

El Camino College

El Camino College and Compton College Cross Enrollment Analysis

2007-2017



Executive Summary

- This report was developed in preparation for the impending separation of the relationship between El Camino College and Compton College. This report examines the extent to which students utilize both locations to fulfill their educational goals.
- Overall, El Camino College and Compton College students contribute a similar number of enrollments per term. Currently, El Camino and Compton provide each other an estimated 544 and 529 annual FTES, respectively.
- There were 1,552 students enrolled at both locations in the same term at least once during the 2016-17 school year. Students beginning at El Camino comprised 56% of these students.
- These students accounted for 1,766 secondary enrollments at Compton and 1,283 at El Camino, indicating that Compton students enroll in proportionally more courses per student when attending El Camino compared to El Camino students at Compton.
- Many students enroll in courses that are available at both institutions.
- Some students use the secondary location to repeat courses withdrawn or failed at the home institution.
- Latinos, African-Americans, and female El Camino students are more likely to enroll in Compton sections relative to their population size on campus. White students and males are less likely to enroll at Compton.
- Asians, males, and students under the age of 25 from Compton are more likely to enroll in El Camino sections relative to their population size on campus. African-Americans, females, and students aged 25 to 49 are less likely to enroll at El Camino.

Introduction

The impending separation of the partnership between El Camino College and Compton College creates a need for understanding the potential impact on enrollment, which could occur because of this separation. Institutional Research and Planning (IRP) developed a trend analysis to determine the magnitude of students using both campuses over time. Three major aspects were reviewed:

1. ***Are students using both campuses in the same term?*** In this case, students are likely supplementing their course load with courses at the secondary location. These courses are identified to determine if there are any that are unavailable yet in demand at the primary location.
2. ***Are there patterns in terms of which courses are drawing students to enroll at the second location?*** The types of classes in terms of subject matter and whether these courses were previously enrolled at the home location were explored to see if there are any patterns influencing students' decisions to enroll at the other location.
3. ***What is the overall Full-Time Equivalent Students (FTES) generated for the secondary location?*** The trends in this section are based on rough estimates of the FTES produced at the secondary location. While the dissolution of the partnership will not completely wipe out this source of FTES, the partnership and facility of enrolling in courses at El Camino and Compton will no longer exist, making other area colleges stronger competitors for this supplemental FTES.

Methodology

Students were identified if their first non-Special Admit credit enrollment in the California Community College system occurred at El Camino College or Compton College (formerly the El Camino College Compton Center). This method establishes a "home" school as ECC or Compton and serves as the basis for identification of enrollments at the secondary school. Enrollments were tracked for 10 years, starting with the 2007-08 school year, which was the first full school year after the partnership began. Emphasis is placed on the 2015-16 and 2016-17 school years which are the most recent years as well as the years coinciding with El Camino's enrollment stabilization period when enrollment numbers were lower than expected.

Results

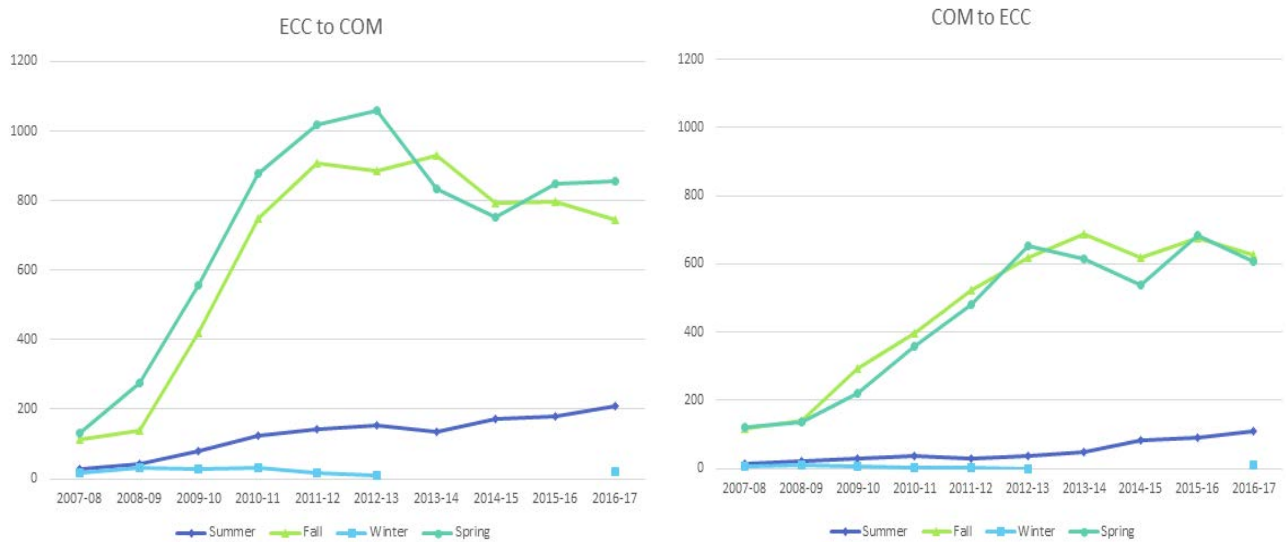
Simultaneous Enrollment

Simultaneous enrollments occur when a student enrolls at both locations in the same term. The proximity of the two schools and the combined enrollment opportunities make it relatively easy for students to maximize their schedules using sections at El Camino and Compton. At the beginning of the partnership, few students took advantage of courses offered at both locations. During the 2007-08 school year, there were 264 students enrolled at both locations in the same term. During the 2016-17 school year there were 1,552 students enrolled at both locations in

the same term. Most of these, 56%, were El Camino students simultaneously enrolling at Compton.

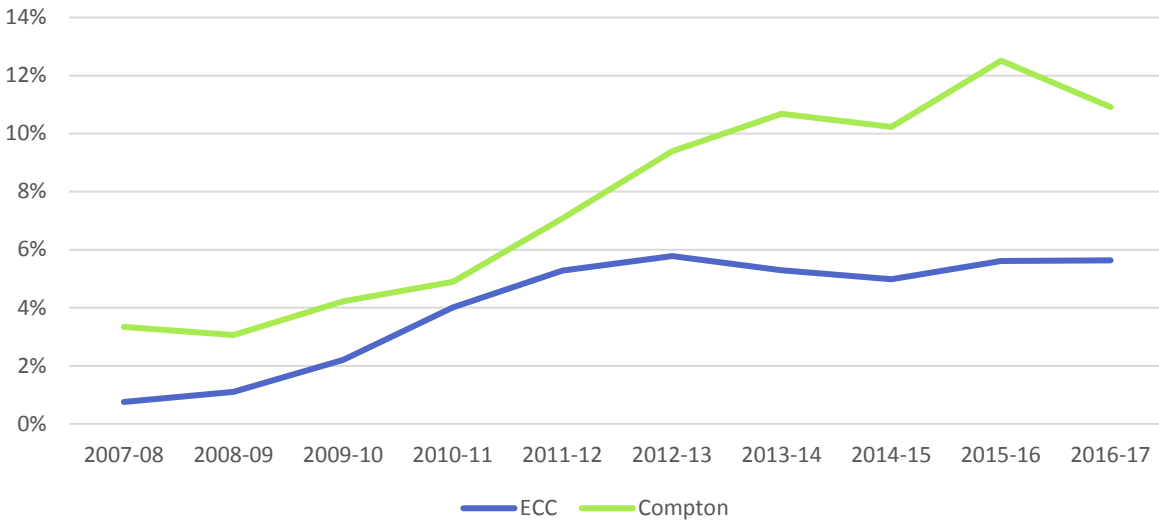
Figure 1 illustrates the number of simultaneous enrollments occurring at the secondary location by source school for each term. El Camino students were quick to enroll at Compton, with dramatic increases early in the partnership. Compton students enrolled at El Camino in increasing numbers, as well, but the growth rate was not as dramatic early on.

Figure 1-Students Simultaneously Enrolled by Term



While El Camino students make up a larger percentage of students who enrolled at both locations in the same term, Compton students use El Camino at greater rates, as a proportion of the campus population. In the most recent four years, beginning with the 2013-14 school year, at least 10% of the Compton student population simultaneously enrolled in a course at El Camino. During the same period, 5-6% of El Camino students simultaneously enrolled at Compton (Figure 2).

Figure 2 Percent of Student Population Simultaneously Enrolled

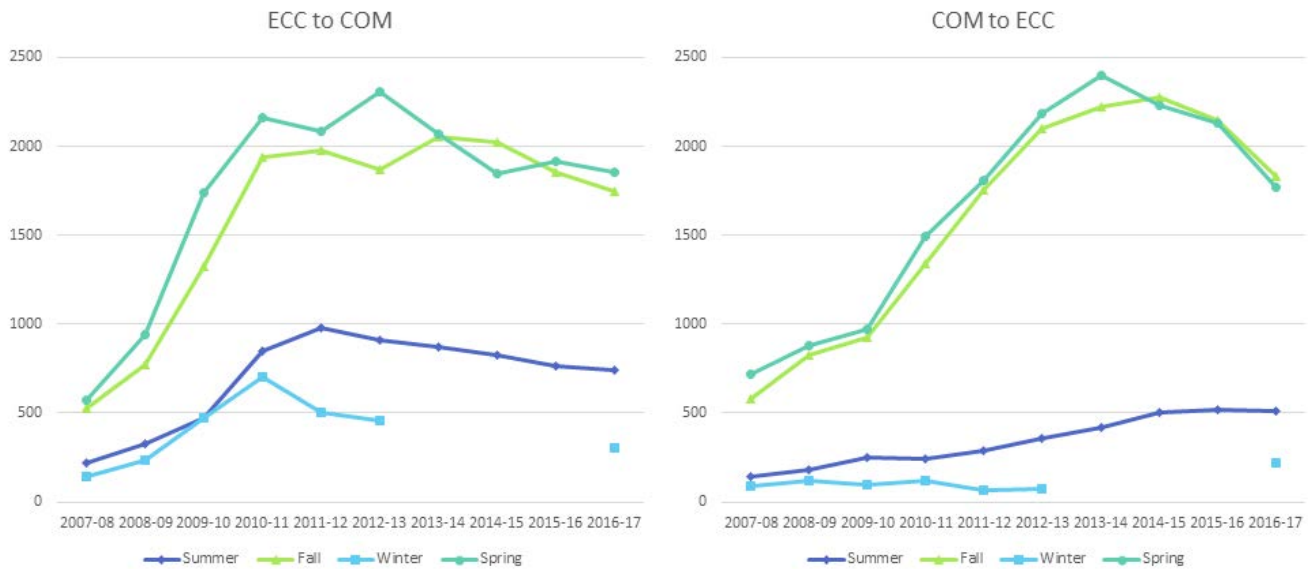


Cross Enrollment

During the 2015-16 and 2016-17 school years, ten of the 20 most common courses enrolled simultaneously at Compton by El Camino students were also among the top 20 courses selected by Compton students enrolling at El Camino indicating that cross enrollment is not simply caused by a lack of offerings. The most common course enrolled by El Camino students at Compton is Math-150, Statistics. The top five courses enrolled at Compton by El Camino students are Math-150, Anat-32, Engl-1C, Hist-101, and Poli-1. The top five courses enrolled at El Camino by Compton students are Poli-1, Engl-1A, Soci-101, Engl-84, and Engl-A. For the entire list of the top 20 courses simultaneously enrolled by ECC and Compton students in the most recent 2 years, see [Appendix A](#).

Simultaneous enrollments are one aspect of the cross enrollment equation. Students can also enroll exclusively at the second school during any given term (Figure 3). For this reason, it is also necessary to look at all enrollments that occur at the second location. In 2007-08, El Camino students occupied almost 1500 seats at Compton, while Compton students occupied over 1,500 seats at El Camino. By 2010-11, crossover from El Camino to Compton reached its peak at 5,649 enrollments, while Compton student enrollments at El Camino reached their peak in 2013-14 at 5,045 enrollments. For a list of top courses ever enrolled at the second institution, see [Appendix B](#).

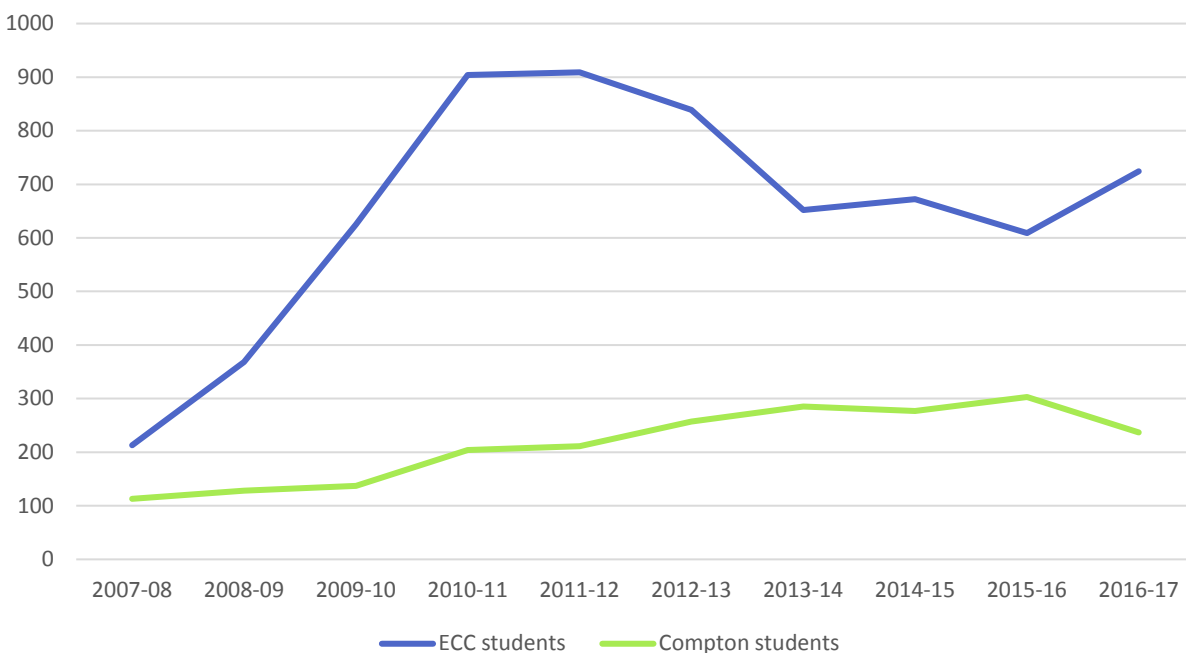
Figure 3-Cross Enrollments by Term



Course Repetition

Many students enroll at the second location in order to complete courses first attempted at the home school. During the 2016-17 school year, there were 724 El Camino students enrolled in courses at Compton that were previously attempted at the home school. Likewise, 237 Compton students retook courses at El Camino. Due to course name changes over the years, these numbers are likely to be higher, especially for Compton students who were working under a completely different curriculum and naming convention prior to the partnership. Figure 4 shows the annual number of students who have retaken a course at the second location over time. As with other trends related to cross enrollment, the rates of usage by El Camino students at Compton increased rapidly early in the partnership before leveling off and declining, although there was an increase in the 2016-17 school year. Compton students, on the other hand, had a slower rate of growth of course repeats at the second location.

Figure 4-Students Retaking Courses at Second Location



Cross Enrollment Demographics

During the 2015-16 and 2016-17 school years, some distinct demographic patterns emerge for students who began at Compton compared to students who began at El Camino (Table 1). Racially/ethnically, the El Camino students who utilized Compton sections reflect the general student population with the exception of the White population, who enroll at Compton at less than half the rate of their population ratio. In contrast, African-American and Latino students utilize Compton at larger rates than their population makeup. Compton students enroll at El Camino at rates similar to their population makeup, with the exception of Asians and African-Americans. Asians are over-represented in the crossover group, while African-Americans utilize El Camino at much smaller rates than their population ratio. This is contrary to what IRP found in 2011¹ when 35% of the students utilizing both campuses were African-American.

In terms of gender, female El Camino students utilize Compton at greater rates than their population ratio. Conversely, Compton males utilize El Camino sections at greater rates than their population ratio.

There is little distinction between rates of enrollment and student population for El Camino students enrolling at Compton based on age groups. For Compton students, those under the

¹ Institutional Research Brief 9b- "Crossover Enrollment: El Camino College and the El Camino-Compton Center 2006 to 2010," October 2011.

age of 25 are over-represented in the group who enrolls in El Camino sections, while those 25 and up are under-represented.

Table 1 Demographic Characteristics of Crossover Students, 2015-16 to 2016-17

		El Camino Students		Compton Students	
		Percent of Crossover Students	Percent of Student Population	Percent of Crossover Students	Percent of Student Population
Race/Ethnicity	Asian	11.9%	11.5%	14.9%	6.4%
	African-American	19.7%	15.1%	16.6%	26.9%
	Latino	57.2%	51.0%	62.1%	59.0%
	Native American /Alaskan	0.1%	0.2%	0.1%	0.1%
	Pacific Islander	0.3%	0.5%	0.2%	0.6%
	Multi-Ethnic	3.4%	4.7%	1.8%	3.2%
	White	6.4%	13.1%	3.7%	3.6%
Gender	Female	62.5%	52.5%	53.1%	64.3%
	Male	37.4%	47.5%	46.9%	35.7%
Age Group	Under 17	0.3%	31.3%	0.4%	27.2%
	17 to 19	33.0%		37.6%	
	20 to 24	40.6%	38.0%	39.9%	35.1%
	25 to 29	13.0%	13.7%	10.2%	17.3%
	30 to 49	11.8%	13.2%	9.4%	16.8%
	50+	1.4%	3.8%	2.5%	3.6%

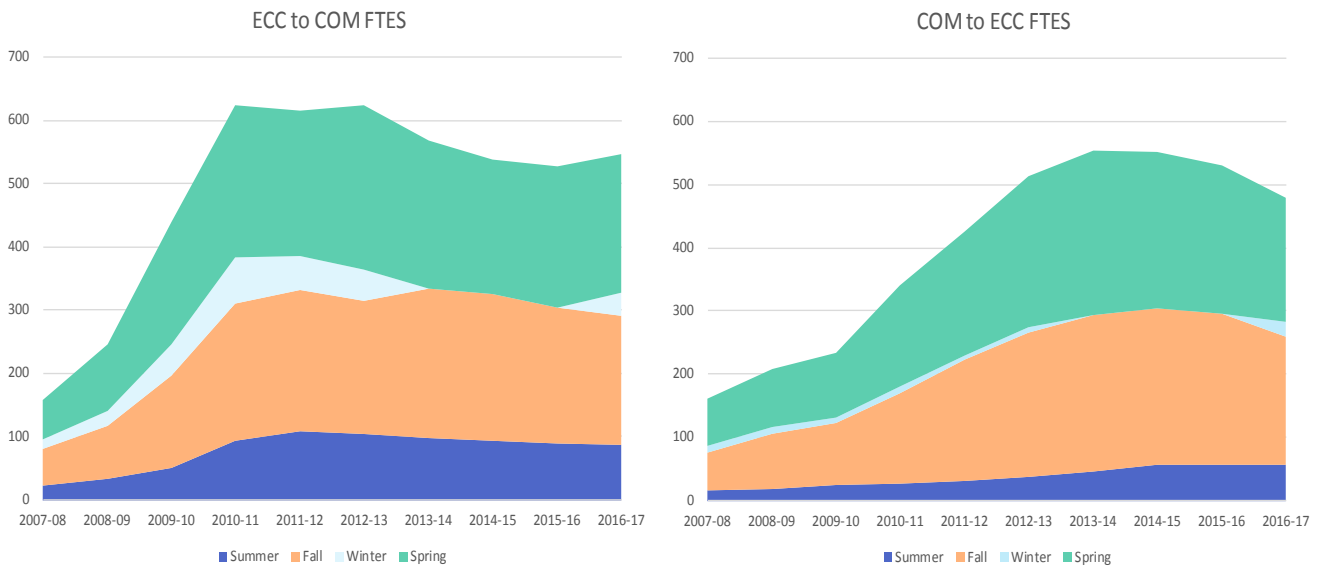
FTES Impact

The impact of these swirling students on future enrollments as the two colleges continue their separation is unclear. While the partnership between the colleges simplifies the process for enrolling at either college, students are free to use other institutions for their educational pursuits. Because of this, the magnitude of the impact is difficult to determine. Whatever changes occur will affect enrollment based funding. The partnership between El Camino and Compton has given students on both sides the opportunity to explore course options at the other location. During the 2008-09 school year, there were an estimated² 245 FTES generated

² FTES estimate based on course units using the formula: FTES = (Total Units x 18 weeks) / 525. Actual FTES is a more complex formula calculated differently depending on course delivery (weekly student contact hours, daily student contact hours, positive attendance, etc.) and the number of weeks the course is offered.

for Compton by ECC students, and 207 estimated FTES generated for ECC by Compton students. By 2010-11, those estimates were 624 and 339, respectively (Figure 5). Right now, FTES generation is a virtual “push.” Over the last four years, El Camino has provided Compton with comparable estimated FTES as Compton provides for El Camino (544 and 529 annual FTES, respectively).

Figure 5-Annual FTES by Term



Conclusions

During the course of the partnership, El Camino and Compton students have been increasingly willing to cross enroll at the second institution. There are multiple patterns visible in these enrollments. Some students enroll at both locations at the same time. Some students will exclusively enroll at the second location during a given term. Some students use the second location to retake courses. The impact is potentially large as each location sends the second over 500 FTES annually. Considering the high percentage of Compton students who decide to utilize El Camino courses, the relative effect could be large for that campus.

In order to anticipate the future impact, the student voice would have to be heard. Focus groups or surveys could shed light on the motivations students have for enrolling at a secondary location. These issues could be logistics of time or location, reputation of course instructor, or other factors. The college would need to understand these issues in order to address them and to determine if students who do use other locations to complete their educational goals are likely to return or stay at the new location.

Appendix A- Top Simultaneously Enrolled Courses, 2015-17

Compton Courses	El Camino Student Enrollments	El Camino Courses	Compton Student Enrollments
MATH-150	166	POLI-1	57
ANAT-32	155	ENGL-1A	57
ENGL-1C	134	SOCI-101	55
HIST-101	116	ENGL-84	47
POLI-1	112	ENGL-A	47
PSYC-5	109	CH-1	46
ANTH-1	108	PSYC-5	44
PHYO-31	91	PSYC-7	39
BIOL-10	85	ENGL-1C	37
ENGL-1A	80	ECON-1	33
CHEM-4	78	CDEV-103	32
MATH-73	77	MATH-150	31
MATH-23	65	ART-101	30
ART-101	60	LAW-5	28
CHEM-20	60	MATH-170	28
HIST-102	58	ANTH-1	28
PSYC-16	56	DANC-101	28
HUMA-1	56	MATH-80	27
SOCI-102	51	HIST-101	26
SOCI-101	50	HIST-102	26

Appendix B- Top Crossover Enrolled Courses, 2015-17

Compton Courses	El Camino Student Enrollments	El Camino Courses	Compton Student Enrollments
MATH-150	392	ENGL-1A	248
ANAT-32	347	POLI-1	199
ENGL-1C	317	ENGL-1C	184
POLI-1	302	MATH-150	178
HIST-101	291	SOCI-101	160
ENGL-1A	270	PSYC-5	146
PSYC-5	263	ENGL-A	126
PHYO-31	224	CH-1	123
MATH-73	221	MATH-80	120
CHEM-20	186	HIST-101	111
MATH-40	180	COMS-1	108
BIOL-10	170	ENGL-84	106
ANTH-1	165	HIST-102	105
MATH-23	159	ECON-1	104
MICR-33	156	ANTH-1	103
SOCI-101	146	MATH-73	95
ART-101	144	BUS-1A	95
HIST-102	130	ART-101	92
COMS-1	123	MATH-170	91
MATH-80	119	CDEV-103	86