El Camino College
Summer Enrollment Trend Report 2018

Summer 2015 – Summer 2017

Executive Summary

This report details the summer session enrollment rates and course performance for students at El Camino College. The report focuses on data for the Summer 2015, 2016, and 2017 sessions. Trends are provided across all three years, although the 2015 and 2016 summer calendars include two six-week sessions while the 2017 summer calendar only includes one. Course and enrollment outcomes are presented according to characteristics of the course (e.g., credit type and session offered) as well as characteristics of the student (e.g., concurrently enrolled high school students and students who transferred from four-year institutions).

Success and retention rates are consistently higher for any given summer session than they are for the rest of the academic year. High school students and students transferring from four-year institutions tend to perform better than local students during the summer, although overall success and retention rates for local students during the summer sessions are still higher than the average rates for the given academic year. Overall success and retention rates have declined slightly when comparing 2017 to 2015, but this has been a decline of one percentage-point in each outcome. Success rates were higher in 2015 for high school students and students from four-year institutions, but local students have maintained relatively stable success and retention rates throughout this three-year period. The general pattern of success rates suggests higher-level courses taught earlier in the summer result in more successful outcomes than lower-level courses taught later in the summer.

Courses with the highest enrollments during the summer were primarily math and English prerequisites, or introductory social science, life science, fine arts, and humanities courses. Local students typically enrolled in math and English courses at or below the transfer level, as well as the introductory courses from a variety of disciplines (e.g., Communication Studies, Political Science, Psychology, and History). Students from four-year institutions tended to enroll in transfer-level math and the introductory courses from a variety of disciplines. High school student enrollment was typically concentrated in large numbers into a few courses per session, usually humanities or social sciences (e.g., History or Psychology) and occasionally college preparatory-level math.

Summer coursework may be pursued differently among the different cohorts of students, and summer enrollment is likely influenced by the various differences in the academic calendars and course offerings. Maximizing summer enrollment and student success at El Camino College likely requires continuous review of what course offerings best fit which student needs.

Introduction

El Camino College (ECC) typically offers courses during the summer in three distinct but overlapping sessions: the first six-week session beginning in late May, the second six-week session beginning in early July, and an eight-week session spanning from mid-June to early August. The Summer 2017 term differed from most previous summer terms due to only one six-week session being offered at that time. This report details enrollment and course outcomes for each of the summer sessions, disaggregated by various course and student characteristics.

Enrollment counts, retention rates, and course completion rates (i.e., success rates) are provided for all credit courses taught during these sessions, including transfer-level, degree-applicable, and credited basic skills courses. These outcomes are also examined according to three distinct cohorts of students: local students who were exclusively enrolled at ECC during the summer, four-year students who transferred from a four-year institution to take summer courses at ECC, and high school students who concurrently enrolled in summer courses at ECC while still attending high school. Consult the Appendix for a list of institutions contributing to summer enrollment at ECC.

The present report classifies "four-year students" based on whether or not they were enrolled at a four-year institution in the terms before and after the given summer session or during the given summer session. This is meant to provide a more direct analysis of students who are potentially enrolling to fulfill credit requirements at another school. Although no comparative analyses are conducted for the purposes of this report, potential differences in course outcomes between session types and student cohorts are discussed.

Overall Course Completion

Students' course performance during the summer sessions has typically been higher than the course performance of students during the Fall and Spring terms of the academic year. This continues to be the case for the 2015, 2016, and 2017 summer sessions. Overall success rates for the 2015, 2016, and 2017 summer sessions were 79%, 78%, and 78% respectively, while the success rates for the 2014-15, 2015-16, and 2016-17 academic years were 69%, 70%, and 70% respectively. Success rates for both types of classes have remained relatively stable in recent years, but the consistently higher success rates during the summer may be explained by several characteristics of the summer sessions which make them unique compared to the rest of the academic year.

Summer courses attract an additional population of students (i.e., students from four-year institutions and local high schools) who are potentially committed to performing well during the limited time period in order to make their temporary enrollment worthwhile. Likewise, the population of local students who are willing and able to attend during the summer may be more motivated to succeed, or they may benefit from some combination of the reduced unit load and accelerated class schedule with more frequent meetings. There is also a limited range and number of courses offered during the summer, which may allow students, faculty, and support staff to devote more attention to relatively fewer instructional and institutional needs.

Table 1 presents success and retention rates for the different types of credit courses offered during the three summer sessions. Successful course completion is calculated as the number of students who received a grade of A, B, C, or P in relation to all students enrolled in the course. Retention rates are calculated as the percentage of students who remained in the class throughout the term and did not receive a W for withdrawing.

Table 1 – Successful Course Completion by Session (Credit Courses)

Session		Transfer-level Courses			Degree Courses			Basic Skills Courses		
		Enrolled	S%	R%	Enrolled	S%	R%	Enrolled	S%	R%
2015	1st 6-Week	5,615	82%	91%	239	79%	94%	88	73%	89%
	2nd 6-Week	4,430	83%	90%	355	64%	83%	234	71%	88%
	8-Week	4,114	73%	87%	817	66%	83%	162	68%	84%
	2015 Overall	***14,227***	***80%***	***89%***	***1,411***	***68%***	***84%***	***484***	***70%***	***87%***
2016	1st 6-Week	5,515	82%	91%	219	74%	90%	82	76%	88%
	2nd 6-Week	4,511	81%	90%	334	70%	84%	216	68%	88%
	8-Week	4,557	73%	85%	746	69%	87%	153	60%	87%
	2016 Overall	***14,888***	***79%***	***89%***	***1,318***	***71%***	***87%***	***451***	***67%***	***87%***
2017	6-Week	9,155	81%	90%	370	81%	91%	160	64%	80%
	8-Week	2,628	73%	85%	811	67%	85%	187	56%	81%
	2017 Overall	***11,783***	***80%***	***89%***	***1,181***	***72%***	***87%***	***347***	***60%***	***81%***

Source: Chancellor's Office MIS Data. Note: S% = Success Rate; R% = Retention Rate. This table represents enrollment as grades rather than students, and headcounts may be duplicated. Overall metrics include courses that were taught during the summer but not scheduled within a particular session.

For all three credit course types and across all three years, the first six-week session typically yielded the highest success rates, followed by the second six-week session. One exception is Summer 2015, where the second six-week session had a slightly higher success rate than the first six-week session among transfer-level courses, but a lower success rate than the eight-week session among degree-applicable courses. The lower success rates seen during the eight-week sessions may be due to the possibility eight-week courses are somehow more demanding or difficult than six-week courses. Lower rates may also be related to the timing of the session offerings. The eight-week sessions always occur later in the summer, and the potentially larger gap between coursework may result in relatively less prepared or less successful students.

Within a given session, transfer-level courses tend to yield higher success rates than degree-applicable courses, which tend to yield higher success rates than basic skills courses, although there are some exceptions. This same pattern of success rates exists during the Fall and Spring terms of the academic year, but to a less exaggerated degree. Students who enroll in transfer-level courses are possibly more prepared for the coursework involved, either from previous experience in the college setting at lower-level courses or general academic readiness that would warrant assessing or placing them at transfer-level coursework. The overall pattern of success rates across summer sessions and course types suggests higher-level courses taught in earlier sessions are more successful, while lower-level courses taught in later sessions are less successful.

Overall Course Enrollment

Detailed success and retention rates for courses taught during these summer sessions are available from the Success and Retention page of the Institutional Research & Planning website, although individual course enrollments are still discussed in this report. Across all three sessions, the most popular courses in 2015 included courses from humanities, social sciences, math, and English (i.e., COMS-1, POLI-1, MATH-80, and ENGL-1C). The most popular courses in 2016 included a similar combination of humanities, social sciences, math, and English (i.e., COMS-1, SOCI-101, MATH-80, and ENGL-1C). The most popular courses in 2017 were more concentrated in the social sciences and humanities (i.e., POLI-1, PSYC-5, HIST-101), although there was relatively high enrollment for math and English courses as well. Table 2 provides a list of the ten courses with the highest enrollment for each year. Consult the Appendix for an expanded list of course enrollments for each year.

Table 2 – Highest Number of Course Enrollments by Session (2015-2017)

	2015			2016			2017		
Rank	Course	N	Session	Course	N	Session	Course	N	Session
1st	COMS-1	298	2nd 6-Wk	COMS-1	285	2nd 6-Wk	POLI-1	516	6-Week
2nd	POLI-1	281	1st 6-Wk	SOCI-101	269	8-Week	PSYC-5	394	6-Week
3rd	MATH-80	280	8-Week	MATH-80	248	8-Week	HIST-101	348	6-Week
4th	COMS-1	266	1st 6-Wk	COMS-1	247	1st 6-Wk	SOCI-101	315	6-Week
5th	ENGL-1C	257	1st 6-Wk	ENGL-1C	235	1st 6-Wk	COMS-100	310	6-Week
6th	HIST-101	233	1st 6-Wk	POLI-1	230	2nd 6-Wk	HIST-102	286	6-Week
7th	ENGL-1A	221	1st 6-Wk	POLI-1	220	1st 6-Wk	ENGL-1C	269	6-Week
8th	MATH-150	210	8-Week	PSYC-5	219	1st 6-Wk	MATH-80	256	8-Week
9th	PSYC-5	194	2nd 6-Wk	HIST-101	212	1st 6-Wk	ECON-1	242	6-Week
10th	HIST-102	181	2nd 6-Wk	PSYC-5	206	2nd 6-Wk	MATH-150	240	6-Week

Source: Chancellor's Office MIS Data. Note: "N" refers to the number of grades reported per course. Only one six-week session was offered during 2017.

In 2015, the most popular courses apart from the ones listed in Table 2 typically included math, English, and social science courses. Many of the courses with the highest enrollment were held during the first six-week session, and the first six-week session also yielded the highest enrollment overall.

The most popular courses among local students are similar to the courses listed above, due to local students comprising most of the summer enrollment, although local students tended to be more concentrated in transfer-level math and English courses. The four-year students primarily enrolled in social sciences and humanities courses taught during the six-week sessions (e.g., POLI-1, COMS-1, and HIST-102), but enrolled in transfer-level math courses during the eight-week session (e.g., MATH-190, MATH-191, MATH-150, and MATH-220). High school students who enrolled in Summer 2015 mostly took courses during the second six-week session

(e.g., HIST-102, ART-101, POLI-1, and PSYC-5). Relatively few high school students enroll during the first six-week sessions, possibly due to conflicts with their high school academic calendar.

In 2016, the most popular courses aside from the ones listed in Table 2 were social sciences and transfer-level math and English courses. The most popular courses among four-year students were POLI-1, HIST-101, and COMS-1 during the first six-week session; COMS-1, MATH-150, BIOL-10, and BUS-1A during the second six-week session; and MATH-191, SOCI-101, and HIST-102 during the eight-week session. Although these four-year students enroll in a variety of humanities, social science, and life science courses, they enroll fairly consistently in transfer-level math courses and especially those taught during the eight-week session. High school students who enrolled in Summer 2016 were most concentrated in the second six-week session, where their most popular courses were HIST-102, POLI-1, ART-101, and PSYC-5.

In 2017, the most popular courses were social sciences and humanities courses taught during the six-week session, and math courses taught during the eight-week session. Courses with the highest enrollment in Summer 2017 included a variety of disciplines taught during the six-week session, but eight of the ten highest-enrolled courses during the eight-week session were math courses. The most popular courses among four-year students follow a similar pattern: social science and humanities courses taught during the six-week session (e.g., POLI-1, SOCI-10, HIST-102, and PSYC-5) and math courses taught during the eight-week session (e.g., MATH-191, MATH-190, and MATH-220). The same is true for high school students, with the exception that they typically enrolled in college preparatory-level math (e.g., MATH-60 and MATH-73) rather than transfer-level math.

Course Performance by Cohort (2015-2017)

Although all students enrolling the summer sessions generally have higher success and retention rates than those enrolling during the rest of the academic year, four-year students and high school students typically outperform local students during these sessions. This may be due to the larger size of the local student enrollment, which potentially introduces a wider variation in student performance and abilities. High school students and four-year students also tend to enroll in a limited or specific set of courses, while local students enroll in a wider range of courses that may include relatively difficult material from higher-level courses as well as courses designed for remediation. As indicated in Table 1, basic skills courses often yield lower success rates than the other course types, and tables presented in the Appendix show local students comprise most of the enrollment in these developmental courses with lower average success rates. Table 3 presents the success and retention rates for the different cohorts of students enrolling during the summer sessions.

Table 3 – Success and Retention Rates by Student Cohort and Session

Cohort		1st 6-Week Session			2nd 6-Week Session			8-Week Session		
		N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
2015	Local	5,368	81%	90%	4,105	79%	88%	4,581	71%	85%
	4-Year	549	90%	97%	588	87%	94%	397	77%	89%
	High School	25	92%	96%	326	94%	98%	115	78%	97%
	2015 Total	***5,942***	***82%***	***91%***	***5,019***	***81%***	***90%***	***5,093***	***72%***	***86%***
2016	Local	5,174	82%	91%	4,259	78%	89%	4,816	72%	85%
	4-Year	612	86%	94%	533	83%	92%	508	75%	89%
	High School	30	90%	93%	288	89%	95%	132	92%	95%
	2016 Total	***5,816***	***82%***	***91%***	***5,080***	***79%***	***89%***	***5,456***	***72%***	***86%***
2017	Local	--	--	--	8,085	80%	89%	3,144	71%	85%
	4-Year	--	--	--	1,247	88%	95%	314	64%	80%
	High School	--	--	--	365	91%	97%	168	86%	96%
	2017 Total	***--***	***--***	***--***	***9,697***	***81%***	***90%***	***3,626***	***71%***	***85%***

Sources: Chancellor's Office MIS Data and National Student Clearinghouse. Note: "N" refers to number of grades per session. Totals include all grades for the given session. The first 6-week session was not offered in 2017.

For local students and four-year transfers, the trends in success rates follow those of the overall summer enrollment: the first six-week session tends to yield the highest success rates, followed by the second six-week session, and the eight-week session yields the lowest success rates. The particularly low success rates among four-year students during the 2017 eight-week session may be attributed to their concentrated enrollment in transfer-level math courses (i.e., MATH-190, MATH-191, and MATH-220) which yielded relatively low success rates.

However, success rates among high school students do not appear to follow a similar trend. In fact, there does not seem to be a consistent trend in the success rates among high school students enrolling during the summer. In 2015, success rates during the six-week sessions were higher than those seen in the eight-week session; in 2016, success rates in the eight-week session were the highest; and in 2017, success rates during the six-week session were higher than those in the eight-week session. Large numbers of high school students typically enroll in the same courses together, and in 2015, a substantial number of high school students enrolled in JAPA-1 and developmental math courses (e.g., MATH-73), which yielded some of the lower success rates during the eight-week session. In 2017, a number of high school students also enrolled in math courses that yielded low success rates during the eight-week session (i.e., MATH-73 and MATH-180). While the eight-week session is a close approximation of the nine-week grading period and daily class meeting schedule seen in many K-12 schools, this may not always contribute to higher success rates among high school students.

Three-Year Trends (2015-2017)

Table 4 details the success and retention rates for summer sessions offered during 2015, 2016, and 2017. Performance across all three years is similar in the sense that success and retention rates during each summer session are higher than the rates for the Fall and Spring terms of each respective academic year. Overall success and retention rates have declined slightly when

comparing Summer 2017 to Summer 2015, although this comparison is complicated by the fact only one six-week session was offered during 2017. The single six-week session in 2017 was offered during the same time period when the second six-week session is regularly held. Generally, success and retention rates declined slightly between 2015 and 2016, but were comparable between 2016 and 2017, resulting in 2017 rates that are slightly lower than those from 2015. However, the success rates among eight-week sessions are the only outcomes showing a net decrease in the three-year period. Although there have been increases and decreases in success rates, there has never been a difference of more than two percentage-points between the highest and lowest rates for any given session type. The overall enrollment declined in 2017, but this may be due to the limited session offerings. Figure 1 depicts the changes in success rates per academic session between 2015 and 2017.

Table 4 – Success and Retention Trends by Session (2015-2017)

	2015			2016			2017		
Session	N	Success	Ret.	N	Success	Ret.	N	Success	Ret.
1st 6-Week	5,942	82%	91%	5,816	82%	91%	--	--	--
2nd 6-Week	5,019	81%	90%	5,080	79%	89%	9,697	81%	90%
8-Week	5,093	72%	86%	5,456	72%	86%	3,626	71%	85%
Overall	***16,122***	***79%***	***89%***	***16,676***	***78%***	***89%***	***13,323***	***78%***	***88%***

Source: Chancellor's Office MIS Data. Note: Overall rates are combined rates for all three sessions and additional summer courses, not an average. Only one 6-Week session was offered during 2017.

Figure 1 – Success Rates by Session (2015-2017)

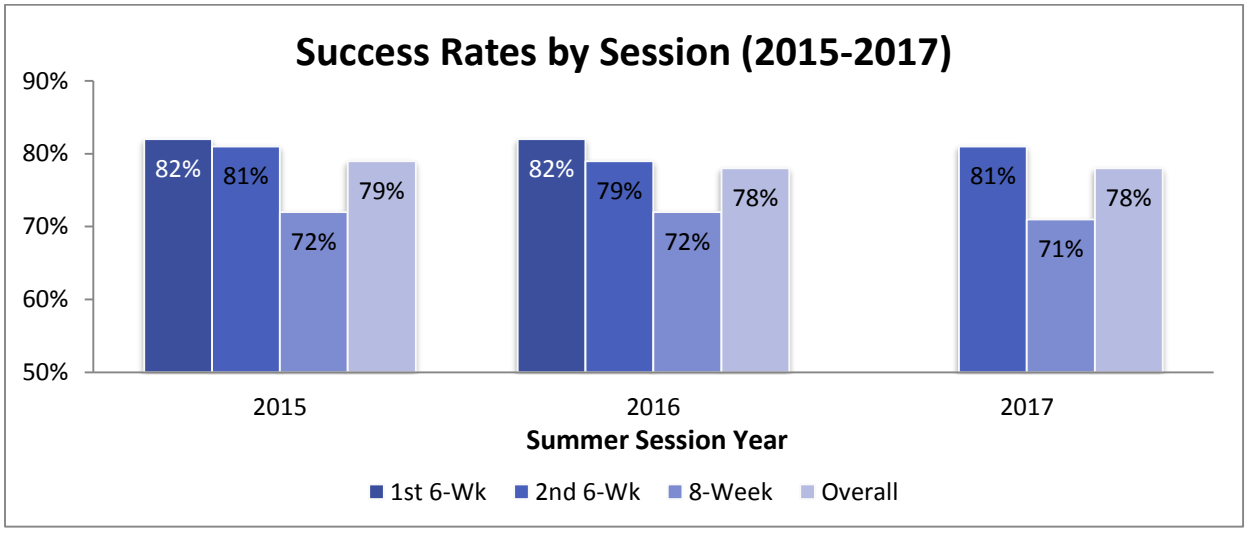


Table 5 details the overall success and retention rates for the three student cohorts enrolling in the 2015, 2016, and 2017 summer sessions. The three-year trends in success rates for each cohort follow slightly different patterns than the overall three-year trends in success rates for the summer sessions. Success and retention rates for local students remained fairly stable

during the three-year period, while success rates for four-year and high school students decreased slightly. Success rates among four-year students decreased between 2015 and 2016, then increased slightly between 2016 and 2017. Success rates among high school students only decreased between 2016 and 2017. While the overall success rates for all summer enrollment have decreased slightly in the three-year period, four-year students and high school students are the only cohorts with lower success rates in 2017 compared to 2015.

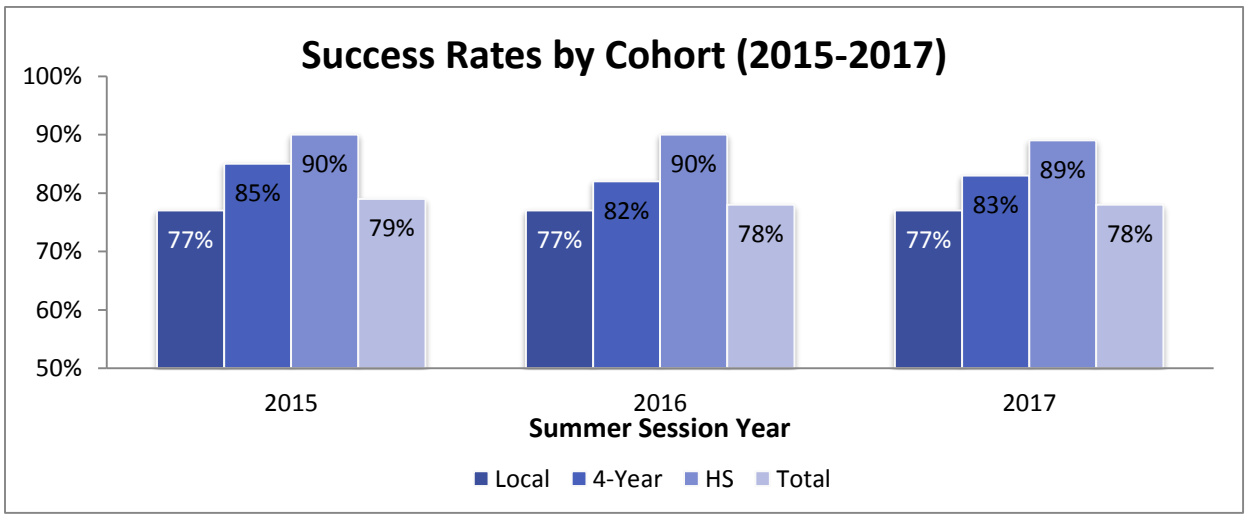
Table 5 – Success and Retention Trends by Cohort (2015-2017)

Cohort	2015			2016			2017		
	N	Success	Ret.	N	Success	Ret.	N	Success	Ret.
Local	14,121	77%	88%	14,571	77%	88%	11,229	77%	88%
4-Year	1,534	85%	94%	1,655	82%	92%	1,561	83%	92%
High School	467	90%	97%	450	90%	95%	533	89%	97%
Total	***16,122***	***79%***	***89%***	***16,676***	***78%***	***89%***	***13,323***	***78%***	***88%***

Sources: Chancellor's Office MIS Data and National Student Clearinghouse. Note: Overall rates are combined rates for all three cohorts, not an average.

Cohort success and retention rates across the three-year period are similar in that four-year transfers and high school students consistently tend to outperform local students during the summer sessions. Success rates for local students were relatively the same across all three years, but success rates for four-year and high school student cohorts were highest in 2015. Lower rates in 2017 could possibly be explained by potentially increased class sizes and limited course offerings if the single six-week session proved less suitable to the academic schedules of these cohorts. Success rates among local students remained largely unaffected, implying the other cohorts with lower enrollments may be more sensitive to changes in the structure of the summer sessions. However, the differences between the highest and lowest success rates for a given cohort are no more than three percentage-points, and these results generally do not encourage drastic changes or broad generalizations.

Figure 2 – Success Rates by Cohort (2015-2017)



Conclusions

Student outcomes during the summer sessions are generally different than outcomes from the Fall and Spring terms. Success and retention rates are consistently higher for any given summer session than they are for the rest of the academic year. This may be due to a variety of reasons, including limited course offerings, reduced enrollment, lower unit loads, accelerated class schedules with more frequent meetings, or a categorically different student population willing and able to take classes during these sessions. High school students and students transferring from four-year institutions tend to perform better than local students during the summer, although overall success and retention rates for local students during the summer sessions are still higher than the average rates for the given academic year. Overall success and retention rates have declined slightly when comparing 2017 to 2015, but this has been a decline of one percentage-point in each outcome. Success rates were higher in 2015 for high school students and students from four-year institutions, but local students have maintained relatively stable success and retention rates throughout this three-year period.

Courses with the highest enrollments during the summer were primarily math and English prerequisites, or introductory social science, life science, fine arts, and humanities courses. Local students typically enrolled in math and English courses at or below the transfer level, as well as the introductory courses from a variety of disciplines (e.g., Communication Studies, Political Science, Psychology, and History). Students from four-year institutions tended to enroll in transfer-level math and the introductory courses from a variety of disciplines. There were small numbers of high school students enrolled in most courses, but high school student enrollment was typically concentrated in large numbers into a few courses per session, usually humanities or social sciences (e.g., History or Psychology) and occasionally college preparatory-level math.

The first six-week session tends to yield the highest success rates, followed by the second six-week session, then the eight-week session. This may be due to the proximity of the given summer session to the rest of the student's academic calendar (i.e., how much of a break they take between enrolling in classes), or possibly more demanding or difficult coursework in the eight-week session compared to the six-week sessions. Transfer-level courses tend to have higher success rates than degree-applicable courses, which have higher success rates than basic skills courses, possibly due to more academic experience and/or preparedness among the students taking higher-level coursework. This results in a general pattern where success rates among higher-level courses taught in the earlier sessions are higher than the success rates among lower-level courses taught in the later sessions.

Summer coursework may be pursued differently among the different cohorts of students, and summer enrollment is likely influenced by the various differences in the academic calendars and course offerings. This report also provides an indirect examination of the potential differences between a single six-week session offering and two six-week sessions offered earlier and later in the summer. Maximizing summer enrollment and student success at ECC likely requires continuous review of what course offerings best fit which student needs. For example, students in each cohort tend to perform better during the six-week sessions than the eight-

week session, but is this a result of the potentially reduced class sizes and meetings? Do factors like the class sizes and timing of the academic calendar have a different effect on certain disciplines or student cohorts? Learning what kind of scheduling is most convenient for four-year students may allow for better advertising of the transfer-level math courses in which they tend to enroll. Given that high school students had their highest success rates during the eight-week session in some years and not others, it may be helpful to determine whether the structure or the timing of the sessions is a more influential factor in the success rates among high school students. Further analyses and discussions that address such questions and issues will potentially yield improvements in summer enrollment and the success of these students.

Appendix

Table 6 – Number of Summer Enrollments by Four-Year Institution (2015-2017)

2015			2016			2017		
Institution	N	%	Institution	N	%	Institution	N	%
CSU Dominguez Hills	175	15%	CSU Dominguez Hills	197	16%	CSU Dominguez Hills	142	12%
CSU Long Beach	170	14%	CSU Long Beach	181	14%	CSU Long Beach	142	12%
CSU Northridge	61	5%	CSU Northridge	79	6%	CSU Northridge	73	6%
CSU Fullerton	45	4%	CSU Fullerton	59	5%	CSU Fullerton	65	5%
UC Irvine	37	3%	Mount St. Mary's	42	3%	CSU Los Angeles	46	4%
UC Berkeley	35	3%	UC Irvine	35	3%	Cal Poly Pomona	41	3%
Mount St. Mary's	32	3%	Loyola Marymount	34	3%	UC Los Angeles	36	3%
UC Los Angeles	31	3%	San Diego State	30	2%	UC Riverside	35	3%
UC Santa Cruz	29	2%	CSU Los Angeles	30	2%	UC Irvine	31	3%
USC	29	2%	USC	26	2%	Loyola Marymount	31	3%
Cal Poly Pomona	28	2%	UC Santa Cruz	23	2%	UC Santa Cruz	28	2%
CSU Los Angeles	22	2%	Cal Poly Pomona	23	2%	UC San Diego	27	2%
Loyola Marymount	21	2%	UC Davis	22	2%	UC Santa Barbara	26	2%
UC Merced	19	2%	UC Los Angeles	21	2%	USC	26	2%
San Jose State	19	2%	UC San Diego	21	2%	Mount St. Mary's	25	2%
UC Riverside	17	1%	UC Santa Barbara	21	2%	San Diego State	22	2%
Marymount California	17	1%	UC Riverside	20	2%	UC Davis	22	2%
San Francisco State	15	1%	UC Merced	17	1%	Cal Poly SLO	20	2%
CSU Sacramento	14	1%	CSU Chico	15	1%	UC Merced	19	2%
UC Davis	14	1%	Cal Poly SLO	13	1%	San Francisco State	17	1%
Cal Poly SLO	14	1%	San Francisco State	13	1%	UC Berkeley	17	1%
San Diego State	14	1%	CSU Monterey Bay	12	1%	San Jose State	15	1%
UC San Diego	12	1%	San Jose State	11	1%	CSU Chico	14	1%
UC Santa Barbara	12	1%	CSU Channel Islands	10	1%	Marymount California	13	1%
National University	12	1%	Sonoma State	10	1%	CSU Monterey Bay	12	1%
Total 4-Year Students	***1,178***		***Total 4-Year Students***	***1,256***		***Total 4-Year Students***	***1,220***	

Source: National Student Clearinghouse. Percentages represent the percent of four-year enrollment for the given year. CSU = California State University. UC = University of California. USC = University of Southern California. Cal Poly Pomona = California State Polytechnic University, Pomona. Cal Poly SLO = California Polytechnic State University, San Luis Obispo.

Table 7 – Number of Summer Enrollments by High School (2015-2017)

2015			2016			2017		
High School	N	%	High School	N	%	High School	N	%
North HS	70	18%	North HS	62	16%	Hawthorne Math & Science Academy	48	11%
West HS	44	11%	West HS	45	12%	Redondo HS	34	8%
Redondo HS	40	10%	Unknown Public HS	26	7%	Unknown Public HS	33	7%
Torrance HS	34	9%	Redondo HS	26	7%	Hawthorne HS	26	6%
El Segundo Senior	21	5%	El Segundo Senior	26	7%	North HS	25	6%
Mira Costa HS	15	4%	Torrance HS	22	6%	CAMS	25	6%
Palos Verdes Peninsula HS	14	4%	Palos Verdes Peninsula HS	17	4%	Narbonne Senior	21	5%
Lawndale HS	13	3%	Lawndale HS	15	4%	El Segundo Senior	19	4%
CAMS	11	3%	Hawthorne Math & Science Academy	13	3%	West HS	19	4%
Hawthorne HS	11	3%	Environmental Charter HS	11	3%	Palos Verdes Peninsula HS	16	4%
Narbonne Senior	10	3%	Mira Costa HS	10	3%	Mira Costa HS	16	4%
Environmental Charter HS	9	2%	CAMS	10	3%	Lawndale HS	15	3%
South HS	7	2%	Narbonne Senior	7	2%	Torrance HS	12	3%
Bishop Montgomery	7	2%	Hawthorne HS	7	2%	Gardena Senior	12	3%
Junipero Serra HS	7	2%	South HS	6	2%	Environmental Charter HS	9	2%
Total HS Students	***396***		***Total HS Students***	***383***		***Total HS Students***	***451***	

Source: National Student Clearinghouse. Percentages represent the percent of high school student enrollment for the given year. CAMS = California Academy of Math & Science.

Table 8 – Highest Number of Course Enrollments (Summer 2015)

Rank	Course	Session	Total	Local	4-Year	HS	Success	Retention
1st	COMS-1	2nd 6-Wk	298	254	34	10	89%	94%
2nd	POLI-1	1st 6-Wk	281	224	56	1	74%	88%
3rd	MATH-80	8-Week	280	273	4	3	62%	80%
4th	COMS-1	1st 6-Wk	266	247	19	0	88%	92%
5th	ENGL-1C	1st 6-Wk	257	247	9	1	82%	87%
6th	HIST-101	1st 6-Wk	233	217	13	3	89%	95%
7th	ENGL-1A	1st 6-Wk	221	212	8	1	80%	93%
8th	MATH-150	8-Week	210	183	25	2	59%	81%
9th	PSYC-5	2nd 6-Wk	194	148	22	24	91%	96%
10th	HIST-102	2nd 6-Wk	181	85	22	74	91%	92%
11th	ENGL-1A	2nd 6-Wk	170	145	10	15	75%	88%
12th	MATH-170	1st 6-Wk	163	156	6	1	64%	83%
13th	HIST-102	1st 6-Wk	162	132	30	0	93%	97%
14th	PSYC-5	1st 6-Wk	159	136	23	0	80%	94%
15th	MATH-180	8-Week	157	144	8	5	55%	76%
16th	PSYC-5	8-Week	149	127	16	6	71%	93%
17th	MATH-73	8-Week	148	137	7	4	58%	89%
18th	POLI-1	2nd 6-Wk	145	100	19	26	89%	97%
19th	CH-1	8-Week	144	133	10	1	71%	81%
20th	MATH-150	2nd 6-Wk	142	129	12	1	89%	96%
21st	SOCI-101	8-Week	141	132	8	1	68%	77%
22nd	SOCI-101	1st 6-Wk	128	121	7	0	88%	95%
23rd	ENGL-A	2nd 6-Wk	127	123	0	4	69%	80%
24th	ECON-1	1st 6-Wk	125	94	29	2	84%	95%
25th	BIOL-10	1st 6-Wk	124	109	13	2	90%	98%
26th	MATH-40	8-Week	122	122	0	0	46%	64%
27th	POLI-1	8-Week	122	104	13	5	74%	94%
28th	ENGL-84	2nd 6-Wk	120	117	1	2	68%	88%
29th	CH-1	1st 6-Wk	118	111	7	0	81%	94%
30th	ENGL-84	1st 6-Wk	113	112	0	1	79%	96%

Source: Chancellor's Office MIS Data. Note: "N" refers to the number of grades reported per course. For a complete list of enrollments and grades, see the appropriate report on the Success and Retention page.

Table 9 – Highest Number of Course Enrollments (Summer 2016)

Rank	Course	Session	Total	Local	4-Year	HS	Success	Retention
1st	COMS-1	2nd 6-Wk	285	243	34	8	88%	93%
2nd	SOCI-101	8-Week	269	233	30	6	75%	86%
3rd	MATH-80	8-Week	248	237	5	6	61%	82%
4th	COMS-1	1st 6-Wk	247	222	25	0	90%	94%
5th	ENGL-1C	1st 6-Wk	235	224	10	1	82%	87%
6th	POLI-1	2nd 6-Wk	230	185	17	28	93%	97%
7th	POLI-1	1st 6-Wk	220	161	58	1	69%	89%
8th	PSYC-5	1st 6-Wk	219	192	24	3	90%	98%
9th	HIST-101	1st 6-Wk	212	182	26	4	81%	95%
10th	PSYC-5	2nd 6-Wk	206	169	21	16	89%	97%
11th	ENGL-1A	1st 6-Wk	204	193	10	1	76%	89%
12th	POLI-1	8-Week	174	153	18	3	69%	87%
13th	MATH-190	8-Week	171	142	25	4	59%	82%
14th	MATH-170	1st 6-Wk	154	147	7	0	73%	88%
15th	HIST-101	2nd 6-Wk	153	128	18	7	83%	95%
16th	MATH-180	8-Week	149	135	8	6	62%	71%
17th	MATH-150	2nd 6-Wk	148	116	27	5	59%	82%
18th	MATH-150	1st 6-Wk	147	124	23	0	67%	83%
19th	MATH-150	8-Week	145	131	14	0	67%	84%
20th	HIST-102	1st 6-Wk	144	123	21	0	84%	97%
21st	MATH-73	8-Week	141	130	7	4	57%	84%
22nd	ENGL-A	2nd 6-Wk	134	130	0	4	80%	90%
23rd	ANTH-1	8-Week	133	121	11	1	68%	83%
24th	CH-1	8-Week	133	122	10	1	88%	95%
25th	BIOL-10	1st 6-Wk	132	113	16	3	86%	90%
26th	HIST-102	8-Week	132	93	28	11	64%	85%
27th	ECON-1	8-Week	131	102	20	9	73%	84%
28th	HIST-102	2nd 6-Wk	131	57	8	66	83%	96%
29th	SOCI-101	2nd 6-Wk	130	118	11	1	89%	93%
30th	ENGL-1C	2nd 6-Wk	128	122	5	1	76%	91%

Source: Chancellor's Office MIS Data. Note: "N" refers to the number of grades reported per course. For a complete list of enrollments and grades, see the appropriate report on the Success and Retention page.

Table 10 – Highest Number of Course Enrollments (Summer 2017)

Rank	Course	Session	Total	Local	4-Year	HS	Success	Retention
1st	POLI-1	6-Week	516	420	75	21	75%	86%
2nd	PSYC-5	6-Week	394	307	45	42	84%	93%
3rd	HIST-101	6-Week	348	305	33	10	79%	88%
4th	SOCI-101	6-Week	315	258	51	6	86%	93%
5th	COMS-100	6-Week	310	265	38	7	88%	93%
6th	HIST-102	6-Week	286	200	45	41	89%	96%
7th	ENGL-1C	6-Week	269	256	13	0	84%	93%
8th	MATH-80	8-Week	256	244	4	8	59%	82%
9th	ECON-1	6-Week	242	189	41	12	79%	89%
10th	MATH-150	6-Week	240	201	36	3	68%	79%
11th	ENGL-1A	6-Week	239	216	16	7	71%	83%
12th	CDEV-103	6-Week	179	148	27	4	85%	95%
13th	ENGL-A	6-Week	177	166	5	6	83%	91%
14th	ANTH-1	6-Week	176	143	32	1	80%	88%
15th	MATH-190	8-Week	174	133	36	5	63%	84%
16th	ART-101	6-Week	172	140	27	5	74%	93%
17th	MATH-150	8-Week	156	136	20	0	60%	81%
18th	MATH-73	8-Week	150	127	10	13	61%	80%
19th	MATH-170	6-Week	147	132	6	9	66%	82%
20th	MATH-191	8-Week	139	98	40	1	42%	59%
21st	MATH-40	8-Week	138	138	0	0	53%	81%
22nd	BIOL-10	6-Week	137	91	38	8	74%	83%
23rd	PSYC-2	6-Week	128	112	10	6	81%	95%
24th	CH-1	8-Week	124	107	17	0	81%	85%
25th	MATH-180	8-Week	121	100	10	11	44%	67%
26th	ANTH-2	6-Week	120	83	36	1	84%	90%
27th	PHIL-101	6-Week	120	79	39	2	85%	93%
28th	ENGL-84	6-Week	116	115	0	1	78%	90%
29th	FILM-110	6-Week	114	93	13	8	77%	93%
30th	MATH-23	8-Week	107	107	0	0	62%	84%

Source: Chancellor's Office MIS Data. Note: "N" refers to the number of grades reported per course. Only one six-week session was offered during 2017. For a complete list of enrollments and grades, see the appropriate report on the Success and Retention page.