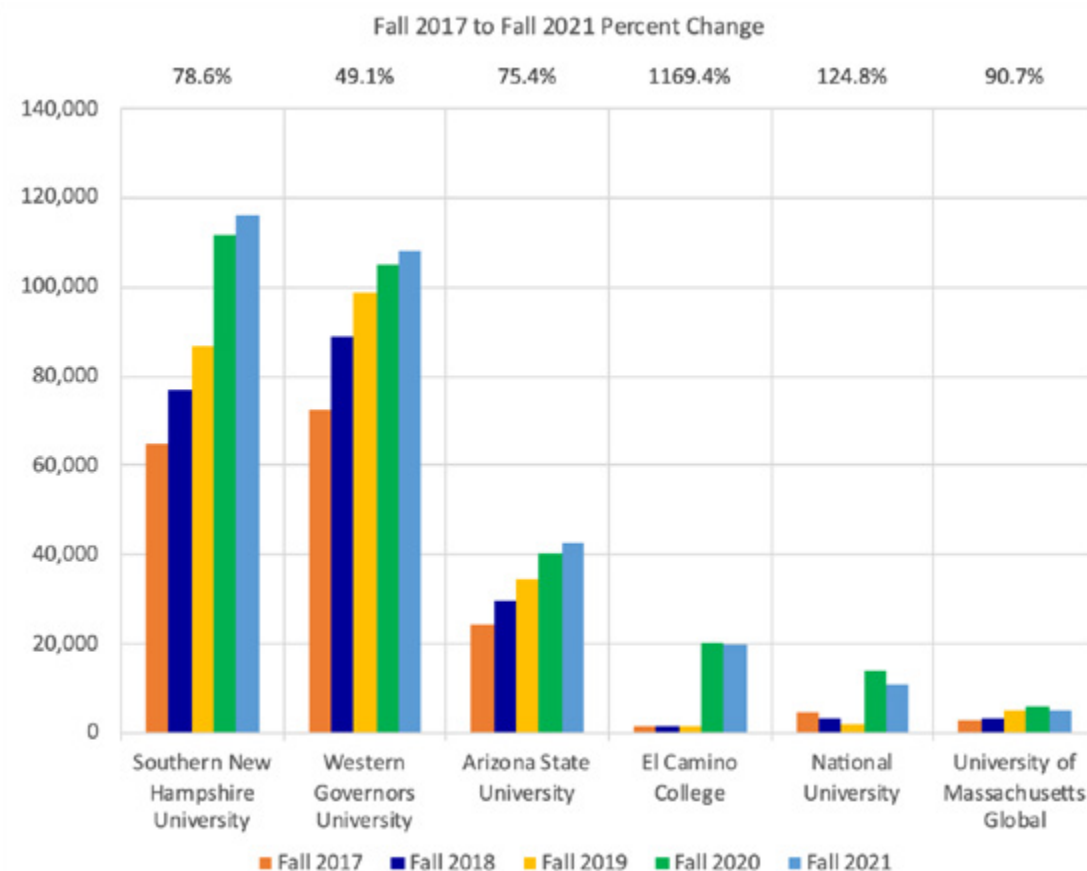
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Note: Chart only shows undergraduate degrees and certificates from the top 10 program types

Figure 2.33 below shows major online colleges undergraduate enrollment against ECC enrollment. Between Fall 2017 and Fall 2021, undergraduate enrollment at the major online colleges increased sustainably. Southern New Hampshire University (SNHU), Western Governors University (WGU), Arizona State University Digital Immersion (ASU), and University of Massachusetts Global (UMass Global) have all experienced a 40% increase or higher in enrollment. During the same period, ECC enrollment declined from 24,349 in Fall 2017 to 19,675 in Fall 2021. In Fall 2017, SNHU enrolled 70,661 students and in Fall 2021 this had increased to 121,884 students. In Fall 2017, WGU enrolled 72,385 students and in Fall 2021 it increased to 107,952 students. ASU enrollment increased from 24,346 in Fall 2017 to 42,709 in Fall 2021. Additionally, the data in Figure 2.33 shows that enrollment at these major online colleges did not experience any COVID-19 negative impacts.

The substantial enrollment growth of online colleges demonstrate the increasing desire for distance education. ECC can capitalize on this need by expanding online sections, which have the potential to attract a wider geographical range of students to the college.

FIGURE 2.33. MAJOR ONLINE COLLEGES UNDERGRAD ENROLLMENT & ECC DISTANCE EDUCATION ONLY ENROLLMENT

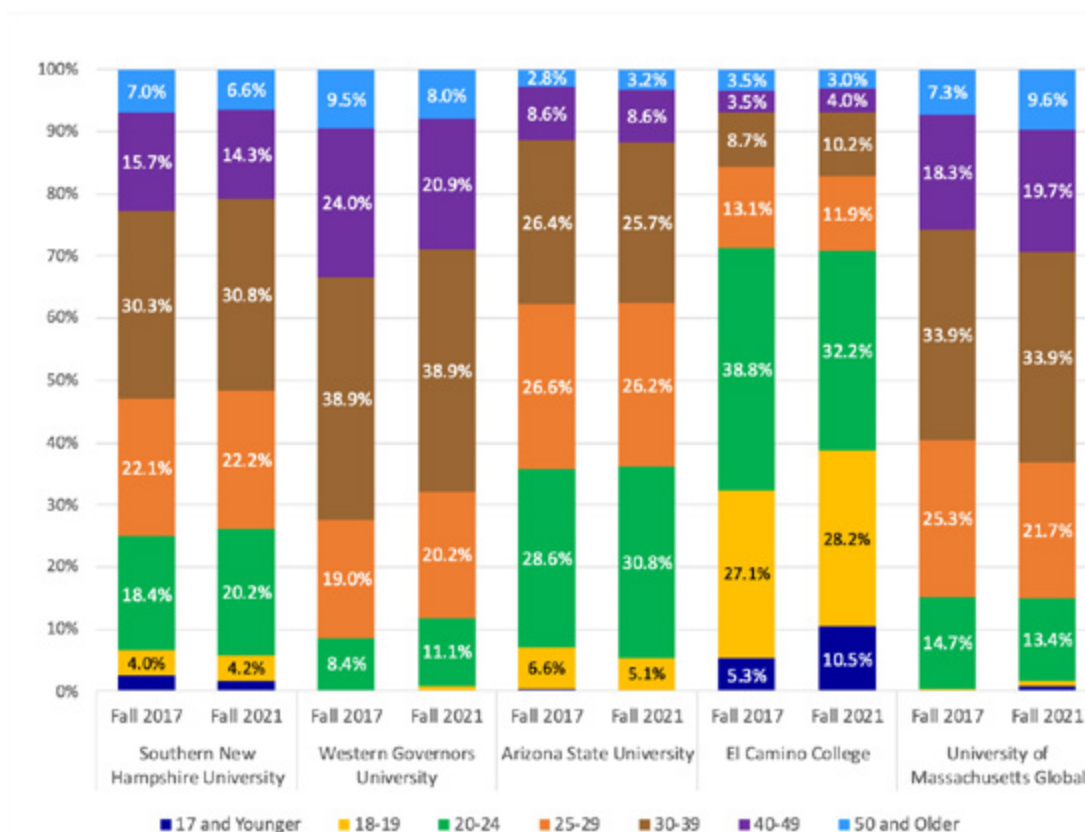


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

Figure 2.34 below examines the enrollment of the major online colleges and ECC by age. The major online colleges generally enroll a larger proportion of students 25-49, whereas ECC enrolls a larger proportion of students 24 and younger. This is likely because El Camino College catalog primarily offers associate degrees, and the major online colleges primarily offer bachelor degrees or higher. Since a large proportion of these online colleges' growing enrollment is students between the ages of 25 and 49, there appears to be increasing demand from working professionals to gain additional education and skills. Additionally, the online self-paced nature of these programs may be an important contributing factor to the enrollment increase in these programs.

ECC may be poised to take advantage of this increasing interest in online programs by expanding digital offerings in areas where these online competitors have seen success. Offering online programs at lower costs than digital competitors can help ECC expand future enrollment by capturing a share of the market.

FIGURE 2.34. MAJOR ONLINE COLLEGES UNDERGRAD ENROLLMENT & ECC ENROLLMENT BY AGE



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Note: Enrollment by age is based on in-person and distance education only enrollment.

As shown in Figure 2.35 below, enrollment at major online colleges is primarily part-time with the exception of WGU²⁴. The percentage of part-time students at major online colleges is similar to that of ECC. However, one notable difference to consider when comparing this data is that most of the major online colleges offer regular 8-week courses whereas ECC primarily offers 17-week courses.

Thus, depending on how the school accounts for course credits, an online college part-time/full-time student may be able to earn a degree or certificate faster than a comparable (credit-wise) part-time/full-time student at ECC. In addition, 8-week courses provide more enrollment periods for students, which can increase enrollment by providing greater student flexibility. A memo²⁵ from the California Community College Chancellor's Office encourages community colleges to explore compressed terms, accelerated programs, and flexible course delivery in a highly structured schedule to grow enrollment. Furthermore, short-term credit courses using the daily census accounting method²⁶ are able to generate more FTES²⁷ than the same course scheduled as a semester length course. Since students would also be able to complete degrees and certificates faster, this would also enable ECC to receive more funding under the Student Centered Funding Formula. In addition, short-term credit courses would make ECC more competitive with major online colleges. ECC might consider a pilot program to assess the feasibility of compressed terms.

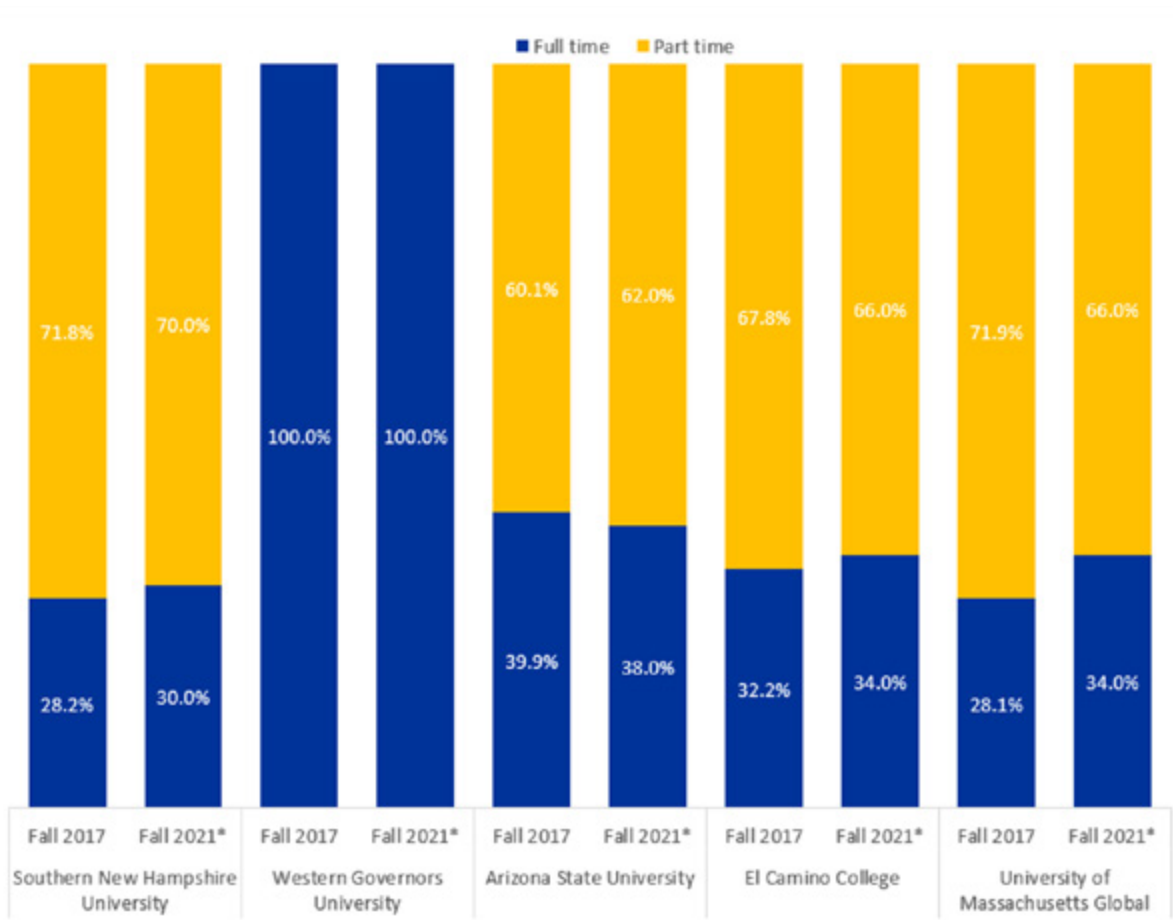
²⁴ Western Governors University charges a flat-rate per six-month term. Per term, students can enroll in as many courses as possible. U.S. Department of Education data reflects this as 100% full time enrollment.

²⁵ <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Fiscal-Memos/Fiscal-Memos/2022/FS2211-Benefits-of-shortterm-sequenced-courses8560401-002.pdf?la=en&hash=31DF2E91F729765939221838030DC58572F5010C>

²⁶ A method of FTES calculation applicable to courses that are regularly scheduled and meet the same number of hours on each scheduled day.

²⁷ A Full Time Equivalent Student is an enrolled student (or group of students) who [together] attends 15 weekly student contact hours during the term.

FIGURE 2.35. MAJOR ONLINE COLLEGES UNDERGRAD ENROLLMENT & ECC ENROLLMENT BY ENROLLMENT STATUS



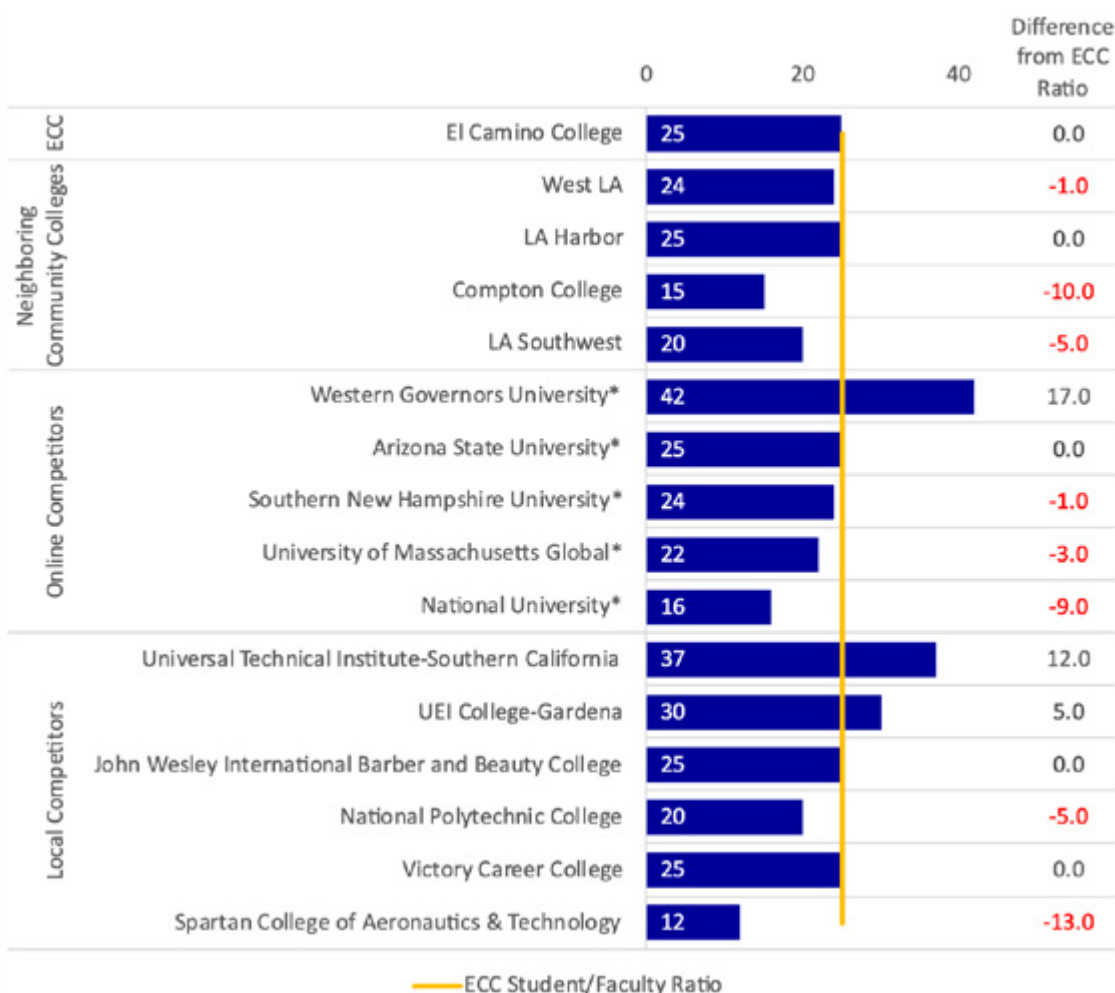
*Fall 2021 based on calculations from preliminary data.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
Note: Western Governors University charges a flat-rate per six-month term. Per term, students can enroll in as many courses as possible. U.S. Department of Education data reflects this as 100% full time enrollment.

COMPARISONS AMONG MULTIPLE COMPETITORS & ECC

Figure 2.36 below examines ECC student/faculty ratio compared to neighboring community colleges, major online competitors, and local competitors. Compared to neighboring community colleges, ECC has a similar student/faculty ratio. However, the difference is more varied compared to major online competitors and local competitors.

In order to create a marketing advantage while recruiting potential students and support student success, ECC can take efforts to reduce the student/faculty ratio. Doing so may also create a competitive advantage as students may consider attending online colleges.

FIGURE 2.36. FALL 2021 UNDERGRADUATE STUDENT/FACULTY RATIO



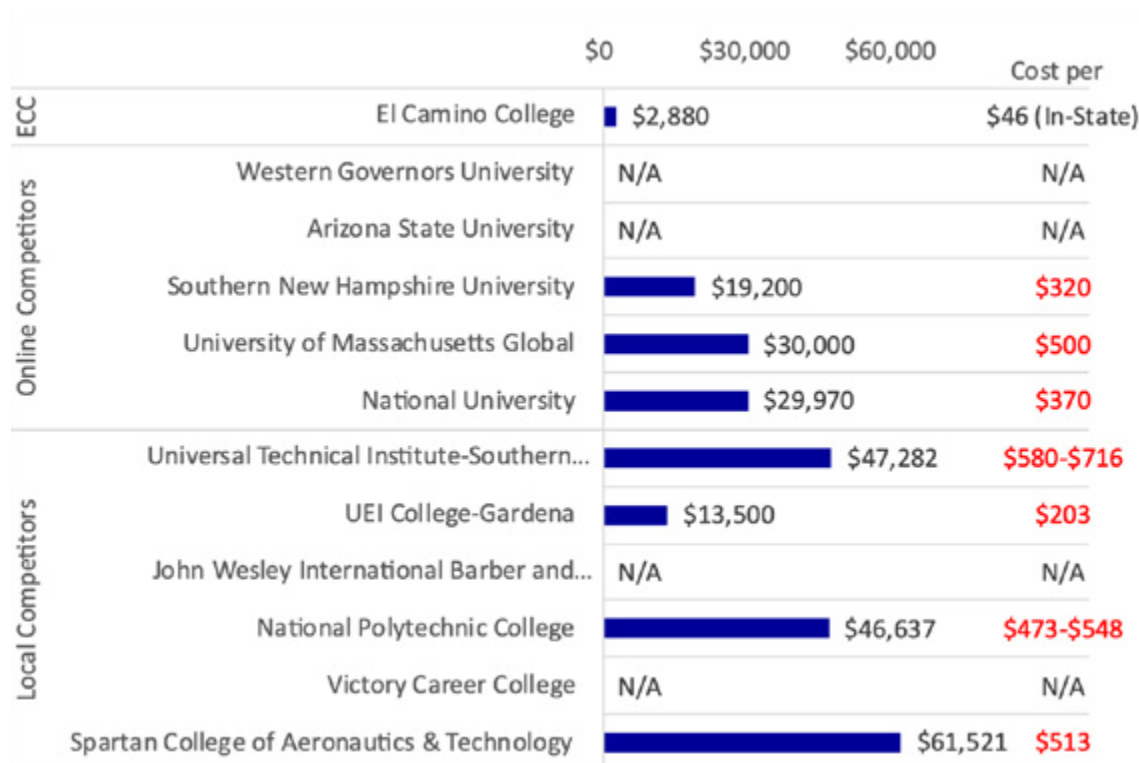
* Undergraduate enrollment also includes students that may be enrolled in a bachelor's degree program.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 2.37 below examines the cost of an ECC Associate degree compared to major online competitors and local competitors. In all cases, a degree from ECC is much more competitively priced than a similar award from a major online college. For example, while an associate degree from ECC would cost a student approximately \$2,880, a similar associate degree from Southern New Hampshire University would cost a student approximately \$19,200, nearly 7 times as much. Similarly, an associate degree from National University could cost as much as \$33,300 or 11.6 times more than an associate degree from ECC.

Much like with major online colleges, compared to local competitors, ECC offers very competitively priced degrees. While in some cases such competitors offer programs for which there is no ECC equivalent (e.g., National Polytechnic College, Spartan College of Aeronautics & Technology, and UEI College-Gardena), it may not always make sense for ECC to build a competing program. For example, building an Aviation Maintenance Technology or equivalent program to compete against Spartan College of Aeronautics & Technology would be highly expensive and likely not generate enough FTES to be viable. When conducting student outreach, ECC might want to emphasize the low-cost of an ECC degree relative to that of major online colleges and local competitors.

FIGURE 2.37. 2022-23 AVERAGE COST OF ASSOCIATE'S DEGREE



Source: El Camino College 2022-23 Catalog, Western Governors University 2022-23 Catalog, Arizona State University 2022-23 Catalog, Southern New Hampshire University Fall 2022 Catalog, University of Massachusetts Global 2022-23 Catalog, National University 2022-23 Catalog, Universal Technical Institute 2023-24 Catalog, UEI College-Gardena 2023 Catalog, John Wesley International Barber and Beauty School 2022-23 Catalog, National Polytechnic 2023 Catalog, Victory Career College 2023 Catalog, Spartan College of Aeronautics & Technology 2023.

Note: Certificate and career education programs are not included in this figure; thus, Arizona State University, Western Governors University, John Wesley International Barber and Beauty College, and Victory Career College do not have an applicable average cost.

Table 2.3 below further examines the cost of ECC to local competitors. Neighboring community colleges are not included in this table because the cost is similar between schools due to legislatively mandated tuition pricing.

TABLE 2.3: 2022-23 PROGRAMS & COSTS OFFERED BY ECC & LOCAL COMPETITORS

PROGRAMS	COST	UNITS/CLOCK HOURS ¹
John Wesley International Barber & Beauty College Cosmetology/Barbering Certificate	\$16,693	1500 ²
ECC Cosmetology AS/Certificate (Multiple)	\$2,880/\$646-\$2,028	60/13-42
National Polytechnic College Cardiovascular Sonography Diploma/AAS	\$40,933-\$45,686	78.5/96.5
National Polytechnic College Diagnostic Medical Sonography Diploma/AAS	\$44,492-\$49,556	79/97
National Polytechnic College MRI Technologist Diploma/AAS	\$39,995-\$44,668	63.5/81.5
ECC Radiologic AS/Certificate	\$2,880/\$461	60/9.5
National Polytechnic College Hemodialysis Technician Certificate	\$7,792	300 ²
ECC	N/A	N/A
National Polytechnic College Medical Assistant Diploma	\$17,806	800 ²
ECC Community Education Classes	\$2,895	540 ²
National Polytechnic College Phlebotomy Technician Certificate	\$2,174	130 ²
ECC Community Education Classes	\$1,995	48 ²
National Polytechnic College HVAC-R Technician Diploma	\$19,542	27
ECC Air Conditioning & Refrigeration AS/Certificate (Multiple)	\$2,880/\$254-\$830	60/5-17
Spartan College of Aeronautics & Technology Airframe & Powerplant Diploma	\$551,807	105
ECC	N/A	N/A
Spartan College of Aeronautics & Technology Aviation Maintenance Technology AOS	\$61,521	93
ECC	N/A	N/A
UEI College-Gardena Automotive Diploma	\$21,500	36
ECC Automotive Technology AS/Certificate (Multiple)	\$2,880/\$162-\$2,440	60/3-50??
UEI College-Gardena Business Office Administration Diploma	\$19,900	33.5
ECC Business Office Administration AS	\$2,880	60
UEI College-Gardena Criminal Justice Diploma	\$19,900	36
ECC Administration of Justice AA/Certification (Multiple)	\$2,880/\$438-\$1,014	60/21
UEI College-Gardena Medical Assistant Diploma	\$19,900	810 ²
ECC Community Education Classes	\$2,895	540 ²
UEI College-Gardena Medical Billing & Insurance Coding Diploma	\$19,900	810 ²
ECC Community Education Classes	\$2,495	310 ²
UEI College-Gardena Dental Assistant Diploma	\$19,900	800 ²
ECC Community Education Classes	\$2,995	300 ²
UEI College-Gardena Pharmacy Technician Diploma	\$19,900	760 ²
ECC Community Education Program	\$2,499	260 ²
UEI College-Gardena Heating, Ventilation and Air Conditioning Diploma	\$21,500	36
ECC Air Conditioning & Refrigeration AS/Certificate (Multiple)	\$2,880/\$254-\$830	60/5-17
UEI College-Gardena Welding Diploma	\$21,500	27
ECC Welding AS/Certificate	\$2,880/\$1,360	60/28
UEI College-Gardena Health Services Administration AAS	\$13,500	66.5

PROGRAM	COST	UNITS/CLOCK HOURS
ECC	N/A	N/A
Universal Technical Institute-Southern California Automotive Technology II [+ BMW FastTrack] AOS	\$40,065/\$47,150	61/77
Universal Technical Institute-Southern California Diesel Technology II Diploma	\$37,415	53.5
Universal Technical Institute-Southern California Automotive & Diesel Technology II AOS	\$50,915	90
ECC Automotive Technology AS/Certificate (Multiple)	\$2,880/\$254-\$830	60/3-50
Universal Technical Institute-Southern California Collision Repair & Refinish Technology [+ Estimating] Diploma	\$40,545/\$42,795	68/72
ECC Automotive Collision Repair/Painting AS/Certificate (Multiple)	\$2,880/\$254-\$830	60/6-24
Universal Technical Institute-Southern California Welding Technology Diploma	\$22,795	36
ECC Welding AS/Certificate	\$2,880/\$1,360	60/28
Victory Career College Cosmetology/Skin Care/Nail Care/Barbering	\$18,730	1000 [*]
ECC Cosmetology AS/Certificate (Multiple)	\$2,880/\$646-\$2,028	60/13-42
Victory Career College Massage Therapy	\$8,834-\$12,160	500-720 [*]
ECC	N/A	N/A

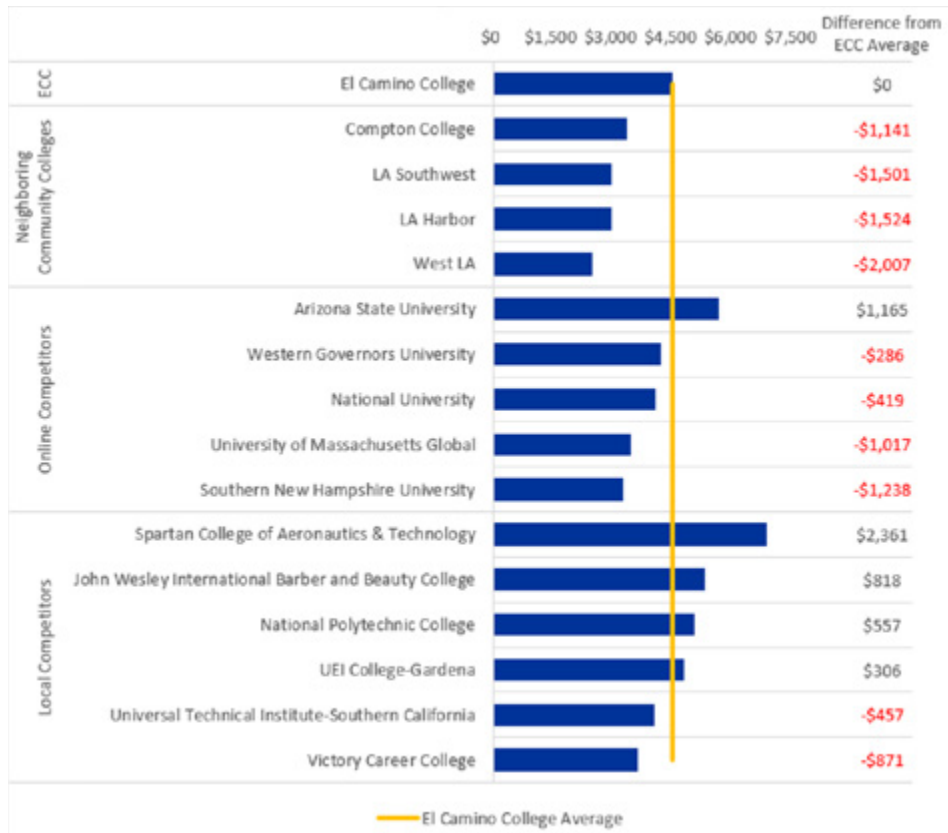
^{*}Indicates the number of clock hours required for program completion

Source: El Camino College 2022-23 Catalog, Western Governors University 2022-23 Catalog, Arizona State University 2022-23 Catalog, Southern New Hampshire University Fall 2022 Catalog, University of Massachusetts Global 2022-23 Catalog, National University 2022-23 Catalog, Universal Technical Institute 2023-24 Catalog, UEI College-Gardena 2023 Catalog, John Wesley International Barber and Beauty School 2022-23 Catalog, National Polytechnic 2023 Catalog, Victory Career College 2023 Catalog, Spartan College of Aeronautics & Technology 2023.

Figure 2.38 below highlights the average amount of aid granted to students at ECC, neighboring community colleges, major online competitors, and local competitors. Compared to neighboring community colleges, ECC awards more aid. This could be because ECC students are more in need of financial assistance but considering the location of neighboring community colleges and the socioeconomic factors of those areas, it is more likely that ECC does a better job of informing students about financial aid opportunities, supporting students through the application process, and awarding more aid. Although some major online and local competitors have a higher average amount of aid than ECC students, ECC students likely complete a degree in a better financial situation because the cost of an ECC degree is extremely affordable.

When conducting outreach to potential students, ECC might consider emphasizing the low cost of a degree, as well as other community college benefits such as the Transfer Admission Guarantee program to top University of California schools.

FIGURE 2.38. 2020-21 AVERAGE AMOUNT OF FEDERAL/STATE/LOCAL GRANT & SCHOLARSHIP AID TO UNDERGRADUATE STUDENTS



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

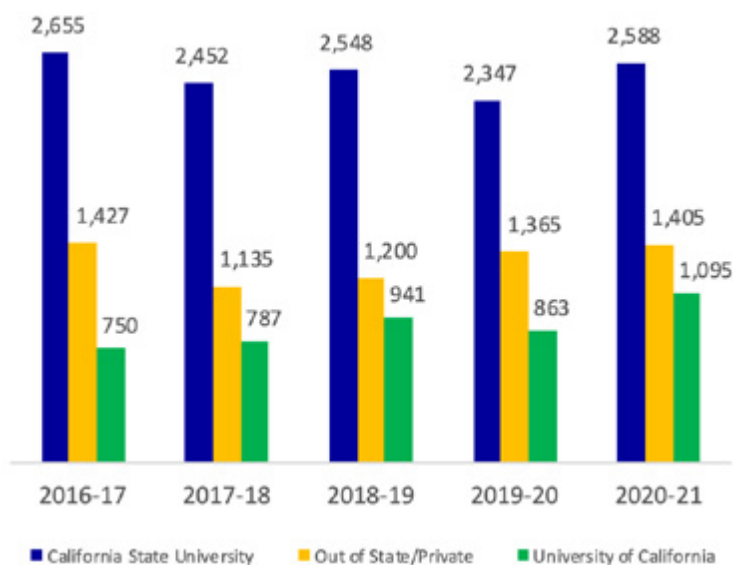
TRANSFER TO CSU & UC SYSTEMS

This section analyzes trends in the number of ECC students who have transferred to the California State University (CSU), the University of California (UC), and out-of-state or private institutions while disaggregating this data by gender and race/ethnicity. Additionally, data shows which CSU or UC campuses are the most popular transfer destinations for ECC students. As ECC is a community college located in Southern California, it is not surprising that the top transfer destinations for ECC students are UCs and CSUs in Southern California.

As illustrated in Figure 2.39, between 2016-17 and 2020-21, ECC transfers to CSU and out of state/private universities has remained relatively stable. In 2016-17, 2,655 ECC students transferred to a CSU and in 2020-21, 2,588 ECC students. In 2016-17, out of state/private schools received 1,427 ECC students, and in 2020-21, 1,405 ECC students. However, between 2016-17 and 2020-21, transfers to UCs have increased from 750 transfers in 2016-17 to 1,095 transfers in 2020-21 (46% increase). This increase in transfers to the UC system is especially important since the Student-Centered Funding Formula utilized by California to fund community colleges provides additional funding for each transfer to a four-year college or university.

Ensuring continued growth in the number of students transferring to four-year colleges or universities will deliver increased revenue to ECC.

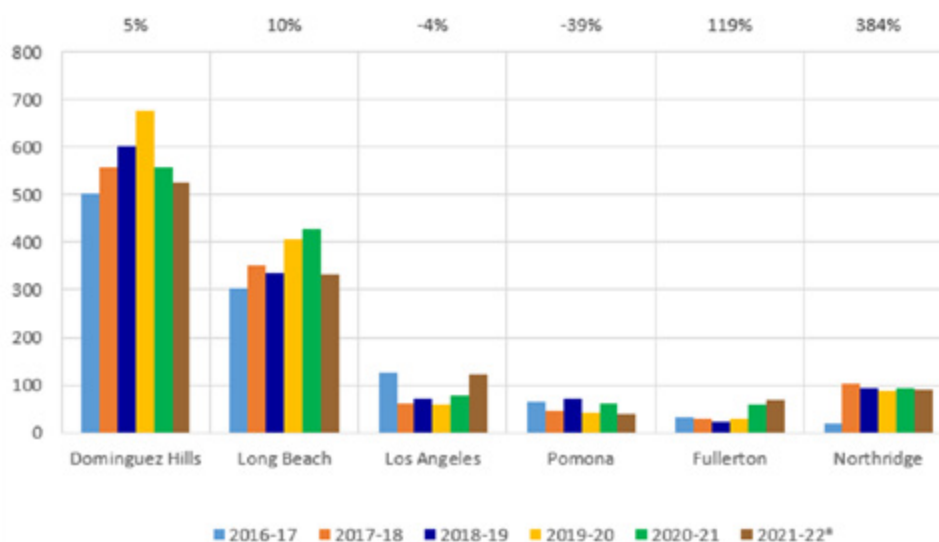
FIGURE 2.39. 2016-17 TO 2020-21 ECC TRANSFERS BY INSTITUTION



Source: National Student Clearinghouse

As shown in Figure 2.40 below, Dominguez Hills and Long Beach are the top two California State University transfer destinations for ECC students, receiving 525 and 333 students in 2021-22, respectively. Between 2016-17 and 2021-22, ECC transfers to CSU Dominguez Hills increased by 4.6% (from 502 to 525 students). During that same time, ECC transfers to CSU Long Beach increased 9.9% (from 303 to 333 students).

Cultivating strong partnerships with CSU campuses can be key to improving the number of students who transfer. In turn, this will help strengthen relationships and deliver additional revenue to ECC via the student-centered funding formula.

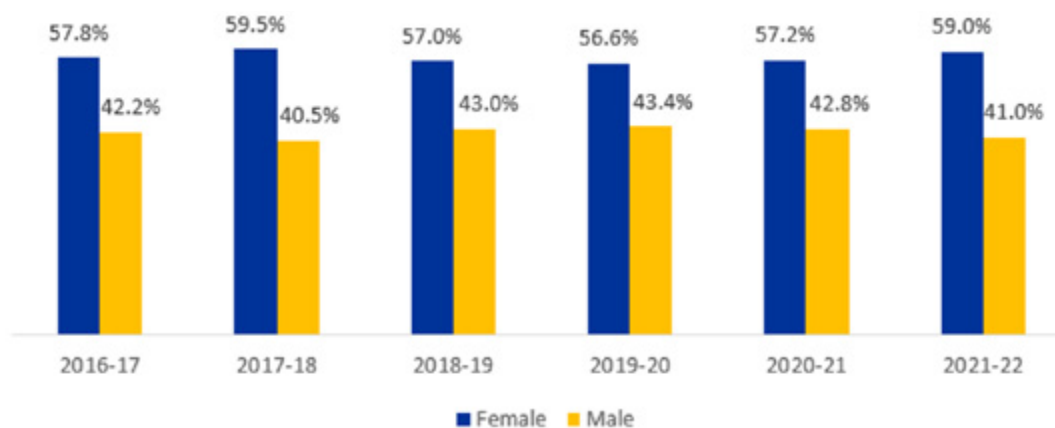
FIGURE 2.40. TOP ECC CSU TRANSFER DESTINATIONS

*2021-22 only includes fall term.

Source: California State University, Institutional Research and Analyses.

Figure 2.41 demonstrates that ECC female students have consistently accounted for approximately 15% more of the transfers to CSUs than male ECC students. As a college who cares deeply about student equity,

ECC may seek to uncover some of the challenges faced by male students during the transfer process. Addressing these barriers would yield significant impact for students and for ECC while increasing transfer rates and college funding.

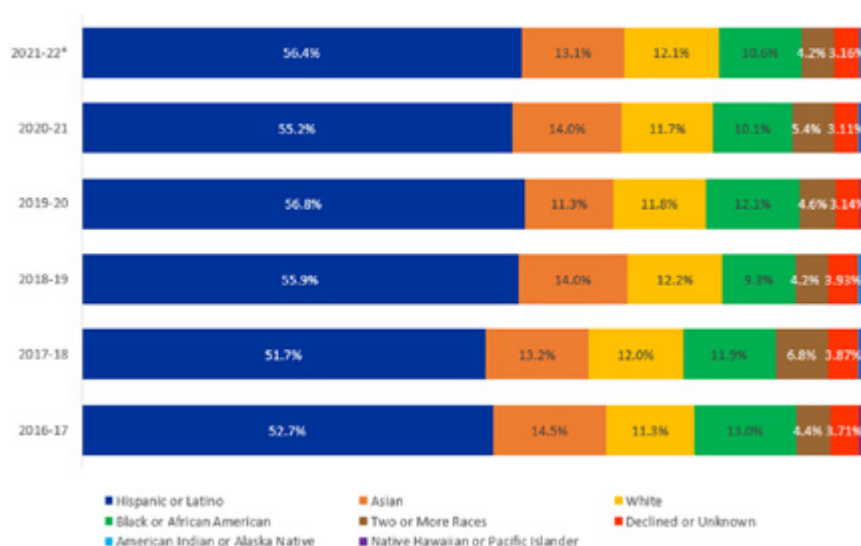
FIGURE 2.41. 2016-17 TO 2021-22 ECC TRANSFERS TO CSU SYSTEM BY GENDER

Source: California State University, Institutional Research and Analyses. Note: 2021-22 only includes fall term.

As observed in Figure 2.42, the majority of ECC transfers to CSUs across the last six years are Hispanic or Latino students, mainly due to the demographics of the ECC service area and District. On the other hand, Asian students only make up 13.1% of the transfers to CSUs. The share of White students transferring to CSUs has remained relatively consistent around 12% between 2016-17 and 2020-21. The share of Black or African American students who have transferred to CSUs has also declined from 13.0% in 2016-17 to 10.6% in 2021-22.

All ECC students, particularly Black or African American students, might benefit from ECC's emphasis on the Guided Pathways model to ensure students follow through with their CSU transfer educational aspirations.

FIGURE 2.42. 2016-17 TO 2021-22 ECC TRANSFERS TO CSU SYSTEM BY RACE/ETHNICITY

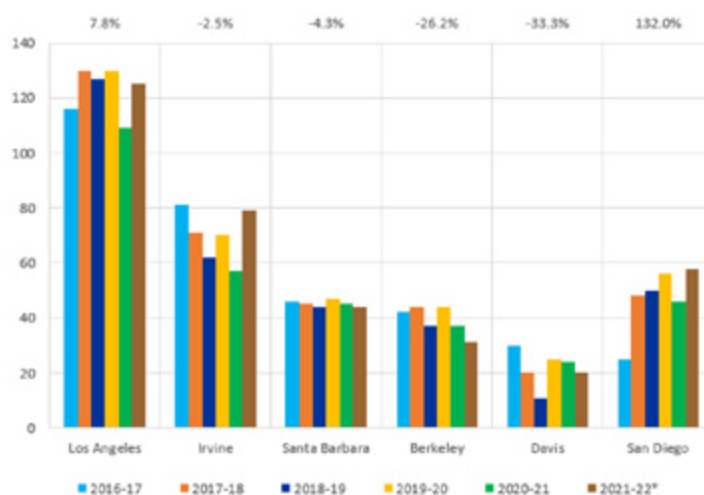


*2021-22 only includes fall term." Source: California State University, Institutional Research and Analyses.

As shown in Figure 2.43 below, Los Angeles and Irvine are the top two UC transfer destinations for ECC students, receiving 125 and 79 students in 2021-22, respectively. Between 2016-17 and 2021-22, ECC transfers to UCLA increased 7.8% (from 116 to 125 students). During that same period, ECC transfers to UC Irvine decreased 2.5% (from 81 to 79 students).

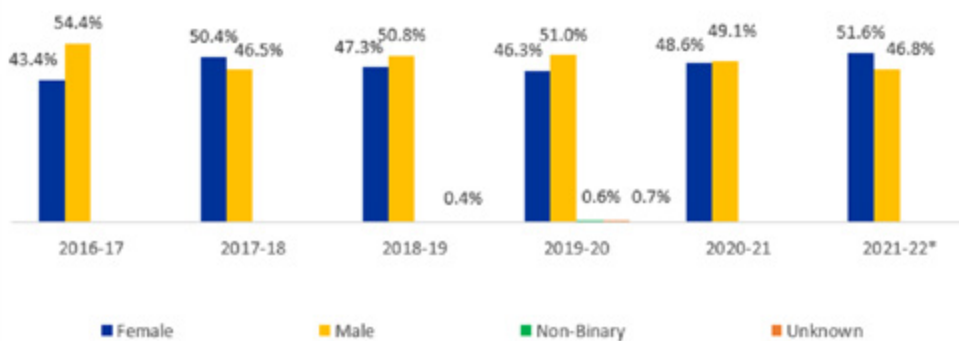
As is the case for CSU's, developing strong partnerships with UC campuses can benefit El Camino College students seeking to transfer. College fairs, information sessions, campus visits, etc. are a number of ways ECC can strengthen these relationships to help boost transfer numbers.

FIGURE 2.43. TOP ECC UC TRANSFER DESTINATIONS



*2021-22 only includes fall term. Source: University of California Data Warehouse.

As evidenced in Figure 2.44 below, historically male ECC students have accounted for a larger share of the transfer to UCs. However, in the most recent year of data, ECC female students accounted for the majority of transfers to UCs. In 2021-22, ECC female students accounted for 51.6% of ECC transfers to UCs, whereas in 2016-17 they only accounted for 43.4% of the transfers. Comparing transfer students to the CSU and the UC systems by gender reveals a difference in transfer rates. Whereas female students represented at least 56% of those transferring to CSUs between 2016-17 and 2021-22, female transfers to the UC were all below 52% over this period and in most years males represented a larger share of the transfers to the UC.

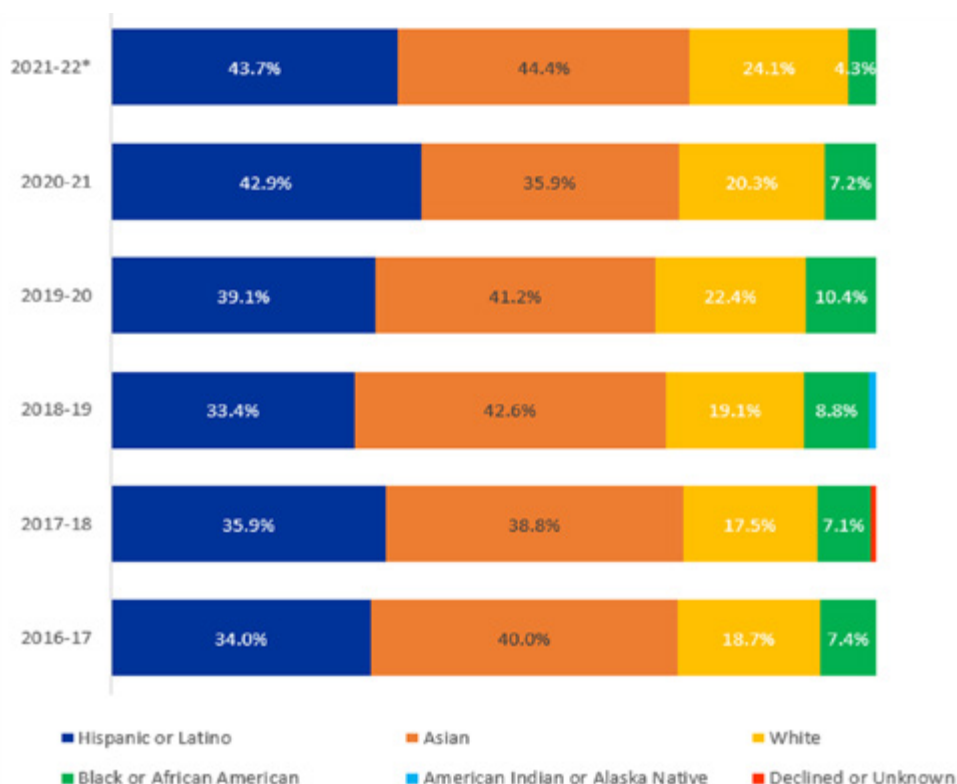
FIGURE 2.44. 2016-17 TO 2021-22 ECC TRANSFERS TO UC SYSTEM BY GENDER

*2021-22 only includes fall term.

Source: University of California Data Warehouse.

As observed in Figure 2.45 below, Hispanic or Latino students are a significant part of ECC transfers to UC's (43.7% in 2021-22), which is largely due to the demographics of the ECC service area and District. Interestingly, despite only accounting for 14.2% of ECC Fall 2021 student population, Asian students make up the largest share of ECC transfers to UCs, except for 2020-21. The share of White students who have transferred to a UC increased from 18.7% in 2016-17 to 24.1% in 2021-22. However, the share of Black/African American students who have transferred to a UC has declined (7.4% in 2016-17 versus 4.3% in 2021-22).

All ECC students, particularly Black or African American students, might benefit from ECC's emphasis on the Guided Pathways model to ensure students follow through with their UC transfer educational aspirations.

FIGURE 2.45. 2016-17 TO 2021-22 ECC TRANSFERS TO UC SYSTEM BY RACE/ETHNICITY

*2021-22 only includes fall term.

Source: University of California Data Warehouse.

INCOME & EMPLOYMENT

This section analyzes key income statistics such as median household income²⁸ and income below the poverty line for geographical areas around El Camino College while also examining employment measures such as labor force and unemployment rate.

Figure 2.46 illustrates the median household income for ECC District and service area compared to LA County. While median household income for ECC District and LA County are similar, the median household income of ECC service area is \$53,087, which is \$18,271 less than LA County income and \$23,663 less than the ECC District income. The median household income of ECC service area is \$32,496 above the U.S. Census Bureau weighted average 2020 poverty threshold.²⁹

ECC is situated in a unique geographical position where its district is significantly wealthier than the service area that immediately surrounds it. This has important implications for student recruitment, enrollment, and financial aid. ECC needs to be aware of these differences when engaging potential service area, who may be more sensitive to the costs of attending college.

FIGURE 2.46. LA COUNTY, ECC DISTRICT & SERVICE AREA MEDIAN HOUSEHOLD INCOME



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP03

Map 2.6 below illustrates the median household income of ECC District and service area by ZCTA³⁰. The service area, which has a higher percentage of Hispanic or Latino and Black or African American populations, has lower levels of median household income than ECC District, particularly closer to the coast where the highest mean household income is located (darker green in the map).

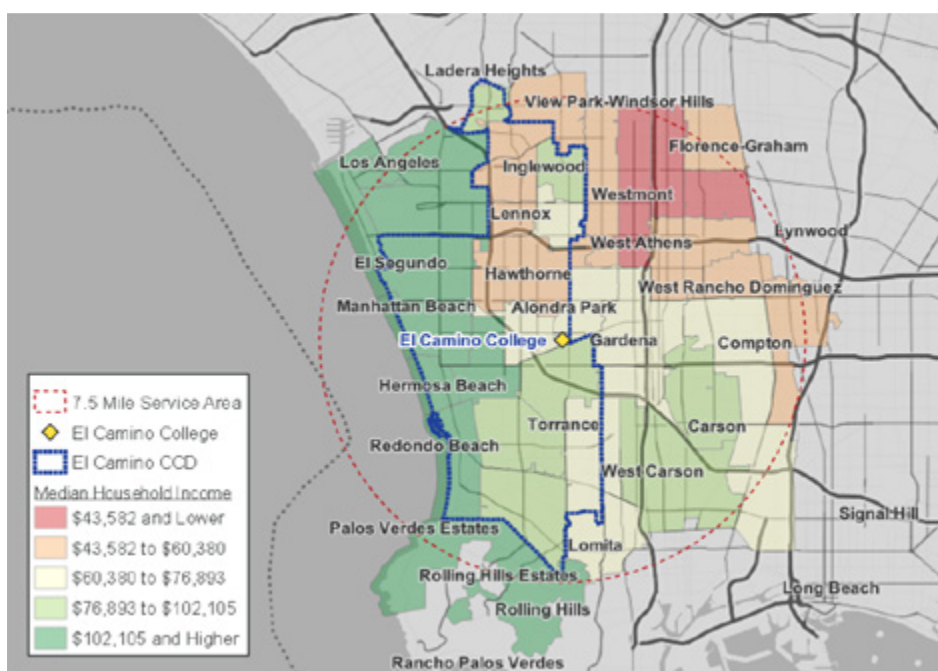
This geographical outlook of median household income paints a clear picture of the diverse needs of communities ECC serves. In particular, engaging potential students from the upper right areas of the district and service area should more heavily focus on the cost of an ECC education, financial support available to students, and potential increase in wages from an ECC degree or certificate.

²⁸ The median describes the household income that is exactly in the middle of all household incomes.

²⁹ Three-person household was selected because the average household size in LA County is 2.96 people.

³⁰ United States Census Bureau ZIP Code Tabulation Areas (ZCTAs) are areal representations of USPS ZIP Code service areas, created by assigning the most frequently occurring ZIP Codes to census blocks, and aggregating census blocks by ZIP Code into larger areas (ZCTAs).

MAP 2.6: MEDIAN HOUSEHOLD INCOME, ECC DISTRICT & SERVICE AREA

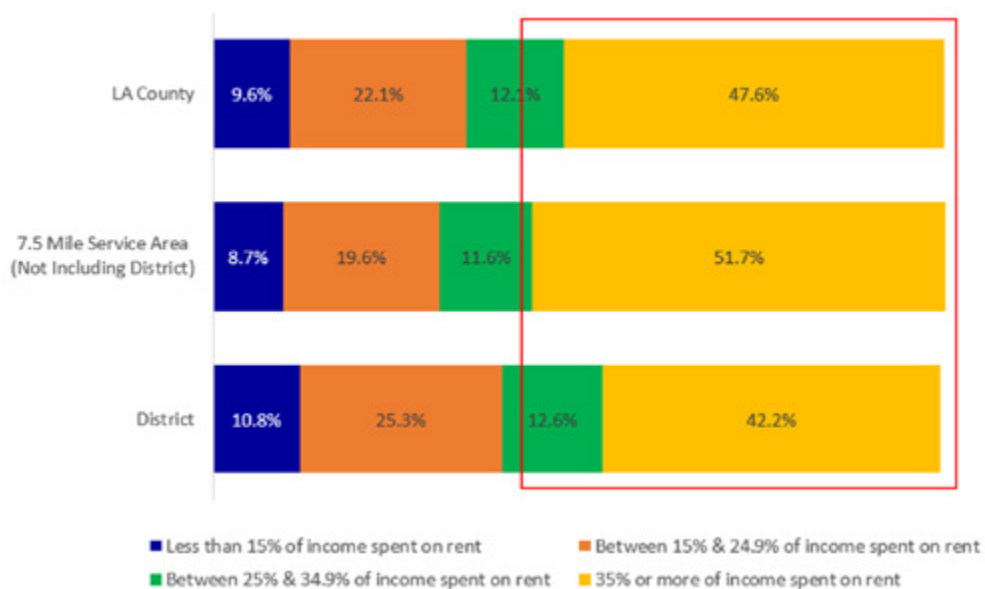


Source: © Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under ODbL; U.S. Census Bureau, American Community Survey 2020 5-Year Estimates, Table DP03

Figure 2.47 below further illustrates the financial condition of ECC District and service area. 42.2% of households in ECC District pay 35% or more of income on rent, compared to 47.6% of LA County households, and 51.7% of ECC service area households. In addition, ECC District has 36.1% of households paying less than 25% of income on rent, compared to 31.7% of LA County households, and 28.3% of ECC service area households. Therefore, households in ECC District are less financially burdened by rent than in ECC service area.

Considering recent initiatives by the State and the California Community Colleges Chancellor's Office to develop affordable student housing at California Community Colleges, there might be an opportunity to encourage enrollment from the ECC service area by providing affordable housing, among other services, to in-need populations.

FIGURE 2.47. HOUSEHOLD INCOME SPENT ON RENT IN LA COUNTY, ECC DISTRICT & SERVICE AREA

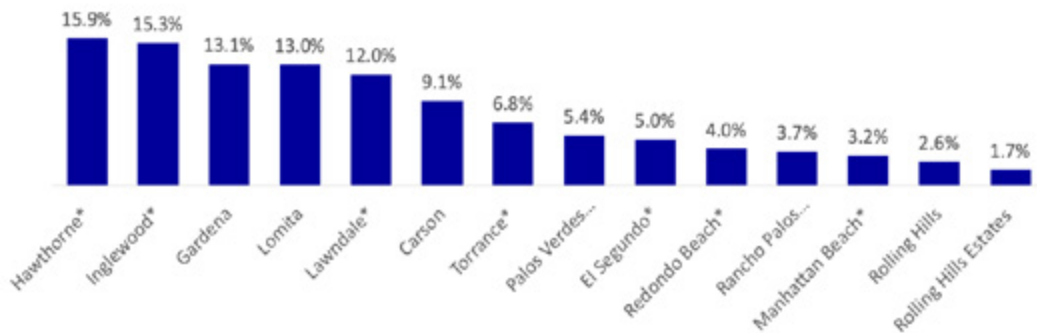


Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP04

To better understand which South Bay cities are most in need, figure 2.48 below examines individuals whose income was below the poverty level in the last 12 months³¹. The South Bay cities with the highest percent of individuals whose income was below the poverty level in the last 12 months are Hawthorne (15.9%), Inglewood (15.3%), Gardena (13.1%), Lomita (13.0%), and Lawndale (12.0%).

It is important for ECC to bear this in mind when engaging potential and current students in these communities, as it affects the methods ECC uses to recruit students and to discuss financial aid, as well as the services ECC provides to the community.

FIGURE 2.48. SOUTH BAY POPULATION WHOSE INCOME IS BELOW POVERTY LEVEL (PAST 12 MONTHS)



*Indicates cities in ECC District

Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP03

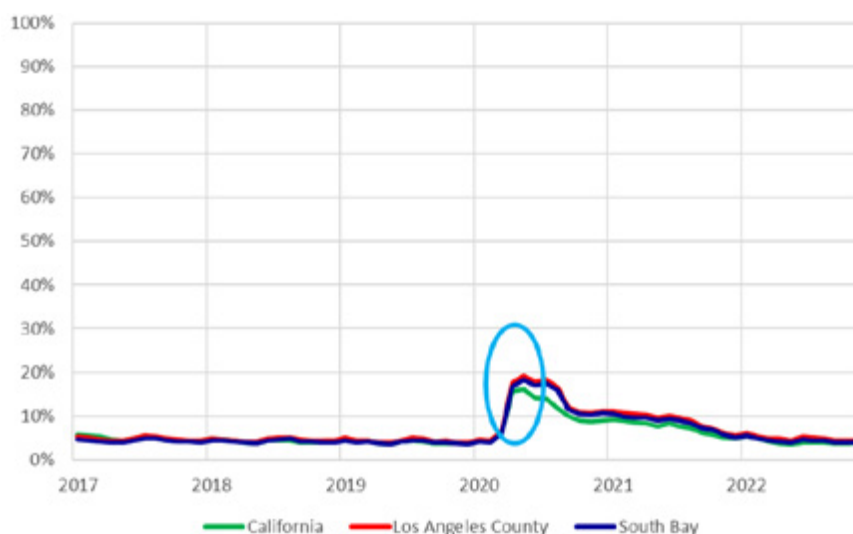
As observed in Figure 2.49, in the years leading up to COVID-19, the unemployment rate for California, LA County, and the South Bay area hovered around 4.3%. However, during the start of the pandemic, the unemployment rate rose to a high of 19.2% and 18.4% in LA County and the South Bay, respectively. The unemployment rate of LA County and the South Bay were nearly 3% higher than in California overall. As of June 2022, the unemployment rate has mostly recovered to pre-COVID levels in California, but remains slightly higher than pre-COVID levels in LA County and the South Bay. However, if interest rates continue to rise³², the unemployment rate is also expected to increase³³.

For ECC, this presents an opportunity to engage laid-off or out of work individuals needing to re-skill or up-skill, and could be a boost to ECC enrollment. Moreover, a more challenging labor market will make it harder for younger populations and unskilled populations to find work, making the value proposition of the education offered by ECC more appealing.

³¹ The U.S. Census Bureau weighted average 2020 poverty threshold considers, for one person, the poverty level to be below \$13,171.

³² Federal Reserve's Chairperson Jerome Powell in a press conference held September 21, 2022, <https://www.federalreserve.gov/mediacenter/files/FOMCpresconf20220921.pdf>

³³ <https://www.federalreserve.gov/monetarypolicy/files/fomcprojtabl20220921.pdf>

FIGURE 2.49. CALIFORNIA, LA COUNTY & SOUTH BAY MONTH-OVER-MONTH UNEMPLOYMENT RATE

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department

While the unemployment rate in the South Bay area has mostly recovered to pre-COVID levels, the population in the labor force still has not recovered to pre-COVID levels. As illustrated in Figure 2.50, between January 2017 and February 2020, the average population in the South Bay labor force was 394,726 people. From July 2021 to June 2022, the average population in the South Bay labor force was 377,688, 4.3% below pre-COVID levels. While there are many speculations as to why the labor market has still not recovered to pre-COVID levels, a UC Riverside School of Business report³⁴ indicates that a key reason for the labor force participation decline is people deciding to retire.

The same report emphasizes several solutions to the labor shortage problem including higher skilled pathways for lower-skilled workers (Guided Pathways Program), and training to assist small businesses in adopting labor saving technology. Both solutions could be implemented or expanded by ECC through its Guided Pathways efforts, as well as the work that the ECC Business Training Center already does.

FIGURE 2.50. MONTH-OVER-MONTH SOUTH BAY LABOR FORCE

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department

³⁴ https://ucreeconomicforecast.org/wp-content/uploads/2022/08/UCR_WP_Big_Shortage_Worker_Scarcity_July22.pdf

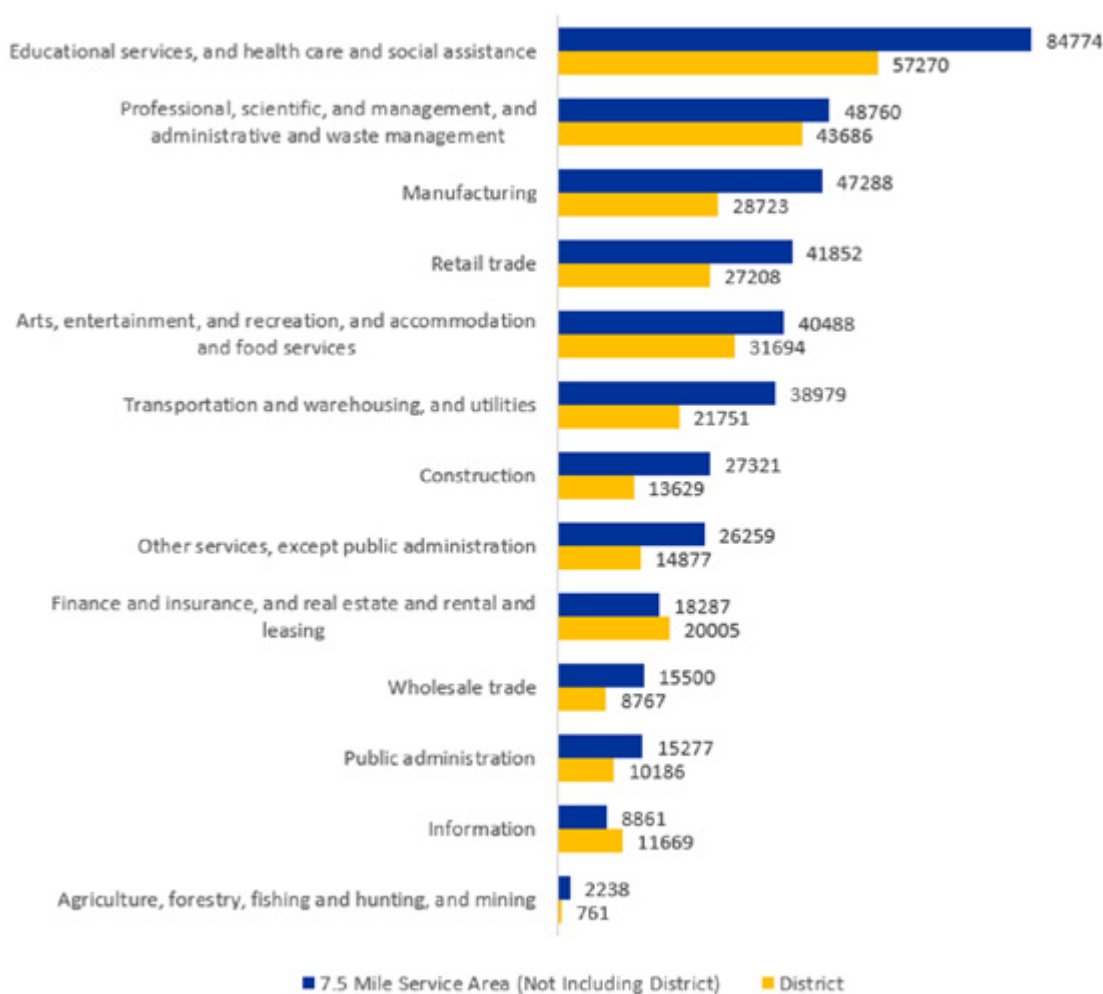
SERVICE AREA & DISTRICT EMPLOYMENT & INDUSTRY PROJECTIONS

This section analyzes existing employment figures in the ECC district and service area by industry and occupation while also projecting future trends in employment in Los Angeles County, particularly the top industries and occupations, which will see the most growth through 2028.

Figure 2.51 highlights the employment of ECC service area and District by industry. The industries with highest employment in both areas include:

- Educational services, and health care and social assistance
- Professional, scientific, and management, and administrative and waste management
- Manufacturing
- Retail trade
- Arts, entertainment, and recreation
- Transportation and warehousing, and utilities

FIGURE 2.51. ECC SERVICE AREA & DISTRICT EMPLOYMENT BY INDUSTRY CIVILIAN POPULATION 16 & OLDER

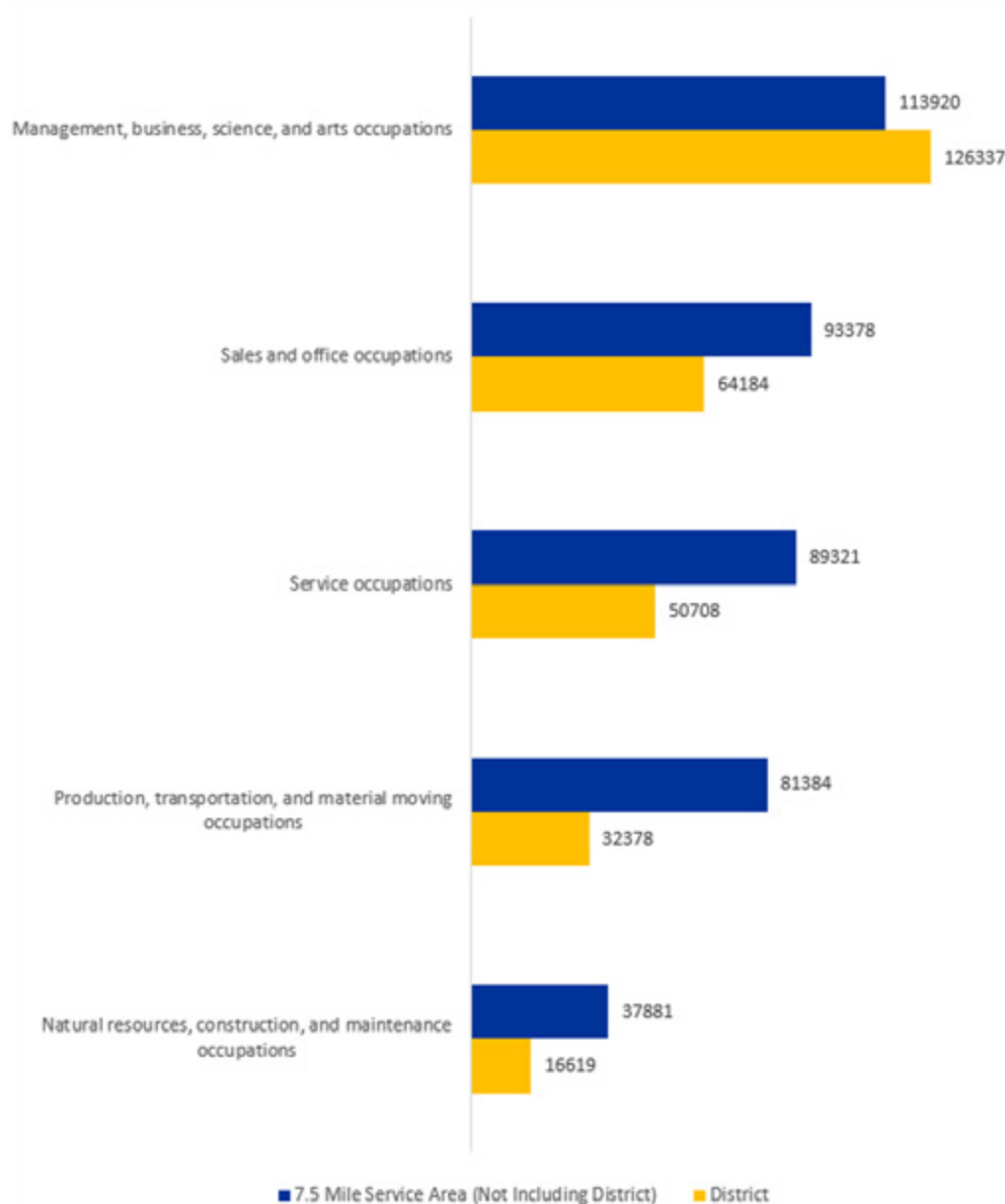


Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP03

These industries employed 302,141 people 16 years and older in the ECC service area (72.7% of the employed population in this age group) and 210,332 people 16 and older in the District (72.5% of the population in this age group).

It is key for ECC to strengthen relationships with industries within its district and service area to enhance potential opportunities for its students. ECC already has strong relationships with employers, leading to internships and employment, and strengthening these partnerships will further increase available opportunities for ECC graduates to become employed in local industries.

FIGURE 2.52. ECC SERVICE AREA & DISTRICT EMPLOYMENT BY OCCUPATION CIVILIAN POPULATION 16 & OLDER



Source: U.S. Census Bureau; American Community Survey, 2020 American Community Survey 5-Year Estimates, Table DP03

Figure 2.52 above examines the employment of ECC service area and District by occupation. In both the District and service area, management, business, science, and art occupations employ the most people. In ECC service area, 113,920 people (27.4% of the employed population 16 and older) were employed in management, business, science, and art occupations. In ECC District, 126,337 people (43.5% of the employed population 16 and older) were employed in the same occupations.

Many of these positions included in Figure 2.52 are likely offered by key employers in the South Bay. These include various school districts, the Port of Los Angeles, the Port of Long Beach, Amazon Fulfillment, Space X, Raytheon, Lockheed Martin, Boeing, Northrop Grumman, the Los Angeles Air Force Base, Honda, Tesla, Chevron, British Petroleum, internet companies, and many more. For many decades, the South Bay has been a leader among many areas of specialization. The aforementioned ports constitute the number one port complex in the nation, the South Bay is the aerospace and defense hub of Los Angeles (El Segundo is the aerospace capital of the world³⁵), and South Bay cities, including Carson, El Segundo, Gardena, and Torrance, have been noted for their business friendliness³⁶.

A California State University Dominguez Hills report³⁷ highlights some of South Bay top firms by capital raised and valuation. These firms may provide some inspiration for future ECC program offerings. The report mentions that the top South Bay private companies attracting investment are in aerospace (SpaceX, ABL Space Systems), apparel (TechStyle Fashion Group, TechStyle Fabletics), healthcare (Radiology Partners), and tech (Internet Brands). Furthermore, this report also highlights the South Bay top emerging industries by investments. These include artificial intelligence learning/machine learning, electric vehicle platforms/autonomous, trucking/next-generation battery technology, computational storage, and gene therapies.

Investments in these companies may indicate career prospects for ECC students in many programs not limited to: engineering technology, electronics and computer hardware technology, computer aided design/drafting, manufacturing technology, machine tool technology, fashion, radiologic technology, and others. In areas where ECC does not have any program offerings, the institution might consider collaborating with local community colleges to allow concurrent enrollment. For example, the biotechnology & bio-manufacturing degree at Compton College may offer a more relevant program to put students on a career pathway to meet the demands of the South Bay Gene Therapies industry than just a biology degree from ECC.

Additionally, to develop career pathways from ECC to the South Bay top employers (Space X, Raytheon, Lockheed Martin, the Port of Los Angeles, the Port of Long Beach, etc.), the College might want to strengthen partnerships cultivated by the ECC Business Training Center. These include, for example, the California Advanced Defense Ecosystems & National Consortia Effort (CADENCE)³⁸, Clean Energy Smart Manufacturing Innovation Institute (CESMII), and the United States Coast Guard.

Finally, as the South Bay features the Port of Los Angeles and the Port of Long Beach, these locations could provide additional value to an ECC degree with concentration, for example, in international business.

Despite labor market concerns, the U.S. Bureau of Labor Statistics and the California Employment Development Department expect LA County industries to grow 8.8% between 2018 and 2028 (427,300 additional jobs). As shown in Figure 2.53, the industry sector expected to see the most growth between 2018 and 2028 is the health care and social assistance sector (170,600 more jobs). The health care and social assistance sector includes occupations such as home health aides, nurses, medical and health service managers, etc.

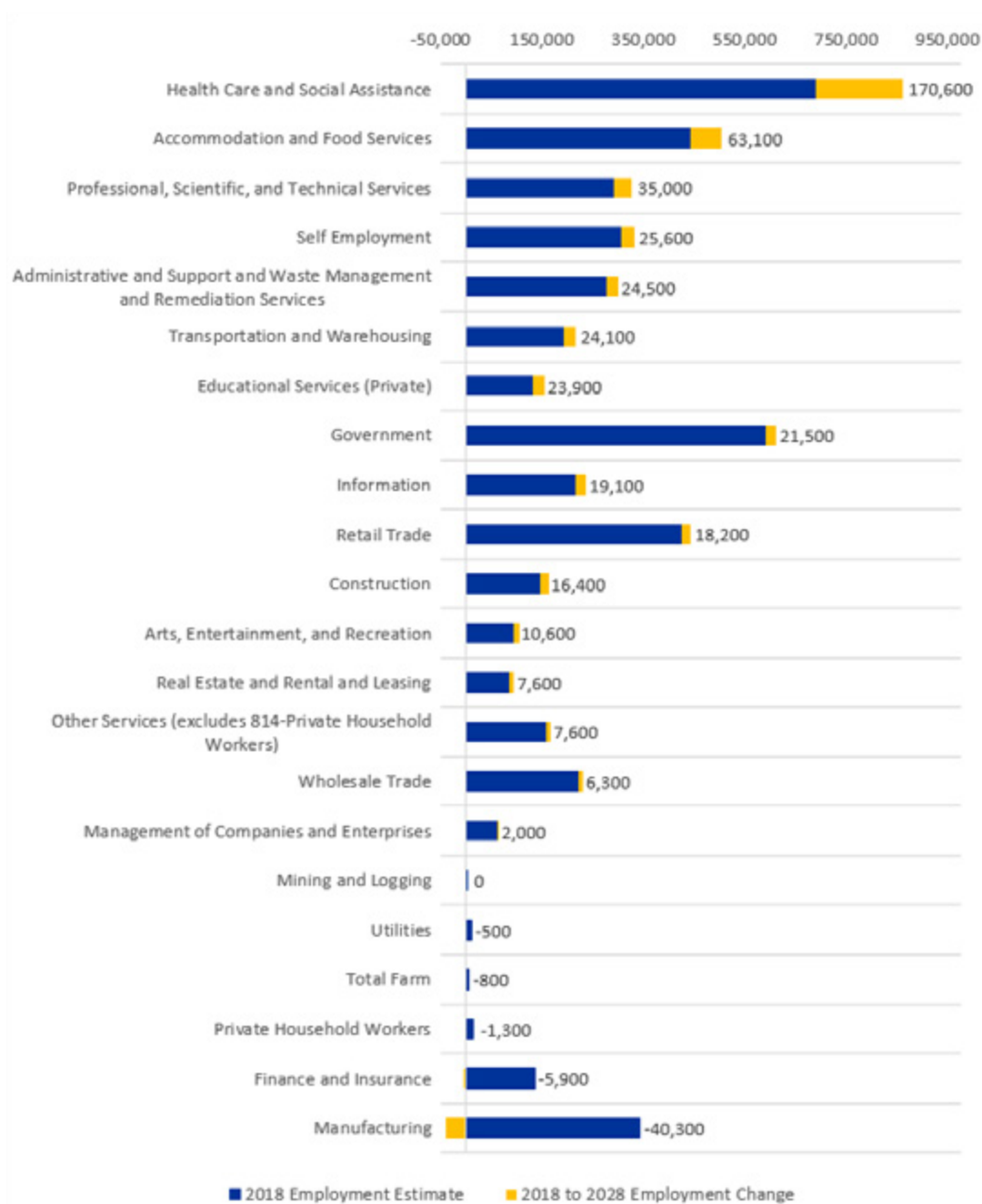
Growth in this sector could benefit programs at ECC such as health and first aid, medical assistance, nursing, radiologic technology, and respiratory therapy, which in Fall 2021 only accounted for 4.6% of ECC enrollment.

³⁵ <https://www.elsegundobusiness.com/business-community/aerospace-capital-of-the-world/-alpha-T>

³⁶ <https://laedc.org/thrive-in-la/regions-cities/south-bay/>

³⁷ https://www.csudh.edu/Assets/csudh-sites/uce/docs/forecast/2021-CSUDH_South-Bay-Economic-Forecast-Report_final.pdf

³⁸ CADENCE initiative funded by the U.S. Department of Defense (DoD) to strengthen the resiliency of the national security innovation and manufacturing base involved in the advancement of specific national security key technologies or supply chains including microelectronics, fifth-generation (5G) wireless technology, cyber, space, artificial intelligence, machine learning, fully networked command, control and communications (FNC3) and others.

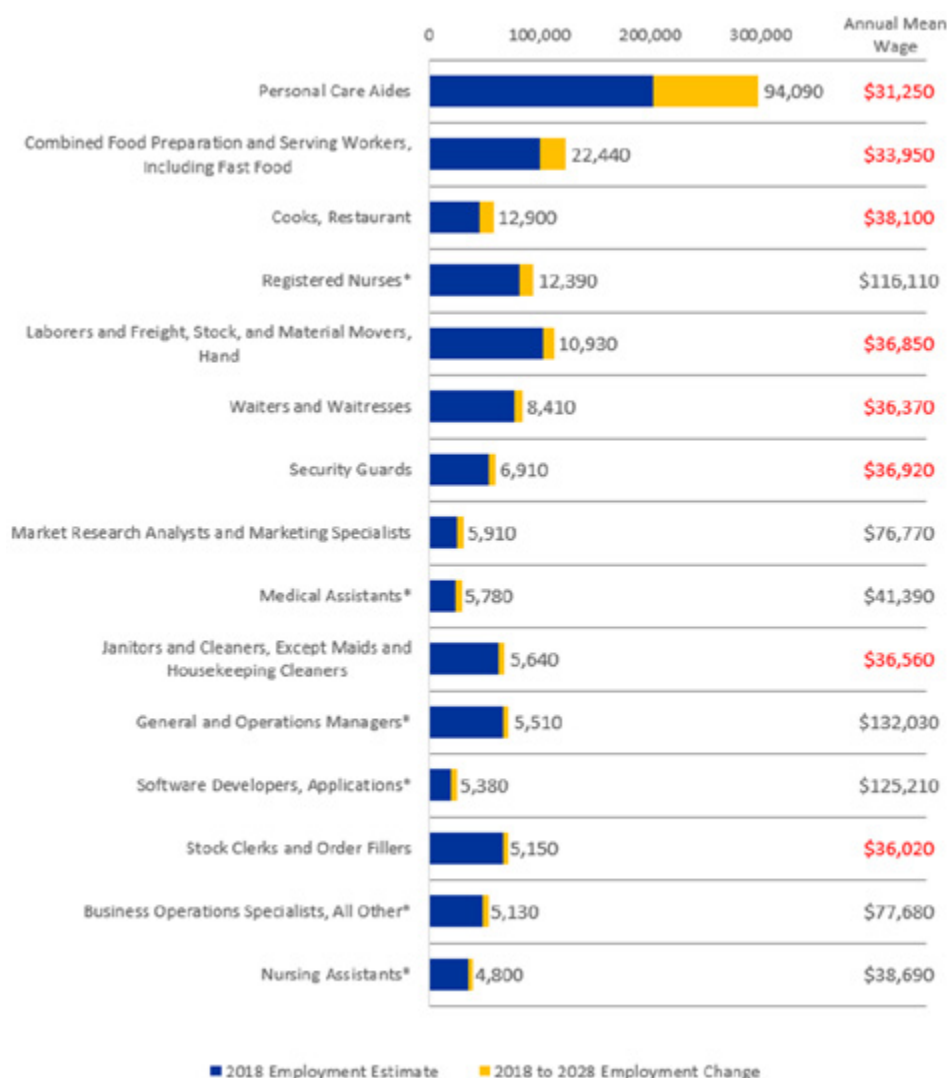
FIGURE 2.53. 2018-2028 LA COUNTY INDUSTRY SECTOR EMPLOYMENT PROJECTIONS

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department

Other industries expected to grow the most include accommodation and food services (63,100 more jobs); professional, scientific, and technical services (35,000 more jobs); self-employment (25,600 more jobs); and administrative and support and waste management and remediation services (24,500 more jobs). Five sectors are expected to see a decline of jobs including utilities (500 fewer jobs); farm, (1,300 fewer jobs); private household workers (1,300 fewer jobs); finance and insurance (5,900 fewer jobs); and manufacturing (40,300 fewer jobs).

Accordingly, ECC might want to focus campus resources on and prioritize programs for industries that are growing, such as the first five industry sectors included in Figure 2.53.

FIGURE 2.54. 2018-2028 LA COUNTY TOP 15 OCCUPATIONS EMPLOYMENT PROJECTIONS



*Denotes occupations that have an El Camino College program or related program.

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department.

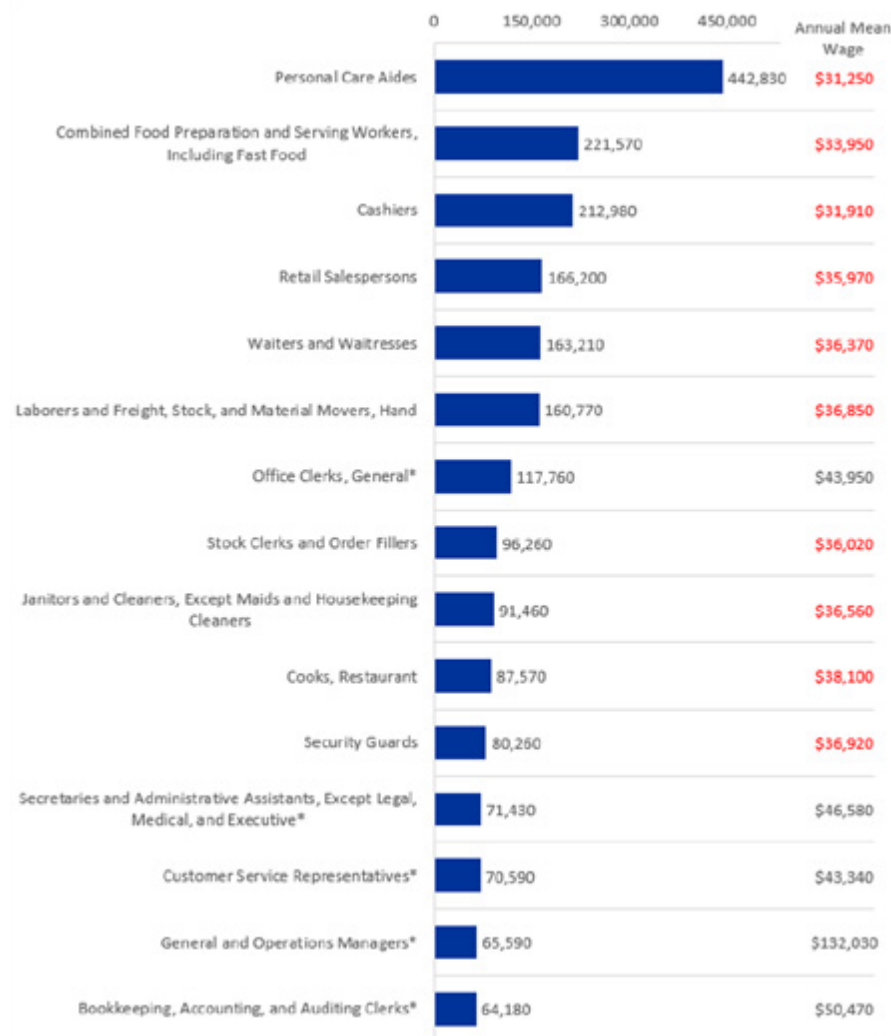
Note: Red highlights indicate an annual mean wage below LA County living wage of \$38,217 per year, in 2021.

Figure 2.54 above shows 2018 to 2028 employment growth projections in LA County. Of the occupations illustrated in Figure 2.54, ECC has programs in nursing, marketing, business management, and computer science. Personal care aides is the top occupation. Working as a personal care aide generally does not require specific training beyond a high school diploma, nor does it pay a median hourly wage or annual mean wage above LA County's living wage³⁹.

Likewise, Figure 2.54 illustrates that, of the top 15 occupations with highest employment growth between 2018 and 2028, eight have an annual mean wage below LA County's living wage. Moreover, of the top seven occupations with highest employment growth between 2018 and 2028, six have an annual mean wage below LA County's living wage. This is significant because ECC should prepare students for careers that are both in high-demand and deliver high wages. When developing new programs or expanding existing programs, ECC needs to be aware and cater to specific occupations and industries that are projected to grow in the future and provide wages above the living wage for Los Angeles County.

³⁹ \$18.10 per hour or \$38,217 per year in 2021 for a single adult (The Self-Sufficiency Standard 2021, Center for Women's Welfare, University of Washington).

FIGURE 2.55. 2018-2028 LA COUNTY TOP 15 OCCUPATIONS JOB OPENINGS PROJECTIONS



*Denotes occupations that have an El Camino College program or related program.

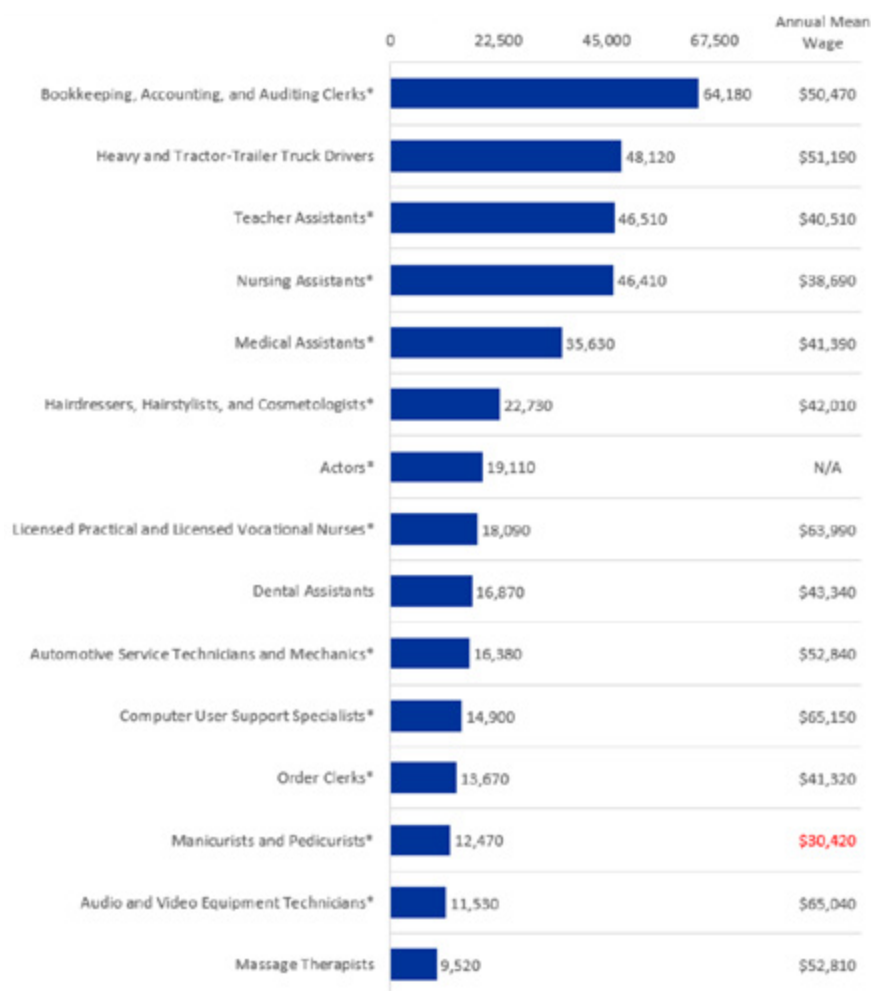
Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department

Note: Red highlights indicate an annual mean wage below LA County's living wage of \$38,217 per year, in 2021.

Figure 2.55 above illustrates 2018 to 2028 job openings growth projections in LA County. Of the occupations showed in Figure 2.55, ECC has programs in business management, business, and accounting. Personal Care Aides is the top occupation. Of the top 15 occupations presented in the chart below, ten have an annual mean wage below LA County's living wage.

To best maximize ECC resources and provide the best opportunities for student success post-graduation, ECC might want to pursue programs that offer the most job opportunities but also pay a living wage.

FIGURE 2.56. 2018-2028 LA COUNTY TOP 15 OCCUPATIONS REQUIRING SOME COLLEGE OR POSTSECONDARY NON-DEGREE AWARD JOB OPENINGS PROJECTIONS



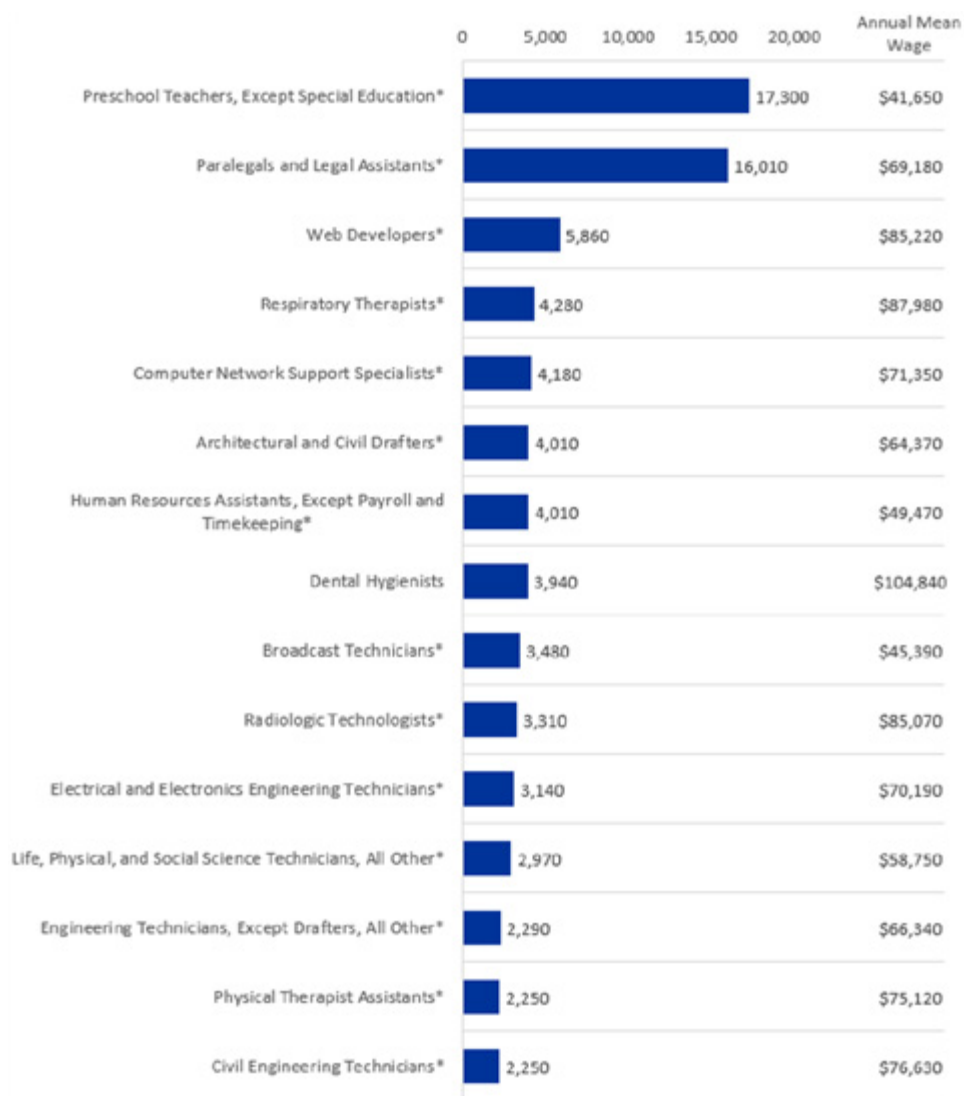
*Denotes occupations that have an El Camino College program or related program. Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department.
Note: Red highlights indicate an annual mean wage below LA County's living wage of \$38,217 per year, in 2021.

Occupations that require some college, post-secondary non-degree award⁴⁰, or associate degrees typically offer higher wages than jobs that do not require any formal education or special training, and can be excellent opportunities for individuals to increase their economic mobility. Figure 2.56 above presents the 2018-2028 job openings projections for occupations requiring some college or postsecondary non-degree award. Of the top 15 LA County occupations, only one occupation does not provide an annual mean income above LA County living wage. The LA County occupation expected to have the highest number of total job openings is bookkeeping, accounting, and auditing clerk. The third top occupation, for which ECC has a related program, is teaching assistant. Nursing assistant and medical assistant occupations⁴¹ constitute 20.7% of the total job openings projections presented in Figure 2.56 (82,040 job openings of the total 396,120 job openings).

Since ECC already has an established nursing program, adding a nursing assistant certificate could help capture additional enrollment without modifying existing programs to a significant degree. These occupations may also provide opportunities for ECC to develop certificates that can lead to high-growth, high-wage careers.

⁴⁰ These programs lead to a certificate or other award, but not a degree. The certificate or other award is awarded by the educational institution and is the result of completing formal postsecondary schooling. Certification, which is issued by a professional organization or certifying body, is not included here. Some postsecondary non-degree award programs last only a few weeks, while others may last one to two years.

⁴¹ These do not include licensed practical and licensed vocational nurses.

FIGURE 2.57. 2018-2028 LA COUNTY TOP 15 OCCUPATIONS REQUIRING ASSOCIATE DEGREE JOB OPENINGS PROJECTIONS

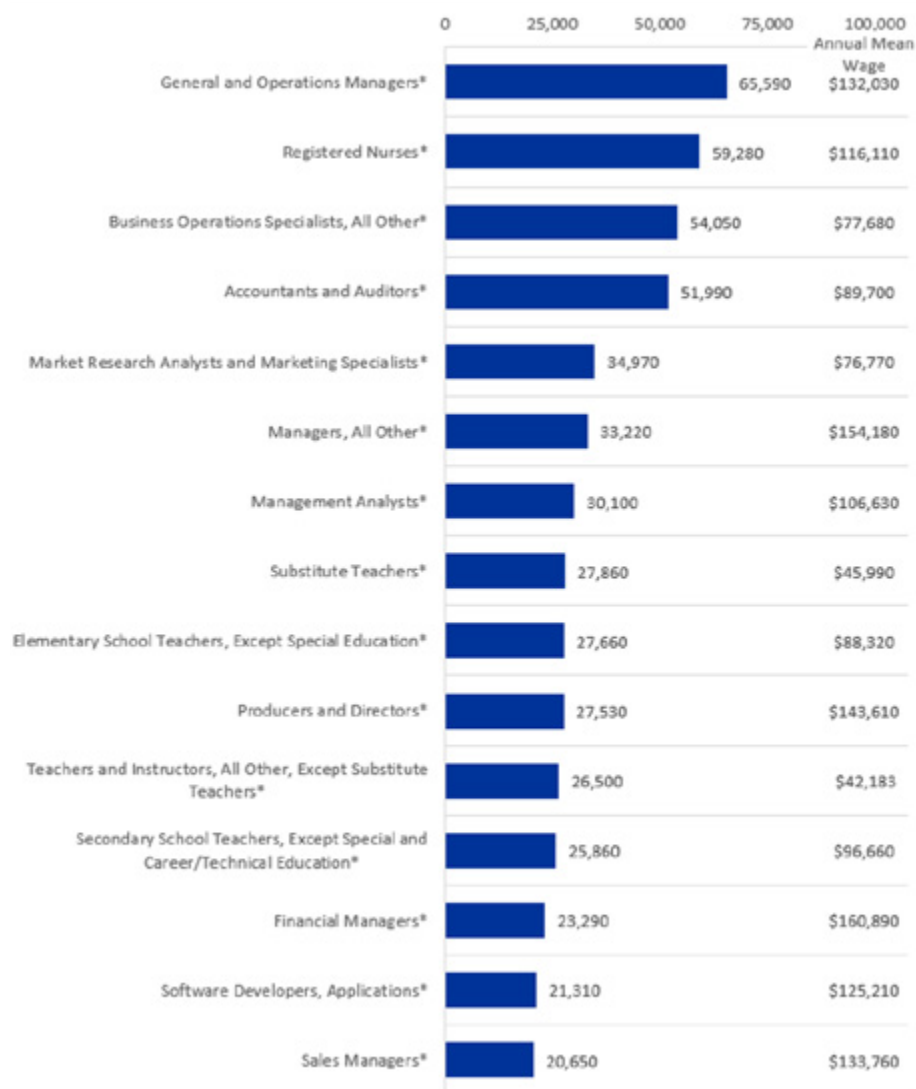
*Denotes occupations that have an El Camino College program or related program.

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department

Figure 2.57 above presents the LA County 2018-2028 job openings projections for the top 15 occupations requiring an associate degree. All these provide an annual mean income above LA County living wage.

As associate degrees have primarily been provided by community colleges, the occupations illustrated in Figure 2.57 can provide excellent opportunities for current and potential ECC students to increase their economic position, and for ECC to focus resources on enrollment increase.

FIGURE 2.58. 2018-2028 LA COUNTY TOP 15 OCCUPATIONS REQUIRING BACHELOR'S DEGREE BY JOB OPENINGS PROJECTIONS



*Denotes occupations that have an ECC program or related program.

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department.

Of the top 15 occupations shown in Figure 2.58 above, the occupation expected to have the highest number of total job openings is preschool teacher⁴². The occupations with the next highest number of total job openings is paralegal and legal assistant. Together, these three occupations constitute 42.02% of the total job openings for the occupations in Figure 2.58 (33,310 job openings of 79,280 job openings).

Although ECC offers related programs for all except one of the occupations in Figure 2.58, ECC might find the best opportunities to boosting enrollment with the childhood education, and paralegal/law studies programs.

Figure 2.58 presents the LA County job openings projections for the top 15 occupations requiring bachelor's degree. Although community colleges have not historically provided bachelor's degrees, being able to understand growth in occupations requiring a bachelor's degree can better assist ECC in understanding transfer pathways. The occupation with the highest number of

⁴² This occupation does not include Special Education Preschool Teacher.

expected job openings is general and operations manager (65,950 total job openings). In Fall 2021, Business Management, the ECC department that is most closely related to general and operations managers occupations, had 812 course enrollments, which represented 1.8% of ECC total course enrollments that term. Thirteen other departments enrolled more students than the Business Management department. Other occupations related to this ECC department include business operations specialist, manager, management analyst, financial manager, and sales manager. Those occupations, together with general and operations manager, account for 42.9% of the job openings illustrated in Figure 2.58.

ECC has a related program for all the occupations shown in Figure 2.58 and each of these occupations pay a wage above LA County living wage. ECC can help students reach their career goals and unlock a high-growth, high-wage career by expanding opportunities. For example, ECC Business Management department might want to expand dissemination of the programs offered by the department as a way to increase ECC enrollment and to get ECC students into living wage occupations.

INTERNAL SCAN

UNDUPLICATED STUDENT HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (FTES)

The COVID-19 pandemic had a significant impact on ECC's total student headcount and Full-Time Equivalent Students (FTES)⁴³. This section examines that impact and provides trends in unduplicated student headcount and FTES, as well as demographic breakdowns of these trends.

Between Fall 2019 and Fall 2020, unduplicated headcount declined by approximately 15.6%, from 24,271 to 20,476 students (Figure 3.1). Between the 2019-20 and 2020-21 academic years, the decline in headcount corresponded to a decline in FTES from 18,234 to 15,555, or 14.7% (Figure 3.2). Using the Student-Centered Funding Formula (SCFF), this has significant implications for future funding levels as 70% of all funding allocated is determined by ECC's enrollment and FTES. The other 30% is allocated as follows: 20% is allocated based on equity (numbers of students receiving California Promise Grants, and Pell Grants), and 10% is allocated based on student success (number of students earning awards, transferring to four-year colleges, etc.).

FIGURE 3.1. FALL 2017 TO FALL 2021 UNDUPLICATED STUDENT HEADCOUNT



Source: ECC Colleague

Currently, the SCFF has a Hold Harmless provision which allows California community colleges to be funded at 2017-18 FTES levels (represented by the green dotted line in Figure 3.2) until 2024-25 academic year. The 2022 Budget Act extends the Hold Harmless protection in a modified form. Starting in 2025-26, the Hold Harmless provision will no longer reflect cumulative Cost of Living Adjustments (COLA) over time. A district's 2024-25 Total Computational Revenue will represent its new "floor," below which it cannot drop⁴⁴. Despite these protections, ECC should prepare for the fiscal impacts associated with the modified funding protections and work to increase enrollment, WSCH⁴⁵ generation, and FTES.

Figure 3.2 proposes an FTES recovery projection that would position ECC at hold harmless levels by the time the protection ends in 2024-25. This projection assumes a 5% increase in FTES between 2021-22 and 2022-23, from 14,786 FTES to 15,525 FTES, which would bring 2022-2023 FTES levels in line with where ECC was in 2020-2021 FTES. Further projections assume 8% growth between 2022-2023 and 2023-2024 and 11% growth between 2023-2024 and 2024-2025. These projections would bring ECC FTES back to

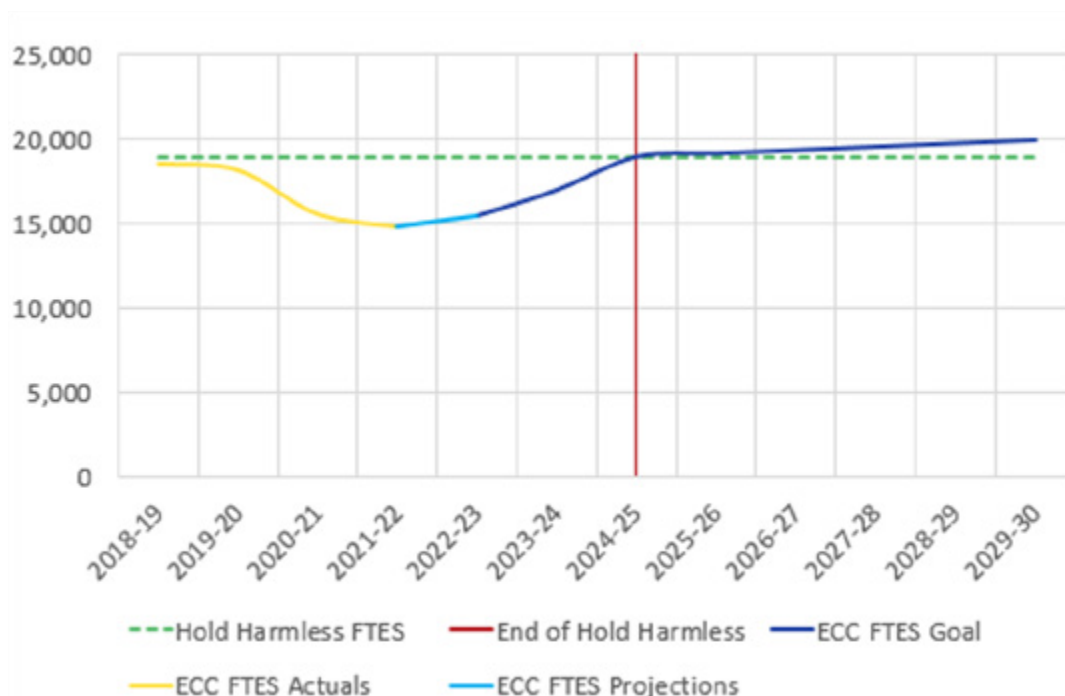
⁴³ A Full-Time Equivalent Student is an enrolled student (or group of students) who [together] attends 15 Weekly Student Contact Hours during the term.

⁴⁴ 2022-23 California Community Colleges Compendium of Allocations and Resources, 19

⁴⁵ WSCH stands for Weekly Student Contact Hours and it is defined as the number of hours a week a student attends school. WSCH is the basis for a large portion of how college funding is allocated.

FTES levels last seen in 2018-2019 by the time SCFF funding protections end in 2024-2025. This recovery would be led by a rebound in enrollment expected due to the slowing impact of COVID-19 on higher education, the return of on-campus and expanded online learning options, and a slowing labor market, among other factors. To reach the 2029-30 FTES of 20,000, between 2024-25 and 2029-30, ECC would need to maintain an annual FTES growth rate of 1.43%.

FIGURE 3.2. 2016-17 TO 2029-30 TOTAL AND PROJECTED FTES



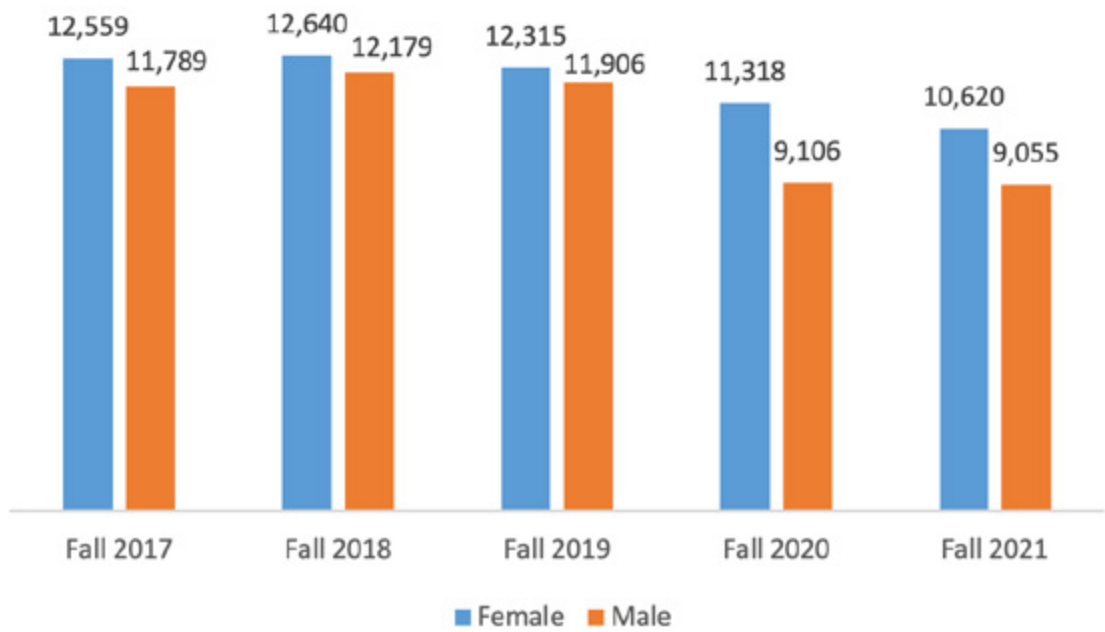
Source: ECC Colleague

To recover enrollment as soon as possible and continue to make a positive difference in people's lives, ECC should look to bring back student populations that saw the greatest declines as a result of COVID-19. One of these populations was ECC's male population. Between Fall 2019 and Fall 2021, ECC male enrollment declined by 2,851 students from 11,906 to 9,055 students (Figure 3.3⁴⁶). Conversely, during that same time period, ECC female enrollment only declined by 1,695 students from 12,315 to 10,620 students. Examining female and male headcount year-to-year reveals additional insights. While female headcount declined by 997 students or 8.1% between Fall 2019 and Fall 2020, male headcount declined by 2,800 or 23.5%. The following year between Fall 2020 and Fall 2021, female headcount declined by 698 students or 6.2% while male headcount declined by only 51 students or 0.6%. Thus, it appears that male and female headcount were impacted differently during the COVID-19 pandemic, with male students leaving ECC in greater numbers and during an earlier time period.

ECC should make note of the varying impacts of the COVID-19 pandemic on female and male enrollment. The reasons for why male students appear to leave ECC at an earlier time point during the COVID-19 pandemic than female students could include joining the labor market earlier, hesitancy or inability to learn in an online setting – particularly for most in-person disciplines, or greater sensitivity to COVID-19 restrictions. There are important learning lessons for the college as it navigates trying to regain this lost enrollment during the next few years.

⁴⁶ In Fall 2020, 18 students identified as non-binary and in Fall 2021 6 students identified as non-binary. Prior to Fall 2020, data was unavailable.

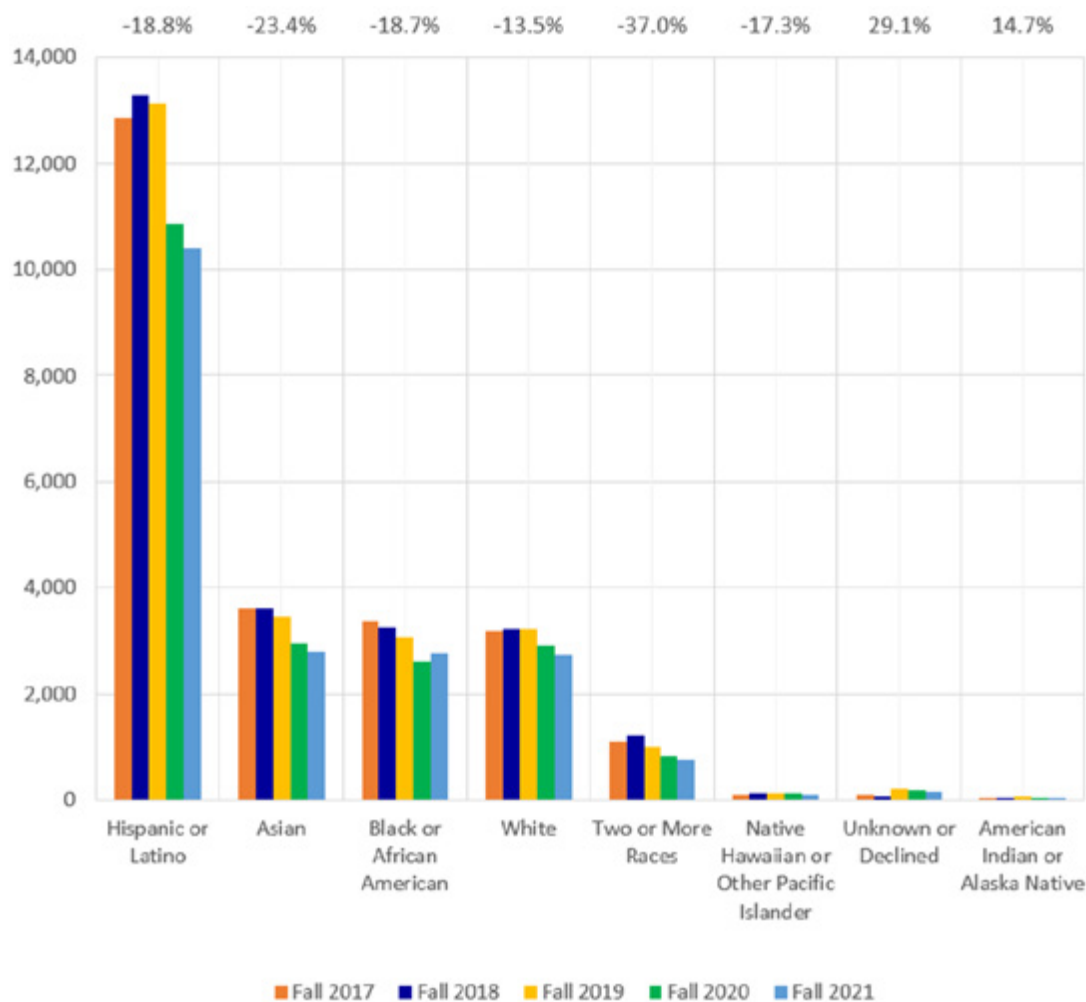
FIGURE 3.3. FALL 2017 TO FALL 2021 UNDUPLICATED STUDENT HEADCOUNT BY GENDER



Source: ECC Colleague

The primary racial and ethnic groups that ECC serves (Hispanic or Latino, Asian, Black or African American, White, and Two or More Races) all experienced a decline in enrollment between Fall 2017 and Fall 2021 (Figure 3.4). The groups that experienced the largest declines from Fall 2017 to Fall 2021 are Two or More Races, from 1,109 students to 741 students; Black or African American, from 3,351 students to 2,778 students; and Hispanic or Latino, from 12,861 students to 10,392 students.

While any enrollment decline can potentially impact ECC, enrollment declines from Black or African American and Hispanic or Latino students especially impact ECC because these groups are overrepresented as California Promise Grant and Pell Grant recipients. Since the SCFF provides additional funding for each Promise and Pell Grant student, a reduction in grant recipients can have an additional negative impact on college funding. Increasing enrollment from these groups could help lessen the fiscal impact of the end of hold harmless in 2024-25.

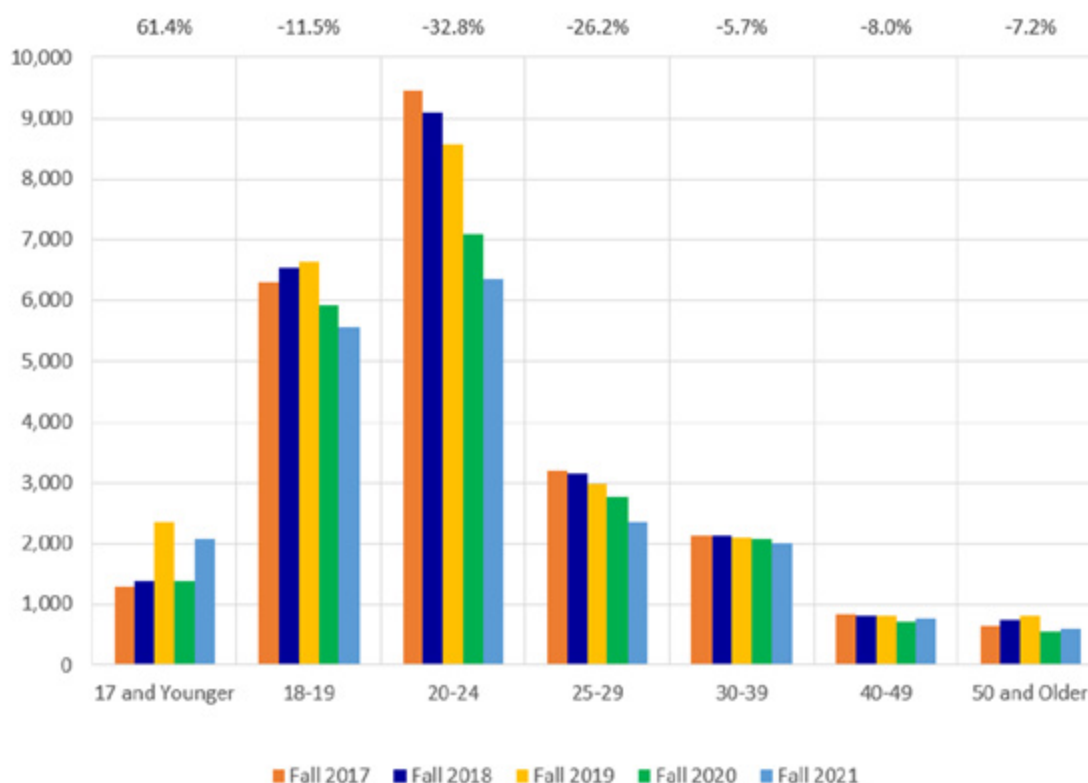
FIGURE 3.4. FALL 2017 TO FALL 2021 STUDENT HEADCOUNT BY RACE/ETHNICITY

Source: ECC Colleague

Between Fall 2017 and Fall 2021, all age groups of ECC's student population experienced a decline in enrollment except those age 17 and younger. However, the age group most impacted was those who were 20-24 years old (Figure 3.5). In Fall 2017, ECC enrolled 9,452 students aged 20-24 years old but this number declined to 6,354 in Fall 2021, a loss of 32.8%. The age group that experienced the second largest decline was those aged 25-29 years old. In Fall 2017, ECC enrolled 3,193 students aged 25-29 years old but by Fall 2021 ECC only enrolled 2,356 in this age demographic, a decline of 26.2%. Students aged 18-19 years old have begun to account for a larger share of ECC's student body. Students aged 18-19 years old accounted for 26.7% of ECC's student body in Fall 2017 but only 28.2% in Fall 2021. In Fall 2021, students aged 20-24 years old still accounted for 32.2% of ECC's student body.

The observed increase in the 17 or younger population enrolling in ECC between Fall 2017 and Fall 2021 may reflect the growth of the dual enrollment program, an avenue that can be expanded to provide an additional on-ramp to college for many students. However, given that K-12 enrollment is expected to decline in the coming years and decades, ECC should additionally boost engagement of increasingly older students, particularly those aged 20-29 and 30-39.

FIGURE 3.5. FALL 2017 TO FALL 2021 UNDUPLICATED STUDENT HEADCOUNT BY AGE

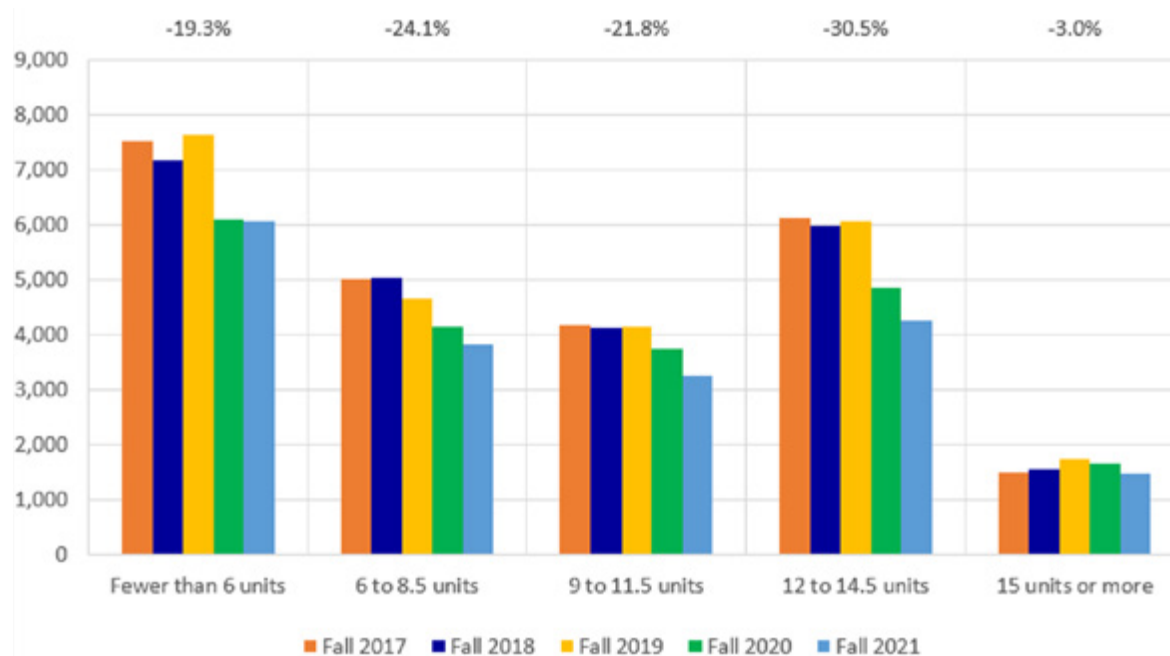


Source: ECC Colleague

Between Fall 2017 and Fall 2021, all credit load categories⁴⁷ experienced a decline, although ECC students taking 12 to 14.5 experienced the largest decline in headcount, from 6,121 students in Fall 2017 to 5,254 in Fall 2021 (Figure 3.6). This large decline is partially responsible for the smaller share of full-time ECC students in Fall 2021 than in Fall 2017. In Fall 2017, full-time students accounted for 31.3% of the student body whereas part-time students accounted for 68.7%. In Fall 2021, full-time students accounted for 30.3% of the student body, whereas part-time students accounted for 69.7%. Interestingly, the share of students taking fewer than 6 units or 15 units or more increased between Fall 2017 and Fall 2021, while the share of students taking 12 to 14.5 units declined.

Since full-time students enroll in more units and complete awards at a faster pace than their part-time peers, the decline in the share of students taking 12 to 14.5 units may have a negative fiscal impact. Conversely, increasing the number of students who enroll in more units could have the two-fold impact of increasing FTES and awards, which would result in increased funding to ECC.

⁴⁷ ECC students are considered part-time students if they are taking less than 12 units per Fall or Spring term, and full-time if they are taking at least 12 units per Fall or Spring term.

FIGURE 3.6. FALL 2017 TO FALL 2021 UNDUPLICATED STUDENT HEADCOUNT BY CREDIT LOAD

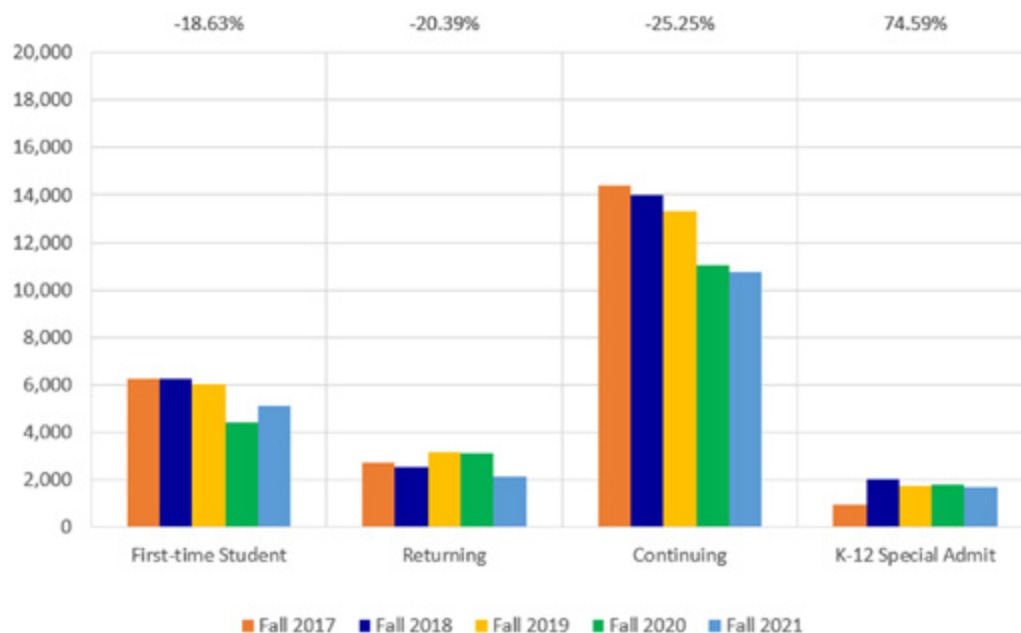
Source: ECC Colleague

As illustrated in Figure 3.7, all student status groups⁴⁸ except K-12 Special Admit Students experienced a decline in headcount between Fall 2017 and Fall 2021. The group that experienced the largest decline between Fall 2017 and Fall 2021 was continuing students, which dropped from 14,389 students to 10,756.

A large portion of the headcount declines ECC experienced were students dropping out of college. Focusing on recovering students who dropped out of ECC could be an easier path to growing enrollment than recruiting first-time students, particularly those who are well out of high school. Not only does ECC have the contact information for many of the “dropped out” ECC students for outreach, but ECC’s programs align with the units student have earned thus far, making returning to ECC an easier choice than switching to a different school. Another avenue for enrollment growth is to strengthen ECC’s retention of continuing students. Strengthening campus-wide retention strategies can be one way to overcome the challenge of continuously recruiting new students.

⁴⁸ ECC students are considered first-time students if ECC is the first college they have enrolled into since high school, continuing students if they enrolled in the current session and were enrolled in the most recent previous semester (Fall and Spring only, excludes Winter and Summer intersession), returning student if they return after an absence of primary semesters without attendance at ECC (or another college), and K-12 special admits if they are concurrently enrolled at a K-12 school and ECC.

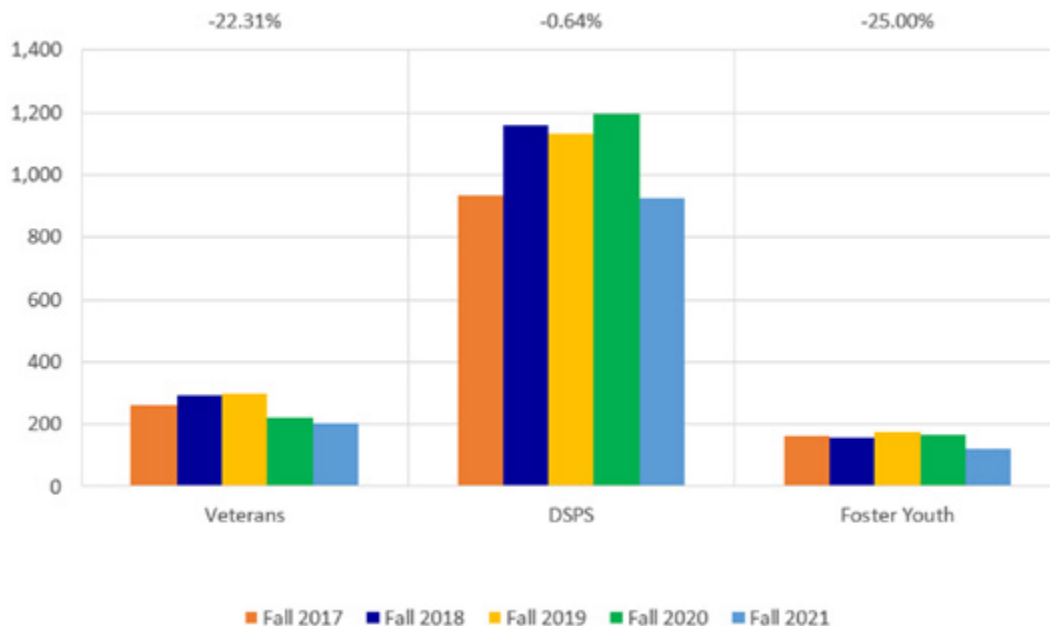
FIGURE 3.7. FALL 2017 TO FALL 2021 UNDUPLICATED STUDENT HEADCOUNT BY STUDENT STATUS



Source: ECC Colleague

Figure 3.8 illustrates the headcount of ECC students who are veterans, students who participate in Disabled Student Programs and Services (DSPS)⁴⁹, and students who are foster youth⁵⁰. While the headcount of veteran students and foster youth students declined between Fall 2017 and Fall 2021, the headcount of students participating in DSPS did not. ECC is well-positioned to support the continued success of these students through its Veterans Resource Center, Special Resource Center, and Guardian Scholars Program, among other resources. These resources provide a welcoming environment for students and support their academic and personal success.

FIGURE 3.8. FALL 2017 TO FALL 2021 VETERAN, DSPS, AND FOSTER YOUTH UNDUPLICATED HEADCOUNT



Source: ECC Colleague

⁴⁹ Disabled Student Programs and Services include services such as priority registration, specialized counselling, mobility assistance, specialized tutoring, interpreter services, etc.

⁵⁰ The California Community College Chancellor's Office Foster Youth Success Initiative expands access to academic support services and resources to foster youth to complete an award or transfer to a four-year university.

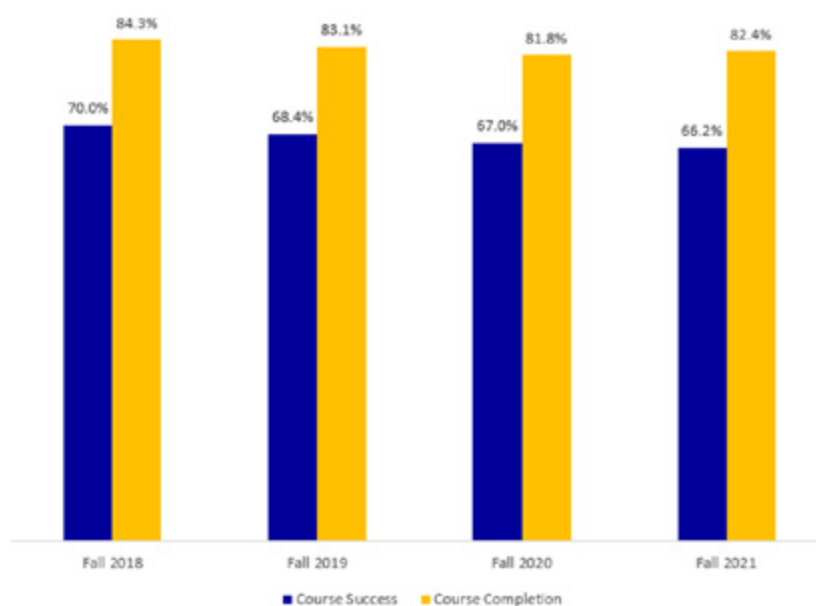
ECC COURSE SUCCESS AND COMPLETION RATES

The following section examines longitudinal course success and completion rates at ECC both generally and specifically from the perspective of various academic divisions, instructional methods, and student characteristics such as first-time students and racial and ethnic groups. This section concludes with an analysis of completion rates for transfer-level Math and English during the first year.

ECC's campus-wide course success⁵¹ rate declined from 70.0% in Fall 2018 to 66.20% in Fall 2021 (Figure 3.9). This decline may be partially attributed to a shift in modality as the vast majority of courses were shifted to online delivery as a result of the COVID-19 pandemic. Naturally, students may have initially struggled with the broad shift to online learning and the initial difficulty faculty may have had in teaching in this novel format. During this same time period, campus-wide course completion had a smaller decline from 84.3% in Fall 2018 to 82.4% in Fall 2021 (Figure 3.9).

As ECC transitions more courses back to an in-person format, the college may find that these rates increase slightly over the next few years. Additionally, success and completion rates are vital to maintaining student academic progress and motivation to completing a credential, which is a key component of the Student-Centered Funding Formula. Students who complete courses and do so successfully, are likely more willing to re-enroll in the college and receive their awards.

FIGURE 3.9. FALL 2018 TO FALL 2021 COURSE SUCCESS & COMPLETION RATES



Source: ECC Colleague

Figure 3.10 examines student success rates by academic division and notes the percent change between Fall 2018 and Fall 2021. While all ECC divisions experienced a decline in success rate between this period, the Behavioral & Social Sciences and Business divisions experienced a smaller decline than their peers. The success rate for the Behavioral & Social Sciences division declined 2.9 percentage points from 72.7% in Fall 2018 to 70.6% in Fall 2021. During this same period, the success rate for the Business division declined from 66.7% to 66.1%. On the other hand, the Humanities division saw its success rate decline from 68.3% in Fall 2018 to 58.4% in Fall 2020. The Humanities division experienced the largest decline of success rate amongst all divisions, followed by Industry and Technology and Fine Arts.

⁵¹ The CCCC defines course success as the number of enrollments with a grade of A, B, C, or Pass, and course completion as the number of enrollments with a grade of A, B, C, D, F, Pass, or No Pass.

It is important to be mindful that the COVID-19 pandemic had wide-ranging impacts on teaching and learning during this period. Additionally, not all divisions were impacted in the same way, as some were less capable of making smooth transitions to online learning or transition at all. As ECC continues to adapt to new online learning and brings more courses back to campus, success rates should see a boost. At the same time, ECC can learn lessons from a division such as Health Sciences and Athletics, which has consistently seen some of the highest overall success rates and saw a modest decline in success rates during this period. Examining the factors that contributed to both of these developments may yield important clues for boosting success rates for other divisions across the college.

FIGURE 3.10. FALL 2018 TO FALL 2021 COURSE SUCCESS RATE BY DIVISION



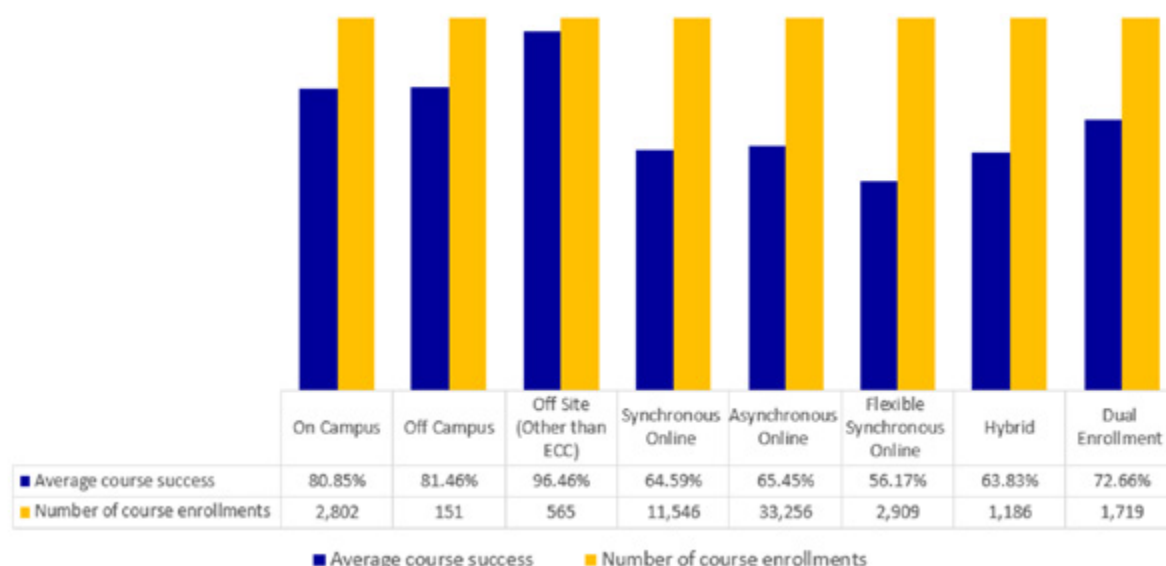
Source: ECC Colleague

Figure 3.11 illustrates the average success rate by instructional method⁵². In Fall 2021, average success rates of online instruction were lower than in-person instruction. However, because of the transition to online learning caused by COVID-19, this data captures courses mostly intended for in-person instruction and thus should be interpreted with caution.

As ECC moves toward a post-COVID-19 future and programs find their “instructional method equilibrium”, it would be beneficial for ECC to reassess the data presented in Figure 3.11. Future assessments may show greater consistency in success rates between instructional methods. ECC should continue to monitor instructional method success rates for any clues that can boost student success.

⁵² Since course instructional methods were coded differently prior to Fall 2021, comparing the average success rates shown in Figure 3.11 to prior years would not provide for a one-to-one comparison, and would conflate instructional methods.

FIGURE 3.11. FALL 2021 AVERAGE COURSE SUCCESS RATE BY INSTRUCTIONAL METHOD

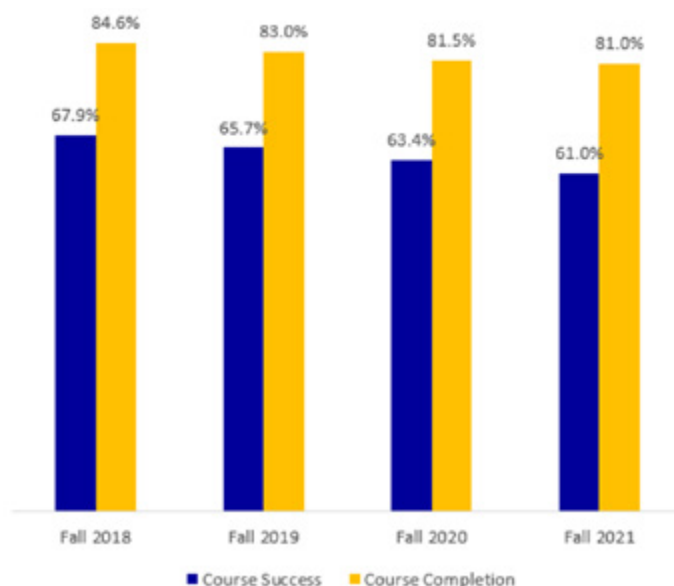


Source: ECC Colleague

The course success and completion rates of first-time students presented in Figure 3.12 mirror the trends of overall ECC course success and completion rates, although the success rates were lower to begin with. In Fall 2018, ECC first-time students had a course success rate of 67.9%, and by Fall 2021, the course success rate declined to 61.0%. Course completion rates of first-time students more closely matched ECC's overall course completion rate (84.3% in Fall 2018 and 82.4% in Fall 2021). In Fall 2018, first-time ECC students had a course completion rate of 84.1%, and by Fall 2021 the course completion rate declined to 81.0%.

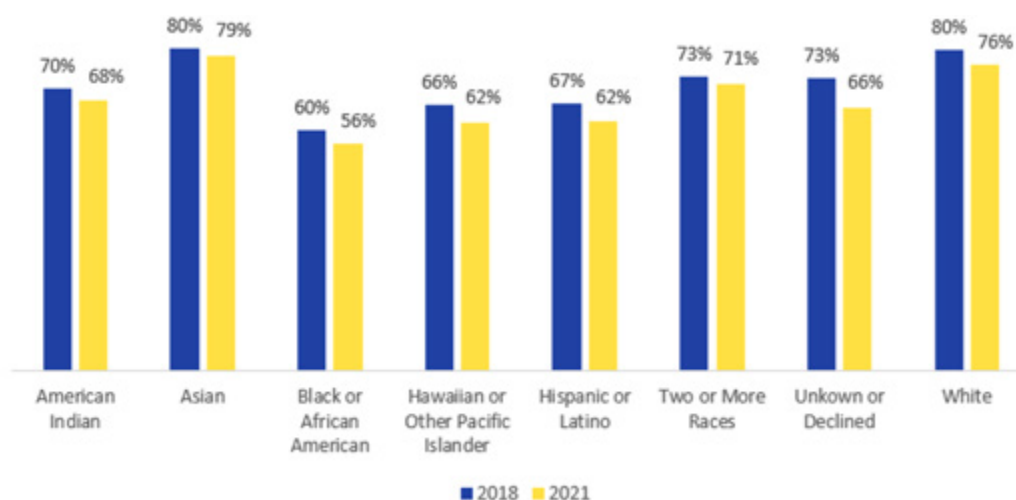
While the COVID-19 pandemic may have contributed to decreases in course success and course completion for first-time students, note that these rates were already in decline prior to the pandemic. In fact, a similar drop in percentage points for both course success and completion occurred between Fall 2018 and Fall 2019, as we see between Fall 2019 and Fall 2020. El Camino College might need to dive deeper into the factors that are driving this decrease beyond the COVID-19 pandemic. Academic Affairs, Student Services, and Institutional Research and Planning might want to collaborate to uncover some of the factors influencing this decline.

FIGURE 3.12. FALL 2018 TO FALL 2021 COURSE SUCCESS AND COMPLETION RATES BY FIRST-TIME STUDENTS



Source: ECC Colleague

FIGURE 3.13. FALL 2018 AND FALL 2021 COURSE SUCCESS RATES BY RACE/ETHNICITY

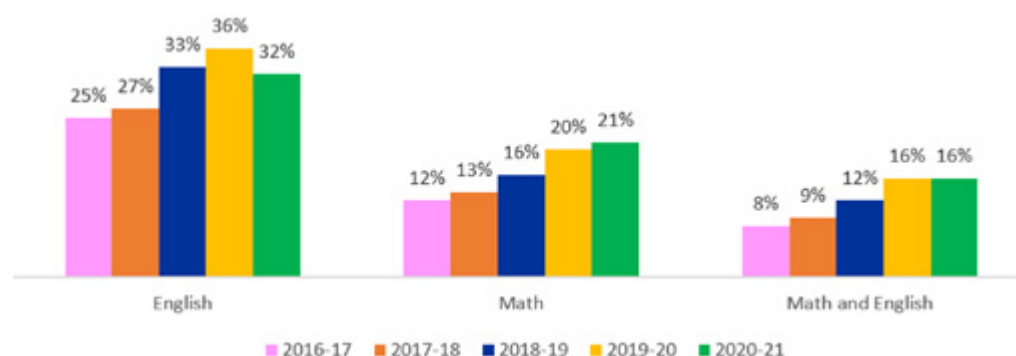


Source: ECC Colleague

Figure 3.13 above examines the change in course success rate between Fall 2018 and Fall 2021 by race/ethnicity. While all groups experienced a decline in course success rates, the decline in success rates varied by racial/ethnic group. Among those who identified with a specific race/ethnicity, Hispanic or Latino students had the largest decline at 5 percentage points, from 67% to 62%. Black or African American, Native Hawaiian or Pacific Islander, and White students all declined by four percentage points between Fall 2018 and Fall 2021. Note as well that the Black or African American students' 60% course success rate in Fall 2018 was significantly lower than that of their peers.

ECC might want to focus resources and direct services to prioritize improvement in success rates for all students, particularly Black or African American students, who have significantly lower rates, and Hispanic or Latino students who had the largest decline in success rates. Improving success rates will improve student retention, success, and outcomes while improving student equity.

FIGURE 3.14. 2016-17 TO 2020-21 FIRST YEAR STUDENTS COMPLETING TRANSFER LEVEL MATH & ENGLISH



Source: ECC Colleague

Despite declines in course completion and success rates, the percent of students who complete transfer-level Math, English, or Math and English in the first year has been increasing (Figure 3.14 above). Between 2016-17 and 2020-21, transfer-level English completion rates increased from 25% to 32%, transfer-level Math completion rates increased from 12% to 21%, and transfer-level English and Math completion rates doubled from 8% to 16%.

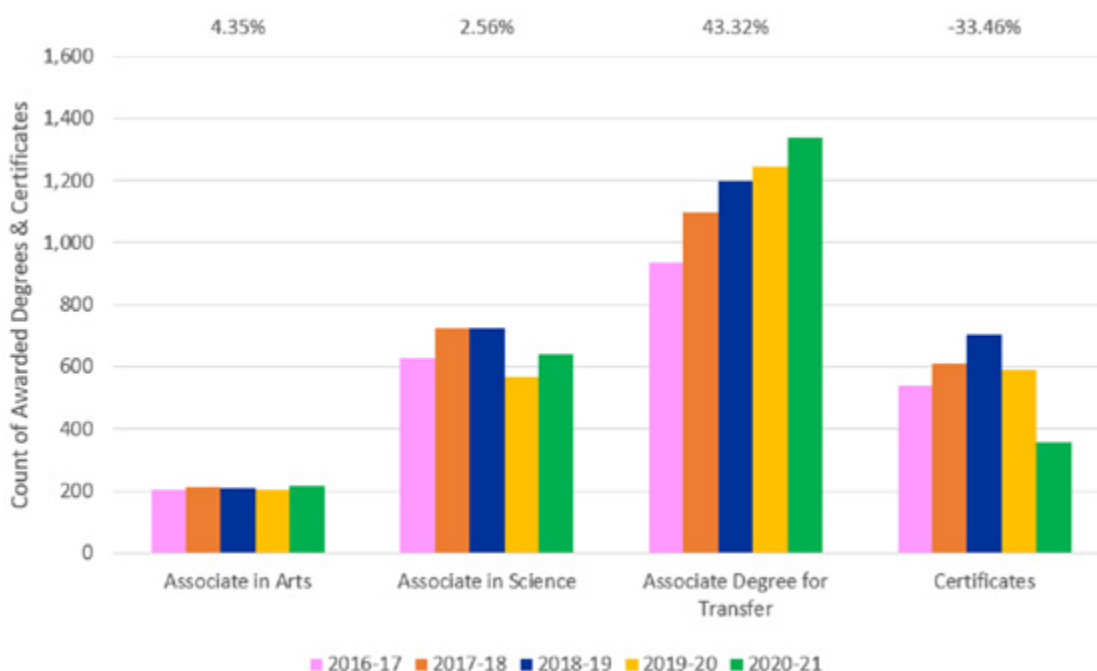
ECC's mission requires the successful academic and career preparation of students. Increasing the rate of students who are academically and professionally prepared to succeed is of great importance. Transfer-level Math and English courses set the tone for students' success and serve as building blocks for improved students outcomes.

DEGREES AND CERTIFICATES AWARDED

This section examines trends in degree and certificates awarded at El Camino College, with particular attention on the most common awards, the demographic breakdown of awardees, and the academic divisions providing these awards.

As shown in Figure 3.15, between 2016-17 and 2020-21, ECC experienced growth in the number of Associate Degrees for Transfer (ADT) awarded annually, even during COVID-19, when a large number of courses shifted to online learning. ECC awarded 935 ADT's in 2016-2017 and 1,340 ADT's in 2020-21, an increase of 43.3%. The Behavioral & Social Sciences, Fine Arts, Business, and Humanities divisions are the largest contributors to the overall increase in ADT's awarded.

FIGURE 3.15. 2016-17 TO 2020-21 NUMBER OF DEGREES & CERTIFICATES AWARDED

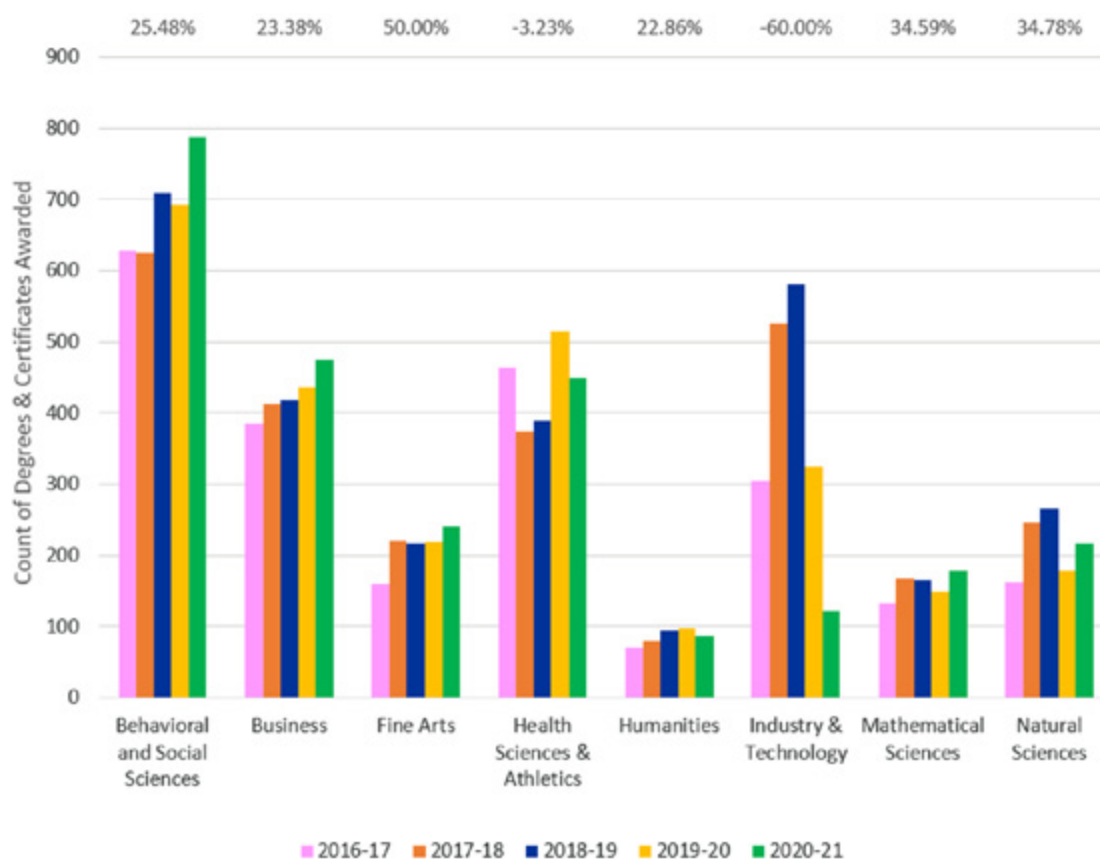


Source: ECC Colleague

Figure 3.15 above also shows that, since 2018-19, ECC has experienced a decline in the number of certificates awarded. In 2018-19, ECC awarded 704 certificates, and in 2020-21, the number of certificates awarded declined to 358. There are at least two reasons for this decline. The first is that between 2017-18 and 2018-19 ECC students were encouraged to earn an IGETC certificate along with their degree, a practice that inflated certificate counts but has since been discontinued. The second reason is that divisions such as Industry & Technology and Health Sciences & Athletics require classroom interactive training or a specialized lab environment. This is particularly the case for the Industry & Technology division, which awarded 324 degrees and certificates in 2019-20, but only 122 in 2020-21, for a decline of 62.3%, as observed in Figure 3.16 below. These divisions were especially hard-hit by the COVID-19 pandemic, which resulted in students being unable to complete coursework for their certificates. In contrast, other divisions such as the Behavioral & Social Sciences and Business divisions awarded more degrees and certificates in 2020-21 than other divisions. In 2020-21 the Behavioral & Social Sciences division awarded 788 degrees, and the Business division awarded 475 degrees and certificates.

Since degrees and certificates are a component of the SCFF's funding allocation, ECC might want to pursue opportunities to increase the degrees and certificates awarded. One opportunity is to encourage students and potential students to pursue robust programs that offer good career outcomes (e.g.: Business Administration ADT). Another opportunity is recovering enrollment in divisions that were particularly devastated from the COVID-19/online transition, such as the Industry & Technology division.

FIGURE 3.16. 2016-17 TO 2020-21 NUMBER OF DEGREES & CERTIFICATES AWARDED BY DIVISION



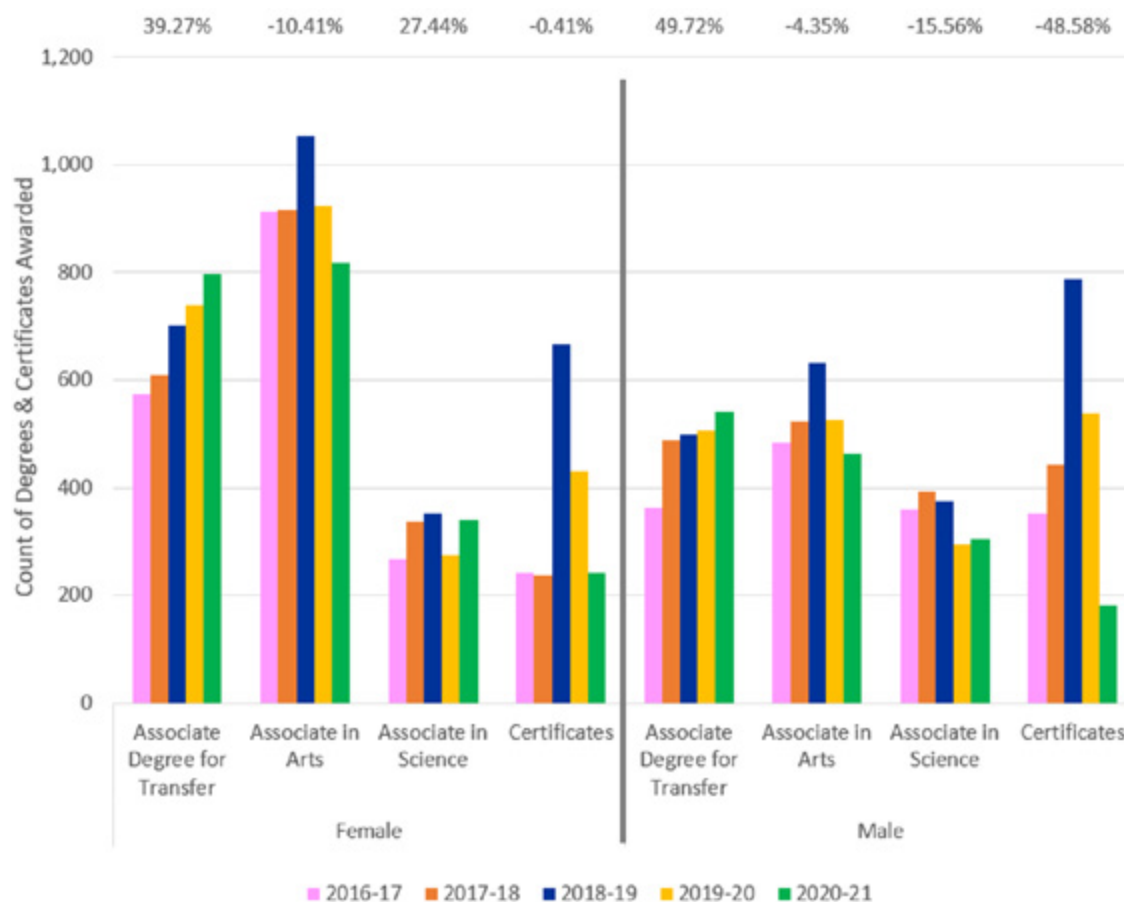
Source: ECC Colleague

As illustrated in Figure 3.17, between 2016-17 and 2020-21 female students at ECC earned 11,434 degrees and certificates, whereas male students earned 9,049 degrees and certificates. During that same period, female students experienced declines in AA degrees and certificates awarded, but increases in AS and ADTs awarded. In 2016-17, females earned 573 ADTs, and in 2020-21 this had increased to 798 ADTs, or by 39.3%. In 2016-17, females earned 266 AS, and in 2020-21 this had increased to 339 AS, or by 27.4%. On the other hand, between 2016-17 and 2020-21, males saw declines in every award except ADTs. In 2016-17, males earned 362 ADTs, and in 2020-21 this had increased to 542 ADTs, or by 49.7%.

Female students represented 53.2% of ECC enrollment between 2016-17 and 2020-21⁵¹ but received 55.8% of awards during this period. Conversely, this means male students received a lower share of awards (44.1%) than their representation at the college (46.7%). This gap is noteworthy and ECC may consider integrating male success initiatives into existing support services to help boost degrees and certificates for this population. At the same time, the decline in the number of awarded Certificates and Associate in Arts degrees between 2016-17 and 2020-21 is concerning as these metrics are part of the Student-Centered Funding Formula (SCFF).

⁵¹ El Camino College Institutional Research and Planning Annual Factbook. Retrieve from [Annual Factbook | El Camino College | Torrance, CA](#)

FIGURE 3.17. 2016-17 TO 2020-21 NUMBER OF DEGREES & CERTIFICATES AWARDED BY GENDER

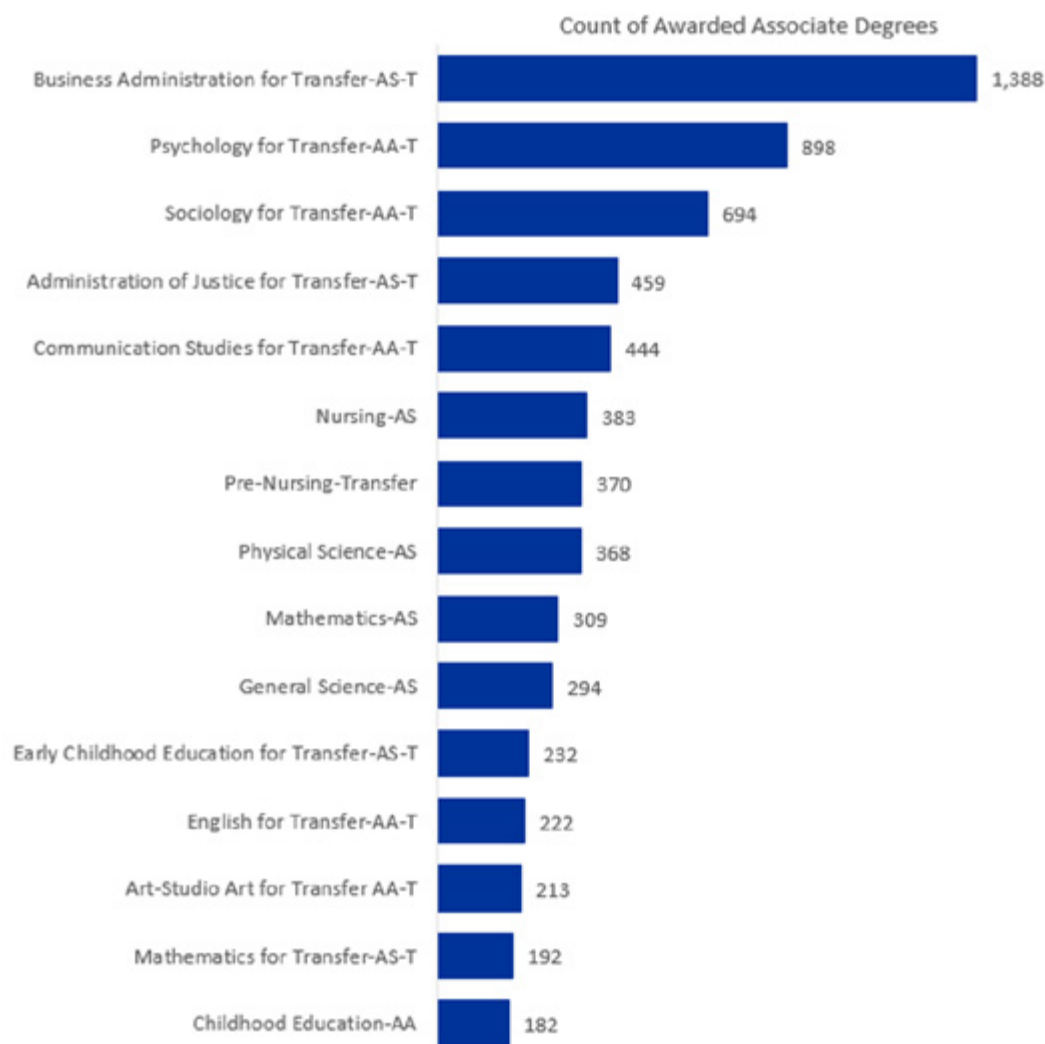


Source: ECC Colleague

As shown in Figure 3.18, of the top-15 associate degrees awarded from 2016-17 to 2020-21, nine degrees were ADTs. Additionally, of the top-5 associate degrees awarded, all were ADT. Between 2016-17 and 2020-21, 44.9% of all awards earned were ADT's. Other associate degrees earned during that same time period accounted for 33.5% of all awards. The top associate degree and ADT, by number of awards, is Business Administration. Between 2016-17 and 2020-21, ECC awarded approximately 1,388 Business Administration ADTs.

ECC students are pursuing a variety of programs for their associate degrees, with some leading to very specific careers. Boosting the number of degrees awarded will provide the opportunity for socioeconomic mobility for an even greater number of students. ECC needs to ensure it has the capacity and pathways to prepare students for high-growth, high-wage careers that can make a positive difference in students' lives and local communities.

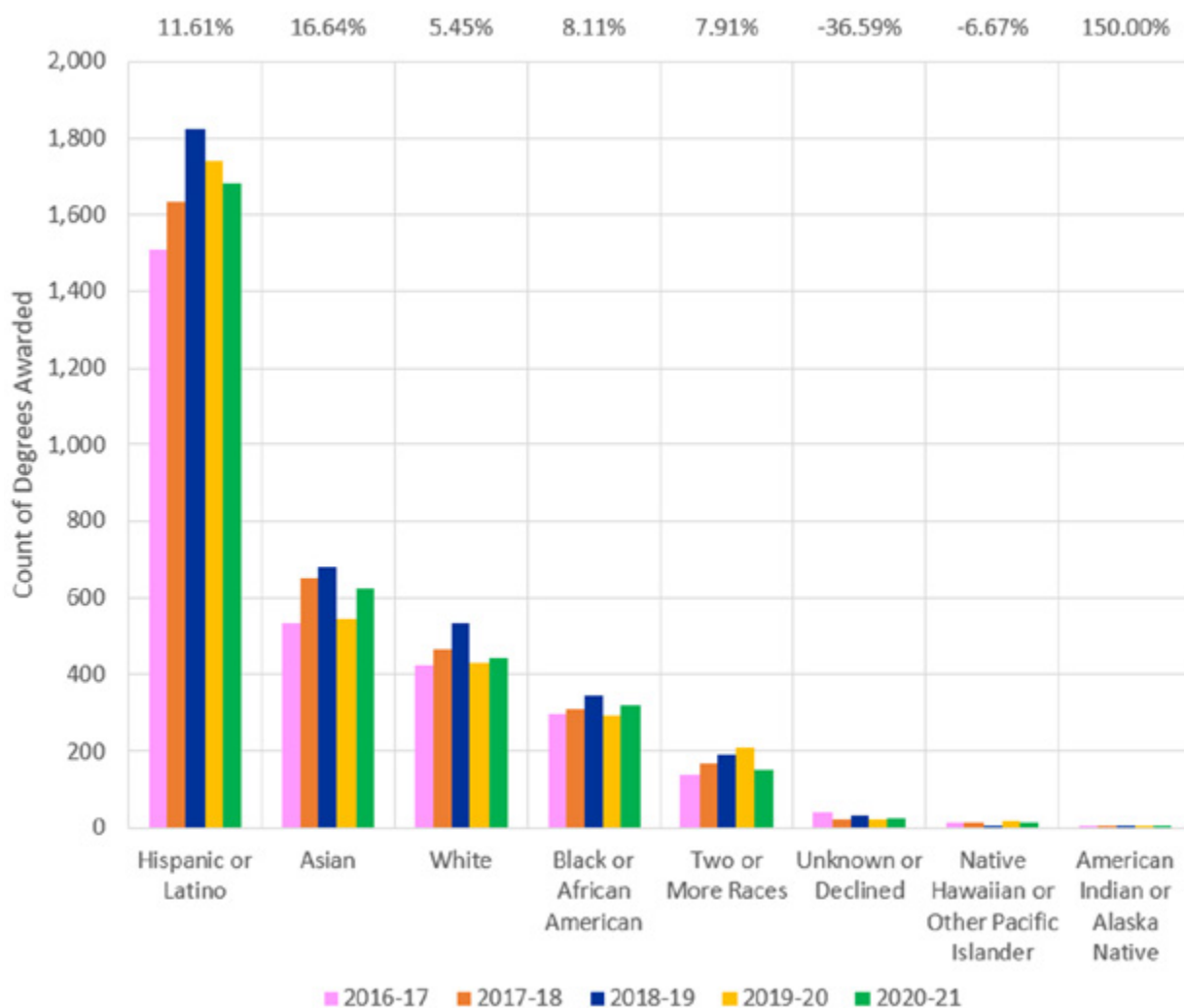
FIGURE 3.18. 2016-17 TO 2020-21 TOP 15 ASSOCIATE DEGREES AWARDED BY ECC



Source: ECC Colleague

As illustrated in Figure 3.19, between 2016-17 and 2020-21, 51.3% of the associate degrees awarded were earned by Hispanic or Latino students; 18.6%, by Asian students; 14.1%, by White students; 9.6%, by Black or African American students; and 5.2%, by Two or More Races students. Except for American Indian or Alaska Native students, which accounted for 0.1% of all associate degrees awarded, between 2016-17 and 2020-21, the largest percent increase in associate degrees awarded was to Asian students. In 2016-17, Asian students earned 535 associate degrees, and by 2020-21 this had increased to 624 (16.6% increase). Hispanic or Latino students experienced the second largest percent increase in associate degrees awarded. In 2016-17, Hispanic or Latino students earned 1,507 associate degrees, and in 2020-21, this had increased to 1,682 (11.6% increase). Only Unknown or Declined and Native Hawaiian or Other Pacific Islander students experienced a decline in awards earned between 2016-17 and 2020-21.

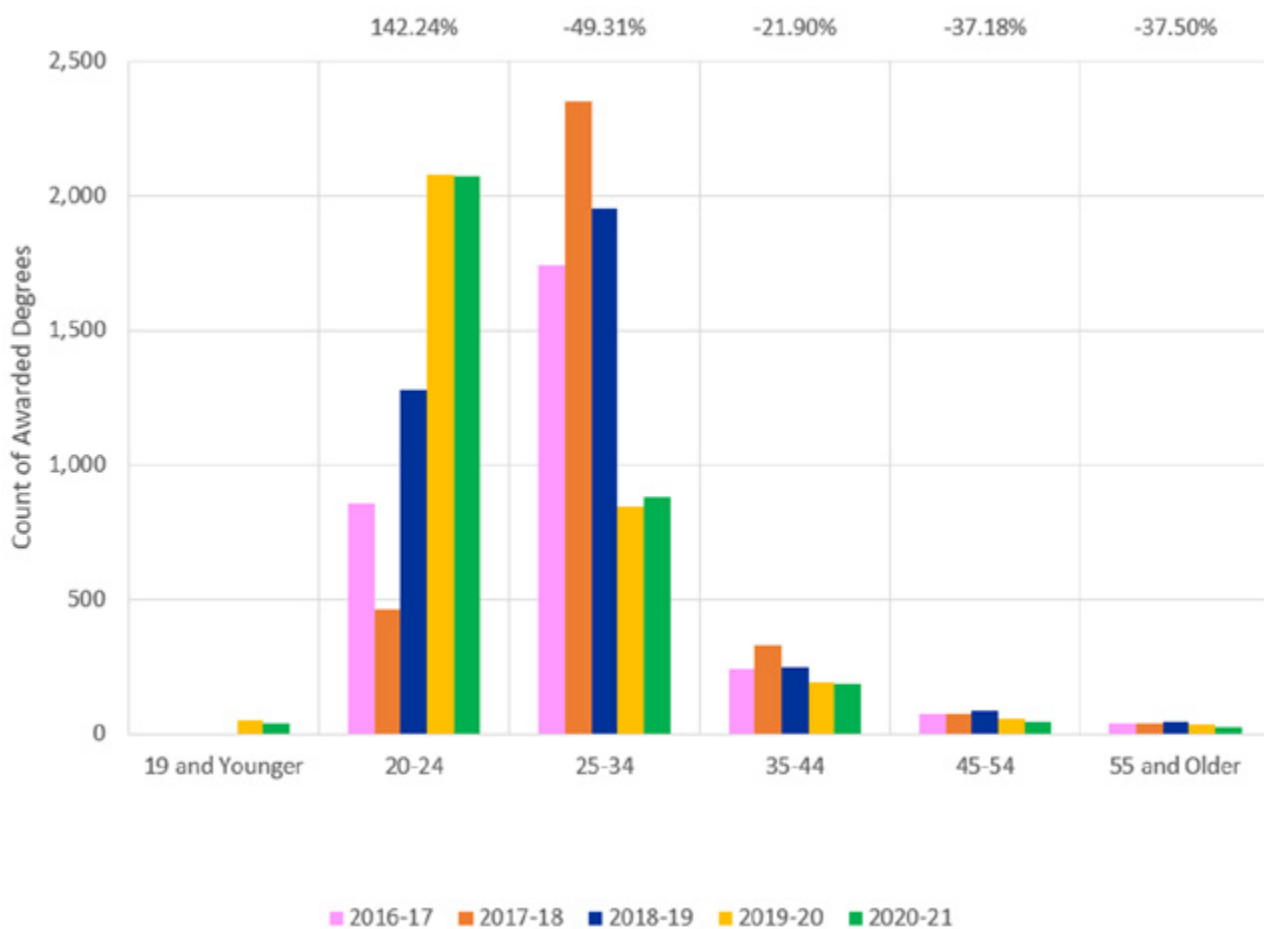
For most racial/ethnic groups, the 2016-17-2020-21 period saw significant growth in the number of associate degrees awarded. This is significant for ECC as it seeks to close equity gaps across success metrics and due to the inclusion of degree counts in the SCFF. It is important that ECC continues to see increases in the number of degrees awarded, and that those increases impact all students.

FIGURE 3.19. 2016-17 TO 2020-21 NUMBER OF ASSOCIATE DEGREES AWARDED BY RACE/ETHNICITY

Source: ECC Colleague

As shown in Figure 3.20, between 2016-17 and 2018-19, 61.4% of associate degrees awarded were earned by ECC students 25-34 years old. However, in recent years (2019-20 to 2020-21), 63.6% of associate degrees awarded were earned by ECC students 20-24 years old. This trend is particularly interesting since the headcount declines of students between 2019-20 and 2020-21 were largest among students 20-24 years old. Since the headcount of ECC students age 25-29 and age 30-39 did not decline as much as students 20-24 years old, relatively, it may be that older students decided to take a much lighter credit load rather than leave school, whereas students 20-24 years old were more inclined to leave school. Regardless, moving forward this trend is likely to continue as students 18-19 years old have become a larger proportion of ECC's student body.

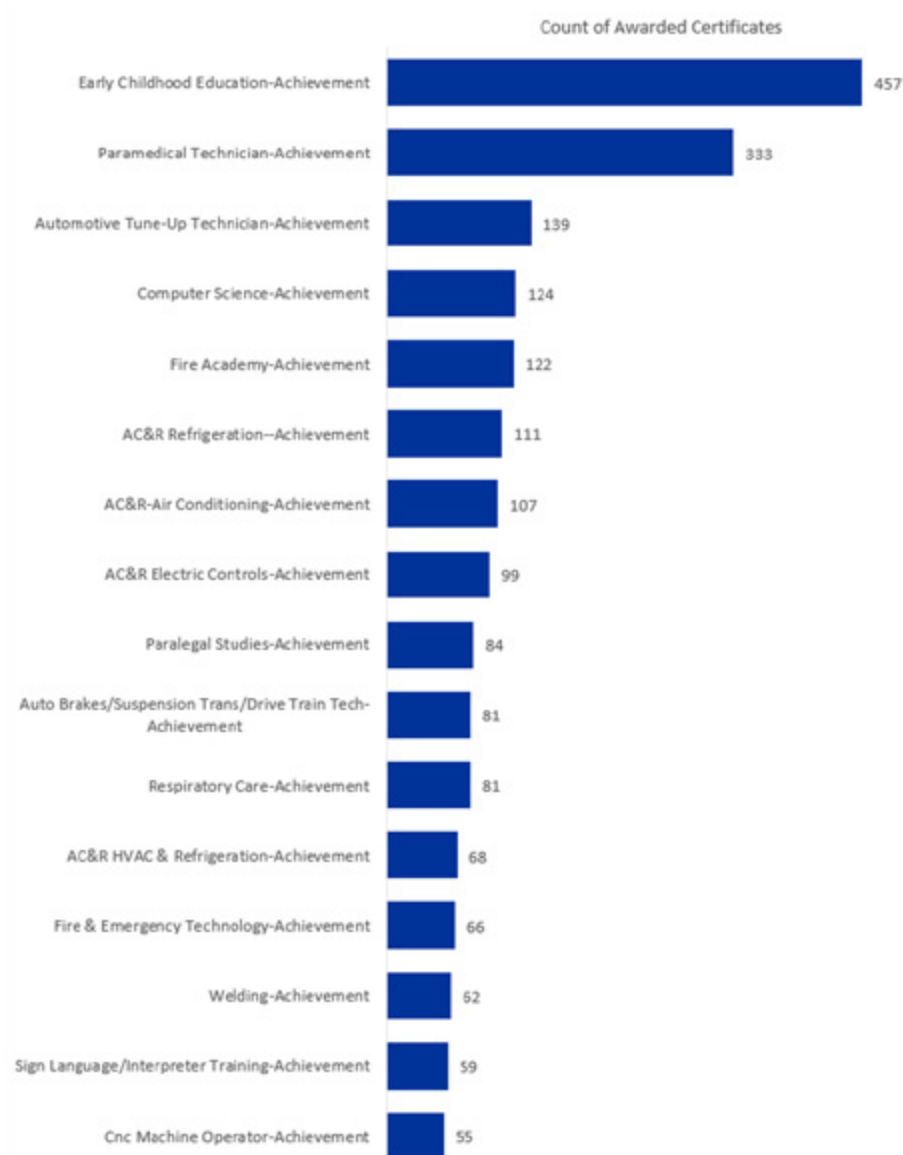
FIGURE 3.20. 2016-17 TO 2020-21 NUMBER OF ASSOCIATE DEGREES AWARDED BY AGE



Source: ECC Colleague

As shown in Figure 3.21, the top certificate awarded is Early Childhood Education with 457 certificates between 2016-17 and 2020-21. During this time period, certificates accounted for 21.6% of all awards earned at ECC. Another program that also saw a substantial number of awards is Paramedical Technician, with 333 awards between 2016-17 and 2020-21.

The diversity in certificate programs awarded at ECC showcases the variety of programs available to students. Many of these programs, such as AC&R and Respiratory Care, lead to in-demand careers with high-wage potential. ECC needs to continue promoting and expanding its offerings of short-term certificates leading to high-growth, high-wage careers. Doing so will better position the college to meet the evolving workforce needs and student demands of the future.

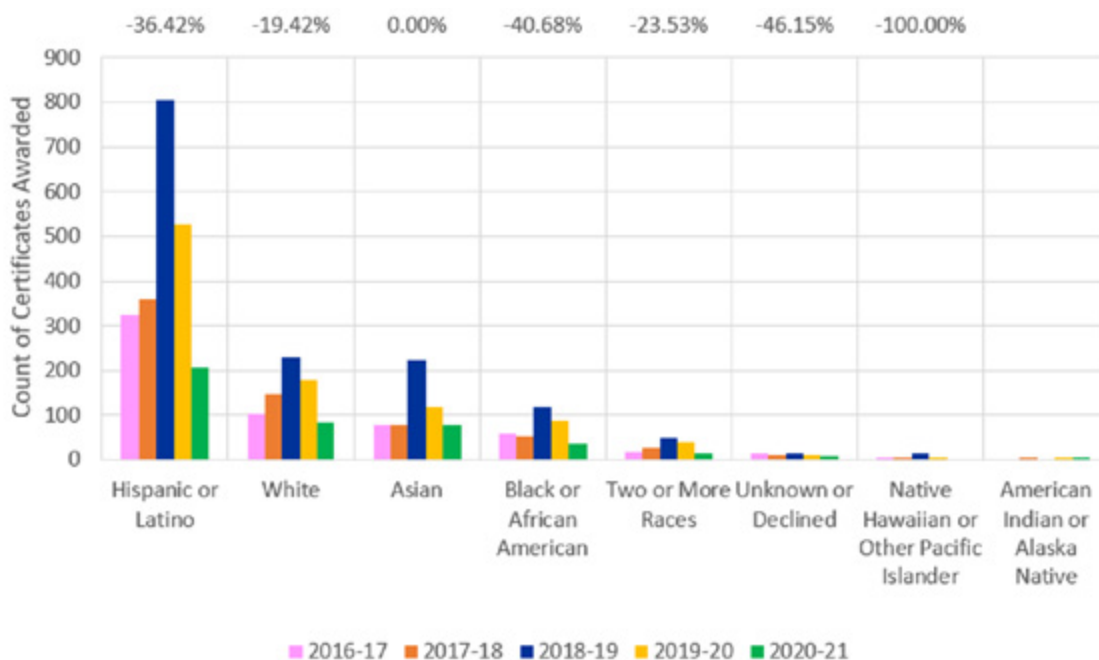
FIGURE 3.21. 2016-17 TO 2020-21 TOP 15 CERTIFICATES AWARDED

Source: ECC Colleague

Figure 3.22 illustrates that, during the 2016-17 to 2020-21 period, all racial/ethnic groups experienced a decline in certificates. The groups that saw the largest declines by percent change were Black or African American and Hispanic or Latino students. In 2016-17, Black or African American students earned 59 certificates, however, in 2020-21, that had declined 40.7% to a total of 35 certificates. Similarly, Hispanic or Latino students earned 324 certificates in 2016-17, but that number had declined by 36.4% to 206 in 2020-21. Also apparent in Figure 3.22 is the large decrease in certificates after 2018-19. This drop coincides with ending the practice of encouraging IGETC certificates and more recently the COVID-19 pandemic, which further strained the capacity of students to complete required coursework, particularly for in-person courses.

While the data presented in Figure 3.22 is generally representative of the distribution of racial/ethnic student groups at ECC, the sizable declines in 2020-21 are of concern. ECC might want to place additional emphasis in boosting the number of certificates available and awarded. Certificates represent an area of potential growth for the college as they are more adaptable to changes in the labor market and students are increasingly looking for shorter programs that can get them the career training they need.

FIGURE 3.22. 2016-17 TO 2020-21 NUMBER OF CERTIFICATES AWARDED BY RACE/ETHNICITY

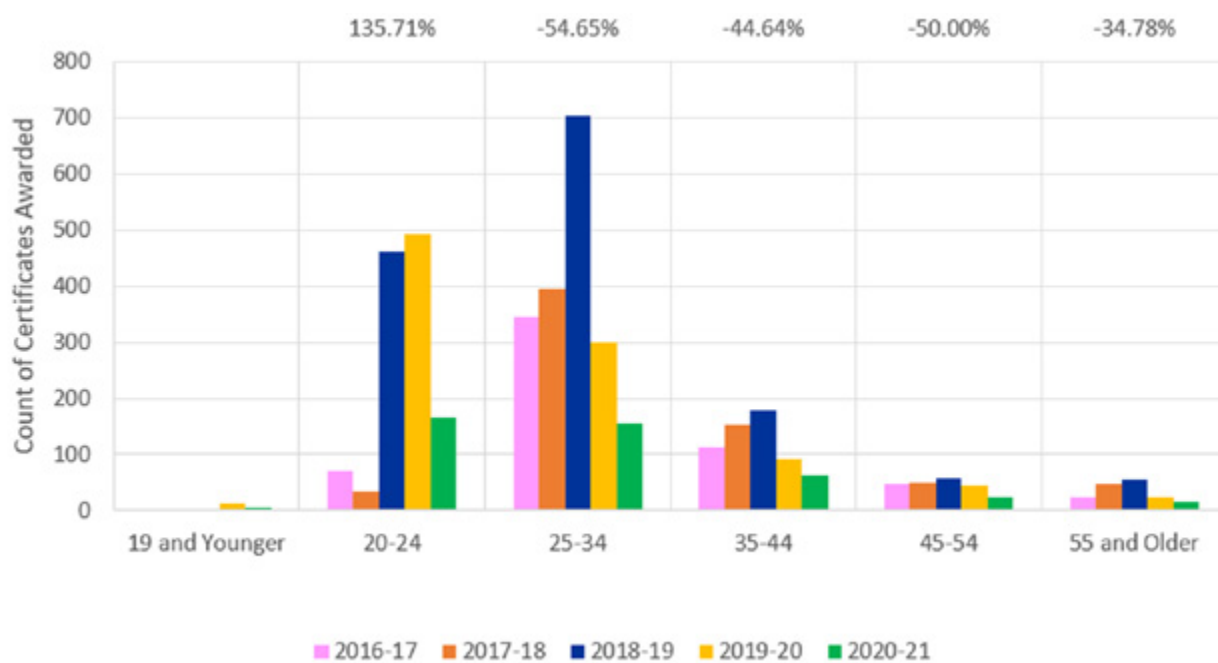


Source: ECC Colleague

Figure 3.23 also illustrates large decreases in certificates awarded by age group. The boom in certificates awarded in 2018-19 and to a lesser extent in 2019-20 was influenced by ECC students being encouraged to earn an IGETC certificate. However, even comparing 2020-21 to 2016-17, we see important declines for all age groups except 20-24. Students aged 25-34 received 54% less awards in 2020-21 than in 2016-17 (a decline from 344 to 156 total awards). Similarly, students aged 45-54 declined 50% during this period while those aged 35-44 declined 44%. However, students aged 20-24 experienced an increase from 70 certificates in 2016-17 to 165 certificates in 2020-21, for a surge of 135%.

ECC might want to capitalize on the increasing popularity of short-term credentials for younger students. Potential students are looking for short, flexible programs that can quickly prepare them for jobs in high-demand. While this is true for older students seeking to re-skill or up-skill, it might be also important for younger students (as evidenced by this data) who are increasingly focused on return on investment. This data provides another impetus for increasing the availability of certificate programs and boosting marketing of existing programs as a means to drive student success and enrollment.

FIGURE 3.23. 2016-17 TO 2020-21 NUMBER OF CERTIFICATES AWARDED BY AGE



Source: ECC Colleague

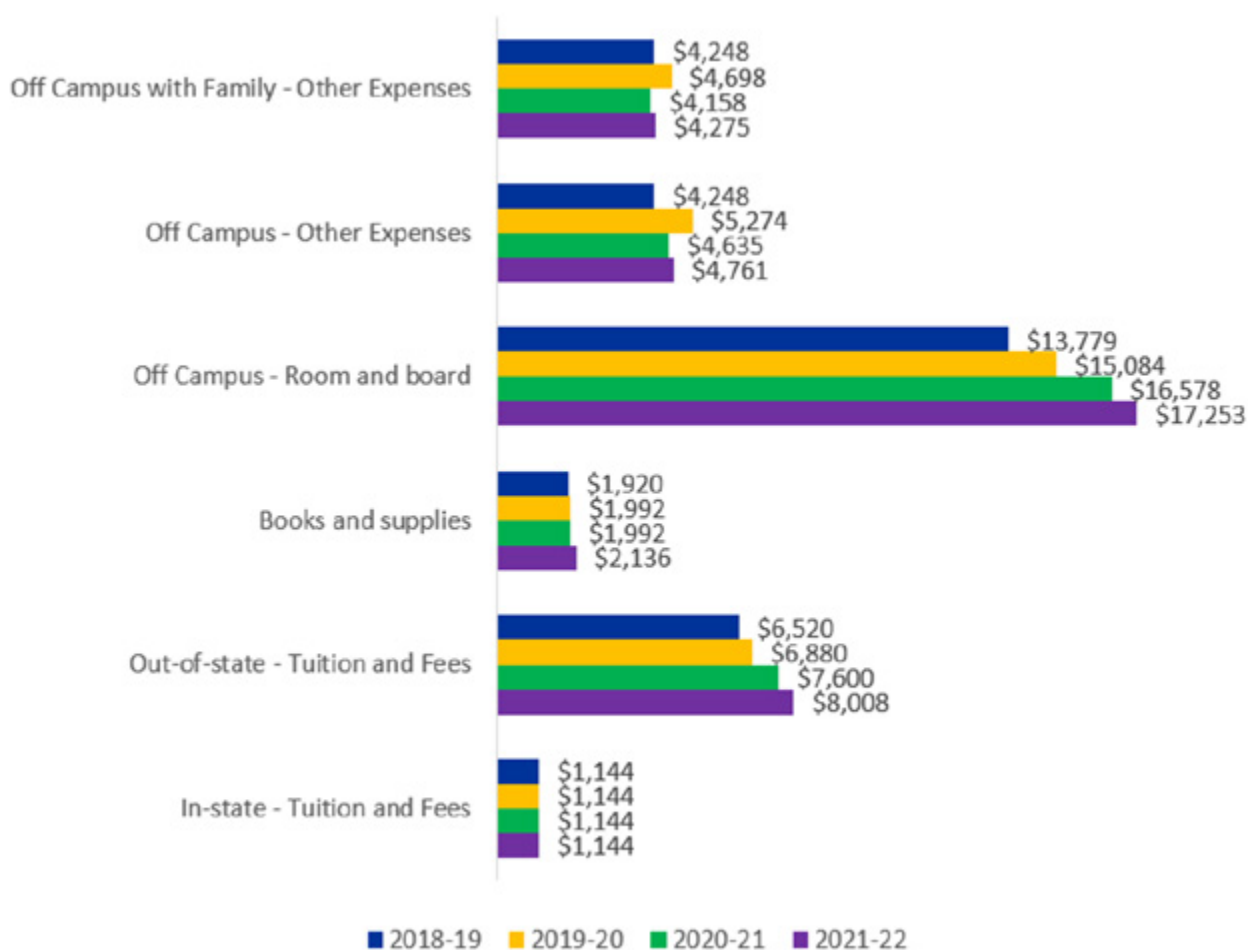
FINANCIAL AID, TUITION, AND EXPENSES

The COVID-19 pandemic and resulting economic uncertainty may have contributed to the decline of student enrollment at ECC. Many community college students have other obligations, including family and employment, that may limit the time they have available for classes. Monitoring the financial aid and costs of attending ECC is a critical part of ensuring that the College is properly serving its most vulnerable populations. This section explores the cost of attendance at ECC and the type and amount of financial aid awarded.

Figure 3.24 illustrates the increase in cost of attending ECC between 2018-19 and 2020-21. One of the largest increases in cost has been the cost for off campus room and board. In 2018-19, off campus room and board was estimated in \$13,779 while in 2020-21 off campus room and board was estimated to be \$17,253, an increase of 25.21%. Out-of-state tuition and fees have also increased substantially during this period, going from \$6,520 to 8,008, or 22% increase.

In light of the data showing high numbers of households in ECC's service area being financially burdened by rent, ECC might want to consider recent initiatives by the State and the CCCC to develop affordable student housing at California Community Colleges. Getting involved in these initiatives is one way ECC may support low-income students, which should result in a boost in enrollment, retention, and success outcomes.

FIGURE 3.24. 2018-19 TO 2021-22 COST OF ATTENDANCE



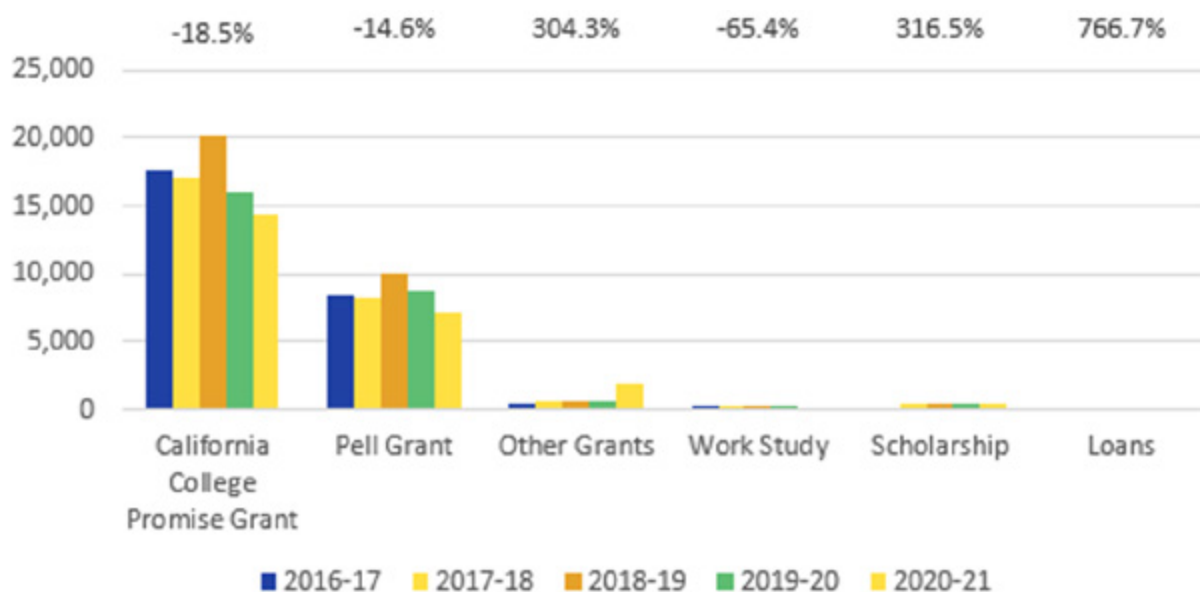
Source: National Center for Education Statistics and IPEDS, 2022

Figure 3.25 shows the number of financial aid recipients at ECC between 2016-17 and 2020-21. Between 2016-17 and 2020-21, the number of ECC students who received California College Promise Grants and Pell Grants decreased. In 2016-17, 17,631 students

received California Promise Grants but by 2020-21, this number had declined to 14,362 students, a drop of 18.5%. Similarly, 8,355 ECC students had received Pell Grants in 2016-17 but only 7,136 students did so in 2020-21, a loss of 14.6%. These declines may be, in part, due to lower ECC headcount and enrollment. Furthermore, the number of students that may have potentially received aid could have been higher as some students may have not navigated the process correctly or applied for financial aid at all. In other cases, students may have sought financial aid from other sources, such as other grants, scholarships, and loans, all of which increased between 2016-17 and 2020-21.

As the cost of attendance continues to increase at colleges and universities nationwide and at ECC, students are increasingly reliant on financial aid to support their studies. ECC should work to ensure that its processes for supporting students through financial aid applications and troubleshooting run as smoothly as possible. This will help strengthen initial and continuous enrollment at the college. The increase in other grants and scholarships is welcome, as it allows students, who may not otherwise have attended ECC, the ability to enroll in courses. This avenue of potential financial aid growth is one ECC should continue to grow, especially as housing costs can be particularly burdensome for students in the college's geographical area.

FIGURE 3.25. 2016-17 TO 2020-21 NUMBER OF STUDENTS RECEIVING FINANCIAL AID BY TYPE OF AID

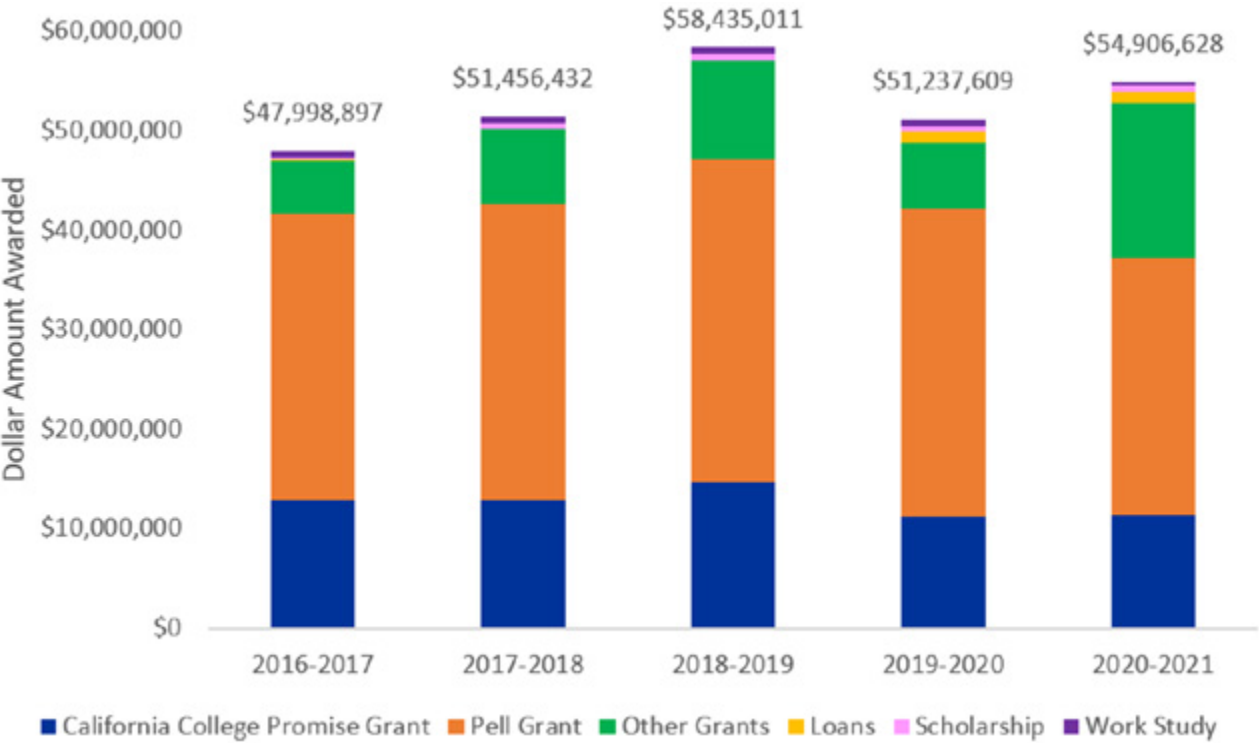


Source: California Community College Chancellor's Office DataMart

As observed in Figure 3.25 above, the number of California Promise Grant and Pell Grant recipients decreased between 2016-17 and 2020-21. However, Figure 3.26 below indicates that the total amount of financial aid ECC students received increased from nearly \$48 million in 2016-17 to nearly \$55 million in 2020-21, an increase of 14.4%. This increase was largely due to a rise in Other Grants, Scholarships, and Loans disbursed to students. Other Grants increased from \$5.4 million in 2016-17 to \$15.5 million in 2020-21 while scholarships also saw a substantial improvement from \$170,000 to \$644,000 during this period. Likely due to the impacts of the COVID-19 pandemic, work-study saw a significant decline in 2020-21 to \$268,000 from \$713,000 in 2019-20.

Despite declining enrollment, ECC awarded more financial aid in 2020-21 than in all years except 2018-19. This is an important equity marker for the college and may be evidence of success in application processing and troubleshooting. Increases in financial aid may have helped recruit and retain students, assisting the college in maintaining a higher enrollment than otherwise. Considering financial aid as a recruiting and retention strategy is a powerful tool to boost fluctuating enrollment. ECC may want to continue to find ways to financially support its students.

FIGURE 3.26. 2016-17 TO 2020-21 TOTAL FINANCIAL AID AWARDED BY TYPE OF AWARD

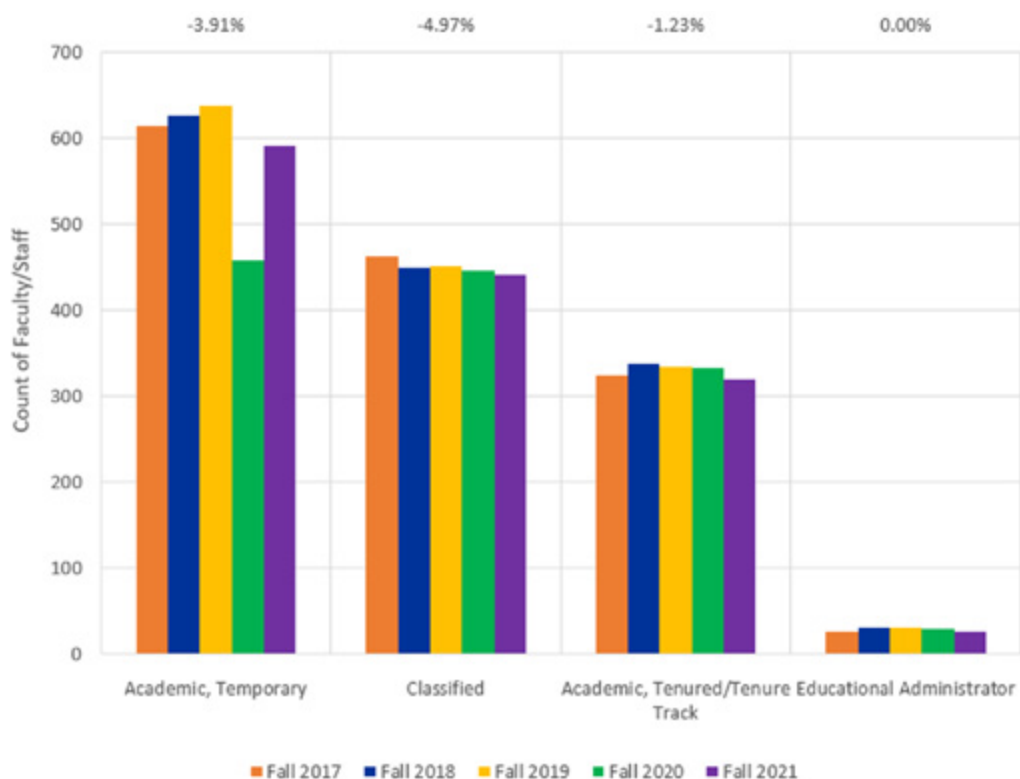


Source: California Community College Chancellor's Office DataMart

ECC EMPLOYEES

ECC's workforce is a vital part of the campus community. This section examines the composition of ECC employees by classification, demographics, and the extent to which workforce demographics reflect ECC's student body.

FIGURE 3.27. FALL 2017 TO FALL 2021 FACULTY AND STAFF DISTRIBUTION



Source: California Community College Chancellor's Office DataMart

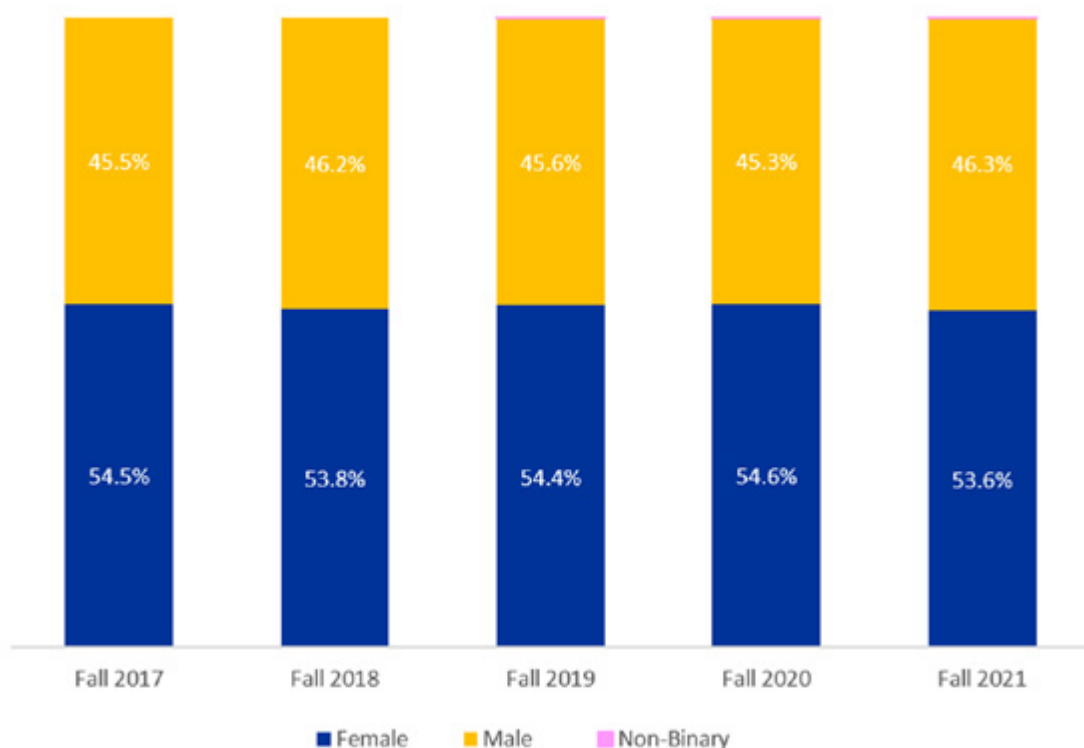
As shown in Figure 3.27 above, ECC employed 1,377 faculty and staff in Fall 2021. Of the 1,377 faculty and staff, 27 were educational administrators⁵⁴, 320 were academic, tenure/tenure track, 590 were temporary academic, and 440 were classified staff members⁵⁵. Between Fall 2017 and Fall 2020, ECC experienced a decline in the number of faculty and staff but not the number of educational administrators. ECC employed 614 temporary academic faculty in Fall 2017 but by Fall 2021 this number had declined by 3.9% to 590. Classified staff experienced the largest percent decrease of all employees. In Fall 2017, ECC employed 463 classified staff but this number had declined to 440 by Fall 2021 (a decline of 5%). Other than educational administrators, academic, tenured/tenure track faculty experienced the smallest percent decrease of faculty and staff groups. In Fall 2017, ECC employed 324, academic, tenured/tenure track faculty, and in Fall 2021, this had declined to 320, or by 1.2%.

It is clear that the ECC workforce has declined in the last few years, partly due to the impacts of the COVID-19 pandemic on the labor market, shifts in enrollment trends, and the transition to remote learning. As enrollment recovers from the pandemic lows, ECC must be nimble and selective to hire employees in key areas of need. At the same time, the strength of the current labor market will make it more challenging to recruit and retain employees. ECC must also continue to support and reward its employees in order to improve the working environment at the college and keep the college functioning.

⁵⁴ CCCCO DataMart defines an Educational Administrator as an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district (e.g., President, most Vice Presidents, Deans, Associate Deans, and some Directors).

⁵⁵ CCCCO DataMart defines classified staff members as employees serving a formal probationary period or who have vested rights to employment under E.C. 88000, et seq., as members of classified service (e.g., Classified Staff, most Directors, any administrator who is not an Educational Administrator).

FIGURE 3.28. FALL 2017 TO FALL 2021 FACULTY & STAFF BY GENDER



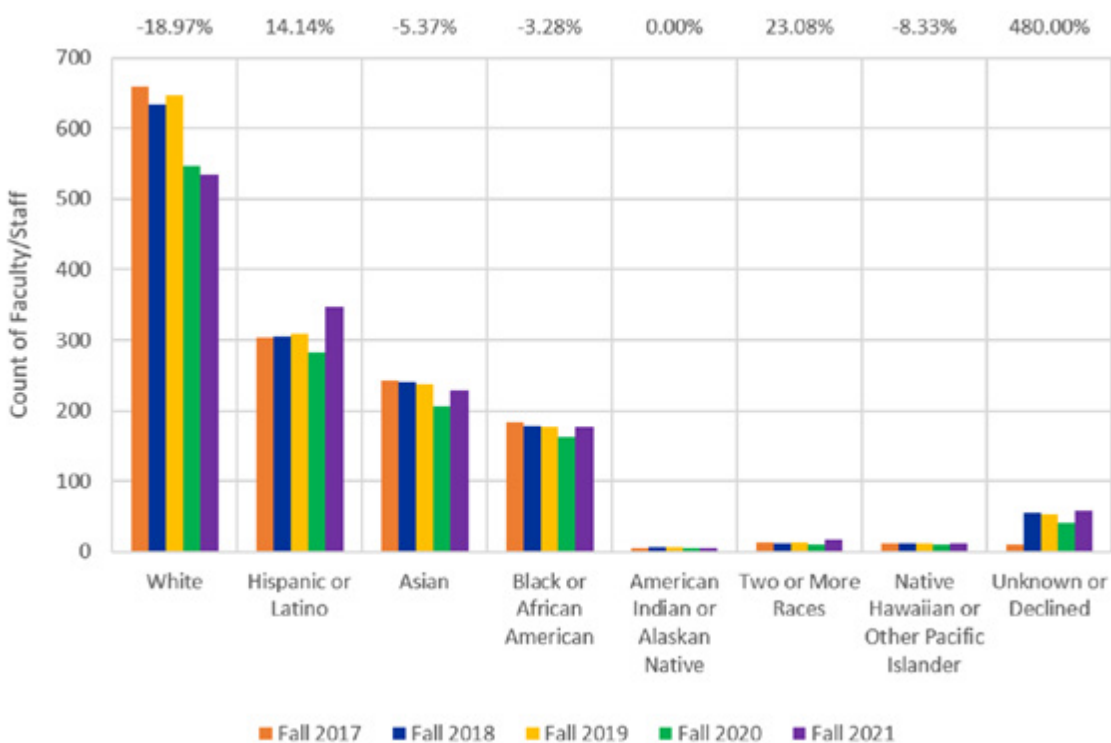
Source: California Community College Chancellor's Office DataMart

Figure 3.28 above examines ECC's faculty and staff by gender. Despite declines in faculty and staff groups between Fall 2017 and Fall 2021, the ratio of female to male employees at ECC has remained relatively constant. In general, ECC employs more females than males. Between Fall 2017 and Fall 2021, on average, 54.2% of ECC's employees were female while 45.8% were male.

Importantly, this distribution of employees by gender largely reflects the distribution of ECC students by gender. With the inclusion of a non-binary response group in data moving forward, it will be important for ECC to ensure that all employees are supported in their work and that the diverse perspectives non-binary employees bring to the college are valued and heard.

Figure 3.29 below displays ECC's faculty and staff by racial or ethnic group between Fall 2017 and Fall 2021. By percentage change, White faculty and staff experienced the largest decrease during this period. ECC employed 659 White employees in Fall 2017, but this number declined 20% to 534 employees in Fall 2021. Other groups that experienced declines between this period include Asian (5% decline), Black or African American (3% decline), and Native Hawaiian or Other Pacific Islander employees (8% decline). Employees identifying with two or more races saw a significant increase of 23% between Fall 2017 and Fall 2021. Hispanic or Latino employees also saw greater representation, growing from 304 in Fall 2017 to 347 in Fall 2021 (an increase of 14.1%).

Between Fall 2017 and Fall 2021, the demographics of ECC's faculty and staff body began to mirror more that of ECC's student body. This is particularly important for students' sense of belonging and has been known to positively influence student success outcomes. Having a diverse workforce is also beneficial for employees and the college, who both benefit from different perspectives, values, and experiences shared throughout the college.

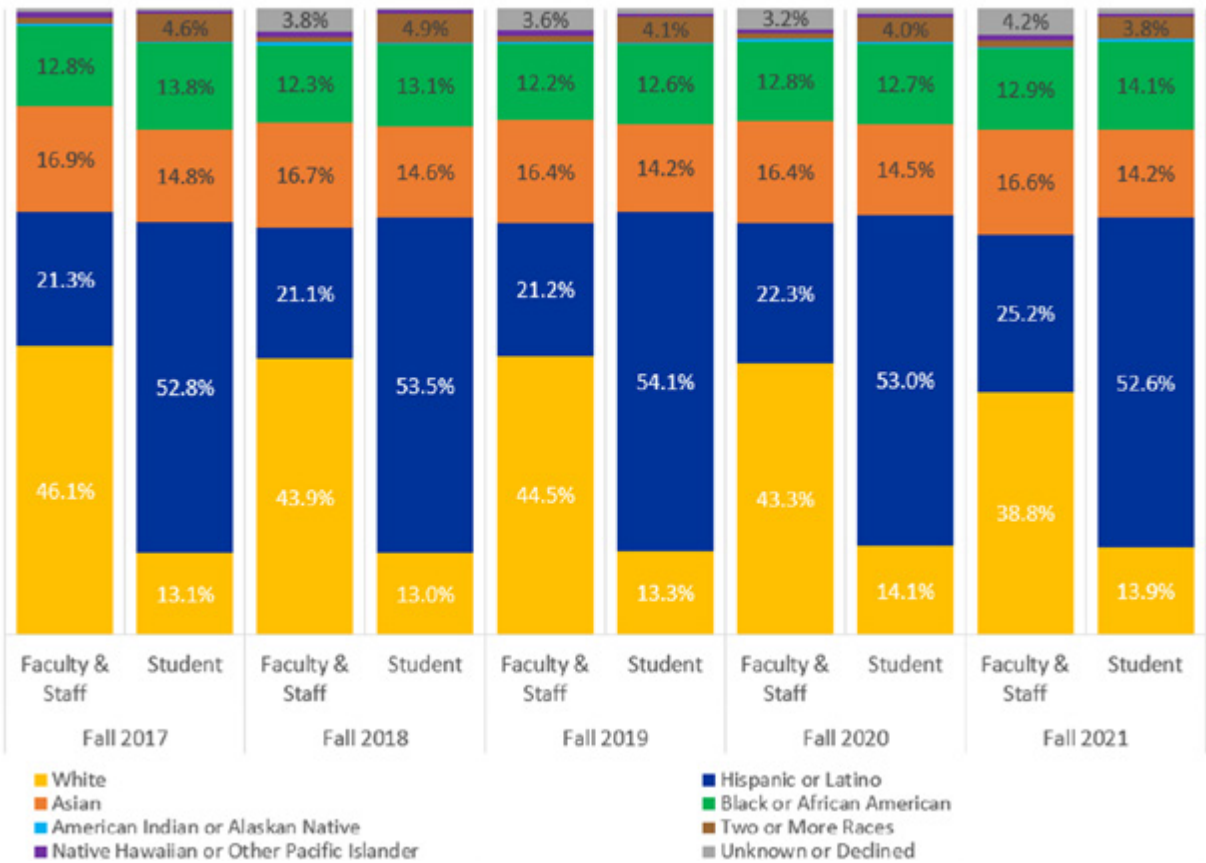
FIGURE 3.29. FALL 2017 TO FALL 2021 FACULTY & STAFF BY RACE/ETHNICITY

Source: California Community College Chancellor's Office DataMart

Figure 3.30 shows the demographics of ECC's employee and student bodies between Fall 2017 and Fall 2021. Overall, the percentage of Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native employees largely mirrors the demographic make-up of the student population. However, compared to ECC's student body, ECC's workforce is under-represented in Hispanic or Latino employees, and over-represented in White employees. Between Fall 2017 and Fall 2021, on average, White employees accounted for 43.3% of ECC's workforce, whereas White students only accounted for 13.5% of ECC's student body. Conversely, between Fall 2017 and Fall 2021, on average Hispanic or Latino employees accounted for 22.2% of ECC's workforce and Hispanic or Latino students accounted for 53.2% of ECC's student body. In recent years, this difference has begun to change. In Fall 2017, Hispanic or Latino employees constituted 21.3% of ECC's workforce and in Fall 2021 they constituted 25.2% of ECC's workforce. Meanwhile, in Fall 2017 White employees accounted for 46.2% of ECC's workforce, and in Fall 2021 they accounted for 38.8%. Despite these recent trends, a difference still remains.

El Camino College has seen a sizable increase in the number of Hispanic or Latino employees in the last few years. This representation is important given the fact that the college is a Hispanic-serving Institution (HSI) and more than half of the college's students identify as Hispanic or Latino. Workforce demographics should progressively resemble more closely ECC student demographics.

FIGURE 3.30. FALL 2017 TO FALL 2021 STUDENTS COMPARED TO FACULTY & STAFF BY RACE

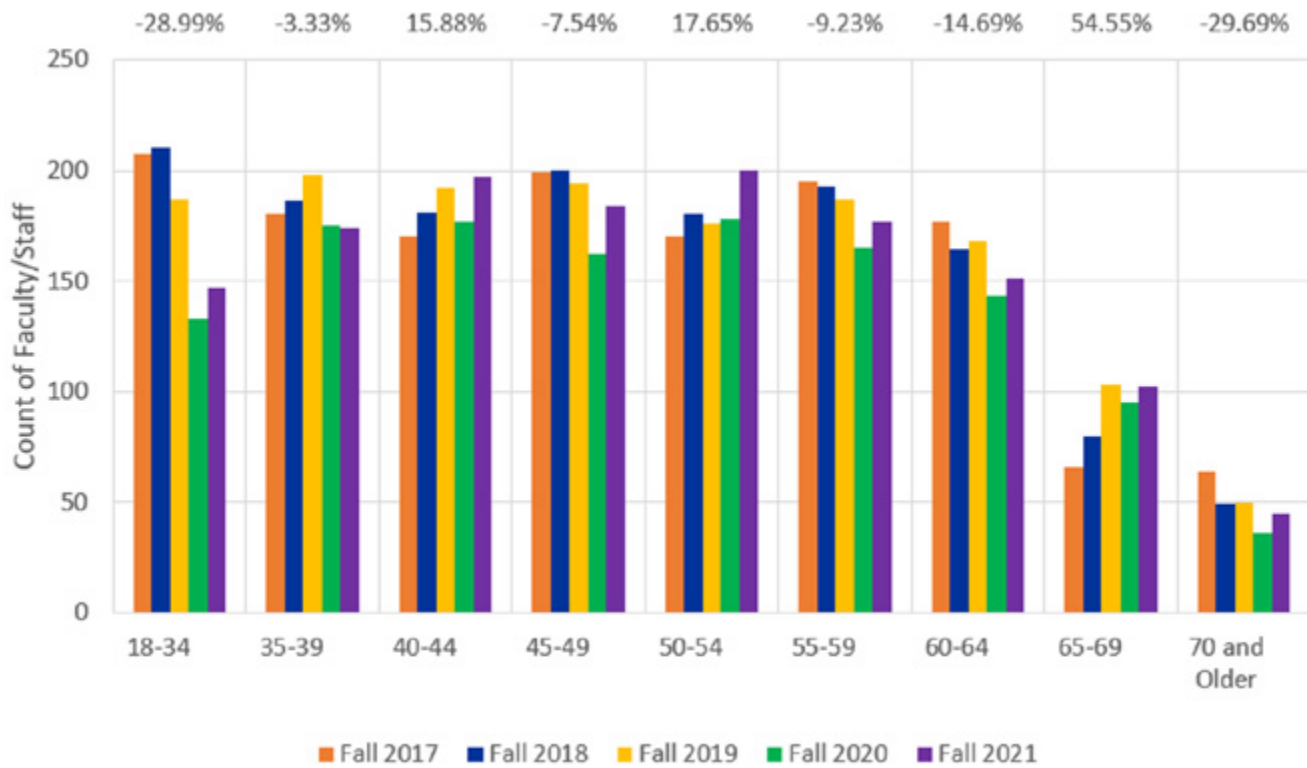


Source: California Community College Chancellor's Office DataMart

Figure 3.31 explores the age breakdown of ECC's workforce between Fall 2017 and Fall 2021. The age group that experienced the largest percent increase is those aged 65-69. In Fall 2017, 64 ECC employees were 65-69 years old, but by Fall 2021 this had increased to 102 (54.6% growth). In Fall 2017, ECC employed 64 employees who were 70 and older, and in Fall 2021 this had decreased to 45 employees, or by 29.7%. Accordingly, ECC may incur more expenses to the Post-Employment Benefits Irrevocable Trust Fund (fund 69), as well as challenges associated with finding and onboarding additional faculty and staff. ECC employees aged 18-34 also experienced similar percent decline as those ECC employees 70 and older. In fall 2017, ECC employed 207 employees aged 18-34, and in Fall 2021 this had declined to 147, or by 29.0%.

ECC needs to be mindful of workforce age distributions given potential workforce and financial implications. The increase in workers aged 65-69 may lead to an increase in retirements in the near future, as evidenced by the decline in workers aged 70 or older. Given the importance of representation, ECC should also be mindful that the number of employees between the ages of 18 and 34 declined significantly and this age group represents the majority of students.

FIGURE 3.31. FALL 2017 TO FALL 2021 FACULTY & STAFF BY AGE GROUP



Source: California Community College Chancellor's Office DataMart

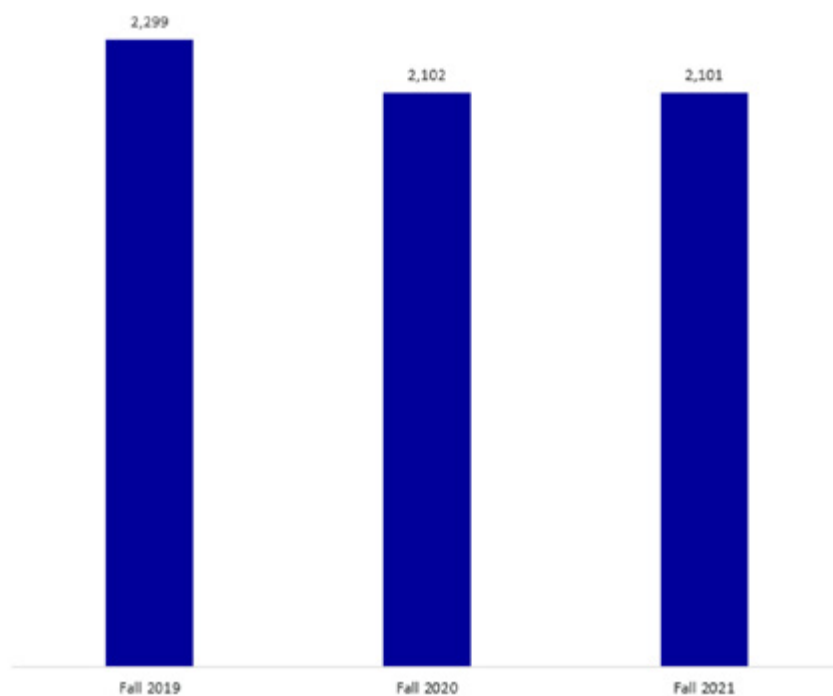
ECC CLASS SECTIONS

This section examines the number of sections offered at El Camino College, total enrollment, and WSCH generation by academic division. This data is important to understand trends in student enrollment and the College's ability to meet the needs of students in regards course offerings. However, data should be interpreted with caution for those terms and years impacted by the COVID-19 pandemic.

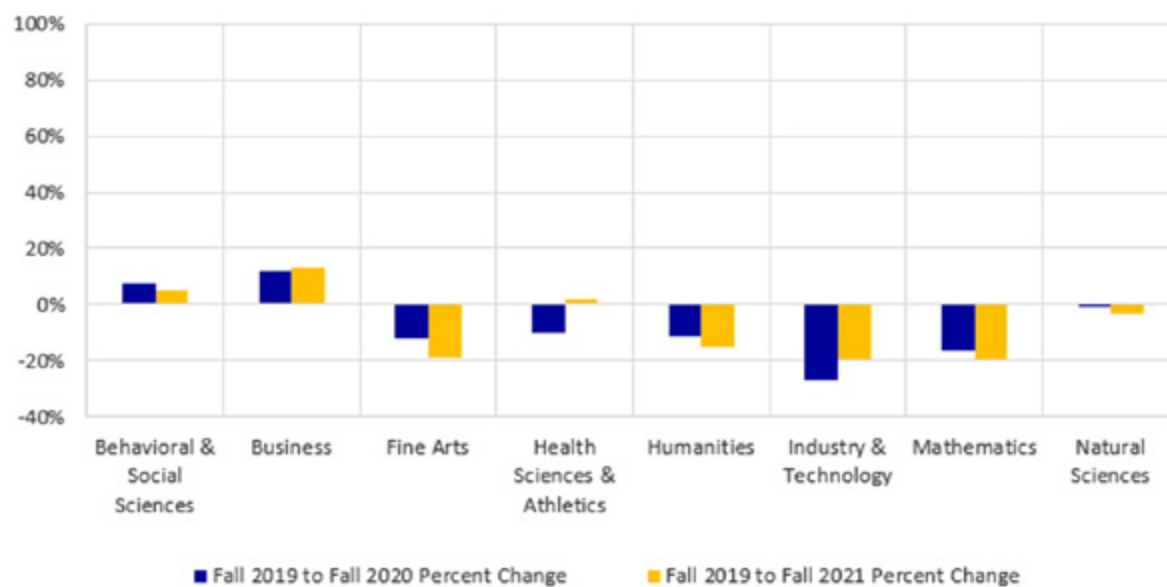
Figure 3.32 shows that the total number of sections offered at ECC declined from 2,299 in Fall 2019, to 2,101 in Fall 2021. This decline is largely due to the effects of the COVID-19 pandemic, as the majority of this decline happened between Fall 2019 and Fall 2020. However, not all academic divisions experienced declines (Figure 3.33). The number of sections offered by the Behavioral and Social Sciences and Business divisions increased during this period. The sections offered by the Business division increased from 124 in Fall 2019 to 140 in Fall 2021, representing 12.9% growth (Figure 3.33). Additionally, the number of sections offered by the Health Sciences and Athletics division increased from Fall 2020 to Fall 2021 after declining between Fall 2019 and Fall 2020.

As some disciplines function most effectively through in-person learning, not all academic divisions are equally suited to transition to online learning. ECC may consider this fact as it prepares for potential future disruptions to student learning. ECC may consider establishing a strategy to account for future events that may significantly disrupt learning and account for disciplines that may face significant hurdles and those who may benefit from this shift.

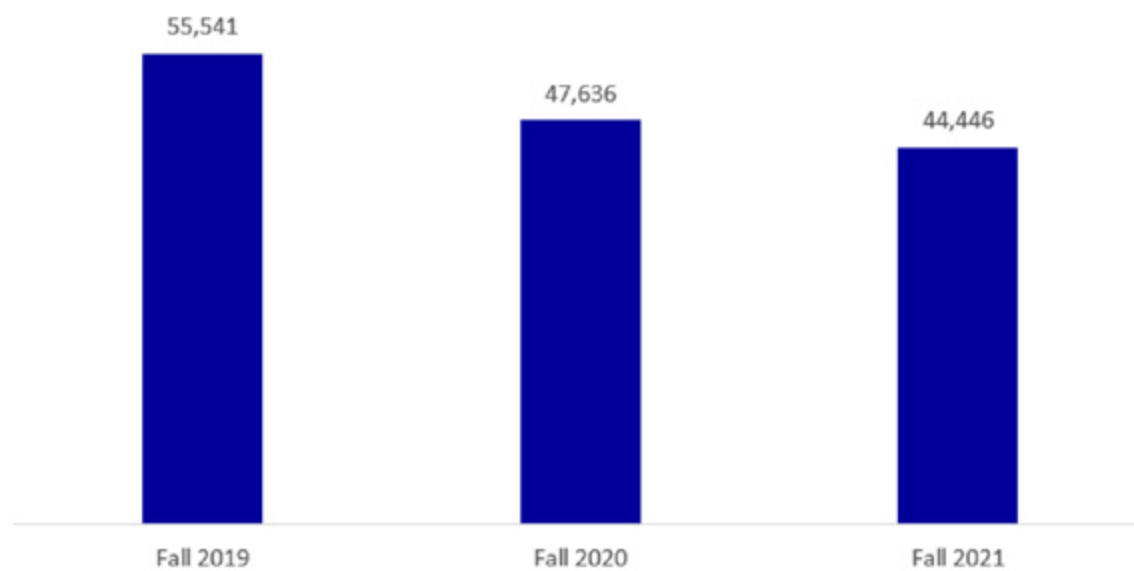
FIGURE 3.32. FALL 2019 TO FALL 2021 TOTAL SECTIONS OFFERED



Source: ECC Colleague

FIGURE 3.33. FALL 2019 TO FALL 2021 PERCENT CHANGE IN ECC SECTIONS OFFERED BY DIVISION

Source: ECC Colleague. Note: Library & Learning Resources division not included for chart readability

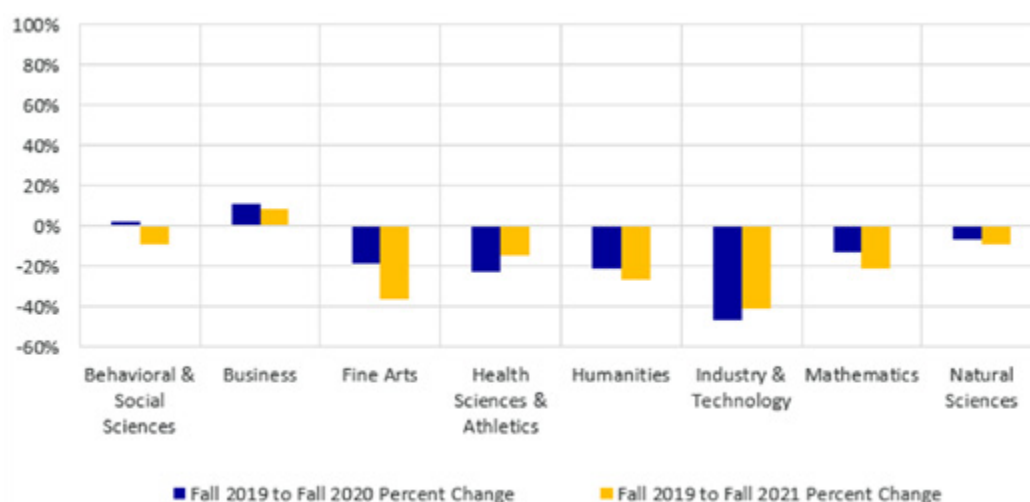
FIGURE 3.34. FALL 2019 TO FALL 2021 TOTAL SECTION ENROLLMENT

Source: ECC Colleague. Note: Library & Learning Resources division not included for consistency

The COVID-19 pandemic had a significant impact on ECC enrollment. Figure 3.34 above shows that between Fall 2019 and Fall 2021, total course enrollments declined 20.0%, from 55,541 enrollments to 44,446 enrollments. Much of this decline was at the onset of the COVID-19 pandemic, with Fall 2020 being significantly lower than Fall 2019. While much of this decline can be attributed to students not enrolling at ECC, it is also possible that students chose to enroll in smaller course loads.

As ECC continues to build its enrollment from the COVID-19 pandemic lows, one option is increasing the credit load carried by students. This can help boost FTES during times when less students are enrolled.

FIGURE 3.35. FALL 2019 TO FALL 2021 PERCENT CHANGE IN SECTION ENROLLMENT BY DIVISION



Source: ECC Colleague. Note: Library & Learning Resources division not included for chart readability

Figure 3.35 above shows the impact of the COVID-19 pandemic on section enrollment within each academic division. Due to the nature of various disciplines and their ability or inability to shift to online learning, some divisions were more heavily impacted than others. However, we do see that the Business division grew enrollment between Fall 2019 and Fall 2021, which aligns with their expansion in section offerings during this period (see Figure 3.33 above).

ECC might want to learn from the transition to online learning experienced during the COVID-19 pandemic. While divisions are not at fault for declines, there are opportunities to learn, for example, from the Business division. What practices, policies, and programs led to its growth during this period? Are there ideas that can be shared with the rest of the campus community regarding growing online enrollment?

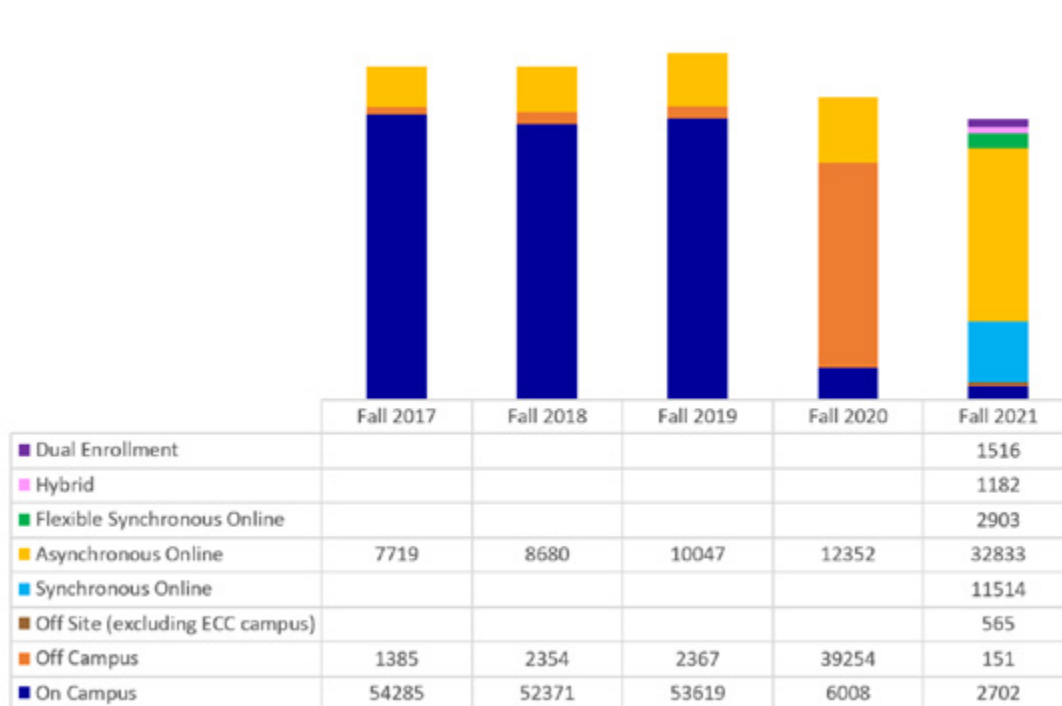
Prior to Fall 2019, ECC only classified instructional methods in 3 ways - On Campus, Off Campus, and Asynchronous Online (Figure 3.36 below). However, those categories did not accurately reflect how instruction was delivered in Spring 2020 and subsequently. In Fall 2020, many online courses were categorized using the “off-campus” label. Beginning in Fall 2021, ECC expanded the instructional delivery methods categories to include Synchronous Online, Hybrid, Flexible Synchronous Online, Dual Enrollment, and Offsite (excluding ECC campus). In Fall 2021, 90.8% of ECC’s enrollments were online courses or courses with an online component (Figure 3.36). In Fall 2021, 68% of students surveyed preferred the options to take fully online courses; whereas in Spring 2022, 76% of students surveyed preferred the option to take fully online courses.

Although changes in instructional methods were necessary due to COVID-19, moving forward it will be important for ECC to offer flexible course options to capture as much enrollment as possible. The Digital Learning Pulse Survey⁵⁶ indicates that the percentage of students who want the option to take fully online courses has increased throughout the pandemic.

In Fall 2021, dual enrollment in ECC and high school accounted for 2.8% of ECC’s enrollment (Figure 3.36 below). While instructional method data did not disaggregate by dual enrollment prior to Fall 2021 (due to prior coding), the program has multiple benefits that may significantly increase the value proposition of ECC, including but not limited to waived enrollment fees for K-12 students who complete the steps for dual enrollment and accelerated degree completions. Dual enrollment might be another potential avenue for ECC to increase immediate and future enrollment.

⁵⁶ <https://cengage.widen.net/view/pdf/aednheaokk/student-faculty-administrator-perspectives-on-digital-learning-community-college-2079650.pdf?t.download=true&u=lpabn>

FIGURE 3.36. FALL 2017 TO FALL 2021 SECTION ENROLLMENT BY INSTRUCTIONAL METHOD



Source: ECC Colleague

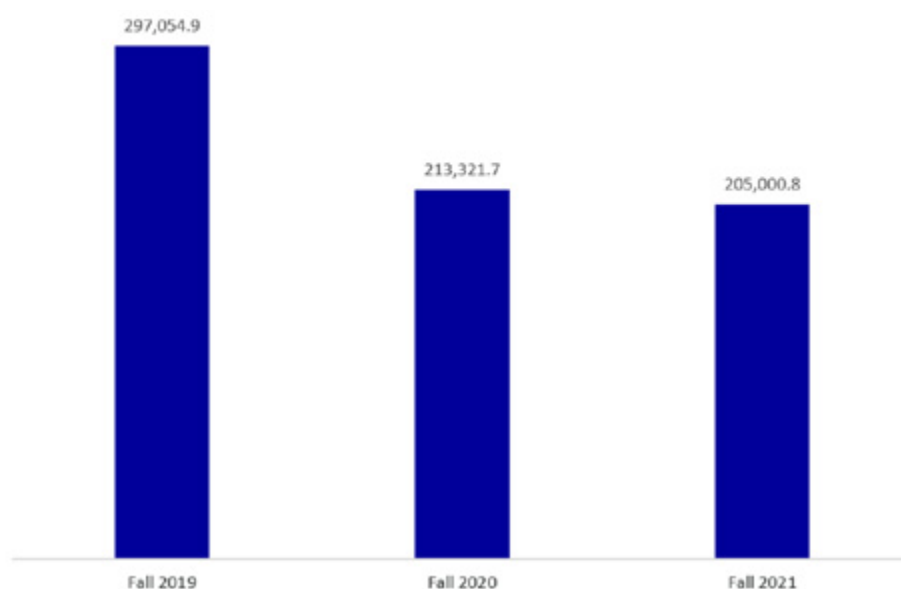
WEEKLY STUDENT CONTACT HOURS (WSCH)

This section examines the Weekly Student Contact Hours⁵⁷ (WSCH) generated by ECC at campus, division, and department levels while also examining the WSCH generated per each faculty member at the College. This data is particularly enlightening to examine the workload faced by faculty and plays a key role in how funding is delivered to the College.

As illustrated in Figure 3.37, between the 2019-20 and 2020-21 academic years, the decline in headcount caused by the COVID-19 pandemic resulted in a decline in total WSCH from 297,054 to 205,000 (31.0% decrease). Looking more closely at the WSCH decline, all divisions experienced losses, but the decline experienced by some divisions, such as Behavioral & Social Sciences and Business, was smaller than that of divisions such as Health Sciences & Athletics or Industry & Technology (see Figure 3.38 below). This is likely because it is more feasible to offer online sections in some programs (e.g., Psychology) than in others (e.g., Welding).

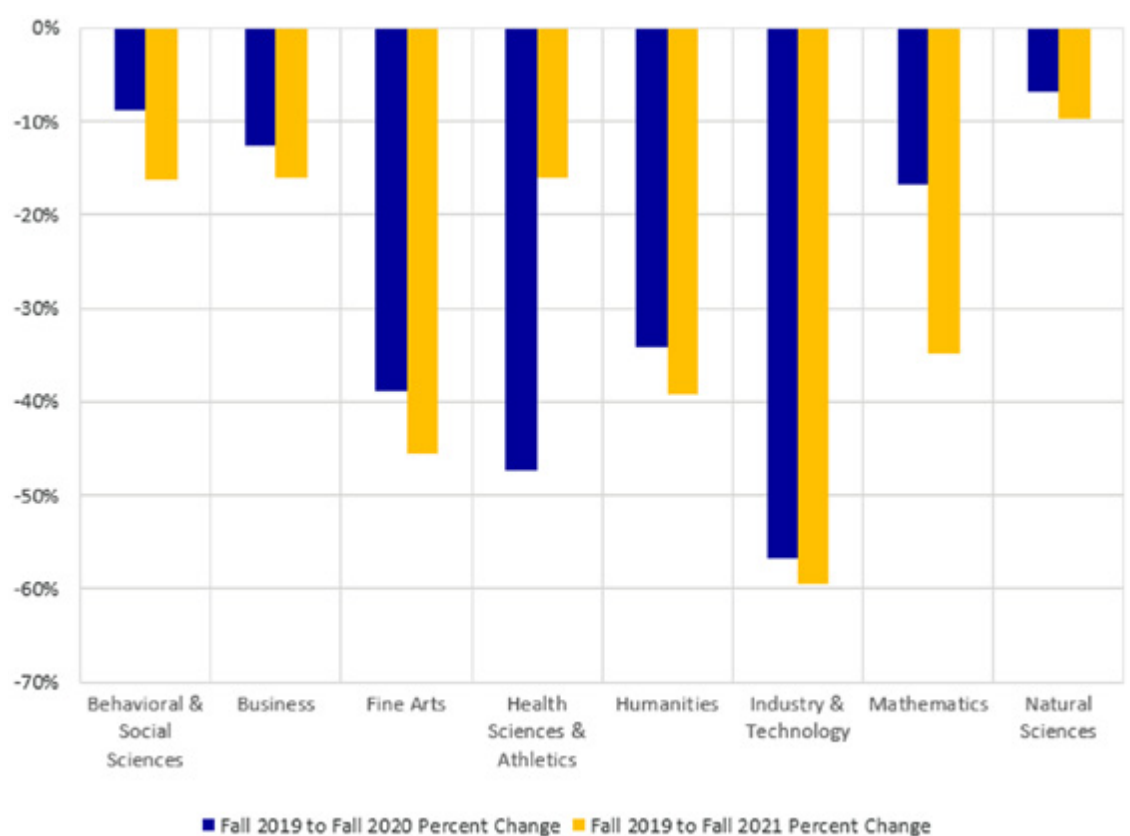
As ECC moves past the effects of COVID-19, enrollment and WSCH will likely increase in divisions that offer courses more likely to be taught in person. Additionally, divisions that more easily can transition to online learning can capture additional enrollment while catering to a larger share of potential students. Both developments should result in positive growth for ECC's enrollment, WSCH, and FTES.

FIGURE 3.37. FALL 2019 TO FALL 2021 TOTAL WSCH GENERATED



Source: ECC Colleague

⁵⁷ Weekly Student Contact Hours is the number of hours a week a student attends school, and the basis for a large portion of how college funding is allocated.

FIGURE 3.38. FALL 2019 TO FALL 2021 PERCENT CHANGE IN WSCH GENERATED BY DIVISION

Source: ECC Colleague. Note: Library & Learning Resources division not included for chart readability

TABLE 3.1: FALL 2019 TO FALL 2021 STUDENT FACULTY AND INSTRUCTIONAL LOAD RATIOS

YEAR	FTEF	WSCH	FTES	STUDENT FACULTY RATIO (FTES/FTEF)	INSTRUCTIONAL LOAD (WSCH/FTEF)
Fall 2019	616.8	297,054.9	8,425.2	13.7	481.6
Fall 2020	544.9	213,321.7	7,295.5	13.4	391.5
Fall 2021	576.5	205,000.8	6,598.0	11.4	355.6
Average F19 to F21	579.4	238,459.1	7,439.5	12.8	411.6

Source: ECC Colleague; California Community College Chancellor's Office DataMart

Table 3.1 above explores ECC's student-faculty and instructional load ratios. These metrics assess the efficiency and productivity of ECC's teaching resources by comparing the amount of Full-Time Equivalent Faculty (FTEF) to the number of FTES and WSCH generated. Between Fall 2019 and Fall 2021, ECC's FTEF had declined from 616.80 to 576.50. During that same time, ECC's FTES also declined from 8425.15 to 6598.00. As a result, ECC had a student-faculty ratio of 13.70 in Fall 2019, but this ratio declined further to 11.44 in Fall 2021. Furthermore, WSCH declined from 297,054.87 in Fall 2019 to 205,000.79 in Fall 2021. As a result, ECC's instructional load ratio declined from 481.6 in Fall 2019 to 355.6 in Fall 2021.

Between Fall 2019 and Fall 2021, the student-faculty ratio decline, and each FTEF was generating less WSCH. Thus, the efficiency and productivity of ECC's teaching resources decreased in that time period. The transition back to in-person learning for many courses should facilitate increases in enrollment, FTES, and student-faculty ratio. This is significant for the funding implications present in the SCFF.

TABLE 3.2: FALL 2019 TO FALL 2021 ACADEMIC DEPARTMENTS WITH POSITIVE WSCH GROWTH

DIVISION	DEPARTMENT	FALL 2019 WSCH	FALL 2021 WSCH	FALL 2019 TO FALL 2021 WSCH CHANGE	PERCENT WSCH CHANGE
Business	Real Estate Escrow	1,243.7	1,617.0	373.3	30.0%
	Office Admin.	498.7	796.0	297.3	59.6%
Health Sciences & Athletics	Nursing	7,167.8	7,444.7	276.9	3.9%
	Medical Assistance	753.8	1,023.0	269.2	35.7%
Industry & Technology	Fashion	1,141.8	1,384.5	242.7	21.3%
	Environmental Tech.	210.2	282.3	72.1	34.3%
Natural Sciences	Physical Sciences	194.3	207.7	13.4	6.9%

Source: ECC Colleague

Table 3.2 above highlights departments with WSCH growth during COVID-19. These programs are mostly career education disciplines. Three departments evidenced the highest growth: Office Administration (59% growth), Medical Assistance (35% growth), and Real Estate (30% growth).

ECC may want to examine the circumstances that allowed these programs to grow in WSCH generation. As the College emerges from COVID-19, understanding how students select and enroll in various programs will be an important aspect of offering quality, accessible education to all students that meets the evolving needs of the region's workforce.



APPENDIX

ADDITIONAL OCCUPATION AND COMMUNITY COLLEGE PROGRAMS TABLES

TABLE 4.1: LA COUNTY TOP 15 OCCUPATIONS BY JOBS ADDED BETWEEN 2018 AND 2028

OCCUPATIONAL TITLE	JOBS ADDED	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAM
Personal Care Aides	94,090	High school diploma or equivalent	\$14.27	\$31,250	N/A
Combined Food Preparation and Serving Workers, Including Fast Food	22,440	No formal educational credential	\$16.32	\$33,950	N/A
Cooks, Restaurant	12,900	No formal educational credential	\$17.52	\$38,100	N/A
Registered Nurses	12,390	Bachelor's degree	\$57.81	\$116,110	Nursing
Laborers and Freight, Stock, and Material Movers, Hand	10,930	No formal educational credential	\$17.53	\$36,850	N/A
Waiters and Waitresses	8,410	No formal educational credential	\$14.57	\$36,370	N/A
Security Guards	6,910	High school diploma or equivalent	\$16.90	\$36,920	N/A
Market Research Analysts and Marketing Specialists	5,910	Bachelor's degree	\$33.63	\$76,770	Marketing
Medical Assistants	5,780	Postsecondary non-degree award	\$18.27	\$41,390	~Radiologic Technology, ~Respiratory Care
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	5,640	No formal educational credential	\$15.18	\$36,560	N/A
General and Operations Managers	5,510	Bachelor's degree	\$51.70	\$132,030	Business Management
Software Developers, Applications	5,380	Bachelor's degree	\$61.39	\$125,210	Computer Science
Stock Clerks and Order Fillers	5,150	High school diploma or equivalent	\$16.00	\$36,020	N/A
Business Operations Specialists, All Other	5,130	Bachelor's degree	\$31.76	\$77,680	Business Management
Nursing Assistants	4,800	Postsecondary non-degree award	\$17.98	\$38,690	~Nursing

*Median Hourly Wage and Annual Mean Wage from May 2021 Los Angeles-Long Beach-Anaheim, CA Occupational Employment and Wage Estimates. Note: Red highlights indicate a median hourly wage below LA County's living wage or \$18.10 per hour or an annual mean wage below LA County's living wage of \$38,217 per year, in 2021. ~Indicates a vaguely related program, but no actual program. Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department; The Self-Sufficiency Standard 2021, University of Washington.

TABLE 4.2: LA COUNTY TOP 15 OCCUPATIONS BY TOTAL JOB OPENINGS FROM 2018 TO 2028

OCCUPATIONAL TITLE	JOB OPENINGS	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAM
Personal Care Aides	442,830	High school diploma or equivalent	\$14.27	\$31,250	N/A
Combined Food Preparation and Serving Workers, Including Fast Food	221,570	No formal educational credential	\$16.32	\$33,950	N/A
Cashiers	212,980	No formal educational credential	\$14.35	\$31,910	N/A
Retail Salespersons	166,200	No formal educational credential	\$14.65	\$35,970	N/A
Waiters and Waitresses	163,210	No formal educational credential	\$14.57	\$36,370	N/A
Laborers and Freight, Stock, and Material Movers, Hand	160,770	No formal educational credential	\$17.53	\$36,850	N/A
Office Clerks, General	117,760	High school diploma or equivalent	\$18.51	\$43,950	Office Administration

OCCUPATIONAL TITLE	JOB OPENINGS	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAM
Stock Clerks and Order Fillers	96,260	High school diploma or equivalent	\$16.00	\$36,020	N/A
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	91,460	No formal educational credential	\$15.18	\$36,560	N/A
Cooks, Restaurant	87,570	No formal educational credential	\$17.52	\$38,100	N/A
Security Guards	80,260	High school diploma or equivalent	\$16.90	\$36,920	N/A
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	71,430	High school diploma or equivalent	\$22.40	\$46,580	Business Management
Customer Service Representatives	70,590	High school diploma or equivalent	\$18.38	\$43,340	Business
General and Operations Managers	65,590	Bachelor's degree	\$51.70	\$132,030	Business Management
Bookkeeping, Accounting, and Auditing Clerks	64,180	Some college, no degree	\$22.99	\$50,470	Accounting

*Median Hourly Wage and Annual Mean Wage from May 2021 Los Angeles-Long Beach-Anaheim, CA Occupational Employment and Wage Estimates. Note: Red highlights indicate a median hourly wage below LA County's living wage or \$18.10 per hour or an annual mean wage below LA County's living wage of \$38,217 per year, in 2021. ~Indicates a vaguely related program, but no actual program. Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department; The Self-Sufficiency Standard 2021, University of Washington.

TABLE 4.3: LA COUNTY TOP 15 OCCUPATIONS REQUIRING SOME COLLEGE OR POSTSECONDARY NON-DEGREE AWARD BY TOTAL JOB OPENINGS FROM 2018 TO 2028

OCCUPATIONAL TITLE	JOB OPENINGS	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAM
Bookkeeping, Accounting, and Auditing Clerks	64,180	Some college, no degree	\$22.99	\$50,470	Accounting
Heavy and Tractor-Trailer Truck Drivers	48,120	Postsecondary non-degree award	\$23.62	\$51,190	N/A
Teacher Assistants	46,510	Some college, no degree	N/A	\$40,510	~Childhood Education
Nursing Assistants	46,410	Postsecondary non-degree award	\$17.98	\$38,690	~Nursing
Medical Assistants	35,630	Postsecondary non-degree award	\$18.27	\$41,390	~Radiologic Technology, ~Respiratory Care
Hairdressers, Hairstylists, and Cosmetologists	22,730	Postsecondary non-degree award	\$17.01	\$42,010	Cosmetology
Actors	19,110	Some college, no degree	\$29.92	N/A	~Theatre
Licensed Practical and Licensed Vocational Nurses	18,090	Postsecondary non-degree award	\$29.47	\$63,990	Nursing
Dental Assistants	16,870	Postsecondary non-degree award	\$22.66	\$43,340	N/A
Automotive Service Technicians and Mechanics	16,380	Postsecondary non-degree award	\$24.01	\$52,840	Auto Collision Repair/ Painting, Automotive Technology
Computer User Support Specialists	14,900	Some college, no degree	\$29.36	\$65,150	~Computer Information Systems
Order Clerks	13,670	Some college, no degree	\$18.23	\$41,320	~Business
Manicurists and Pedicurists	12,470	Postsecondary non-degree award	\$14.23	\$30,420	Cosmetology
Audio and Video Equipment Technicians	11,530	Postsecondary non-degree award	\$28.90	\$65,040	~Film/Video
Massage Therapists	9,520	Postsecondary non-degree award	\$23.03	\$52,810	N/A

*Median Hourly Wage and Annual Mean Wage from May 2021 Los Angeles-Long Beach-Anaheim, CA Occupational Employment and Wage Estimates. Note: Red highlights indicate a median hourly wage below LA County's living wage or \$18.10 per hour or an annual mean wage below LA County's living wage of \$38,217 per year, in 2021. ~Indicates a vaguely related program, but no actual program. Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department; The Self-Sufficiency Standard 2021, University of Washington.

TABLE 4.4: LA COUNTY TOP 15 OCCUPATIONS REQUIRING ASSOCIATE DEGREE BY TOTAL JOB OPENINGS FROM 2018 TO 2028

OCCUPATIONAL TITLE	JOB OPENINGS	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAMS
Preschool Teachers, Except Special Education	17,300	Associate's degree	\$17.73	\$41,650	Childhood Education
Paralegals and Legal Assistants	16,010	Associate's degree	\$30.10	\$69,180	Paralegal Studies/Law
Web Developers	5,860	Associate's degree	\$38.55	\$85,220	Computer Science
Respiratory Therapists	4,280	Associate's degree	\$39.01	\$87,980	Respiratory Care
Computer Network Support Specialists	4,180	Associate's degree	\$31.16	\$71,350	Computer Information Systems
Architectural and Civil Drafters	4,010	Associate's degree	\$29.35	\$64,370	Architecture
Human Resources Assistants, Except Payroll and Timekeeping	4,010	Associate's degree	\$22.79	\$49,470	~ Business Management
Dental Hygienists	3,940	Associate's degree	\$47.50	\$104,840	N/A
Broadcast Technicians	3,480	Associate's degree	\$14.46	\$45,390	~Film/Video
Radiologic Technologists	3,310	Associate's degree	\$38.98	\$85,070	Radiologic Technology
Electrical and Electronics Engineering Technicians	3,140	Associate's degree	\$30.77	\$70,190	Electronics and Computer Hardware Technology
Life, Physical, and Social Science Technicians, All Other	2,970	Associate's degree	\$28.41	\$58,750	Anatomy & Physiology, Biology, Microbiology, Physics, Psychology, Political Science, Sociology
Engineering Technicians, Except Drafters, All Other	2,290	Associate's degree	\$29.70	\$66,340	Engineering Technology, Machine Tool Technology, Manufacturing Technology
Physical Therapist Assistants	2,250	Associate's degree	\$37.51	\$75,120	Kinesiology
Civil Engineering Technicians	2,250	Associate's degree	\$37.33	\$76,630	~Construction Technology, ~Engineering Technology

*Median Hourly Wage and Annual Mean Wage from May 2021 Los Angeles-Long Beach-Anaheim, CA Occupational Employment and Wage Estimates. Note: Red highlights indicate a median hourly wage below LA County's living wage or \$18.10 per hour or an annual mean wage below LA County's living wage of \$38,217 per year, in 2021. ~Indicates a vaguely related program, but no actual program. Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department; The Self-Sufficiency Standard 2021, University of Washington.

TABLE 4.5: LA COUNTY TOP 15 OCCUPATIONS REQUIRING BACHELOR'S DEGREE BY TOTAL JOB OPENINGS FROM 2018 TO 2028

OCCUPATIONAL TITLE	JOB OPENINGS	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAMS
General and Operations Managers	65,590	Bachelor's degree	\$51.70	\$132,030	Business Management
Registered Nurses	59,280	Bachelor's degree	\$57.81	\$116,110	Nursing
Business Operations Specialists, All Other	54,050	Bachelor's degree	\$31.76	\$77,680	Business Management
Accountants and Auditors	51,990	Bachelor's degree	\$38.05	\$89,700	Accounting
Market Research Analysts and Marketing Specialists	34,970	Bachelor's degree	\$33.63	\$76,770	Marketing
Managers, All Other	33,220	Bachelor's degree	\$67.75	\$154,180	Business Management
Management Analysts	30,100	Bachelor's degree	\$46.87	\$106,630	~Business Management, ~Economics

OCCUPATIONAL TITLE	JOB OPENINGS	ENTRY LEVEL EDUCATION	MEDIAN HOURLY WAGE*	ANNUAL MEAN WAGE*	ECC RELATED PROGRAMS
Substitute Teachers	27,860	Bachelor's degree	\$18.55	\$45,990	English, History, ~Chinese, ~French, ~German, ~Italian, ~Japanese, ~Childhood Education
Elementary School Teachers, Except Special Education	27,660	Bachelor's degree	N/A	\$88,320	Childhood Education
Producers and Directors	27,530	Bachelor's degree	\$62.00	\$143,610	Film/Video
Teachers and Instructors, All Other, Except Substitute Teachers	26,500	Bachelor's degree	N/A	\$42,183**	English, History, ~Chinese, ~French, ~German, ~Italian, ~Japanese, ~Childhood Education
Secondary School Teachers, Except Special and Career/Technical Education	25,860	Bachelor's degree	N/A	\$96,660	English, History, ~Chinese, ~French, ~German, ~Italian, ~Japanese, ~Childhood Education
Financial Managers	23,290	Bachelor's degree	\$73.02	\$160,890	~Accounting, ~Business, ~Business Management, ~Economics
Software Developers, Applications	21,310	Bachelor's degree	\$61.39	\$125,210	Computer Science
Sales Managers	20,650	Bachelor's degree	\$59.95	\$133,760	Business Management

*Median Hourly Wage and Annual Mean Wage from May 2021 Los Angeles-Long Beach-Anaheim, CA Occupational Employment and Wage Estimates.

**Inflation adjusted 2018 to 2021 using U.S. Bureau of Labor Statistics CPI estimate published September 13, 2022.

Source: U.S. Bureau of Labor Statistics retrieved from California Employment Development Department

TABLE 4.6: EL CAMINO COLLEGE AND NEIGHBORING COMMUNITY COLLEGE PROGRAMS

PROGRAM	ECC	COMPTON	LA HARBOR	LA SOUTHWEST	WEST LA	TOTAL DEGREE AWARDS/ CERTIFICATES OFFERED
Accounting	YES	NO	YES	YES	YES	11
Addiction Studies	NO	NO	NO	NO	YES	2
Administration of Justice	YES	YES	YES	YES	YES	24
Air Conditioning and Refrigeration	YES	YES	NO	NO	NO	6
Anthropology	YES	NO	YES	YES	YES	15
Architecture	YES	NO	YES	NO	NO	4
Art	YES	NO	YES	YES	YES	12
Art History	YES	NO	NO	YES	YES	3
Arts & Humanities	NO	YES	NO	YES	YES	4
Astronomy	YES	NO	NO	NO	NO	1
Automotive Collision and Repair	YES	YES	NO	NO	NO	10
Automotive Technology	YES	YES	NO	NO	NO	13
Aviation Technology	NO	NO	NO	NO	YES	3
Banking & Finance	NO	NO	NO	YES	NO	4
Basic Skills	NO	NO	NO	NO	YES	1
Biology	YES	YES	NO	YES	YES	6
Biomanufacturing	NO	YES	NO	NO	NO	3
Biotechnician	NO	NO	NO	NO	YES	1
Business	YES	YES	NO	NO	YES	21
Business Administration	YES	NO	YES	NO	YES	7
Business Application & Database Management	YES	NO	NO	NO	YES	2
Chemistry	YES	NO	YES	YES	YES	5
Child Development	YES	YES	YES	YES	YES	33
CISCO Network (CCNA), CompTIA A+, Network+, Security+, Linux+	YES	NO	NO	NO	YES	2
Civil Engineering	NO	NO	NO	NO	YES	1
Climate Change & Environmental Studies	NO	NO	NO	NO	YES	1
Cloud Computing	YES	NO	NO	NO	NO	2

PROGRAM	ECC	COMPTON	LA HARBOR	LA SOUTHWEST	WEST LA	TOTAL DEGREE AWARDS/ CERTIFICATES OFFERED
Communication Studies	YES	YES	YES	YES	YES	9
Computer Aided Design/Drafting	YES	NO	NO	NO	NO	3
Computer and Software Engineering	NO	NO	NO	NO	YES	1
Computer Applications & Office Technologies	YES	NO	YES	YES	YES	17
Computer Information Systems & Technology	YES	NO	YES	YES	YES	15
Computer Network & Management Security	NO	NO	NO	NO	YES	2
Computer Science	YES	NO	YES	YES	YES	6
Computer Web Support & Database Administration	NO	NO	NO	NO	YES	2
Construction Technology	YES	NO	NO	NO	NO	9
Cosmetology	YES	YES	NO	NO	NO	6
Culinary Arts	NO	NO	YES	NO	NO	2
Culture and Communications	NO	YES	NO	NO	NO	1
Cybersecurity	YES	NO	NO	NO	NO	1
Dance	YES	NO	NO	YES	NO	2
Dental Assistant	NO	NO	NO	NO	YES	2
Dental Hygiene	NO	NO	NO	NO	YES	1
Drafting Production Design	NO	NO	YES	NO	NO	2
Economics	YES	NO	NO	YES	YES	6
Education	YES	NO	NO	NO	YES	2
Electrical Engineering	NO	NO	NO	NO	YES	1
Electronic Technician	YES	NO	YES	NO	NO	2
Electronics	YES	NO	YES	YES	YES	13
Engineering	NO	NO	YES	YES	YES	3
Engineering Technology	YES	YES	YES	NO	NO	9
English	YES	YES	YES	YES	YES	10
English as a Second Language	NO	YES	NO	NO	YES	2
Environmental Horticulture	NO	NO	NO	NO	NO	0
Environmental Science	NO	NO	NO	NO	YES	1
Environmental Technology	YES	NO	NO	NO	NO	1
Ethnic Studies	YES	YES	NO	YES	NO	5
Fashion	YES	NO	NO	NO	NO	5
Film/Video	YES	NO	NO	NO	YES	3
Fine and Applied Arts	NO	YES	NO	NO	NO	1
Fire and Emergency Technology	YES	NO	YES	NO	YES	9
French	YES	NO	NO	NO	YES	2
General Science	YES	YES	NO	NO	NO	2
General Studies	YES	NO	NO	NO	NO	1
Geography	YES	NO	NO	YES	NO	3
Geology	YES	NO	NO	YES	NO	2
Health Occupations	NO	NO	YES	NO	YES	3
Health Science	NO	NO	NO	NO	YES	1
History	YES	YES	YES	YES	YES	7
Hospitality	NO	NO	NO	NO	YES	5
Japanese	YES	NO	NO	NO	NO	1
Journalism	YES	NO	NO	YES	NO	5
Kinesiology	YES	YES	YES	YES	YES	8
Law	NO	NO	NO	NO	YES	1
Liberal Arts	NO	NO	YES	NO	NO	4
Liberal Studies	YES	YES	YES	NO	NO	4

PROGRAM	ECC	COMPTON	LA HARBOR	LA SOUTHWEST	WEST LA	TOTAL DEGREE AWARDS/ CERTIFICATES OFFERED
Machine Tool Technology	YES	YES	NO	NO	NO	8
Management - Small Business	NO	NO	NO	NO	YES	2
Management / Supervision	YES	NO	NO	YES	NO	8
Manufacturing Technology	YES	NO	NO	NO	NO	2
Marketing	YES	NO	NO	NO	YES	3
Mathematics	YES	YES	YES	YES	YES	10
Mechanical, Aeronautical & Manufacturing Engineering	NO	NO	NO	NO	YES	1
Medical Assistant	NO	NO	NO	NO	YES	4
Music	YES	YES	YES	YES	NO	14
Natural Sciences	NO	NO	NO	YES	NO	1
Nursing	YES	YES	YES	YES	NO	10
Nutrition & Dietetics	NO	NO	NO	YES	YES	2
Paralegal Studies	YES	NO	NO	YES	YES	5
Paramedic	YES	NO	NO	NO	YES	3
Pharmacy Technician Program	NO	NO	NO	NO	YES	3
Philosophy	YES	NO	NO	NO	YES	3
Photography	YES	NO	NO	NO	NO	2
Physical Education	YES	YES	NO	NO	NO	8
Physical Science	YES	YES	NO	NO	NO	2
Physics	YES	YES	YES	YES	YES	9
Political Science	YES	YES	NO	YES	YES	6
Pre-Engineering	YES	NO	NO	NO	NO	1
Psychology	YES	YES	YES	YES	YES	12
Public Health	NO	NO	NO	YES	YES	2
Radiologic Technology	YES	NO	NO	NO	NO	2
Real Estate	YES	NO	YES	YES	YES	17
Respiratory Care	YES	NO	NO	NO	NO	2
Retail Management	YES	NO	NO	NO	NO	1
Sign Language Interpreter Training	YES	NO	NO	NO	NO	2
Social and Behavior Sciences	NO	YES	NO	YES	YES	4
Social Justice Studies	NO	NO	NO	YES	NO	1
Sociology	YES	YES	NO	YES	YES	7
Spanish	YES	YES	NO	YES	YES	8
Studio Arts	YES	YES	NO	YES	YES	4
Teacher Assistant	NO	NO	NO	YES	NO	1
Teacher Preparation	YES	NO	NO	YES	YES	3
Theatre Arts	YES	NO	NO	YES	YES	5
Vocational Education	NO	NO	NO	NO	YES	1
Welding	YES	YES	NO	NO	NO	8
Women's Studies	YES	NO	NO	NO	NO	1
TOTAL	77	35	31	45	67	588

Source: El Camino College Catalog, Compton College Catalog, Los Angeles Harbor College Catalog, Los Angeles Southwest College Catalog, West Los Angeles College Catalog.



El Camino College

16007 Crenshaw Boulevard
Torrance, California 90506
310-532-3670 • www.elcamino.edu

The El Camino Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.