

# **Educators Mull How to Motivate Professors to Improve Teaching**

## **The Chronicle of Higher Education**

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*By David Glenn*

Washington

"Without an unrelenting focus on quality—on defining and measuring and ensuring the learning outcomes of students—any effort to increase college-completion rates would be a hollow effort indeed." So proclaimed Jamie P. Merisotis, president and chief executive of the Lumina Foundation for Education, during the opening plenary of the annual conference of the Association of American Colleges and Universities, held here last week.

That statement reflected the tone of the entire conference. The nearly 1,900 presidents, provosts, and faculty members who gathered here generally said that they welcome the White House's efforts to increase the proportion of Americans who earn college degrees. But they do not want to see those degrees watered down in the process. If colleges are going to provide high-quality educations to millions of additional students, they said, the institutions will need to develop measures of student learning that can assure parents, employers, and taxpayers that no one's time and money are being wasted.

"Effective assessment is critical to ensure that our colleges and universities are delivering the kinds of educational experiences that we believe we actually provide for students," said Ronald A. Crutcher, president of Wheaton College, in Massachusetts, during the opening plenary. "That data is also vital to addressing the skepticism that society has about the value of a liberal education."

Pronouncements like Mr. Merisotis's and Mr. Crutcher's are more easily expressed than acted upon. The conference was full of laments about the economic crisis facing academe—and also about faculty tenure-and-promotion systems, which many people here viewed as far too heavily weighted toward scholarship and research, at the expense of teaching and learning.

**Sidestepping Obstacles**

But many speakers insisted that colleges should go ahead and take drastic steps to improve the quality of their instruction, without using rigid faculty-incentive structures or the fiscal crisis as excuses for inaction.

"Successful campuses sometimes improve their student learning despite their faculty-reward structures," said Jill N. Reich, dean of the faculty at Bates College, during a session organized by the association's Bringing Theory to Practice project. "Don't assume that you need to change your tenure-and-promotion process first."

Ashley Finley, the association's director of assessment for learning, offered preliminary data from a faculty survey that she and several colleagues recently conducted. Among her findings: Handing out "teacher of the year" awards may not do much for a college. In Ms. Finley's survey, only 33 percent of the respondents said that the existence of such an award on their campus would motivate them to improve their instruction. And there was no evidence that such awards built faculty members' morale or deepened their commitment to their institutions.

She read a comment from one respondent who wrote that teaching awards "sound good at first ... until people start to feel overlooked, or until it's obvious that the awards are used to make the award givers look good."

By contrast, using the tenure-and-promotion system to reward faculty members for good teaching seems to have much stronger effects on motivation and morale, Ms. Finley's survey found. (She cautioned that the preliminary data are drawn from only five institutions, four of which are private liberal-arts colleges. At least a dozen more institutions are expected to participate in the survey this year.)

### **Motivating Faculty Members**

During a session on Friday that was devoted to "unasked questions" about liberal education, Amy Jessen-Marshall, associate vice president for academic affairs at Otterbein College, speculated about how to change faculty incentive systems.

"What would happen," she asked, "if we fundamentally rethink the definitions of scholarship and scholarly activity, or at least broaden them?" Such a change, she said, could allow colleges to reward faculty members for various types of civic and community engagement, and also for working on interdisciplinary undergraduate-research projects that could increase students' engagement and understanding.

But at the end of that session, Peter Felten, director of the Center for Teaching and Learning at Elon University, echoed Ms. Reich by warning that faculty members and campus leaders should not wait for some drastic restructuring—like a new model of tenure and promotion—before they try to improve the teaching they offer.

"There's often an assumption that I can change something, but only after someone else or something else changes," Mr. Felten said. "But the future for liberal-arts education looks fairly stark. I would urge each of you who leave here today to ask yourselves, What are *you* going to do to improve student learning?"

Likewise, several speakers argued that the recession is no reason for colleges to be complacent about the quality of their instruction. "In this time of complete free fall, there are plenty of opportunities to grab," said Ken O'Donnell, associate dean for academic-program planning in the California State University system's office of the chancellor.

Mr. O'Donnell is working with campuses to adopt what he calls "high-impact practices"—including classroom models that involve more-active student learning and less rote lecturing—in introductory courses where students often struggle.

Those reforms do not involve any substantial expense, he said—and they can reap financial dividends if students' dropout rates decline.

"High-impact practices can change students' lives," he said. "Their brains open up. After they become engaged in this way, the hell they'll drop out."

## **Good report, for the moment, on districts' finances**

Posted in [Finance](#), [State Budget](#)

Call it remarkable management or, more likely, the lull before the crash. The number of school districts in financial distress actually decreased from a year ago, according to report issued last week by **FCMAT**, the state's Fiscal Crisis and Management Assistance Team. That's the agency that intervenes when districts are struggling financially.

For the reporting period ending Oct. 31, only a dozen districts – out of about 1,000 – reported a negative status, compared with 19 in the last reporting period of 2009 and 16 in the comparable period a year ago. The latest total is preliminary, since county offices of education have yet to certify that the districts' self-reporting is accurate. (View **FCMAT's latest report** for a 15-year comparison of the number of districts in financial trouble.)

School districts, unlike most forms of government, are legally required to produce a three-year balanced budget, which is hard to do considering the state's volatile revenue and unpredictable conditions.

A negative certification means that a district probably won't be able to meet its financial obligations this year or the next. A qualified rating means that the district projects it will have financial problems in year two or three. In the latest period, about 10 percent of districts – 105 – reported a qualified rating. That 's 31 more than the same period a year ago and 14 more than the last reporting in 2009, but still below the record 108 districts in 2007-08. And it's fewer than some experts had predicted.

An infusion of federal stimulus dollars for K-12 schools – about \$6 billion over three years – probably has staved off trouble, for the moment. But many districts apparently are using most of the money this year, so next year could be rough. Add to that the minimum \$200 to \$400 per student cut in revenue under Gov. Schwarzenegger's proposed budget for next year, and the number of distressed districts in the next reporting period, which ended Jan. 31, is expected to rise. In 2011, temporary state sales and income taxes are due to expire, further worsening districts' financial outlook.

State law prescribes a series of interventions for districts in negative status, including a state-appointed administrator, as happened with districts in Oakland and Compton. For districts with qualified budgets, the county superintendent can recommend actions on union contracts and other financial issues.

The state hasn't released the names of this year's fiscal dirty dozen. In the last **2009 report**, Pajara Valley Unified, with a budget of \$192 million, and Vallejo City Unified (\$154 million budget), were the largest districts with a negative certification.

By [John Fensterwald](#) on February 1st, 2010

# The Education Exception

## Inside Higher Ed

**February 2, 2010**

WASHINGTON -- It's nice being seen as essential.

As President Obama and his aides unveiled the administration's fiscal 2011 budget with lots of talk about reining in discretionary spending, they largely exempted programs important to higher education from the budget restraint they urged.

Not every higher education-related program would fare well under the budget blueprint; the administration would hold funding for many student aid programs other than Pell Grants at their 2010 levels and eliminate a handful of others; end the Department of Labor's Career Pathways Innovation Fund (a \$125 million grant program for community colleges); and slice the budget of the National Endowment for the Humanities.

But by and large, most programs that serve colleges and students would fare well under the administration's budget for the year that begins in October, with the White House proposing another massive infusion of funds into the Pell Grant Program (covering a million additional students and ensuring a permanent and growing flow of money into it), recommending significant increases for several key scientific research agencies (see related article) for job creation purposes, and even proposing a 31 percent increase in financial support for the AmeriCorps national service program.

"At a time when most government spending is being frozen, President Obama is investing in education -- a clear reflection of the president's deep commitment to education," Education Secretary Arne Duncan said in a telephone news conference Monday. "The president has set a goal that America once again will lead the world in college completion by the end of the decade, and to do that, we need to improve the education at every level. This budget puts us on a path to success and meeting that goal. We have to educate our way to a better economy."

Higher education leaders generally expressed their appreciation for the president's recognition -- through his proposed distribution of money -- of the centrality of a college education for Americans. "Improving access to college for our young people is essential to preparing our workforce for 21st century challenges, and the Pell Grant remains our best tool for aiding students from low-income families," Robert M. Berdahl, president of the Association of American Universities, said in a prepared statement Monday.

If many college leaders were something this side of ebullient, it may be because so many of the administration's priorities depend on passage of the Student Aid and Fiscal Responsibility Act, which would dramatically reshape the student loan programs (ending all lending from the lender-based guaranteed loan program) and shift the savings to support a wide range of new and expanded education programs. The legislation passed the House of Representatives last fall, and while most prognosticators still believe it will become law eventually, serious questions remain

about whether the measure will produce enough savings to finance the enormous range of programs the administration is expecting it to pay for.

The Education Department is counting on the savings from the student loan restructuring to finance its Pell Grant expansion, its \$10.6 billion community college initiative, a \$3.5 billion College Access and Completion Fund, hundreds of millions of dollars for historically black and other minority-serving colleges and various other higher education priorities. But department officials are also banking on it covering a series of new programs to support early childhood education. (The Education Department's budget blueprint describes a total of \$95 billion in new spending over 10 years designed to flow from the SAFRA legislation.)

The administration's ambitions could be impaired if Congressional or administration accountants in the coming weeks drastically change their estimates of either the amount the loan legislation would save or the price tag of some of the budget items.

Administration officials played down that possibility in their statements Monday, focusing on what they characterized as President Obama's historic commitment to expanding educational opportunity.

Under the budget blueprint, the maximum Pell Grant for low-income students would rise to \$5,710 from the current \$5,550, and perhaps even more importantly, in the eyes of many student aid experts, the administration would begin financing the bedrock financial aid program as a federal entitlement program, where it would be protected from the annual ups and downs of the Congressional appropriations process. Under the administration's proposal, which in many ways mirrors what it urged last year, the maximum Pell Grant would be indexed to the Consumer Price Index, rising each year by the increase in the annual inflation rate plus one percentage point. The proposal would also significantly expand repayment options for student loan borrowers.

Most other student aid programs would remain in 2011 at their currently funded levels under the Obama plan, which would dramatically reshape the Perkins Loan Program and phase out the Academic Competitiveness Grant and National Science and Mathematics Access to Retain Talent Grant Programs. (A table with full details on education and other programs appears below.) The Education Department would shift tens of millions of dollars for teacher education that now flow through the Higher Education Act into a revamped K-12 leadership program under Elementary and Secondary Education Act, which is up for renewal this year.

### **Mixed Bag for Two-Year Colleges**

Community colleges could be a major beneficiary of the administration's budget for 2011 and beyond, if the American Graduation Initiative, its \$10.6 billion plan to strengthen two-year institutions with a mix of new funds and greater accountability, becomes a reality. But the institutions would also lose out in a few key ways if the administration's 2011 budget plan takes effect as is.

The Education Department proposes eliminating the Tech Prep Program, which has until now maintained a separate stream of funding within the Carl D. Perkins Career and Technical Education Act program. And the Department of Labor's budget calls for ending the Career Pathways Innovation Fund, which the Bush administration created in 2005 to focus on expanding career paths through community colleges. Labor Department budget documents (reinforced by an online chat held by department officials, including Jane Oates, who oversees the department's training programs) said they believed the graduation initiative would obviate the need for the pathways program.

"The AGI would provide significant resources for competitive grants to community colleges that could support career pathways and other innovative training and education programs. The Department of Labor would work with the Department of Education to administer these grants, continuing to support career pathway programs at community colleges that help individuals of varying skill levels enter and pursue rewarding careers in high-demand and emerging industries," the department's documents stated. The Labor Department also proposes creating a new innovation fund (with about 5 percent of existing funds from national and state training programs) aimed at spreading best practices -- including, conceivably, those at two-year institutions.

### **Dip Proposed for Humanities and Arts**

Both the National Endowment for the Humanities and the National Endowment for the Arts would see their funds cut in 2011 under the Obama administration's budget. The annual appropriation for the humanities endowment would dip to \$161.3 million from \$167.5 million in 2010, with equivalent cuts in most of its programs, except for challenge grants. The arts endowment would see an equivalent drop. The National Historical Publications and Records Commission, which is part of the National Archives and Records Administration and seeks to preserve the country's documentary heritage, would see its budget cut to \$10 million from \$13 million.

Berdahl, the AAU president, questioned the logic of cutting the cultural endowments' budgets, given how little would be saved by doing so.

"We hope that Congress will be able to restore the proposed cut in funding for the National Endowment for the Humanities," he said. "The relatively small amount of money this saves, \$6 million, contributes little to the effort to maintain an overall spending freeze, but it has a significant impact on the endowment's ability to support humanities research and education."

The president's budget becomes a starting point for discussions in Congress, where the reaction from lawmakers -- despite the president's renewed call for bipartisanship in his State of the Union speech and the days since -- was predictably divided, with Rep. George Miller (D-Calif.) praising the president and Rep. John Kline (R-Minn.) -- well, not so much.

### **Obama Administration's Key 2011 Funding Requests Related to Higher Education**

| <b>EDUCATION<br/>DEPARTMENT</b> | 2009 Appropriation | 2010 Estimate | 2011 Request |
|---------------------------------|--------------------|---------------|--------------|
| <b>Financial Aid</b>            |                    |               |              |
| Pell Grants<br>(discretionary)  | \$17,288,000       | \$17,495,000  | \$0          |
| Pell Grants<br>(mandatory)      | 2,090,000          | 3,030,000     | 0            |

— **Doug Lederman**



# Restoring an educational gem's luster

LA Times

Editorial

December 28, 2009

Cuts are fast eroding California's once-vaunted system of public colleges and universities. Judicious change can address new realities while affirming the enduring goals of the state's master plan.

Great beaches, a gentle climate and the best system of public higher education in the country, maybe the world. California is famous for all three, but what it deserves abundant praise for is the last of those. How long it will continue to earn that praise is another matter. The state's visionary Master Plan for Higher Education, the engine that for years drove California toward educational leadership, and, as a result, economic leadership, is about to turn 50. It is not aging well.

The plan itself isn't to blame so much as the lack of money to carry it out. Right now, the dismal economy is driving deep cuts in higher education. But California has been giving short shrift to its public colleges and universities for years now, inching away from the promise of equal and affordable access based on merit.

Under the 1960 plan, the University of California, a collection of elite research universities, was expected to provide a top-tier undergraduate and graduate-school education for the top 12.5% of the state's students. California State University was the workhorse that all students in the top third of the state's high-school graduates could attend. And everyone would have virtually free access to the community colleges, where students could receive vocational training, life-enrichment courses or an associate's degree that would give them a boost into a four-year college.

But that has changed. Tuition of more than \$10,000, recently approved by the UC Board of Regents, isn't affordable for many families, and even higher fees have been levied on various professional schools, including the ones that train social workers, who earn mediocre salaries that make it hard to repay big student loans. CSU recently warned that it would not be able to accept 45,000 eligible students who apply next year, and San Diego State announced for the first time that it could not accept all of the eligible local students. Everyone is still welcome at the community colleges, which raised fees slightly -- but just try enrolling in the necessary classes. At [De Anza College](#) in the Silicon Valley, close to 10% of students this fall were unable to enroll in any classes, and a third were shut out of at least one class. The college had been forced to cut 300 courses from its schedule.

For years, reports from various organizations have warned that the [master plan would be endangered](#) if the state didn't change course. UC would lose its prestige, eligible students would go without a college education. Now the state is past the warning stage. Public higher education in California is being constricted in ways that make it hard to recognize compared with what it was just a decade ago.

This month, a joint legislative committee began a series of hearings on the master plan, looking at whether modifications are needed either to the initial vision or to the three-tiered system of higher education. The first hearing made it clear that there is enormous opposition to making any substantial changes in the master plan itself, especially trimming its ambitions in reaction to the state's current financial crisis. But even if the master plan is not officially revamped in any major way, Californians cannot ignore that it is undergoing a de facto rewrite. Low cost, universal access, top educational and research quality -- these three basic underpinnings are eroding fast.

This is happening just as officials elsewhere in the world are looking to mimic the California model. Western Europe is considering the creation of an open-access college program; China is planning to open several UC-type systems. Chinese leaders aren't doing this as a gift to their young people; they recognize that affordable, top-level college education pays off in a robust economic engine and more stable and well-compensated jobs.

An educated and capable citizenry tends to be more involved in civic life and have lower rates of crime, teenage pregnancy and other costly social problems. And a system that offers access to higher education fulfills the consummate American dream that anyone has the opportunity to achieve great things in this country -- an especially potent message in a state with so many immigrant students.

College officials bear some of the responsibility for their financial troubles. Both CSU and UC, especially the latter, have been rightly criticized in recent years for giving lavish and unnecessary perks to various administrators. Officials at both systems struck an unwise side deal with Gov. Arnold Schwarzenegger in 2004, in which they agreed to raise fees appreciably and lower admissions in exchange for six years of steadily increasing funding. They received three years of that increase before cuts set in again.

The state might not be able to live up to the master plan for the next few years, but it should be plotting a return to that vision. An April report by the Public Policy Institute of California warned that the state was in danger of being close to [1 million college graduates short](#) of what the labor market will demand in 2025.

At a time of severely limited funding, then, what can California do to maximize its resources and maintain the luster of its higher education system? Here are some areas for consideration: **PRODUCTIVITY.** Individual campuses in the Cal State system already are examining whether to close some smaller departments. According to CSU Chancellor Charles B. Reed, the recreational studies program at Dominguez Hills has graduated only four students in the last two years.

At the same time, CSU should be coordinating the closures so that, to the extent possible, at least one campus within commuting distance offers the less-popular majors. Cal State students are often commuters who depend on living at home to make college affordable. **FEES.** Neither UC nor CSU can continue with the kinds of disastrous tuition increases that were slapped on students this year. A recent survey found that the [top reason students drop out of college](#) is the cost.

Fees should be rolled back as soon as state funding allows, and a schedule of predictable fee increases instituted for future years so families can plan college savings accordingly.

**DROPOUTS:** Leaders of both the community college and CSU systems must make reducing their dropout rates a higher priority. Only 1 in 4 community college students aiming toward transfer to a four-year college actually fulfills that ambition, and only half of Cal State students earn a bachelor's degree within six years. Not only does this deprive the state of a more educated population, but it also wastes public money.

CSU and UC also should be pushing students to complete their degrees within four years. Full-time students should have to apply to attend beyond 4 1/2 years and provide a compelling reason why this is necessary. Their fees should be raised to out-of-state tuition levels except in rare circumstances. **COURSE AVAILABILITY.** To graduate students on time, colleges must offer the necessary courses. As much as we hate to consider narrowing the scope of the master plan, both UC and CSU should consider temporarily tightening admissions of California students to slightly below their historic percentages. With adequate funds to educate all enrolled students, the four-year schools can move students through the system more quickly and make room for other students. Future funding should be tied to how well they do this. **COMMUNITY COLLEGES.** The community colleges have too many missions to fulfill -- vocational, remedial and continuing education, recreational courses and preparation for four-year colleges. They should continue to offer open access, but for the time being should cut back on continuing education and recreational courses or charge the full cost of such classes, targeting their resources toward students seeking a certificate or associate's degree.

Of the three public college systems, the community college system is the one that should raise its fees substantially. This year, the Legislature raised fees from \$20 a credit to \$26 -- about \$100 per course. Even if the Legislature were to double the fees, the community colleges would still be among the least expensive in the nation and easily affordable to most middle-class families -- less than \$1,000 a year. A new federal tuition tax credit would reimburse many families for the full cost of each year's fees and books. A portion of the additional revenue could be used to offset fees for low-income students. The added money would allow for better counseling and more course offerings so students could finish their education sooner -- ultimately saving more money. **FEDERAL FUNDING.** President Obama has talked frequently about the importance of getting more students prepared for college. But the bigger problem right now is students who can't afford a seat in a college to start with. Federal stimulus funding and increases in Pell grants helped California's public colleges survive this year. Lobbying for continued and expanded infusions of federal money is needed. Investing in California's once-shining plan for public higher education is one of the best ways to provide this nation with a college-educated population.

## Efficiency from Incompetence Inside Higher Ed

**February 4, 2010**

Months after it was chastised by an independent panel for displaying “a consistent lack of civility” and creating “a climate of fear and mistrust,” the governing board of the Maricopa County Community College District has asked its chancellor to review and possibly implement a sweeping series of recommendations to improve the “efficiency” of the Arizona system.

The plan to redesign the district, marketed under the moniker “21st Century Maricopa,” is the result of \$1.4 million worth of Alvarez & Marsal consulting work requested by the governing board last summer. The request, however, was made before the college district’s accreditor, the Higher Learning Commission of the North Central Association of Colleges and Schools, encouraged an independent panel to examine an anonymous complaint it received alleging that the Maricopa board had put the district’s accreditation at risk by severely micromanaging educators.

The board’s hiring of outside consultants to weed out redundancies in the district and find further ways to save money is viewed by many local observers as a slight against Maricopa's leadership.

“Normally, boards of directors seek to improve their operations through the people they have hired to run things,” read a scathing editorial by *The Arizona Republic* in December. “In this case, that would be Chancellor Rufus Glasper and his administration. Unfortunately, members of the community-college board distrust Glasper and his staff so profoundly that they are willing to spend millions of taxpayers’ dollars to effectively second-guess Glasper and undercut his staff. There is a lot wrong with a strategy like that, but let’s focus on the one that stands out like a sore thumb: It is astonishingly inefficient.”

District employees also questioned the move.

“I’ll never understand the rationale of a board, talking about being financially short millions of dollars, hiring an outside consultant,” said Deanna Pritchard, president of the district’s professional staff association. “The report didn’t give us anything we didn’t already know and there aren’t really things that weren’t talked about. Still, what it did do is bring these to the front and make it a responsibility to address them.”

Quelling speculation that the board might bypass the chancellor and pay the outside consultants more money to implement any suggested structural and staffing changes, the board voted last week to make Glasper the head of the district redesign. Glasper will convene working groups of district faculty, staff and administrators to consider the viability of each of the consultants’ recommendations for cutting spending and improving performance.

Officials from Alvarez & Marsal say that their suggestions – ranging from increasing class sizes in certain disciplines and boosting the proportion of adjuncts to charging students a steep

technology fee and outsourcing campus landscaping – could save the district between \$29 million and \$48 million annually. Their report, however, does not address the cost of implementing their recommendations. For example, the report suggests that the district expand the usage of the corporate credit cards its employees use for minor purchases to cover larger group expenses. It notes the savings this could provide but does not address the potential costs of changing card usage, such as raising limits or fees for greater use. Alvarez & Marsal officials did not respond to requests for comment about its work. Glasper’s review of the suggestions will try to add in the actual costs of the recommendations.

Any savings would be welcome for Maricopa, a district that only receives 8.5 percent of its operating budget from state appropriations and whose chancellor has talked openly about planning for the possibility of state funding drying up entirely.

Still, many Maricopa faculty members view the redesign process as essential to healing the wounds caused by the district’s openly warring board members, some of whom still question the legitimacy of the accrediting panel that investigated them last year.

“There is still a chasm of trust between the board and all the employees of Maricopa, starting with the chancellor,” said Jim Simpson, president of the district’s faculty association and a member of the redesign project’s steering committee. “A large part of this process is to help rebuild trust between us and the board. Working with the chancellor, that’s our biggest goal as faculty.”

Faculty and other interest groups, however, are wary of some of the consultants’ recommendations, and hope to dissuade the chancellor from embracing them during the vetting process. For example, the consultants’ report uses a regression model to back up the claim that the district “can increase class sizes in certain courses to new thresholds without negatively impacting student course completion.”

“They didn’t give us any of the data as to how they determine that certain courses could take more students,” Simpson said of the consultants. “You need a way more comprehensive model to take care of all of the variables out there.... There is an optimal class size, I agree. But, this is something that you need long-term research to determine. This is something you should get a Lumina grant for. For [the consultants], this was just a sales tool.... They wanted to show, ‘Here’s something you can do really quickly and get results.’ ”

The consultants also argued in their report that the district could save \$2.5 million annually “by increasing the proportion of instructional adjuncts by 10% without impacting successful student completion.” Currently, 73 percent of Maricopa courses are taught by adjunct instructors. Some faculty question this suggestion, warning of dire consequences.

“Increasing adjunct faculty, yeah, that would save a lot of money,” Simpson said. “But, we want to maximize student success, and [Community College Survey of Student Engagement] reports and all kinds of others show that the higher the ratio of full-time faculty to adjuncts, the better students perform.”

Though the consultants' report does not mention layoffs of faculty or professional staff directly - such a move would require a change in their contracts or other major policy changes -- it does openly suggest trimming the district's maintenance staff. For instance, it notes that the district could save between \$7.9 million and \$14.9 million by outsourcing its custodial, landscaping and fleet maintenance services. In the case of custodians, it mentions that Maricopa custodians make nearly \$3 per hour more than "regional industry averages."

Though Fred Reill, president of the district's association for maintenance and operations employees, did not respond to requests for comment, he did speak out against outsourcing at a Maricopa board meeting last fall.

"Some of our employees feel that [maintenance and operations] is a disposable group," Reill wrote in a statement to the board. "When the budget is tight, the first areas to be outsourced are [maintenance and operations] groups. ... The [maintenance and operations] department is Maricopa's 'first responders.' They are often the ones asked for directions or other questions by incoming students or visitors. Can a contracted employee do this? Will a contracted employee take pride in the way the landscape or building looks? Are they trained in any way to meet the specific needs of each campus? Have they been trained to deal with air- and blood-borne pathogens? Being a groundskeeper or custodian is more than just knowing how to use a mower or a broom."

Randolph Lumm, president of the Maricopa governing board, did not respond to a request for comment, and Glasper was not available for comment. A district spokesman with access to Glasper, however, reiterated the importance of the redesign project in moving the district forward.

"This reaffirms the chancellor's role as chief executive officer," said Tom Gariepy, a Maricopa spokesman. "It is the board's expectation that he is in charge of the process, and the chancellor told them to hold him accountable for the results.... This process will be as transparent as we can make it."

— **David Moltz**

# **OFFICIALS SAY PERSONNEL MOVES WILL BRING COMPTON COMMUNITY COLLEGE CLOSER TO FULL RE- ACCREDITATION**

## **LOS ANGELES WAVE**

By LEILONI DE GRUY, Staff Writer

Story Published: Feb 11, 2010

COMPTON — After more than a year of serving as provost of El Camino College Compton Center, Lawrence Cox has relinquished the position in what he describes as a move to better serve the district and move the institution closer to accreditation.

The change was not a demotion or the stripping of a title, said Cox, but simply a refocusing of his duties as chief executive officer. “What the change has done is allowed me to increase my focus on the scope and the demands of the [Compton Community College] District,” he said, “more so than I was able to when I was trying to serve in both roles.”

As provost, Cox said he spent up to three days a week at El Camino College in Torrance, which was disruptive in terms of him being able to perform district duties. Now, with a full five-member board of trustees in place, Cox’s responsibilities increased.

Then came the establishment of the district’s foundation, which is made up of 20 officials charged with raising funds for scholarships and other academic related services and programs. The district is currently working on reconstituting a bond oversight committee, which will help prioritize certain initiatives, such as infrastructure, and ensure that money is being spent properly.

Compton Community College — as it was known prior to entering an agreement with El Camino College — still has a few years before it can again become fully independent. Officials at CCCD, which has remained an independent body despite the college’s loss of accreditation, say they will have a better idea of its proximity to that goal after this year.

Following several comprehensive assessments of the Compton Community College District by the state’s Fiscal Crisis and Management Assistance Team, dating back to October 2004, it was discovered that the district did not meet accreditation standards and rated poorly in five operational areas that were crucial to the college’s survival.

In August 2006, after the Accrediting Commission for Community and Junior Colleges conducted its own evaluation, the college’s accreditation was formally withdrawn. A memorandum of understanding was then signed, sealing a partnership between Compton Community College District and El Camino Community College District, and giving El Camino oversight responsibilities of Compton Community College, its academic programs and student services.

A progress report for April 2007 found that the school's true financial standing could not be determined due to the delayed results of an installed database. In addition, communication between the colleges had been mostly disconnected, personnel had either vacated their positions, been suspended or reintroduced into El Camino College's staff.

The roles and responsibilities of the remaining staff and student body had yet to be structured, textbooks were not accessible, water mains and sewers posed contamination problems and many buildings lacked equipment, electricity and were not up to code.

Today, the campus is thriving with approximately 8,500 students. Insiders say communication has improved, employees are less disjointed, many structural pitfalls have been addressed and academic materials are more readily accessible.

Cox will be replaced as provost by El Camino administrator Barbara Perez, who will now serve as the center's vice president. Cox and Perez are expected to work closely together because the decisions she makes will have a financial impact on the district.

This is "allowing two individuals to very strongly focus on the district, its operations and the foundation," said El Camino spokesperson Ann Garten, "[rather] than them working independently."

Perez first joined El Camino in 1983 as a chemistry professor and faculty coordinator for the Division of Mathematics and Physical Sciences as well as for the Human Resources Department and Academic Affairs Division.

In 2002, she was appointed dean of the college's Division on Natural Sciences and later named interim associate vice president of human resources. Over the past several years, Perez has aided in the oversight of the science complex renovation project. In addition, she served as a member of a task force aimed at implementing student-learning outcomes, the Budget Development Task Force, the Division Advisory Committee, the College Council and co-chaired the 2002 Accreditation Steering Committee.

She continues to work on the Calendar Committee, the College Technology Committee and the El Camino College Staff and Student Diversity Advisory Committee.

"I think Compton is moving in the right direction," said Cox. "And while I'm not certain how long before we become fully accredited, I do know that it is certainly a part of our near future."



**TOP 50** Fastest-Growing  
Public Two-Year  
Colleges

## Enrollments 10,000 or Higher

Ranked by percent change in headcount

| Rank / Institution                                | State | Fall 2007<br>Enroll. | Fall 2008<br>Enroll. | Change | Percent<br>Change |
|---|-------|----------------------|----------------------|--------|-------------------|
| 1 Los Angeles Trade Technical College             | CA    | 13194                | 17487                | 4293   | 32.5              |
| 2 Ivy Tech Community College-Central Indiana      | IN    | 13439                | 16415                | 2976   | 22.1              |
| 3 East Los Angeles College                        | CA    | 28889                | 34065                | 5176   | 17.9              |
| 4 Reedley College                                 | CA    | 12158                | 14223                | 2065   | 17.0              |
| 5 Riverside Community College                     | CA    | 30961                | 36146                | 5185   | 16.7              |
| 6 Salt Lake Community College                     | UT    | 25235                | 29396                | 4161   | 16.5              |
| 7 Northwest Vista College                         | TX    | 10329                | 11961                | 1632   | 15.8              |
| 8 Victor Valley College                           | CA    | 10149                | 11697                | 1548   | 15.3              |
| 9 College of the Sequoias                         | CA    | 11697                | 13449                | 1752   | 15.0              |
| 10 Los Angeles Pierce College                     | CA    | 19526                | 22434                | 2908   | 14.9              |
| 11 Miracosta College                              | CA    | 10682                | 12233                | 1551   | 14.5              |
| 12 Edison College                                 | FL    | 11369                | 13007                | 1638   | 14.4              |
| 13 Central Texas College                          | TX    | 21532                | 24498                | 2966   | 13.8              |
| 14 CUNY Borough of Manhattan Community College    | NY    | 19259                | 21858                | 2599   | 13.5              |
| 15 Antelope Valley College                        | CA    | 13312                | 15108                | 1796   | 13.5              |
| 16 Los Angeles Valley College                     | CA    | 17264                | 19542                | 2278   | 13.2              |
| 17 Ventura College                                | CA    | 12603                | 14207                | 1604   | 12.7              |
| 18 Mt. San Jacinto Community College District     | CA    | 14197                | 15924                | 1727   | 12.2              |
| 19 Essex County College                           | NJ    | 10995                | 12318                | 1323   | 12.0              |
| 20 Henry Ford Community College                   | MI    | 13983                | 15571                | 1588   | 11.4              |
| 21 Cypress College                                | CA    | 13592                | 15102                | 1510   | 11.1              |
| 22 Bakersfield College                            | CA    | 17405                | 19287                | 1882   | 10.8              |
| 23 Seminole Community College                     | FL    | 12745                | 14049                | 1304   | 10.2              |
| 24 Moraine Valley Community College               | IL    | 15859                | 17477                | 1618   | 10.2              |
| 25 San Bernardino Valley College                  | CA    | 12839                | 14136                | 1297   | 10.1              |
| 26 Daytona Beach Community College                | FL    | 13675                | 15030                | 1355   | 9.9               |
| 27 Palm Beach Community College                   | FL    | 22881                | 25122                | 2241   | 9.8               |
| 28 Delgado Community College                      | LA    | 13210                | 14450                | 1240   | 9.4               |
| 29 Central New Mexico Community College           | NM    | 22759                | 24870                | 2111   | 9.3               |
| 30 South Texas College                            | TX    | 19827                | 21666                | 1839   | 9.3               |
| 31 El Camino Community College District           | CA    | 24895                | 27098                | 2203   | 8.8               |
| 32 Tulsa Community College                        | OK    | 16881                | 18325                | 1444   | 8.6               |
| 33 Ozarks Technical Community College             | MO    | 10250                | 11116                | 866    | 8.4               |
| 34 Santa Monica College                           | CA    | 28958                | 31404                | 2446   | 8.4               |
| 35 Cabrillo College                               | CA    | 15114                | 16387                | 1273   | 8.4               |
| 36 De Anza College                                | CA    | 24115                | 26056                | 1941   | 8.0               |
| 37 Valencia Community College                     | FL    | 32870                | 35460                | 2590   | 7.9               |
| 38 Vincennes University                           | IN    | 10750                | 11590                | 840    | 7.8               |
| 39 Brevard Community College                      | FL    | 14496                | 15607                | 1111   | 7.7               |
| 40 Southwest Tennessee Community College          | TN    | 10617                | 11427                | 810    | 7.6               |
| 41 Joliet Junior College                          | IL    | 13149                | 14088                | 939    | 7.1               |
| 42 Washtenaw Community College                    | MI    | 12068                | 12912                | 844    | 7.0               |
| 43 Blinn College                                  | TX    | 14589                | 15608                | 1019   | 7.0               |
| 44 Austin Community College District              | TX    | 33508                | 35798                | 2290   | 6.8               |
| 45 College of Southern Nevada                     | NV    | 37758                | 40310                | 2552   | 6.8               |
| 46 Fullerton College                              | CA    | 20719                | 22068                | 1349   | 6.5               |
| 47 The Community College of Baltimore County      | MD    | 19426                | 20673                | 1247   | 6.4               |
| 48 Hillsborough Community College                 | FL    | 22621                | 24037                | 1416   | 6.3               |
| 49 Owens Community College                        | OH    | 19853                | 21095                | 1242   | 6.3               |
| 50 City Colleges of Chicago-Wilbur Wright College | IL    | 10993                | 11677                | 684    | 6.2               |



# Gardena Valley



15005 S. Vermont Avenue,  
Gardena CA 90247 310-329-6351

Thursday, February 11, 2010  
106TH YEAR No. 6  
Still 25 Cents

## EXPLORING Ways To Succeed, Excel

**GPD Chief Medrano honored at special event in Hawthorne.**

By **GARY KOHATSU**  
EDITOR

At a young age, Ed Medrano found himself heading in the wrong direction. The "wrong crowd" was steering him toward a life of trouble.

His life was "undefined," he says. By age 14, however, he found something that was not only "defined," but would give meaning to his existence.

"I joined the Explorers program with the Manhattan Beach Police Department," Medrano, 40, says. "Within six months I was hooked. I knew law enforcement (was my

• see **Medrano page 16**



**ALL IN A DAY'S WORK**—Gardena police Chief Ed Medrano, middle, receives the 2009 Champions of Exploring Award during a luncheon last week. From left are event emcee Gardena Mayor Paul Tanaka, Dave Tomblin of Learning for Life & Exploring, and past recipients, L.A. Sheriff's Commander Michael Rothans and El Camino College Police Chief Mike Trevis. Additional photos on pages 5, 14-15.

**A vision of hope**

## HITCO Site Of E-Waste Roundup

Los Angeles County residents can dispose of household hazardous waste Saturday, Feb. 13 at the Los Angeles County's free Hazardous Waste and Electronic Waste Roundup from 9 a.m. to 3 p.m. at Hitco Carbon Composites, 1551 W. 139th St., Gardena.

Items eligible for disposal include unused pharmaceuticals, antifreeze, car batteries, used motor oil, paint, pesticides, as well as home-generated sharp waste such as hypodermic needles, pen needles, syringes, lancets, and intravenous needles; universal waste, including household batteries, fluorescent

• see **E-Waste page 16**

## Cymbidium Orchid Show

## Dan Walters: Anti-politician rage imperils Boxer

**SacBee.com**

Published: Wednesday, Feb. 17, 2010 - 12:00 am | Page 3A

Barbara Boxer's 18-year career as a U.S. senator has resembled a "Perils of Pauline" movie serial, for those old enough to remember.

Boxer always seems to be on the verge of losing her senatorial seat but, so far at least, has always managed to win another six-year term, thanks either to her pluck (her version), massive rescue efforts by the Democratic Party, and/or the ineptitude of her Republican foes.

Boxer has escaped three times. But her unrepentant liberalism, several notches to the left of center, and her penchant for creating sparks, such as her inexplicable upbraiding of an Army general for referring to her as "ma'am" and not "senator" during a committee hearing, make re-election problematic.

Recent polls indicate that her re-election numbers are well below the magic 50 percent number, regardless of which of the three would-be Republican challengers she'd face.

A new Rasmussen poll, for instance, found that her re-election support is in the mid-40 percent range regardless of whether she's matched against former Hewlett-Packard honcho Carly Fiorina, former Congressman Tom Campbell or state Assemblyman Chuck DeVore.

"The fact that Boxer's support has been stuck in the mid-40s for several surveys no matter which Republican she is matched against continues to suggest that the race for now is about her rather than about those who are running against her," Rasmussen Reports states.

Boxer's been there before, running poorly in pre-election polls but has always managed to win, sometimes by a little, sometimes by a lot. What puts her on the endangered list this year is the very sour attitude of voters toward all incumbents, regardless of party.

"All national and state incumbents are in trouble with registered voters in California, but incumbents in California are especially held in low regard," another polling outfit, El Cajon-based Datamar, says in its analysis of recent data. "More than half of all respondents want incumbents in California voted out of office in the next election, with Republicans and independents leading the charge."

Boxer will have strong support from Democratic voters, although perhaps not as strong as more centrist Democrats, such as fellow Sen. Dianne Feinstein, enjoy. Republicans will be equally strong in their opposition, regardless of whom they nominate. The question, as the Datamar poll indicates, is whether ever-increasing numbers of independent voters will help Boxer win a fourth term.

Independents decide every close statewide election in California, and they are a notoriously fickle lot. Boxer has won them in the past on hot-button issues such as abortion, but Fiorina and Campbell are moderates who could attract independents if they are, indeed, in a mood to throw out incumbents.

That's why national political oddsmakers now put Boxer on the list of senators who could bite the dust this year.

# Four-year degrees at community colleges? Sure!

## The Daily Breeze

By Tom Elias

Posted: 02/20/2010 05:32:07 PM PST

At long last, there are signs Californians might become a little inventive in the face of financial crisis.

The best example so far of an idea for making lemonade when life has dispensed lemons comes in the higher education field, where state colleges and universities have absorbed large budget cuts, begun charging higher tuition and fees than ever - and will still turn away about 100,000 qualified students next fall.

That situation amounts to a wholesale abandonment of California's 1960 Master Plan for Higher Education, which guarantees a place at either the University of California or a California State University campus for every student who has done enough to qualify.

With some campuses reserving significant numbers of spaces for local residents and others turning away even those students, public universities for the first time are plainly not keeping their 50-year-old promise.

Enter the state's community colleges. This 110-school system charges far lower tuition and fees than the four-year schools, offers basic classes that are good enough so that UC and CSU schools let transfer students enjoy full credit for them and features a host of faculty members at least as qualified as many at the more prestigious campuses.

But community colleges award only associate of arts or science degrees, which can be obtained in as little as two years. Among public campuses, only the universities now can give bachelor's degrees and more.

But things ought to change, now that they've begun to refuse admission to many thousands of students who deserve it, based on their high school performance and test scores. That's mostly because of lean times, which see increased class sizes and decreased course offerings at every level of education.

It's a lemon of a situation if ever there was one. Which has led some inventive, if obscure, lawmakers to take a hard look at community colleges and wonder if they can't fill some of the gap created by the hard times.

For students who can't afford the 32 percent increase in Cal State tuition and fees scheduled for next fall, the current \$26-per-unit community college tab looks pretty good. Especially when the two-year campuses are often far closer to home than their big brothers. And when the portion of community college students transferring to the larger schools is gradually falling, now standing at only about 40 percent.

The idea of letting California community colleges do more than they ever have was first voiced late last year by Democratic Assemblyman Marty Block, a former dean at San Diego State University and ex-president of the San Diego Community College District board.

"We have a lot of well-respected community colleges in San Diego," Block told a hearing on the master plan. He noted that SDSU has closed fall admissions even to local applicants. "(The community colleges) think they could do a fine job offering those next two years to students, at least in certain disciplines. I think moving in that direction is a good plan.

And why not, when four-year schools often employ part-time "adjunct" faculty who sometimes possess fewer academic credentials than many community college teachers?

A similar idea arose last year in a failed bill by another Democratic assemblyman, Jerry Hill of San Mateo, who sought to allow a bachelor's degree program in the San Mateo Community College District.

This sort of plan is already in effect in Florida, another state where fiscal crisis has crimped four-year campuses, leaving it short on college-educated residents to fill future job openings. The nonpartisan Public Policy Institute of California reports that this state faces a similar shortage, to be worsened if four-year college enrollment problems persist.

But pushing such a major change won't be easy, even if it does seem like an obvious solution to a problem that's starting off big and promises to get bigger. Turf battles are inevitable, with faculty members at the more prestigious four-year schools not wanting to see their status spread around. There's the question of whether community colleges could offer small seminars and advanced laboratory facilities without increasing their tuition and fees. And there's space: The community colleges are already overflowing, with nearly 3million students.

If four-year schools can't educate all the qualified prospects, it will become obvious that someone else must do it. The issue of higher expenses for higher-level students can be resolved with fee hikes that would still leave community college classes priced well below the big universities. And space issues are more easily resolved at the community college level than statewide, as local voters are usually willing to approve construction funds for schools in their own areas.

So this change is doable, and probably in pretty short order. And it's something that needs to happen soon - or California risks depriving many thousands of its best and brightest young people of opportunities long promised to them.

## **SoCal Edison Gives \$1M To Green Training Programs**

### **CBS2.com**

Feb 19, 2010 1:15 am US/Pacific

Julie Sharp

TORRANCE, Calif. (CBS) —

Southern California Edison is giving green and going green as it recently donated \$1 million to 10 state community colleges engaged in environmentally-friendly job training programs.

El Camino College in Torrance was one of the 10 to receive \$100,000 that will be distributed through scholarships.

Students enrolled in courses that partake in green education, such as heating and air conditioning, architecture and construction will be eligible to apply for the scholarships.

The industry and technology department at El Camino recently purchased a solar panel model for students training in the heating and air conditioning course.

Course instructor, Vic Cafarchia hopes to acquire more panels for his classes.

Cafarchia also said that the need for such training is rising as the demand for energy efficient technology, such as solar panels, is increasing.

"These are the jobs of the future. Some exist today and many of them do not. So it is important to provide quality education now," said SCE representative Tammy Tumbling.

Programs at other recipient community colleges statewide eligible for the SCE funds include: study of solar panel installation, water and wastewater management, transportation and alternative fuels, bio fuels production and farming and environmental compliance or sustainability planning.

Stephanie Rodriguez, the dean of industry and technology at El Camino College said the school is looking to develop more jobs in the green, sustainability field -- jobs of the future.

The scholarships at El Camino will be available for students beginning 2011.

CBS 2 video link: <http://www.cbs2.com/video/?id=128026@kcbs.dayport.com>

**Mt. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD**

**RESOLUTION IN THE MATTER OF STATE FUNDING FOR COMMUNITY  
COLLEGES AND ANY ADDITIONAL INCREASES IN STUDENT ENROLLMENT FEES**

**RESOLUTION NO. 09-07**

WHEREAS, California Community Colleges continue to experience ever growing demand for educational programs and services; and

WHEREAS, during the 2009-10 budget year, the State of California reduced by hundreds of millions of dollars the funds the State allocates for the operation of community colleges; and

WHEREAS, the California Community Colleges are the only segment of the State's higher education system for which revenue generated by student tuition and fees is not retained and controlled by the institutions whose students pay the tuition and fees; and

WHEREAS, all California Community College enrollment fees currently are transferred to the State General Fund to offset base revenue apportionment to the college districts; and

WHEREAS, Mt. San Antonio College has seen its revenue reduced by over \$12 million, including a \$4.6 million "workload" adjustment in instructional apportionment revenue, and without COLA or other sources to mitigate annual inflationary costs, for a total negative economic impact of \$16 million; and

WHEREAS, the revenue impact has been exacerbated by the State's deferrals of payment to the local districts; and

WHEREAS, Mt. San Antonio College has been forced to freeze or eliminate over 50 positions, which negatively affects programs and services; and

WHEREAS, Mt. San Antonio College has been forced to cut over 500 class sections at a time when enrollment demand is at its highest level due to unemployment and other economic factors; and

WHEREAS, Mt. San Antonio College plays a vital role in the economy and welfare of the region; and

WHEREAS, the California Community Colleges know best how to use effectively the revenue generated by student enrollment fees.

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of Mt. San Antonio College, its President, and its staff will work with interested parties in the community and in the State to advocate for a balanced approach to resolve State budgetary problems that affect the delivery of high-quality education in our District; and



BE IT FURTHER RESOLVED, that the Governing Board will work with interested parties to advocate for a fair and sensible policy on student enrollment fees; and

BE IT FURTHER RESOLVED, that the Governing Board will advocate for local retention and control of all revenue generated by any increase in student enrollment fees and that new revenue from any increase in student enrollment fees will not offset base apportionment revenue.

PASSED AND ADOPTED this 24<sup>th</sup> day of February 2010, by the Governing Board of Mt. San Antonio College.

AYES, and in favor of, Board members: Baca, Bader, Chen Haggerty, Chyr, Hall

NOES, Board members:

ABSENT, Board members:



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Dr. David K. Hall, Board President

**BELDEN RUSSONELLO & STEWART**

RESEARCH AND COMMUNICATIONS

**HC&A**

Hein, Cherry and Attore, LLC

# **Voices of the Compton Community and Local College Students**

**Analysis of opinion research about the role of  
El Camino College Compton Educational Center**

**February 2010**

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## Appendices

- A: Community survey questionnaire and crosstab tables**
- B: Student survey questionnaire and crosstab tables**
- C: Detailed methodology**

# I. Introduction

The Compton Community College District and El Camino College Compton Education Center asked Belden Russonello & Stewart and Hein Cherry & Attore to conduct public opinion research and develop a strategic plan with several objectives:

- Learn how students and the community view the institution generally;
- Discover how satisfied students are with their experiences and what is being offered at the school; and
- Identify areas that should be addressed in order to attract more students in coming years.

The following report covers focus groups, a survey of the area residents and a survey of current Compton Center students. The findings from this research will inform the strategic plan being developed in the coming months.

The research describes a community that regards its local college as essential and students who are very busy balancing education, work and family. Both students and area residents regard the institution as comparable academically to other two year colleges, and expect it to offer the wide array of programs typical of these schools.

Much of the decision to enroll at Compton Center is driven by its location – and then by the courses and degrees it offers. Other than the nursing program, little stands out as unique to the Compton campus.

Compton Center has enjoyed an uptick in registration recently, as have most community colleges. However, it appears to be gaining fewer local high school graduates than desired. To continue to attract more students, the research suggests attention should turn to 1) addressing perceptions of safety on a campus situated in a city with a negative image, 2) improving the physical plant to send the message that the institution is well managed, and 3) branding ECCC more distinctly. These and other ideas – particularly looking at college decision making among local high school graduates -- will be examined and elaborated in the strategic planning phase of our work.

## II. Methods Overview

We conducted a three-part research project beginning with six focus groups in October, 2009: two among current students of El Camino College Compton Center; two among students in the area who attend other community colleges; and two among voters who live in the Community College District and surrounding area. Within each audience, one discussion was held among African Americans and one among Latinos, with men and women mixed together in all groups.

We built on what we learned in the focus groups in designing the second stage of the research, a representative survey among 502 adult residents of the Community College District and surrounding zip codes, conducted via landline and cell phone in November, 2009. The margin of sampling error for a random sample survey of 500 is plus or minus 4.4 percentage points at the 95% confidence level.

The final stage of the research, again building on the preceding stages, was a random sample survey of students who took classes at El Camino College Compton Center during the fall semester of 2009. Telephone interviews were conducted in December, 2009. The margin of sampling error for a random sample survey of 400 is plus or minus 4.6 percentage points at the 95% confidence level.

This report includes an executive summary that brings together the findings from all three phases of the research, followed by detailed chapters on the views of the community and the views of students. In addition to tables and graphs, the findings are illustrated with selected quotes from the focus groups, appearing in shaded boxes in the text. A detailed methodology can be found in Appendix C.

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### III. Executive Summary

The surveys and focus groups regarding El Camino College Compton Center provide an understanding of how the school is regarded by its students and community members.

**Compton Center is widely known and appreciated in the community.** The surveys of residents and students show a community that is hopeful about its future. Local residents say they are also relatively happy with education and safety issues in the community, although they are less happy about the availability of jobs.

Compton Center is familiar to most of those who live in the District area and personally connected to many. Above all, community members think it is important to maintain a college of their own in Compton.

- Three-quarters of those who live in the community know there is a community college in Compton, and about equal numbers know it as Compton College and as El Camino College Compton Center.
- About two in ten residents of the District area have either attended the institution themselves or have an immediate family member who has been a student there at some time. In the City of Compton itself, one-third of residents have this personal connection to the institution.
- Whatever its name or administration, residents strongly agree that it is important to have a community college in Compton to provide opportunity, rather than saying that the number of other colleges in the area make having a college in Compton unnecessary.

**Recent history is not well known, but affiliation with El Camino College seems helpful.** Most community members are unfamiliar with the issues behind the involvement of El Camino College in running the campus.

- Only three in ten say they have heard some or a great deal about the loss of accreditation and subsequent events – although African-American residents and those who live in the city of Compton are considerably more likely to say they

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have heard some or a great deal about the matter (six in ten and four in ten respectively).

- Awareness of the issue is naturally high among students at the college, where over half say they have heard some or a lot about the issue.
- After hearing about the loss of accreditation, about half of both the public and students lean toward the view that the best course of action is to remain affiliated with El Camino College and a third or more would prefer independence.

### **Academic offerings and their delivery are rated well.**

- Most community members believe Compton Center is comparable academically to other area community colleges. They also perceive Compton Center as being about the same as other community colleges in terms of the seriousness of students and their likelihood of acceptance to four-year institutions.
- Residents believe the institution should offer a wide range of educational programs, from the first two years of college and AA degrees, to professional certification programs, English as a Second Language, training in the trades, athletic opportunities, and enrichment. However, the area residents appear to *assume* or *guess* that Compton Center offers this array, rather than being certain that it does.
- Like the general public, students who attend the Compton Center say they believe their school to be comparable to other colleges academically. They report relatively high levels of satisfaction with their experience at the school overall. Especially well-rated are the courses taken, how well the instructors teach, the schedule of classes, and the availability of courses.

### **The smaller size of the school is a plus.**

- Students generally offer fairly positive ratings for the number of students in their classes.
- Residents agree with the suggestion that being a smaller school means students are likely to get more personal attention from teachers at Compton Center.

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**Students' views of the administration and customer services are positive but less so than the academic program, and the condition of the facilities is the weakest.**

- The students offer somewhat less enthusiastic evaluations of administrative functions of the school such as the counseling staff, administrative staff and communication from the administration.
- Students are least content with the physical campus, such as the quality of lab facilities and the condition of the buildings generally.

**The diversity of the student body mirrors the community inexactly.**

- Residents of the area assume that the student body at Compton Center is diverse, and that it is roughly half African-American and half Latino.
- Indeed African Americans make up half of the students. However, Latinos are only one third of the students – even though the population of the community has become more Latino than Black. For example, the City of Compton is two-thirds Latino and one-third African American.

**Compton Center students burn their candles at two ends.** Community colleges around the nation fulfill a special role by encouraging young and old to continue their education even while they work and whether they have financial resources or not. The Compton Center is no exception: most Compton enrollees are part-time students, most are in the job market, and many have children at home.

- Only one-quarter took 12 or more credits in the fall of 2009.
- Most are trying to hold down a job at the same time that they attend classes and study. A quarter work full-time, about a quarter part-time and most of the rest would like to find work.
- A third are parents or guardians of children living at home with them.

Thus is it not surprising that they have little time for and enthusiasm about traditional campus social life.

- Fewer than two in ten are involved in an extracurricular activity, including clubs and sports, at the school.
- The social life at the Compton Center gets one of the weakest ratings in terms of satisfaction.



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**Accessible location is a main reason for choosing the Compton campus, but safety raises concerns for the public and students alike.**

- The research reinforces the view that community colleges serve the people nearest them. Students at Compton Center offer that they chose to attend this school first and foremost because it is the most convenient one, followed by finding that the school could provide the educational program they sought.
- The local residents tell us they would place a high priority on safety when considering what college to attend, and nearly half say that they would be worried about their safety at El Camino College Compton Center.
- Concern is especially high among those who do not live in Compton – suggesting that it is the reputation of the City of Compton rather than of the college that drives this concern and makes it harder to attract students from outside Compton itself. This certainly reflects the concerns we heard in the focus groups about the reputation of the City of Compton.
- While the students tell us that safety on the campus in the daytime is not a big worry, how safe the campus feels at night is one of the areas of least satisfaction for them.

**Conclusions and recommendations**

Like most community colleges, El Camino College Compton Educational Center has experienced a rise in enrollment recently, as the weak job market, economic and job pressures, and the rise in fees in the California university system have sent students scrambling for affordable educations. While Compton Center will continue to attract some local residents for whom its nearby location makes attendance feasible, enrollment data indicate that the Center is not attracting as high a share of local high school graduates as other similar institutions attract.

As our HCA and BRS team moves into the next phase of developing a strategy for Compton Center, the opinion research provides a description of the current state of affairs, benchmarking community and student views and demands. The data also offer some ideas for improving the experience for current students even further, continuing to attract new students from the area, and reaching out to potential enrollees from surrounding communities – recommendations to be elaborated in the next, strategic planning phase.

**Creating a better environment for current students:** Two areas offering the most room for improving student experience are nighttime safety and the physical condition of the facilities.

- **Nighttime safety** is one of the lowest-rated aspects of the student experience. We heard in the focus groups that inadequate lighting at night is one factor contributing to students feeling unsafe, but there may be others as well. It is worth considering what investments might make students, faculty and staff feel more secure after dark.
- In addition to safety concerns, the **condition of the buildings and grounds** at Compton Center is one of the weakest characteristics of college, according to student opinion. We know from other work with schools that the public and students often associate how the school looks with how attentive the administration is to its entire program. We heard in the focus groups that some students feel progress is starting to be made in this area, but the survey shows that there is still a way to go.

**Attracting new students:** One challenge Compton Center faces in attracting new students is moving away from its past management and loss of accreditation – but this is an issue largely out of sight of the public and does not appear to hold back perceptions of the school. On the other hand, there are several areas where it is worth evaluating what can be done to improve public perceptions or to better communicate the strengths of the school.

- **Improve impressions of safety:** A very significant challenge that Compton Center faces in attracting new students, particularly those from communities other than Compton, is a perception that the City of Compton is unsafe. While you cannot single-handedly improve the reality or the impression that people have about the safety of the Compton area, you can make the campus an island of security. If your record of safety on campus is strong, as we have been told it is, publicize that fact. Improvements to campus safety made with current students in mind should ultimately help to improve the views of those who are not yet connected to the school as well.
- **Improve the physical plant:** Another area to address is improving the buildings and grounds so that they send the message that Compton Center is well managed. The current research echoes sentiments that we have heard time and again from the public that the appearance of a school reflects the kind of education it provides.
- **Create a more distinct brand for Compton Center:** Compton Center does not appear to have any distinctive profile or reputation for offering particularly unique or interesting programs that would set it apart in a positive way from

other nearby colleges. The students come to Compton Center because it is a convenient location that offers, they believe, a program that is about the same as other community colleges. To continue to appeal to more students – especially those who would have to travel farther to reach the campus -- you may want to consider investing resources in making a select number of programs especially strong or some other ways to define an attractive and distinct brand.

**Next steps:** The findings reported here describe the current state of affairs at Compton Center. Our team moves now to the Go Forward strategy planning phase of our work.

# **Detailed Findings from the Community Survey and Focus Groups among Area Voters and Students of Other Community Colleges**

## **IV. Views of Community Members and Students at Other Colleges**

Residents of the Compton Community College District area are mostly optimistic about the future of their communities and offer positive views of the educational opportunities in the area, including the community colleges. About half have direct experience of attending a community college, and most see El Camino College Compton Center as comparable to other community colleges in the area. The largest area of concern identified in the research regards feelings of safety on campus. Nearly half in the region are concerned that they would not feel safe on the Compton Center Campus. We heard in the focus groups that much of the responsibility for these concerns lies in the reputation of the city of Compton itself.

This section of the report builds on the telephone survey of 502 residents of the Compton Community College District and some surrounding areas as well as on focus groups conducted among voters in the area and students from the area who attend colleges other than El Camino College Compton Center.

### **A. How residents view the area generally**

Residents of the Compton Community College District and its surroundings are generally optimistic about their neighborhoods, and describe themselves as at least somewhat satisfied with the public schools, community colleges, and public safety where they live. They are less happy with the condition of jobs and economic opportunities.

## 1. Area residents hold generally positive views.

Six in ten area residents (60%) say that things in their communities are generally “going in the right direction” while half that number (30%) say they are “off on the wrong track,” and one in ten (9%) is unsure. Compton Center students are even more positive about their neighborhoods: 86% say right direction and only 11% say wrong track.

In the focus group discussions, participants mentioned new construction in the area as a sign of improvement.

*“I see improvement as far as the new shopping center; they look like they’re trying to build Compton, or reconstruct it. ... And a lot of new homes are being built.” - African-American Student, El Camino Compton Center*

Among area residents, the demographic groups most likely to see their community as headed in the right direction include: young people (74% of those under 25); students of any kind (68%); and residents with household incomes between \$25,000 and \$50,000 (69%) or over \$50,000 (65%).

Paramount and Lynwood residents (69%) and Long Beach and Carson residents (65%) express more hope about their communities’ direction than do residents of Compton (53%).

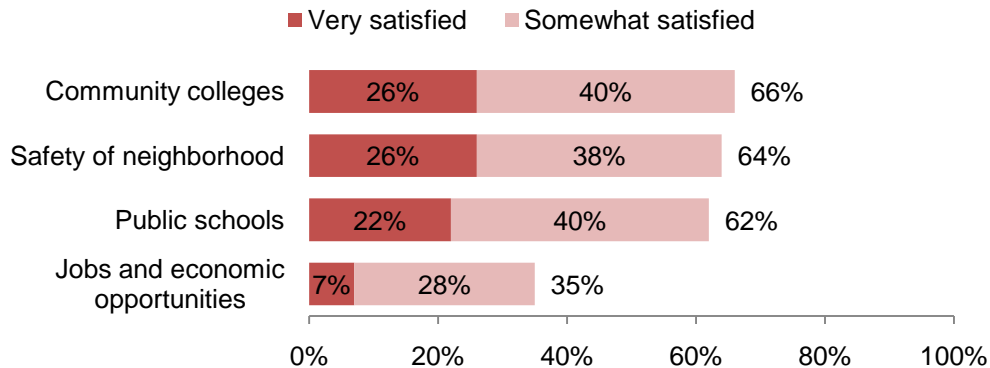
## 2. There is moderate satisfaction with community colleges, public schools, and safety.

When asked to rate their satisfaction with public schools, community colleges, and public safety, residents’ views are positive though not enthusiastic. When asked about job opportunities, views are more negative than positive.

- Two-thirds describe themselves as very (26%) or somewhat (40%) satisfied with “the quality of the community colleges in your area.”
- Almost as many say they are very (26%) or somewhat (38%) satisfied with “the safety of your neighborhood.”
- More than six in ten also describe themselves as very (22%) or somewhat (40%) satisfied with “the quality of public schools in your area.”

- Only a third says they are very (7%) or somewhat (28%) satisfied with “the jobs and economic opportunities available in your area.” When more than one in five area residents reports being unemployed (22%), dissatisfaction with job opportunities seems a natural consequence.

### Satisfaction with Area Services



Please tell me how satisfied you are with each of the following. Would you say you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with [READ ITEM]? Q7. The quality of the community colleges in your area. Q5. The safety of your neighborhood. Q4. The quality of the public schools in your area. Q6. The jobs and economic opportunities available in your area.

## **B. Experience at community colleges**

Half of people who live in the Compton Community College District and surrounding area have direct experience of attending a community college. Among these residents, campus safety, a school's reputation, and its location were important characteristics in choosing where to attend.

### **1. Experience at community colleges is common.**

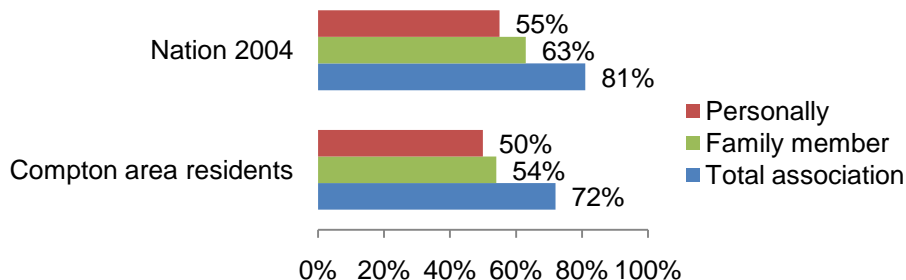
**a. Personal attendance:** Half of area residents have either attended a community college in the past (39%) or are currently attending a community or technical college (11%).

**b. Family connections:** Slightly more than half (54%) say members of their "immediate family, such as your parent, brother or sister, spouse, or child" have attended a community or technical college. In total, seven in ten (72%) have attended community college themselves or have a family member who has done so.

**c. Compared to the nation:** Compared to our 2004 national survey on community colleges, area residents are about as likely as the general public nationally to have themselves attended community college, and somewhat less likely to have had a close family member attend a community college.



### Community College Attendance



NATIONAL: *Expanding Opportunity: Communicating about the Role of Community Colleges*, Belden Russonello & Stewart, 2004, N=1,055 adults nationally. 62. Are you now or have you ever attended or taken a class at a community college? 64. Do you have any children or close family members who have attended a community college?

COMPTON DISTRICT: Q9. Have you ever attended or are you now attending a community or technical college? Q12. Has anyone in your immediate family, such as your parent, brother or sister, spouse, or child, attended a community or technical college?

## 2. A sizable number have attended Compton Center or Compton College.

Twelve percent have attended community college in Compton at some point, some referring to the schools as Compton College and others as El Camino College Compton Center. Demographic groups more likely to have attended Compton College or Compton Center include: African Americans (31%); unemployed residents (20%); and those living in the City of Compton (20%).

One in ten (10%) has a family member who attended Compton College or El Camino College Compton Center, though this also varies considerably by location and race, making for a total of 18% who have a personal or family connection to the school. This also varies considerably by location and race. Forty-two percent of African Americans and 35% of Compton residents have a connection to the school, as compared to 13% of Latinos and lower percentages in the other geographical areas.

### Attendance at Compton College/Compton Center

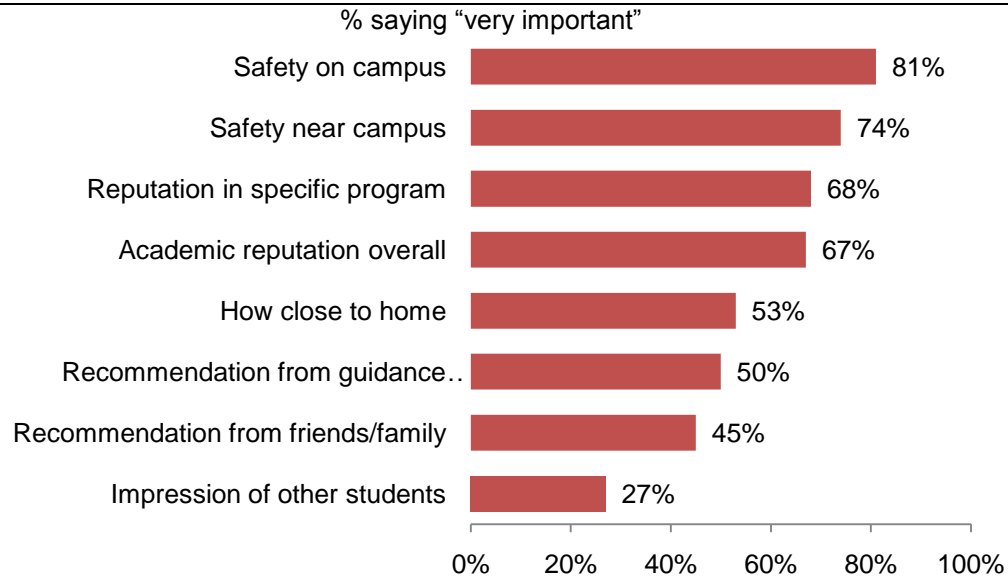
|                   | Personal experience | Family member | Net self and family |
|-------------------|---------------------|---------------|---------------------|
| <b>Total</b>      | <b>12%</b>          | <b>10</b>     | <b>18%</b>          |
| Compton residents | 20%                 | 22            | 35%                 |
| Carson/Long Beach | 3%                  | 3             | 6%                  |
| Paramount/Lynwood | 9%                  | 4             | 11%                 |
| African American  | 31%                 | 21            | 42%                 |
| Latino            | 6%                  | 8             | 13%                 |

### 3. Safety, reputation, and location affect choice of community college.

Among area residents who have attended community college in the past or are currently attending, campus safety is a threshold issue; if they do not feel safe on a particular campus, it is unlikely they will attend. Those who have attended community colleges say that other important considerations in choosing where to enroll include the reputation of the school and how close it is to their home. Residents' impressions of the student body were less important to their choice.

- Among residents who have attended community college, eight in ten (81%) say "how safe you feel on that school's campus" was very important to their decision, and 74% say "the safety of the area around the college campus" was very important, making these the top two reasons of those listed.
- Safety is followed by what people have heard about the school's scholastic reputation. "The college's reputation in a specific program that interested you" (68%) and "the college's academic reputation overall" (67%) are the next most frequently chosen as very important reasons.
- Location was also relevant to those who have attended community college, with 53% describing "how close the community college campus is to your home" as a very important consideration.
- Recommendations from others were only slightly less important, with 50% saying "recommendations from a high school guidance counselor, teacher, or coach" were very important and 45% saying the same of "recommendations from friends or family."
- Finally, residents' "impression of who the other students are who attend that college" was very important to only 27%.

### Reasons for Choosing a Community College among those who attended or attend any community college



IF "1" OR "2" IN Q9. In deciding which community college to attend, how important were each of the following? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE) Q20b. How safe you feel on that school's campus Q20a. The safety of the area around the college campus; Q16. The college's reputation in a specific program that interested you; Q15. The college's academic reputation overall; Q14. How close the community college campus is to your home; Q18. Recommendations from a high school guidance counselor, teacher, or coach; Q17. Recommendations from friends or family; Q19. Your impression of who the other students are who attend that college

## **C. Familiarity with El Camino College Compton Center**

### **1. Most can identify the college in Compton.**

Most of the residents of the Compton Community College District and surrounding area are aware of the presence of a community college. When asked “as far as you know, is there a community college in the City of Compton,” three-quarters (76%) answer that there is, while 15% are unsure and only 10% say there is not.

When asked what this college is called, 29% of area residents identify it as “El Camino College Compton Center” and a similar number (33%) identify it as “Compton College,” while 12% are unsure.

### **2. Few can identify community college district.**

The focus groups suggested that many residents are unfamiliar with the concept of the community college district and unacquainted with the fact that they live in the Compton District. The survey documents this lack of unawareness. Participants were asked “do you happen to know the name of the community college district you live in?”

- Among those who live in the city of Compton, 45% identify or guess Compton as their community college district. Another 12% say El Camino reflecting the name of the college not the district. Four in ten (40%) do not hazard a guess.
- Among Paramount and Lynwood residents, 12% identify Compton as their community college district, eight percent say Cerritos, small percentages guess other colleges, and 61% do not attempt to answer.
- Among North Long Beach and Carson residents, many of whom live in the Long Beach District, 49% identify or guess that they live in the Long Beach Community College District, 10% identify Compton, and three in ten (27%) do not offer an answer.

## **D. Current views of El Camino College Compton Center**

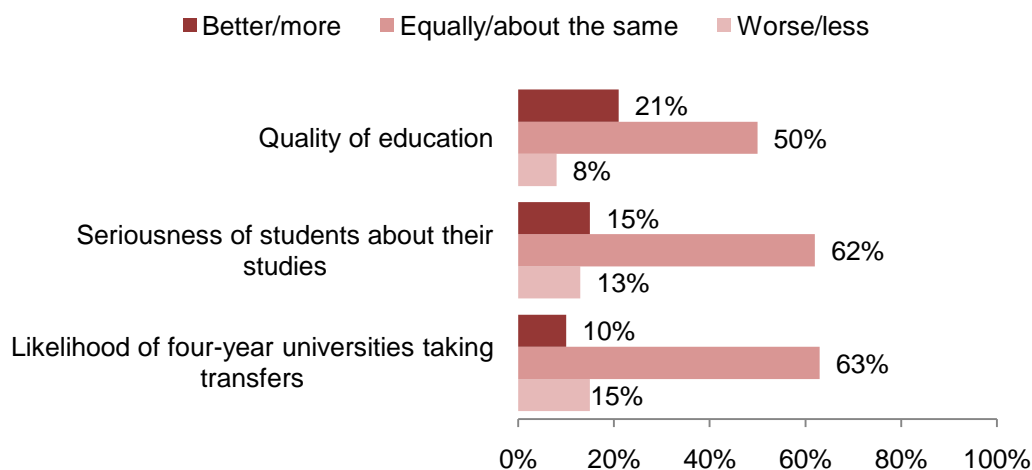
### **1. Residents see Compton Center as comparable to other community colleges.**

Most residents of the area presume that El Camino College Compton Center is about the same as other community colleges in the area. They say it offers comparable education to other schools, that the students who go there are equally serious about their studies, and that four-year colleges are about as likely to take transfers from Compton Center as from other schools.

- Half (50%) say they suppose that “the quality of education available at El Camino College Compton Center” is “about the same as that offered by other community colleges in the area.” The rest are more likely to say that the quality of education is better (21%) than to say it is worse (8%), although one in five (21%) offers no opinion at all.
- Six in ten (62%) say that they think “students at El Camino College Compton Center probably tend to be equally serious about their studies as students at other community colleges.” Ten percent have no opinion, and the rest are divided between seeing the students as more serious (15%) and less serious (13%).
- Six in ten (63%) say that as far as they know, the likelihood of four-year universities “to take transfer students from El Camino College Compton Center” is about the same as “other community colleges in this area.”

In the focus groups among students who attend other colleges, some offered that they had not considered attending Compton Center because they believed four-year colleges would be less likely to accept them as transfers, or because they believed the student body had a reputation for not taking school seriously. The survey shows that these views of Compton Center are not widely held among the general public in the area.

## Comparing Compton Center to Other Community Colleges



Q34. Do you suppose that the quality of education available at El Camino College Compton Center is better, worse, or about the same as that offered by other community colleges in the area? Q38. Do you think students at El Camino College Compton Center probably tend to be [ROTATE: more serious, less serious] or equally serious about their studies as students at other community colleges? Q39. As far as you know, are four-year universities [ROTATE: more likely or less likely] to take transfer students from El Camino College Compton Center than from other community colleges in this area, or do you think it's about the same?

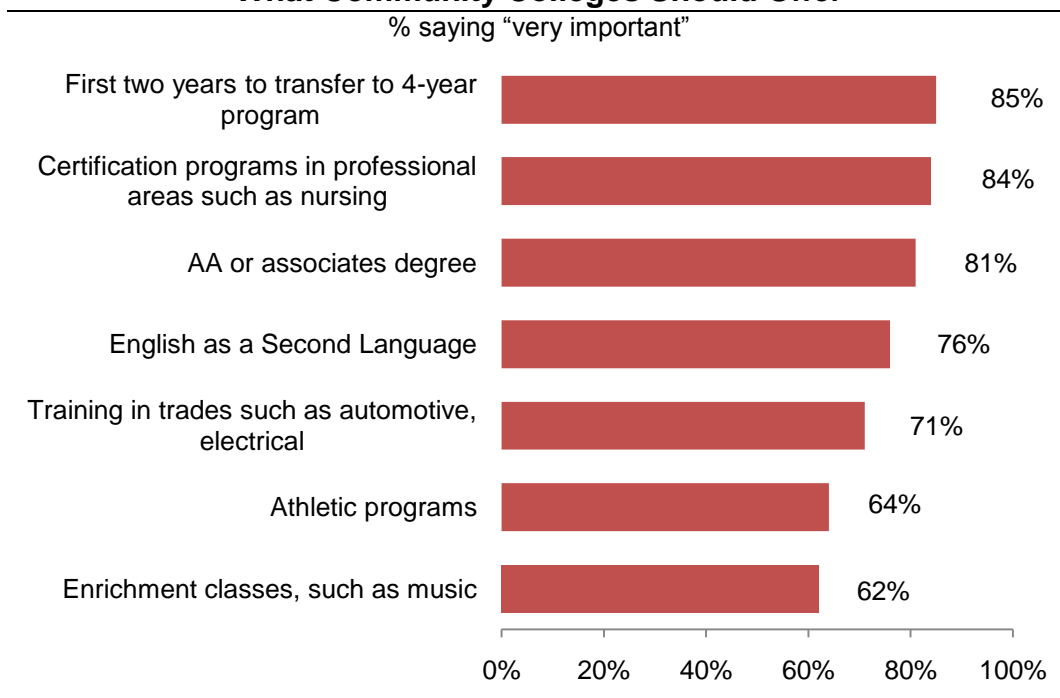
## 2. Most assume that Compton Center offers key elements of community college education.

**a. What colleges should offer:** Residents of the Compton Community College District area place more importance on academic offerings of community colleges, such as the first two years before transferring to a four-year college, than they do on other kinds of training, yet strong majorities want a wide array of options.

- Eighty-five percent say that it is very important for their local community to have a college that offers “the first two years of college for students who plan to transfer to four-year colleges.”
- The same number (84%) say that “certification in professional areas such as nursing or a paralegal program” is very important.
- Eight in ten (81%) say it is very important for there to be a community college offering “an AA or associates degree.”

- Three-quarters (76%) say it is very important that a college in their community offers “English as a Second Language.”
- Seven in ten (71%) find very important “training in trades such as automotive repair, electrical, air conditioning, and others.”
- A little more than six in ten (64%) find “athletic programs for men and women such as soccer, basketball, football, and softball” to be very important offerings.
- Six in ten (62%) also say that “enrichment classes such as music, art, and dance” are very important.

### What Community Colleges Should Offer



Please tell me if you think it is very important, somewhat important, not very important or not at all important for your local community to have a college that offers each of the following kinds of classes and services? (RANDOMIZE) Q21. The first two years of college for students who plan to transfer to four-year colleges; Q22. Certification in professional areas such as a nursing or a paralegal program; Q25. An AA or associates degree; Q24. English as a Second Language; Q23. Training in trades such as automotive repair, electrical, air conditioning, and others; Q27. Athletic programs for men and women such as soccer, basketball, football, and softball; Q26. Enrichment classes such as music, art, and dance

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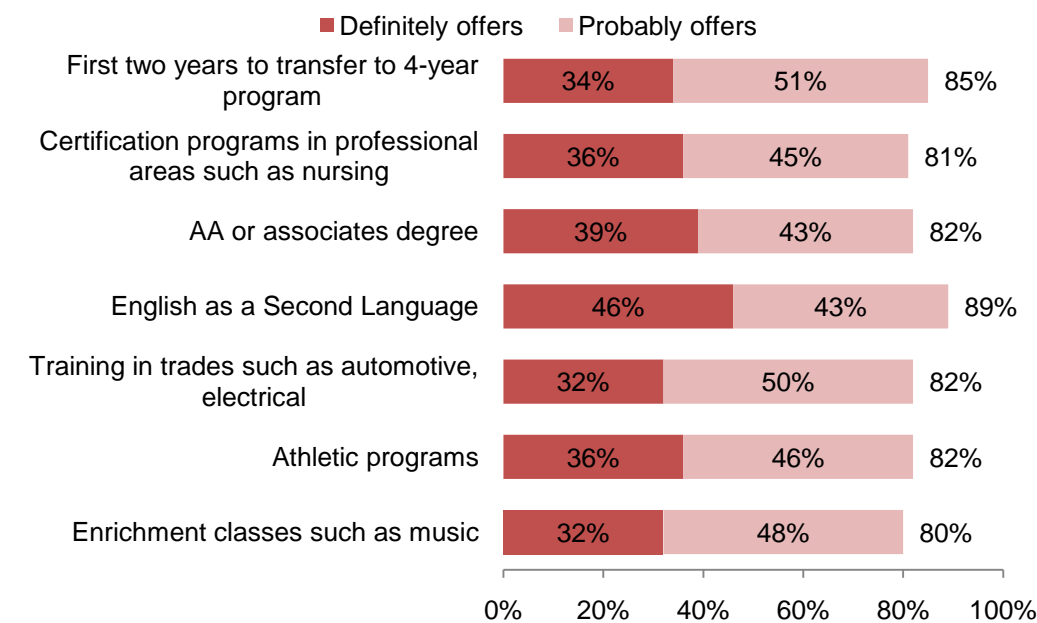
**b. Presumption that Compton Center meets these needs:** For each of the program areas that the public sees as important, a third to four in ten are confident that Compton Center *definitely* offers that program, while between four in ten and half of residents believe the school *probably* includes it.

Their views of the likelihood of Compton Center offering the programs are as follows:

- The first two years of college for students who plan to transfer to four-year colleges: 34% definitely offers, 51% probably.
- Certification in professional areas such as nursing or a paralegal program: 36% definitely, 45% probably.
- An AA or associates degree: 39% definitely, 43% probably.
- English as a Second Language: 46% definitely, 43% probably.
- Training in trades such as automotive repair, electrical, air conditioning, and others: 32% definitely, 50% probably.
- Athletic programs for men and women such as soccer, basketball, football and softball: 36% definitely, 46% probably.
- Enrichment classes such as music, art, and dance: 32% definitely, 48% probably.



### What does Compton Center Offer?



Do you think each of the following is definitely, probably, probably not, or definitely not offered at El Camino College Compton Center? RANDOMIZE Q41. The first two years of college for students who plan to transfer to four-year colleges; Q42. Certification in professional areas such as a nursing or a paralegal program; Q45. An AA or associates degree; Q44. English as a Second Language; Q43. Training in trades such as automotive repair, electrical, air conditioning, and others; Q47. Athletic programs for men and women such as soccer, basketball, football, and softball; Q26. Enrichment classes such as music, art, and dance

### 3. Impressions: many assume that students are diverse and that smaller school means more personal attention, but have concerns about safety.

**a. Diversity:** Most area residents assume that the student body at Compton Center is diverse, roughly split between African Americans and Latinos.

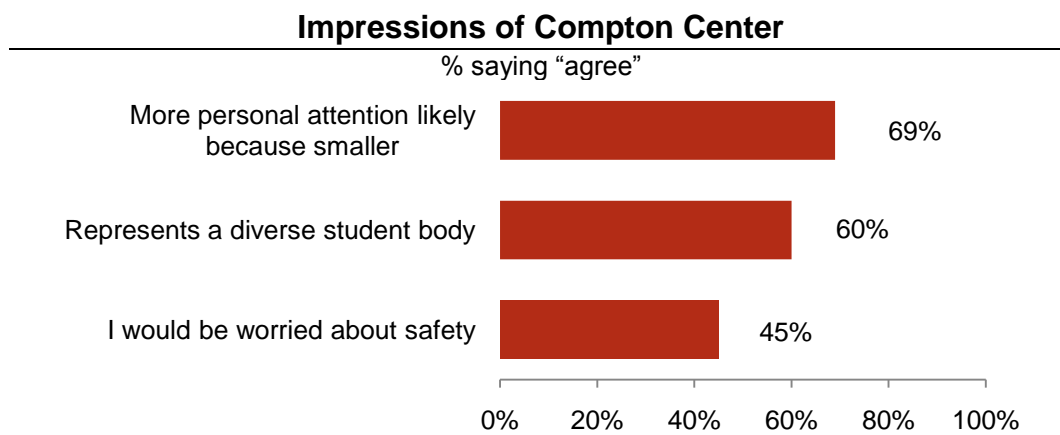
- Six in ten (60%) agree that “the students at El Camino College Compton Center represent a diverse student body” while only 16% disagree and a quarter (24%) are unsure.
- Six in ten (61%) also say that as far as they know, the students at El Camino College Compton Center are “about half African American and half Latino.” Seven percent say the students are “mostly African American,” and nine percent say the students are “mostly Hispanic or Latino,” while six percent say that the balance is none of the options offered, and 16% are unsure.

**b. Small size:** When told that Compton Center is smaller than other schools in the area, most residents assume that students are likely to have more personal attention from faculty. Seven in ten (69%) agree that “because El Camino College Compton Center is smaller than other schools in the area, students are likely to get more personal attention from teachers.” Two in ten (20%) disagree, and 11% are unsure.

**c. Safety:** One of the biggest concerns we heard in the focus groups with students who attend colleges other than Compton Center was that they would be worried about their safety if they attended school in Compton. This was especially true of those who live in the parts of the Compton Community College District other than Compton, but also true of some of those who live in the City of Compton.

“The notoriety it has, the city itself. It’s known for everything negative, gangs, crime. Because I don’t get financial aid I’m not going to pay to go somewhere where I’m going to feel endangered or uncomfortable.” – *Latino student, other community college*

The survey confirms that, indeed, a sizeable portion of the population of the area would have some concerns about safety at Compton Center. Forty-five percent agree that “I would be worried about my safety at El Camino College Compton Center” and an equal number (44%) disagree. Eleven percent are unsure.



Do you agree or disagree with each of the following? If you are unsure, just say so. Q36. Because El Camino College Compton Center is smaller than other schools in the area, students are likely to get more personal attention from teachers. Q35. The students at El Camino College Compton Center represent a diverse student body. Q37. I would be worried about my safety at El Camino College Compton Center.

## E. History, the role of El Camino College, and the future of the school

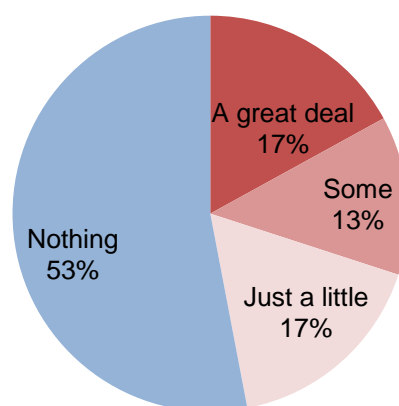
### 1. The public has little familiarity with history of loss of accreditation.

Few residents of the area are familiar with the events that led El Camino College to assist the Compton Community College District by making the campus a Center of El Camino College. In the focus groups we found that many had not heard about the situation at all, and others knew very little. The community survey shows the same result.

Survey respondents were informed that “a few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College’s academic programs and it was renamed El Camino College Compton Center.”

- Half (53%) say they had heard nothing about this situation before the interview.
- Only three in ten had heard a great deal (17%) or some (13%), while another 17% say they had heard just a little.

#### How Much Residents Have Heard about Compton Events



Q30. A few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College’s academic programs and it was renamed El Camino College Compton Center. How much had you heard about this situation before this interview: nothing, just a little, a fair amount, or a great deal?

The demographic groups most likely to say that they have heard a great deal about the situation include the following: African Americans (44%); college graduates (43%); current students anywhere (26%); people with household incomes over \$50,000 a year (26%); residents of the area more than 20 years (25%); and Compton residents (25%).

## **2. Community is divided on next steps for institution, but leans toward continued role for El Camino.**

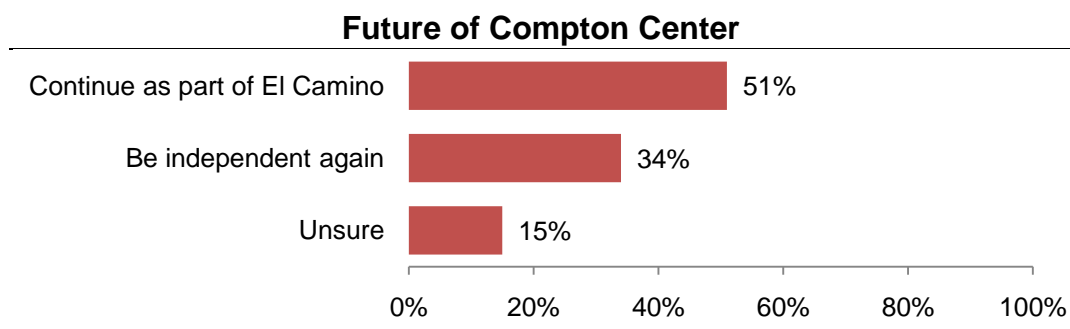
After hearing the statement above, half of residents in the area say they would like to see the institution continue to be managed by El Camino College, and a third would like it to return to independence.

- Fifty-one percent say that it would be better “for the community college in Compton to continue to operate as a part of El Camino College.”
- Thirty-four percent say that it would be better “if Compton became an independent college again.”
- Fifteen percent do not have an opinion on this question.

In the focus groups, as well, we heard a range of opinions on this subject. Some felt that it would be important for Compton to have an independent college again because the community would be able to take pride in having its own institution, while others felt that if El Camino College was able to deal with the problems that existed, it should continue managing the school.

“To me it’s more respectable. I would keep it El Camino because it was Compton on its own before and it didn’t work out.” – *Latino community member*

“[It’s important to have a community college in Compton] because of the sense of community, it brings a sense of community back and have these people to have pride in their community and want to stay there and get their education there so they can further their own community.” – *African-American community member*



Q31. In your opinion, would it be better for the community college in Compton to continue to operate as a part of El Camino College, or would it be better if Compton became an independent college again?

All demographic groups are more likely to prefer that the school continue to operate as part of El Camino College. However, among African Americans the margin is closer than for most other groups: 51% would like it to continue as part of El Camino, 42% vote for a return to independence.

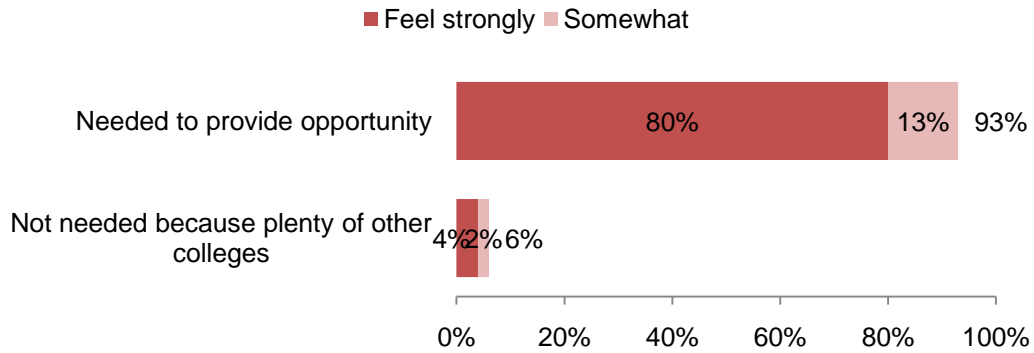
### **3. Regardless of management, Compton should have its own college.**

Regardless of their views on which institution should be in charge, residents of the area are united in agreement that it is important to have a college in Compton providing opportunity to area residents.

- When asked to choose, more than nine in ten agree that “it is important to have a community college in Compton to provide opportunities for people who live in the area” (80% agree strongly and 13% agree somewhat).
- Fewer than one in ten agrees that “there are plenty of other colleges so having a community college in Compton is not needed” (4% agree strongly, 2% agree somewhat).

This reflects the opinions we heard in the focus groups, where nearly universally, even if they would not consider attending El Camino Compton Center, the participants felt it was important to continue offering community college courses there to provide opportunity to people who live nearby and may not be able to attend other schools as easily.

### Importance of Having Community College in Compton



Q32. Which of these would you say best reflects how you feel: A) It is important to have a community college in Compton to provide opportunities for people who live in the area, or B) There are plenty of other colleges so having a community college in Compton is not needed? Do you feel that way strongly or somewhat?

# **Detailed Findings from Focus Groups and the Survey of Students at El Camino College Compton Educational Center**

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## V. The Viewpoint of Students at Compton Center

Young, mostly female, more African-American than Latino, and largely moderate to low-income, the students at Compton Center say they have chosen to enroll in courses there because the campus is a convenient location that offers the courses they need to advance their goals. They describe themselves as satisfied with their experience overall, but with nighttime safety and the condition of campus buildings emerging as potential sources of dissatisfaction.

The analysis in this section of the report relies on the telephone survey of 400 Compton Center students as well as our two focus groups among current students.

### A. Profile of the student body

Although some demographic information, such as age, gender, and race, was already available for the student population at El Camino College Compton Center, the student survey adds to that picture by illuminating the marital and parental status, employment status, educational background, and household income of those who took at least once course during the Fall 2009 semester.

#### 1. Demographic profile.

There are more female than male students at Compton Center, and half are under the age of 25. About half of the student body is African American and most of the rest are Latino. Even among the Latino students, most speak at least some English at home. More than half come from Compton, Long Beach, or Los Angeles. About half are currently employed full- or part-time, and most of the rest are looking for work. They mostly come from families with household incomes under \$50,000 a year.

**a. Female, young, and African American and Latino:** The student body at Compton Center is young, more female than male, and with a higher percentage of African-American students than Latino or other races. According to El Camino College Compton Center records:



- Two-thirds of the student body is female (65%) while a third is male (35%).
- Half of Compton Center students (50%) are under the age of 25, while one in four (24%) is between 25 and 34, and another quarter (25%) are 35 or older.
- Half of Compton Center students are African American (50%), while most of the others are Latino (35%).

The data from the survey are within the margin of error on these data points.

**b. Most are English-speakers:** The survey finds that Compton Center students mostly speak English as a first language.

- Sixty-five percent say that the only language spoken at their home is English.
- Only one in ten (11%) speaks Spanish exclusively while at home, and another 19% speak both Spanish and English at home. Four percent speak other languages with their families.
- Among Latino students, 23% speak English exclusively at home, and nearly half (48%) speak both English and Spanish at home. Three in ten (29%) speak Spanish exclusively in their homes.

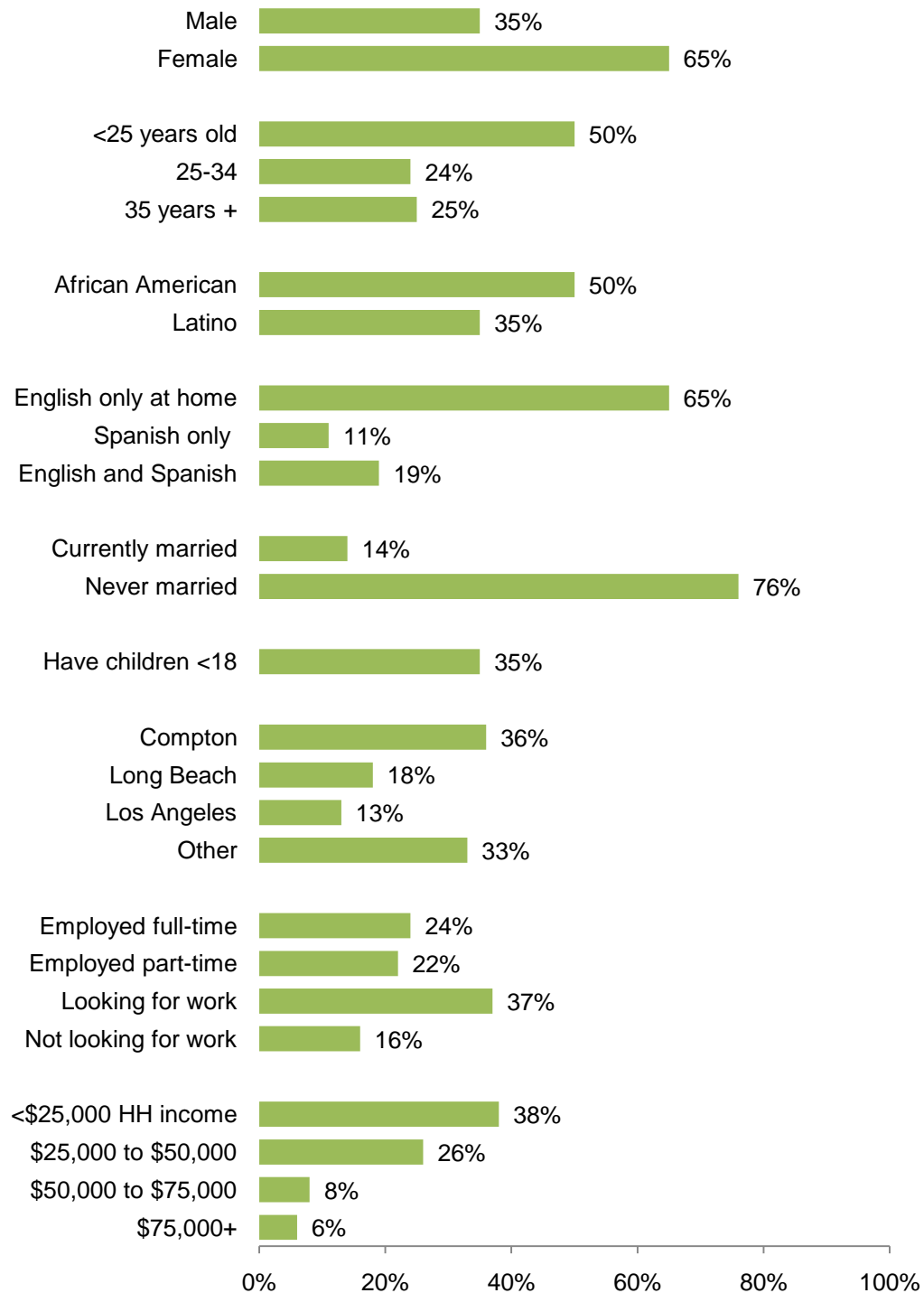
**c. Most Compton students are single, while a third has children.**

- Seventy-six percent of Compton Center students have never married, while 14% are currently married, and a small number are either divorced (5%), separated (3%), or widowed (1%).
- A third of students (35%) are parents or guardians of children under 18 who live with them.

**d. Students come from a wide area, but primarily Compton, Long Beach, and Los Angeles:** Our data shows that 36% of students say they live in Compton; 18% in Long Beach or North Long Beach, and 13% in Los Angeles. Fewer say they live in Carson (six percent) or Lynwood (five percent), and the rest are divided between a number of other communities including Bellflower (four percent), Gardena (three percent), Huntingdon Park (two percent), Paramount (one percent), Hawthorne (one percent), Lakewood (one percent), Southgate (one percent), Norwalk (one percent), and other communities with fewer than one percent of students, adding up to a total of another eight percent.

**e. Half work, and most have modest household incomes:** In addition to being students, a quarter of the Compton Center student body reports being employed full-time (24%) and two in ten are employed part-time (22%). Of the 53% not currently working, more are looking for work (37%) than not (16%) – essentially putting all but 16% in the labor market. Four in ten students (38%) have household incomes under \$25,000 a year, and another quarter have household incomes between \$25,000 and \$50,000 (26%). Fewer have incomes between \$50,000 and \$75,000 (8%), or over \$75,000 (6%).

### Profile of Compton Center Student Body



## 2. Prior educational experience

Before starting at Compton Center, the great majority of students report that they already had a high school diploma or GED, and third report having an advanced certificate or degree. One-third say they have previously attended another community college.

**a. Most have high school degrees:** Eight in ten Compton Center students (80%) have a high school diploma, and another six percent have a GED. Thirteen percent started attending classes at Compton Center without either a diploma or GED.

**b. A significant minority have more advanced degrees or certificates:** A quarter of Compton Center students (26%) say they already have an associates degree or other technical certification. A few say they have a bachelors degree (five percent) or more advanced degree such as a masters degree (one percent).

**c. A third have previously attended other community colleges:** Thirty-four percent report having attended another community college before enrolling at El Camino College Compton Center. When asked which college, the most commonly reported are Cerritos (eight percent), Long Beach City College (seven percent), Southwest College (five percent), and El Camino College in Torrance (four percent). Others reported add up to 15%.

## 3. Courses and activities at Compton Center

**a. Most students are part-time:** El Camino College Compton Center records show that only a quarter of students in the fall semester took a full-time load of 12 or more credit hours. According to the college's data:

- A quarter of Compton Center students (25%) took 12 or more credits in the fall semester.
- Four in ten (42%) took between five and 12 credits.
- A third (33%) took fewer than five credits.

**b. Most students took fall courses on campus rather than online.** College records also show that on campus courses are still far more common than courses taken online.

- Eight in ten (80%) Compton Center students took all of their fall courses on campus.

- One in ten (10%) took all of their courses online.
- Another one in ten (10%) took courses both online and on campus.

**c. Few have taken classes at the Torrance campus.** Sixteen percent of students say yes when asked if they have “ever taken any classes at the Torrance campus of El Camino” while 84% say that they have not.

**d. Few participate in extracurricular activities:** Only 17% of Compton Center students say that they participate in “any activities outside of classes at El Camino College Compton Center.”

- Sports are the most popular activity, with nine percent reporting participation.
- Four percent say they participate in clubs of one kind or another.
- Theater, student government, and volunteering each find one percent of students reporting participation.

## **B. Reasons for enrolling in Compton Center**

### **1. Location tops volunteered reasons for choosing Compton Center over other schools.**

The explanations offered in the focus groups among Compton Center students as to why they reenrolled in Compton Center mainly involved convenience rather than academic reasons. A top reason was location, followed by the fact that Compton Center had class openings after other schools' registration had been filled.

In the survey, when asked an open-ended question regarding why they chose Compton Center over other schools, the convenience of the location is by far the most frequently offered reason.

- Three-quarters of students (75%), when asked to volunteer why they chose to “enroll at the Compton Center as opposed to any other college” offer that the location of the college was convenient for them, generally either because it is close to their home or close to where they work.
- The next most frequent reason offered is the availability of courses the student wants to take (14%), followed closely by something they have heard about the quality of the school or its faculty (12%).
- Recommendations, either from family and friends (7%), or from a high school teacher, counselor or coach (2%) were important to a small group of students.
- Five percent say that they chose Compton Center for a sports team, and smaller numbers of students offer such reasons as the cost (2%), the fact that the school is smaller than others so they may get more personal attention (2%), or that they are fulfilling a requirement for their high school or another school (1%).

There are some demographic differences among students in what they offer as their reasons for choosing Compton Center.

- Location is the top reason cited for all demographic groups, but those who live in Compton itself are especially likely to offer location as a reason for their choice (92%).

- The availability of courses is more important to the students who are older than 25 (22% among 25-34 year olds, 18% among those older than 35), to those with higher household incomes (19%), to those who live in communities other than Compton, Long Beach, and Carson (21%), and to nursing students (20%).
- The quality and reputation of the school and its faculty are more frequently offered as a reason by those who live in Long Beach and Carson (20%) than by other groups, as well as by full-time students (17%).
- Recommendations of family and friends are most important to older students (15% among students 35 and older).
- Finally, sports are offered as a reason almost exclusively by male students (12%) and by those under 25 (9%).

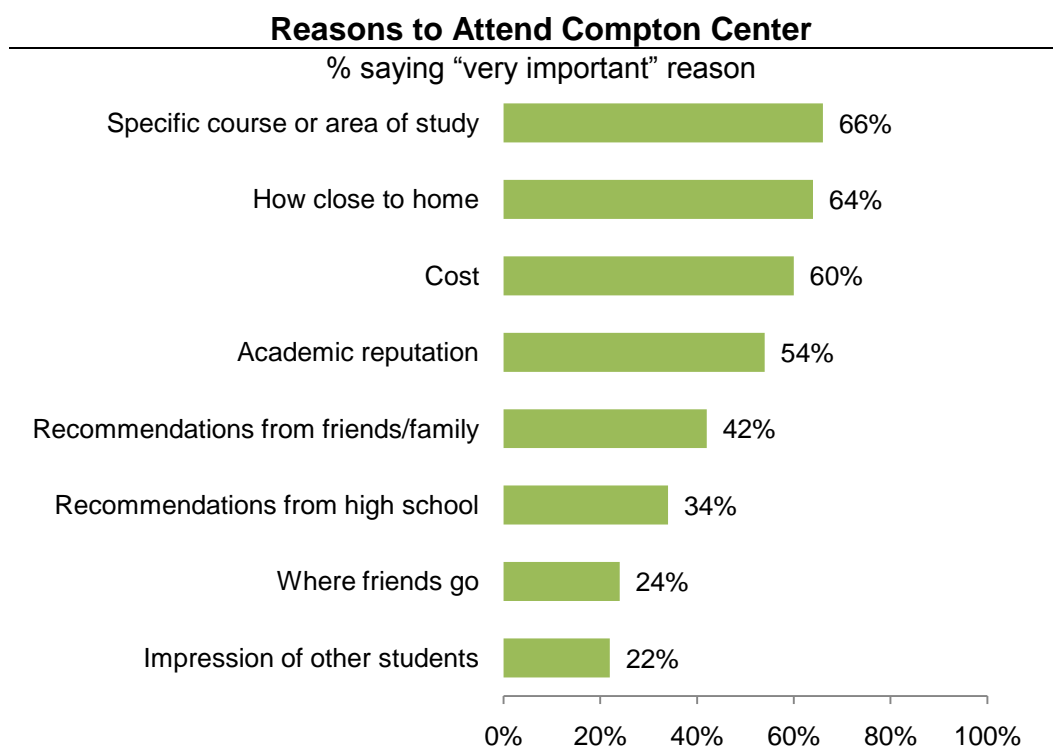
## **2. Offering the right courses is also important.**

In response to a question in which we put forward series of reasons for choosing El Camino College Compton Center (as opposed to the question reported above which required respondents to come up with their own answers), current students are about equally likely to say that they chose this college because of a specific course or program offered there as they are to say they chose it because of the convenience of its location. These reasons are followed by cost and the school's academic reputation generally, while the students place less importance on the recommendations or experiences of other people in their lives. Some of the reasons, such as the cost and the courses offered, are factors that in reality vary little among community colleges, but may reflect the students' decision or need to attend community college instead of a four-year institution.

- Two-thirds (66%) say that "a specific course or area of study that the Compton Center offers" was very important "as a reason that [they] decided to attend El Camino College Compton Center."
- Almost as many (64%) say that "how close the campus is to your home" was very important.
- Six in ten (60%) say that "the cost" was a major factor in their decision.
- A majority (54%) places high importance on "the college's academic reputation overall."

- About four in ten (42%) say that “recommendations from friends or family” were very important to their decision, while somewhat fewer (34%) say the same of “recommendations from a high school guidance counselor, teacher, or coach.”
- Fewer than a quarter are motivated by “where your friends are going to college” (24%) or “your impression of who the other students are who attend that college” (22%).

These findings reflect what we heard from Compton Center students in the focus groups as well. A number of those in the focus groups explained that they students plan to attend a four-year college at some point, but started at community college because it was what they could afford. Others told us that offering the courses they were interested in was a threshold issue determining where they enrolled.



Please tell me if each of the following was very important, somewhat important, not very important, or not important at all as a reason that you decided to attend El Camino College Compton Center. Q14. A specific course or area of study that the Compton Center offers. Q12. How close the campus is to your home. Q18. The cost. Q13. The college’s academic reputation overall. Q15. Recommendations from friends or family. Q16. Recommendations from a high school guidance counselor, teacher, or coach. Q19. Where your friends are going to college. Q17. Your impression of who the other students are who attend that college.



Differences among types of students include the following:

- Specific course offerings are especially important older students (82% among 35 and older called it very important), those with children (78%), and nursing students (78%).
- Location is more important to students in the middle age range (73% of 25-34 year olds), those with children (72%), those with lower household incomes (70%), and Compton residents (72%), than it is to other kinds of students.
- Cost is more often described as more important by older students (67% of those over 35).
- Reputation is more likely to be seen as more important by older students (60%), those with children (61%) and those living in Compton (61%).
- Recommendations of friends and family are more likely to be rated as important by older students (53%).
- Impressions of the other students are most important to the older students as well (33%).

### **3. Most aim for higher education.**

Across all of the focus groups, including students and community members, most described the primary purpose of community colleges as providing an opportunity to transfer to a four-year school or receive other academic credentials. Perhaps, as the focus groups suggested, the presence of Trade Tech in Los Angeles makes students see training in trades a lower priority for community colleges.

This view is reflected in the goals of Compton Center students in the survey, which are more likely to be academic than related to a trade or certification. Many of the students at El Camino College Compton Center have multiple education goals for their time at the institution, including learning job skills as well as earning specific degrees.

The great majority of Compton Center students are aiming for academic credentials at least on the level of an associates ' degree.

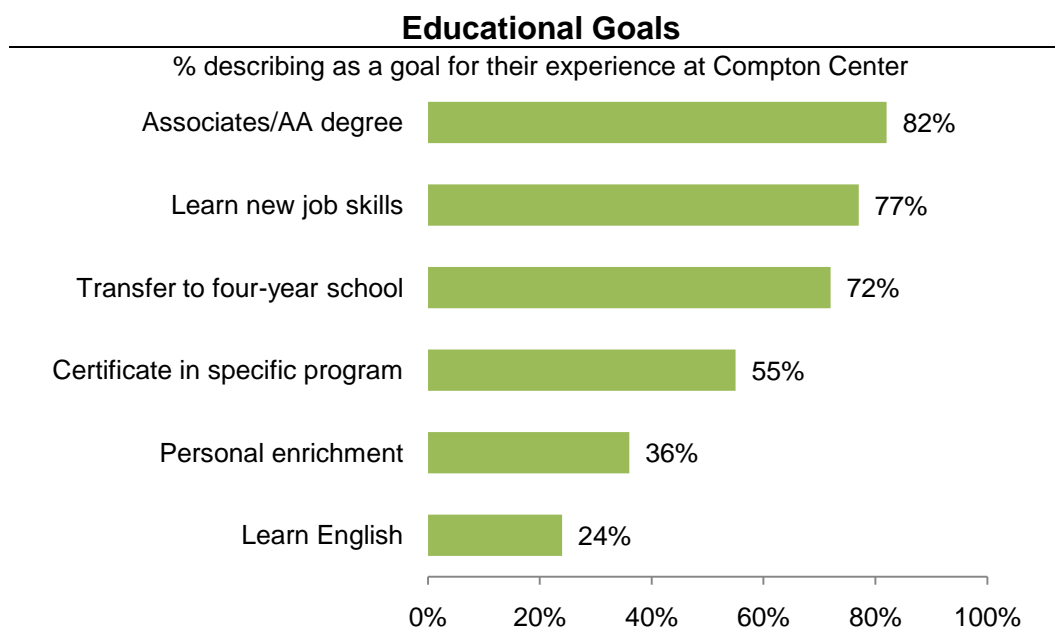
- Eight in ten (82%) are “planning to get an associates or AA degree.”
- Nearly as many (72%) plan to “transfer to a four-year college.”

A smaller majority of students describes themselves as focused on a specific degree or certificate program.

- A little more than half (55%) are “planning to get a certificate or degree in a specific program such as nursing, child development, automotive, or a trade.” A nursing degree (26%) is the most sought-after credential in this group, followed by child development (9%) and criminal justice (4%).

Regarding educational goals beyond credentials and degrees, the students are more likely to be focused on learning new job skills than personal enrichment or learning English.

- Three quarters (77%) say “learning new skills to help change jobs or careers” describes their academic goals.
- A third (36%) says they are “taking courses for personal enrichment, not for a degree.”
- A quarter (24%) is “taking courses to learn English.”



Please tell me if each of the following describes your academic goals for your experience at El Camino College Compton Center. Q5. Planning to get an associates or AA degree. Q6. Learning new skills to help change jobs or careers. Q4. Planning to transfer to a four-year college. Q9. Planning to get a certificate or degree in a specific program such as nursing, child development, automotive, or a trade. Q7. Taking courses for personal enrichment, not for a degree, Q8. Taking courses to learn English.

There are some demographic differences regarding academic goals.

- Those most likely to be focused on getting an associates degree include those with children (88%), those with lower household incomes (90%), and full-time students (91%).
- Those most likely to say they hope to transfer to a four-year college include men (77%), younger students (81%), and Compton residents (79%). Nursing students are among the least likely to express interest in a four-year program (56%).
- When it comes to enrollment in certificate or degree programs in areas such as nursing, child development, and trades, the most likely to be in these programs include women (62%), those over 35 (68%) and those with children (68%).
- We also find that those most focused on job skills include older students (86%) and those with lower household incomes (84%).

## C. Satisfaction with experience

Students at Compton Center generally describe themselves as satisfied with their experience at the school. They express the most satisfaction with the courses and their professors, and the least happiness with the condition of the buildings and how safe they feel on campus at night.

### 1. Overall, satisfaction is high.

Most students describe themselves as quite satisfied with their campus experiences.

- Six in ten students (60%) say that they feel very satisfied with their overall “experiences at El Camino College Compton Center.”
- Another third (34%) say they feel somewhat satisfied.
- This compares to only a handful who say they feel somewhat unsatisfied (3%) or very unsatisfied (2%).

The most likely to express high levels of satisfaction include older students (65% of those over 35 are very satisfied compared to 56% of those under 25), those who speak Spanish at home (67% very satisfied), those with lower household incomes (65%), and Compton residents (66%). Nursing students (51% very satisfied) are among the least content.

### 2. Positive ratings for most specific parts of Compton Center experience.

During the focus groups, we heard mixed views of many aspects of the Compton student experience. The students in the groups generally described themselves as satisfied with the school overall, and most had positive things to say about at least some of their courses and professors. However, we also heard complaints about bad experiences with counseling staff, inadequate communication from the school’s administration, and physical aspects of the campus such as how safe it feels at night and the condition of the buildings.

The survey shows that students rate nearly all aspects of their experience positively, including those about which we heard complaints, with more describing each educational element tested as “excellent” or “good” than describing them as “fair” or “poor.”

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The aspects of the student experience that receive the *most positive feedback* include the following:

- “the courses you have taken” (46% excellent, 41% good);
- “how well the professors teach their subject matter” (45% excellent, 38% good);
- “the time of day and days of the week that your courses are offered” (43% excellent, 37% good);
- “how safe the campus feels during the day” (41% excellent, 40% good);
- “getting into the courses you wanted or needed before they filled up” (39%, 36%);
- “the availability of professors to help you one on one” (39% excellent, 32% good); and
- “the process of registering for classes” (36% excellent, 37% good).

Students give ratings that are somewhat *less glowing, but still quite positive*, to the following aspects of their education at Compton Center:

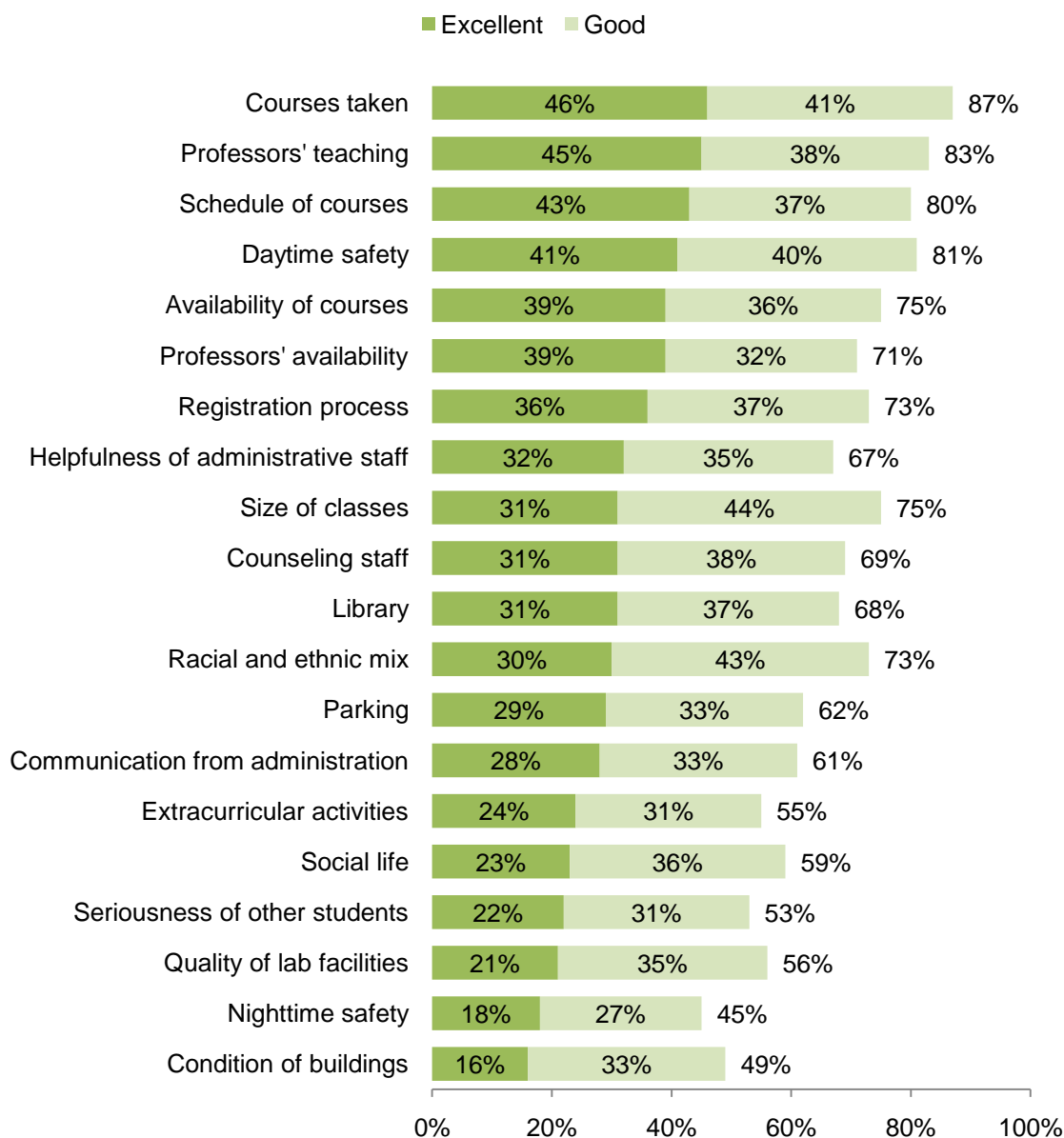
- “the helpfulness of administrative staff” (32% excellent, 35% good);
- “the number of students in your classes” (31% excellent, 44% good);
- “your experiences with counseling staff” (31% excellent, 38% good);
- “the library” (31% excellent, 37% good);
- “the racial and ethnic mix of students on campus” (30% excellent, 43% good);
- “the availability of parking” (29% excellent, 33% good); and
- “communication from the administration to keep you informed about what is happening on campus” (28% excellent, 33% good).

Students are *less enthusiastic* about non-academic aspects of student life such as extracurricular activities, the social life, and their impressions of the other students’ work ethic. In addition, as we heard in the focus groups, nighttime safety and the condition of the buildings receive much less positive ratings than other aspects of the campus. The least positively rated aspects of Compton Center include these:

- “the availability of extracurricular activities that interest you (24% excellent, 31% good);
- “the social life on campus” (23% excellent, 36% good);
- “how seriously other students take their work” (22% excellent, 35% good);
- “the quality of laboratory facilities” (21% excellent, 35% good);
- “how safe the campus feels at night” (18% excellent, 27% good); and
- “the condition of the buildings” (16% excellent, 33% good).

One factor that mitigates the less positive ratings these aspects of student life receive is that, for some of them, a sizeable percentage of students say that that particular aspect does not apply to them. For example, 25% say that nighttime safety does not apply to their experience, presumably because they have only taken daytime classes; 18% say extracurricular activities do not apply to their experience, 14% say the social life is not a factor for them, and 12% say that the lab facilities do not apply to them.

## Rating of Experiences at El Camino College Compton Center

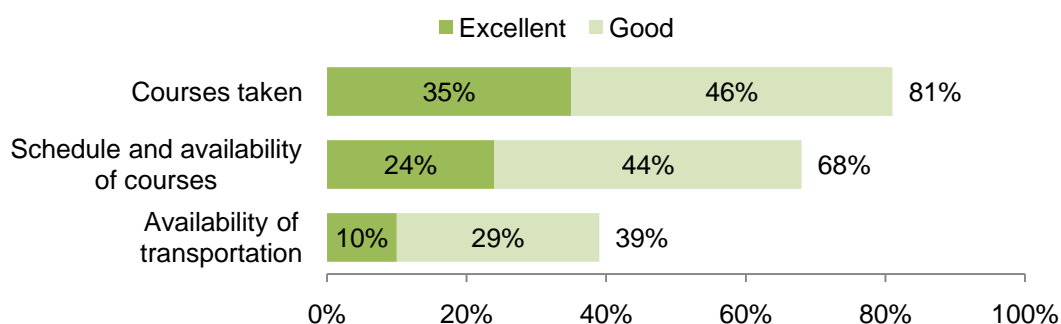


Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does not apply to your experience, just tell me. Q21. The courses you have taken. Q26. How well the professors teach their subject matter. Q22. The time of day and days of the week that your courses are offered. Q28. How safe the campus feels during the day. Q23. Getting into the courses you wanted or needed before they filled up. Q25. The availability of the professors to help you one on one. Q29. The process of registering for classes. Q30. The helpfulness of administrative staff. Q38. The number of students in your classes. Q24. Your experiences with counseling staff. Q35. The library. Q40. The racial and ethnic mix of students on campus. Q39. The availability of parking. Q33. Communication from the administration to keep you informed about what is happening on campus. Q32. The availability of extracurricular activities that interest you. Q31. How seriously other students take their work. Q37. The quality of laboratory facilities. Q27. How safe the campus feels at night. Q36. The condition of the buildings.

**c. Somewhat less satisfaction with experiences at Torrance campus:** As reported in the first section, a relatively small number of El Camino College Compton Center students (16%) have also taken courses at the Torrance campus of El Camino. This group reports only moderate satisfaction with their experiences at the Torrance Campus.

- Thirty-five percent say that “the courses you have taken” have been excellent, while 46% describe them as good.
- A quarter (24%) says that “the schedule and availability of courses” is excellent and 44% describe it as good.
- Only one in ten (10%) describes “the availability of transportation between the two campuses as excellent” and another 29% as good. However, another three in ten (29%) say that this element of the experience does not apply to them.

#### Rating of Experiences at Torrance Campus of El Camino



(HAVE TAKEN CLASSES AT TORRANCE CAMPUS, N=64) Now, thinking about your experiences at the Torrance campus of El Camino College, please tell me if you would rate each of the following aspects of your experiences as excellent, good, just okay, not very good, or poor (RANDOMIZE). If one of these does not apply to your experience, just tell me. Q41. The courses you have taken. Q42. The schedule and availability of courses. Q43. The availability of transportation between the two campuses.

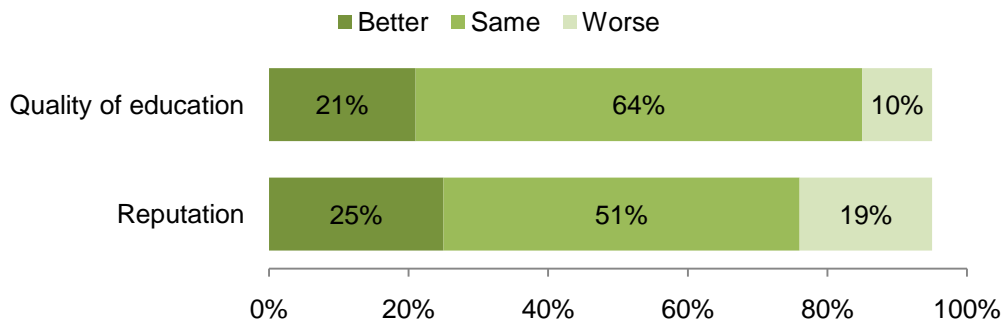
**d. Students' impression is that Compton Center is comparable to other community colleges in the area:** Most students say that the quality of education at Compton Center and the reputation of the school are equivalent to other community colleges in the area.

- Nearly two-thirds (64%) say that “the quality of education available at El Camino College Compton Center” is “about the same as that offered by other community colleges in the area.” They are more likely to see a Compton Center education as better (21%) than they are to see it as worse (10%) than what other community colleges offer.



- We heard in focus groups that some Compton Center students worried about their school being perceived negatively by others in the community. The survey reveals that half (51%) say that “the current reputation of El Camino College Compton Center” is “about the same as other community colleges in the area,” while the rest are fairly evenly split between believing Compton Center’s reputation is better (25%) and believing it is worse (19%).

**Big-Picture Impressions of Compton Center Education**



Q44. Do you suppose that the quality of education available at El Camino College Compton Center is better, worse, or about the same as that offered by other community colleges in the area? Q45. Do you suppose that the current reputation of El Camino College Compton Center is better, worse, or about the same as other community colleges in the area?

## **D. History, the role of El Camino College, and the future of the school**

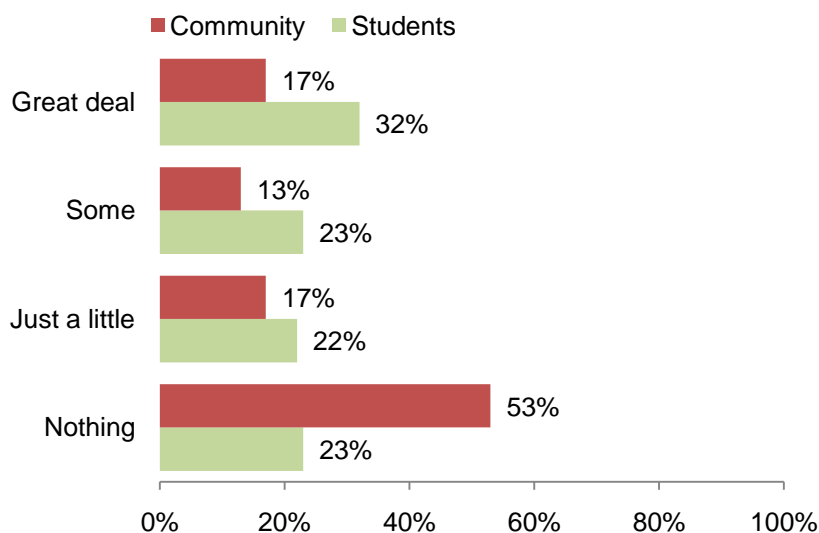
### **1. Some awareness of accreditation issues and removal of trustees' authority.**

A number of the Compton Center students in the focus group discussions were aware of the history of Compton College losing its accreditation and how El Camino came to be involved, but expressed little concern about the topic. As they saw it, the problems were in the past, and the school in its current state is accredited and not suffering for the past problems. The survey results reveal that indeed, most students show some familiarity with these events, but that relatively few know a great deal about what happened.

- After being told that “a few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the college’s academic programs and it was renamed El Camino College Compton Center,” a third of students (32%) say they have heard a great deal about this situation.
- Another four in ten have heard some (23%) or just a little (22%).
- A quarter (23%) says they have heard nothing about this topic.

As discussed in the previous section, residents of the area generally are even less familiar with the situation. African Americans (38%) are more likely than Latinos (20%) to say they have heard a great deal about this situation.

### How Much Heard about Loss of Accreditation



Q30. A few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College's academic programs and it was renamed El Camino College Compton Center. How much had you heard about this situation before this interview: nothing, just a little, a fair amount, or a great deal?

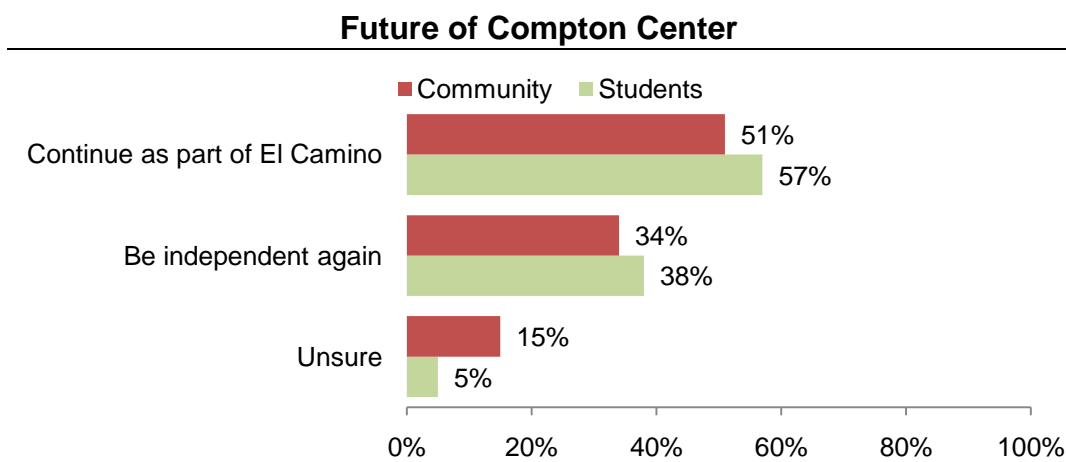
## 2. Students, like community, divided on what should happen next.

The students in the focus groups offered a range of perspectives on what they would like the future to hold for their school. Some suggested that it would be best for the school to continue to be managed by El Camino College because they believed that the takeover improved the education and the school's reputation. Other students said they believed it would be better for the school to be independently managed again so that the needs of the students at the Compton campus would come first rather than being balanced with the needs of another campus and other students.

The survey shows that the student body is indeed divided on this question, although more would prefer the school to continue being managed as part of El Camino College:

- A majority (57%) says that it would be better "for the community college in Compton to continue to operate as part of El Camino College."
- Fewer, but still a sizeable minority of 38%, say they think it would be better "if Compton became an independent college again."
- A small number (5%) are unsure.

This is similar to the results of the community survey. Area residents overall are also divided on the future of the institution but lean toward preferring that it continue as part of El Camino College (51%, as opposed to 34% who prefer it to be independent). A somewhat higher proportion of the general community does not have an opinion about the future of the school (15%).



In your opinion, would it be better for the community college in Compton to continue to operate as a part of El Camino College, or would it be better if Compton became an independent college again?

Some groups are especially likely to want to see the school continue to operate as part of El Camino: Latino students (63%); those who are not working (62%); those taking online courses (62%); and those taking fewer than five credit hours (62%).

Others are more likely than their peers to want to see Compton be independent again: students over 35 (46%); and African Americans (44%).

## **Appendix A: Community Survey Questionnaire and Crosstab Tables**

## El Camino College Compton Center Community Survey 2009

Interviewing conducted November 11-24, 2009

N = 502 residents of the area surrounding El Camino College Compton Center

107 interviews were conducted in Spanish, 395 in English

Data are weighted by age and race.

Margin of sampling error is  $\pm 4.5$  percentage points.

Percents may add to 99% or 101% due to rounding.

\* indicates less than 1%, -- indicates zero.

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Hello, my name is \_\_\_\_, and I am an interviewer with BRS, an opinion research company. We are conducting a confidential public opinion survey of people in South Los Angeles County and your telephone number was selected at random. We are not selling anything. May I please speak to the youngest male in your household who is 18 years old or older? **(IF NECESSARY ARRANGE FOR A CALL BACK AND RECORD DATE AND TIME. REPEAT INTRO AS NECESSARY)**

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|  |       |     |
|--|-------|-----|
| Q1. First I need to verify that I have reached households in the right area for our study. Do you mind telling me what is your zip code? | 90220 | 13% |
|  | 90221 | 13  |
|  | 90222 | 9   |
|  | 90262 | 15  |
|  | 90723 | 13  |
|  | 90805 | 24  |
|  | 90746 | 5   |
|  | 90059 | 7   |

---

|  |  |     |
|--|--|-----|
| Q2. And what city or community do you live in? | Compton  | 34% |
|  | Carson   | 4   |
|  | Lynwood  | 15  |
|  | Paramount  | 13  |
|  | North Long Beach   | 20  |
|  | Los Angeles  | 6   |
|  | Other (Willowbrook, Bellflower, Rancho Dominguez, Cypress, Lakewood, Torrance, Watts, Whittier ) | 4   |
|  | Don't know/Refused   | *   |

|  |                    |     |
|--|--------------------|-----|
| Q3. In general, are things in your community going in the right direction, or are they off on the wrong track? | Right direction    | 60% |
|  | Wrong track        | 30  |
|  | Don't know/Refused | 9   |

Please tell me how satisfied you are with each of the following. Would you say you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with [READ ITEM]? (RANDOMIZE)

|  | Very | Smwht | Not very | Not at all | DK/REF |
|--|------|-------|----------|------------|--------|
| Q4. The quality of the public schools in your area             | 22%  | 40    | 18       | 16         | 5      |
| Q5. The safety of your neighborhood                            | 26%  | 38    | 20       | 16         | --     |
| Q6. The jobs and economic opportunities available in your area | 7%   | 28    | 30       | 31         | 4      |
| Q7. The quality of the community colleges in your area         | 26%  | 40    | 15       | 9          | 10     |

|   |                       |     |
|---|-----------------------|-----|
| Q8. Do you happen to know the name of the community college district you live in? | Compton               | 23% |
|   | Long Beach            | 14  |
|   | El Camino             | 7   |
|   | Cerritos              | 3   |
|   | Los Angeles           | 3   |
|   | Dominguez             | 2   |
|   | Southwest             | 1   |
|   | All other             | 5   |
|   | No/Don't know/Refused | 41  |

|   |                      |     |
|---|----------------------|-----|
| Q9. Have you ever attended or are you now attending a community or technical college? | Attended in the past | 39% |
|   | Currently attending  | 11  |
|   | Never attended       | 50  |
|   | Don't know/Refused   | *   |

Q9/Q10. (IF "Attended in the past" or "Currently attending" IN Q9). What college was that? (ALLOW MULTIPLE RESPONSES)

|  |            |
|--|------------|
| <b>Never attended</b>                                | <b>50%</b> |
| <b>Attended in the past/<br/>currently attending</b> | <b>50</b>  |
| Compton College                                      | 8%         |
| El Camino College                                    |            |
| Compton Center                                       | 4          |
| Long Beach City College                              | 12         |
| Cerritos College                                     | 7          |
| El Camino College<br>(Torrance)                      | 2          |
| Harbor College                                       | 2          |
| Fullerton College                                    | *          |
| Southwest College                                    | 1          |
| All others   | 16         |
| Don't know/Refused                                   | 1          |

Q11. (IF Q9=Attended in the past or currently attending, n=264). Which of the following best describes you:

|   |     |
|---|-----|
| I received a degree or certificate from a community college                     | 33% |
| I am taking or took classes toward a degree or certificate but did not graduate | 47  |
| I am taking or took classes but was not working toward a degree or certificate  | 13  |
| Or something else (What was that? Specify)                                      | 5   |
| Don't know/Refused  | 2   |



|  |                                       |            |
|--|---------------------------------------|------------|
| Q12. Has anyone in your immediate family, such as your parent, brother or sister, spouse, or child, attended a community or technical college? | <b>Yes, attended</b>                  | <b>54%</b> |
|  | Compton College                       | 6%         |
|  | El Camino College                     |            |
| Q13. (IF YES IN Q12) What college was that? (DO NOT READ CODES. ALLOW MULTIPLE RESPONSES)  | Compton Center                        | 4          |
|  | Long Beach City College               | 11         |
|  | Cerritos College                      | 7          |
|  | El Camino College (in Torrance)       | 1          |
|  | Harbor College                        | 1          |
|  | Fullerton College                     | 1          |
|  | Southwest College                     | 1          |
|  | All others                            | 17         |
|  | Don't know/Refused                    | 9          |
|  | <b>No</b>                             | <b>45</b>  |
|  | <b>Don't know/Refused</b>             | <b>1</b>   |
| Q9-10, 12-13. SELF OR FAMILY....   | <b>Attended any community college</b> | <b>72%</b> |
|  | Attended Compton                      | 18%        |
|  | <b>Did not</b>                        | <b>27</b>  |

IF "Attended" OR "Currently attending" IN Q9. In deciding which community college to attend, how important were each of the following? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE)

IF "Never attended" "DK" OR "REF" IN Q9. If you were thinking about taking courses at a community college, how important would each of the following be to you? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE)

|   | <b>Very</b> | <b>Smwht</b> | <b>Not very</b> | <b>Not at all</b> | <b>DK/REF</b> |
|---|-------------|--------------|-----------------|-------------------|---------------|
| Q14. How close the community college campus is to your home                   | 61%         | 26           | 8               | 5                 | 1             |
| Q15. The college's academic reputation overall                                | 74%         | 19           | 4               | 3                 | 1             |
| Q16. The college's reputation in a specific program that interested you       | 68%         | 23           | 4               | 3                 | 2             |
| Q17. Recommendations from friends or family                                   | 51%         | 33           | 8               | 7                 | 1             |
| Q18. Recommendations from a high school guidance counselor, teacher, or coach | 58%         | 25           | 9               | 7                 | 1             |
| Q19. Your impression of who the other students are who attend that college    | 39%         | 31           | 17              | 13                | 1             |
| Q20a. SPLIT SAMPLE, n=252: The safety of the area around the college campus   | 79%         | 14           | 3               | 2                 | 1             |
| Q20b. SPLIT SAMPLE, n=250: How safe you feel on that school's campus          | 73%         | 21           | 4               | 2                 | 1             |

Please tell me if you think it is very important, somewhat important, not very important or not at all important for your local community to have a college that offers each of the following kinds of classes and services? (RANDOMIZE)

|   | Very | Smwht | Not very | Not at all | DK/REF |
|---|------|-------|----------|------------|--------|
| Q21. The first two years of college for students who plan to transfer to four-year colleges | 85%  | 13    | 1        | 1          | *      |
| Q22. Certification in professional areas such as a nursing or a paralegal program           | 84%  | 13    | 1        | 1          | *      |
| Q23. Training in trades such as automotive repair, electrical, air conditioning, and others | 71%  | 26    | 2        | 2          | --     |
| Q24. English as a Second Language   | 76%  | 16    | 4        | 4          | 1      |
| Q25. An AA or associates degree   | 81%  | 15    | 1        | 1          | 2      |
| Q26. Enrichment classes such as music, art, and dance                                       | 62%  | 30    | 6        | 2          | --     |
| Q27. Athletic programs for men and women such as soccer, basketball, football, and softball | 64%  | 28    | 6        | 3          | --     |

---

|  |                           |            |
|--|---------------------------|------------|
| Q28. As far as you know, is there a community college in the city of Compton? DO NOT PROBE IF DON'T KNOW | <b>Yes</b>                | <b>76%</b> |
|  | El Camino College         |            |
|  | Compton Center            | 29%        |
| Q29. (IF YES IN Q28) What is it called? DO NOT READ CODES  | Compton College           | 33         |
|  | Other (specify)           | 1          |
|  | Don't know/Refused        | 12         |
|  | <b>No</b>                 | <b>10</b>  |
|  | <b>Don't know/Refused</b> | <b>15</b>  |

---

|   |                    |     |
|---|--------------------|-----|
| Q30. A few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College's academic programs and it was renamed El Camino College Compton Center. How much had you heard about this situation before this interview: nothing, just a little, some, or a great deal? | Nothing            | 53% |
|   | Just a little      | 17  |
|   | Some               | 13  |
|   | A great deal       | 17  |
|   | Don't know/Refused | *   |

|  |                                  |     |
|--|----------------------------------|-----|
| Q31. In your opinion, would it be better for the community college in Compton to continue to operate as a part of El Camino College, or it would be better if Compton became an independent college again? | Continue to be part of El Camino | 51% |
|  | Become independent college again | 34  |
|  | Don't know/Refused               | 15  |

|   |                    |     |
|---|--------------------|-----|
| Q32. Which of these would you say best reflects how you feel: A) It is important to have a community college in Compton to provide opportunities for people who live in the area, or B) There are plenty of other colleges so having a community college in Compton is not needed? (WAIT FOR RESPONSE) Do you feel that way strongly or somewhat? | A - strongly       | 80% |
|   | A - somewhat       | 13  |
|   | B - somewhat       | 2   |
|   | B - strongly       | 4   |
|   | Don't know/Refused | 1   |

|  |                    |     |
|--|--------------------|-----|
| Q33. If you were planning to start attending community college, how likely would you be to consider El Camino College Compton Center? Very, somewhat, not very or not at all likely? | Very likely        | 38% |
|  | Somewhat likely    | 35  |
|  | Not very likely    | 7   |
|  | Not at all likely  | 19  |
|  | Don't know/Refused | 1   |

|  |                    |     |
|--|--------------------|-----|
| Q34. Do you suppose that the quality of education available at El Camino College Compton Center is better, worse, or about the same as that offered by other community colleges in the area? | Better             | 21% |
|  | Worse              | 8   |
|  | About the same     | 50  |
|  | Don't know/Refused | 21  |

Do you agree or disagree with each of the following? If you are unsure, just say so. (ROTATE ORDER OF 35 AND 37, 36 SHOULD ALWAYS BE IN THE MIDDLE)

|  | Agree | Disagree | DK/ REF |
|--|-------|----------|---------|
| Q35. The students at El Camino College Compton Center represent a diverse student body.  | 60%   | 16       | 24      |
| Q36. Because El Camino College Compton Center is smaller than other schools in the area, students are likely to get more personal attention from teachers. | 69%   | 20       | 11      |
| Q37. I would be worried about my safety at El Camino College Compton Center.   | 45%   | 44       | 11      |

|  |                    |     |
|--|--------------------|-----|
| Q38. Do you think students at El Camino College Compton Center probably tend to be [ROTATE: more serious, less serious], or equally serious about their studies as students at other community colleges? | More serious       | 15% |
|  | Less serious       | 13  |
|  | Equally serious    | 62  |
|  | Don't know/Refused | 10  |

|  |                    |     |
|--|--------------------|-----|
| Q39. As far as you know, are four-year universities [ROTATE: more likely or less likely] to take transfer students from El Camino College Compton Center than from other community colleges in this area, or do you think it's about the same? | More likely        | 10% |
|  | Less likely        | 15  |
|  | About the same     | 63  |
|  | Don't know/Refused | 12  |

|   |                         |    |
|---|-------------------------|----|
| Q40. As far as you know, are the students at El Camino College Compton Center [ROTATE: mostly African American, mostly Hispanic or Latino], about half African American and half Latino, or something else? | Mostly African American | 7% |
|   | Mostly Hispanic/Latino  | 9  |
|   | Half and half           | 61 |
|   | Something else          | 6  |
|   | Don't know/Refused      | 16 |

Do you think each of the following is definitely, probably, probably not, or definitely not offered at El Camino College Compton Center? RANDOMIZE

|   | Def. | Prob. | Prob. not | Def. not | DK/REF |
|---|------|-------|-----------|----------|--------|
| Q41. The first two years of college for students who plan to transfer to four-year colleges | 34%  | 51    | 4         | 1        | 9      |
| Q42. Certification in professional areas such as a nursing or a paralegal program           | 36%  | 45    | 8         | 2        | 8      |
| Q43. Training in trades such as automotive repair, electrical, air conditioning, and others | 32%  | 50    | 6         | 2        | 9      |
| Q44. English as a Second Language   | 46%  | 43    | 4         | 1        | 6      |
| Q45. An AA or associates degree   | 39%  | 43    | 6         | 3        | 9      |
| Q46. Enrichment classes such as music, art, and dance                                       | 32%  | 48    | 9         | 2        | 9      |
| Q47. Athletic programs for men and women such as soccer, basketball, football, and softball | 36%  | 46    | 7         | 2        | 9      |

Now I have some questions about you to help classify your responses:

|   |                        |     |
|---|------------------------|-----|
| Q48. How long have you lived in this area? Less than five years, five to ten years, ten to twenty years, or more than twenty years? | Less than five years   | 18% |
|   | Five to ten years      | 20  |
|   | Ten to twenty years    | 27  |
|   | More than twenty years | 34  |
|   | Don't know/Refused     | 2   |

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|  |                    |     |
|--|--------------------|-----|
| Q49. Not everyone has a chance to vote in every election. Did you happen to vote in the Presidential election last November? | Yes                | 51% |
|  | No                 | 48  |
|  | Don't know/Refused | 1   |

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|   |                    |     |
|---|--------------------|-----|
| Q50. Do you have any children under 18 who live with you? | Yes                | 50% |
|   | No                 | 49  |
|   | Don't know/Refused | 1   |

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|   |                                   |     |
|---|-----------------------------------|-----|
| Q51. Are you married, divorced, separated, widowed, or have you never been married? | Married                           | 38% |
|   | Living with someone (volunteered) | 2   |
|   | Divorced                          | 8   |
|   | Separated                         | 5   |
|   | Widowed                           | 6   |
|   | Never married                     | 40  |
|   | Don't know/Refused                | 2   |

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|   |                              |     |
|---|------------------------------|-----|
| Q52. What was the last grade of school you completed? | Less than high school        | 22% |
|   | High school graduate         | 36  |
|   | Some college/technical/2 yr. | 28  |
|   | College grad/BA or BS/4 yr.  | 9   |
|   | Post-grad work/JD/MBA/       |     |
|   | Ph.D/Masters                 | 3   |
|   | Don't know/Refused           | 2   |

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|   |                    |     |
|---|--------------------|-----|
| Q53A. Are you a full-time or part-time student? | Full-time          | 13% |
|   | Part-time          | 12  |
|   | Not a student      | 73  |
|   | Don't know/Refused | 2   |

|   |                          |     |
|---|--------------------------|-----|
| Q53B. Are you currently employed full time, employed part-time, unemployed, retired, a homemaker, disabled?                                   | Employed full-time       | 37% |
|   | Employed part-time       | 13  |
|   | Unemployed               | 22  |
|   | Retired                  | 7   |
|   | Homemaker                | 12  |
|   | Disabled                 | 8   |
|   | Don't know/Refused       | 2   |
| <hr/>   |                          |     |
| Q54. In what year were you born?  | 18-24                    | 19% |
| Q54a. [IF DK/REF in Q54]: Are you between:  | 25-34                    | 23  |
|   | 35-44                    | 21  |
|   | 45-54                    | 17  |
|   | 55-64                    | 11  |
|   | 65+                      | 9   |
|   | Don't know/Refused       | *   |
| <hr/>   |                          |     |
| Q55. Are you of Hispanic or Latino descent?   | White                    | 8%  |
| Q56. IF NO IN Q55. Do you consider yourself white, Black or African American, Asian or Pacific Islander, or something else? PROBE IF BIRACIAL | Black/African American   | 23  |
|   | Hispanic/Latino          | 62  |
|   | Asian/Pacific Islander   | 4   |
|   | Something else (specify) | 1   |
|   | Don't know/Refused       | 2   |
| <hr/>   |                          |     |
| Q57. What language do you speak at home?  | English                  | 51% |
|   | Spanish                  | 40  |
|   | Other (specify)          | 3   |
|   | Both (volunteered)       | 4   |
|   | Don't know/Refused       | 1   |
| <hr/>   |                          |     |
| Q58. Stop me when I come to the category in which your household income fell before taxes last year. Was it [READ LIST]?                      | Less than \$25,000       | 37% |
|   | \$25,000 to \$50,000     | 25  |
|   | \$50,000 to \$75,000     | 12  |
|   | \$75,000 to \$100,000    | 7   |
|   | \$100,000 or more        | 4   |
|   | Don't know/Refused       | 15  |
| <hr/>   |                          |     |
| GENDER  | Male                     | 46% |
|   | Female                   | 54  |

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### Assessment of Community – Community

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Q3. In general, are things in your community going in the right direction, or are they off on the wrong track?

|                         | Right direction | Wrong track |
|-------------------------|-----------------|-------------|
| <b>Total</b>            | <b>60%</b>      | <b>30</b>   |
| Men                     | 63%             | 28          |
| Women                   | 58%             | 32          |
| 18-24                   | 74%             | 20          |
| 25-34                   | 65%             | 28          |
| 35-54                   | 55%             | 33          |
| 55+                     | 51%             | 38          |
| Black                   | 65%             | 27          |
| Hispanic                | 60%             | 32          |
| Speaks Spanish at home  | 60%             | 33          |
| Has children <18        | 57%             | 36          |
| <High school            | 50%             | 42          |
| High school graduate    | 65%             | 27          |
| Some college            | 68%             | 21          |
| College graduate        | 59%             | 31          |
| Current student         | 68%             | 22          |
| Employed                | 60%             | 31          |
| Unemployed              | 63%             | 27          |
| Other                   | 59%             | 33          |
| <\$25K                  | 52%             | 36          |
| \$25-50K                | 69%             | 24          |
| \$50K+                  | 65%             | 29          |
| <10 yrs in area         | 64%             | 24          |
| 10-20 yrs in area       | 61%             | 32          |
| 20+ yrs in area         | 56%             | 36          |
| Compton                 | 53%             | 36          |
| Paramount/Lynwood       | 69%             | 27          |
| North Long Beach/Carson | 65%             | 26          |

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### Satisfaction with Community – Community

Please tell me how satisfied you are with each of the following. Would you say you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with [READ ITEM]? (RANDOMIZE)

Q5. The safety of your neighborhood; Q7. The quality of the community colleges in your area; Q4. The quality of the public schools in your area; Q6. The jobs and economic opportunities available in your area

| <i>% saying "Very satisfied"</i> | <b>Safety of neighborhood</b> | <b>Quality of colleges</b> | <b>Quality of public schools</b> | <b>Jobs and opportunities</b> |
|----------------------------------|-------------------------------|----------------------------|----------------------------------|-------------------------------|
| <b>Total</b>                     | <b>26%</b>                    | <b>26%</b>                 | <b>22%</b>                       | <b>7%</b>                     |
| Men                              | 21%                           | 24%                        | 23%                              | 7%                            |
| Women                            | 30%                           | 27%                        | 20%                              | 7%                            |
| 18-24                            | 28%                           | 27%                        | 30%                              | 8%                            |
| 25-34                            | 19%                           | 21%                        | 19%                              | 4%                            |
| 35-54                            | 29%                           | 27%                        | 21%                              | 8%                            |
| 55+                              | 27%                           | 27%                        | 19%                              | 7%                            |
| Black                            | 31%                           | 34%                        | 26%                              | 8%                            |
| Hispanic                         | 26%                           | 20%                        | 23%                              | 7%                            |
| Speaks Spanish at home           | 27%                           | 18%                        | 22%                              | 8%                            |
| Has children <18                 | 27%                           | 27%                        | 23%                              | 8%                            |
| <High school                     | 19%                           | 14%                        | 21%                              | 7%                            |
| High school graduate             | 27%                           | 25%                        | 23%                              | 7%                            |
| Some college                     | 33%                           | 33%                        | 26%                              | 8%                            |
| College graduate                 | 23%                           | 27%                        | 13%                              | 7%                            |
| Current student                  | 21%                           | 26%                        | 21%                              | 8%                            |
| Employed                         | 25%                           | 24%                        | 20%                              | 7%                            |
| Unemployed                       | 24%                           | 28%                        | 24%                              | 6%                            |
| Other                            | 30%                           | 25%                        | 22%                              | 7%                            |
| <\$25K                           | 26%                           | 21%                        | 23%                              | 6%                            |
| \$25-50K                         | 25%                           | 26%                        | 16%                              | 9%                            |
| \$50K+                           | 28%                           | 25%                        | 18%                              | 6%                            |
| <10 yrs in area                  | 23%                           | 24%                        | 20%                              | 7%                            |
| 10-20 yrs in area                | 34%                           | 21%                        | 20%                              | 6%                            |
| 20+ yrs in area                  | 23%                           | 31%                        | 25%                              | 7%                            |
| Compton                          | 21%                           | 23%                        | 18%                              | 7%                            |
| Paramount/Lynwood                | 34%                           | 21%                        | 24%                              | 11%                           |
| North Long                       | 27%                           | 32%                        | 23%                              | 5%                            |
| Beach/Carson                     |                               |                            |                                  |                               |



### Factors in Choosing a College – Community

IF "1" OR "2" IN Q9. In deciding which community college to attend, how important were each of the following? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE)

IF "3" "8" OR "9" IN Q9. If you were thinking about taking courses at a community college, how important would each of the following be to you? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE)

Q20a. The safety of the area around the college campus; Q15. The college's academic reputation overall; Q20b. How safe you feel on that school's campus; Q16. The college's reputation in a specific program that interested you

| <i>% saying "Very important"</i> | <b>Feeling safe in surrounding area</b> | <b>Overall reputation</b> | <b>Feeling safe on campus</b> | <b>Reputation of specific program</b> |
|----------------------------------|---|---------------------------|-------------------------------|---------------------------------------|
| <b>Total</b>                     | <b>79%</b>                              | <b>74%</b>                | <b>73%</b>                    | <b>68%</b>                            |
| Men                              | 76%                                     | 73%                       | 73%                           | 64%                                   |
| Women                            | 83%                                     | 75%                       | 72%                           | 71%                                   |
| 18-24                            | 76%                                     | 68%                       | 75%                           | 60%                                   |
| 25-34                            | 77%                                     | 73%                       | 75%                           | 74%                                   |
| 35-54                            | 84%                                     | 75%                       | 70%                           | 72%                                   |
| 55+                              | 72%                                     | 77%                       | 71%                           | 61%                                   |
| Black                            | 83%                                     | 79%                       | 87%                           | 75%                                   |
| Hispanic                         | 77%                                     | 74%                       | 69%                           | 66%                                   |
| Speaks Spanish at home           | 75%                                     | 75%                       | 68%                           | 68%                                   |
| Has children <18                 | 84%                                     | 76%                       | 73%                           | 70%                                   |
| <High school                     | 79%                                     | 79%                       | 69%                           | 58%                                   |
| High school graduate             | 82%                                     | 72%                       | 66%                           | 71%                                   |
| Some college                     | 76%                                     | 72%                       | 84%                           | 69%                                   |
| College graduate                 | 75%                                     | 79%                       | 67%                           | 77%                                   |
| Current student                  | 74%                                     | 69%                       | 77%                           | 69%                                   |
| Employed                         | 79%                                     | 76%                       | 79%                           | 70%                                   |
| Unemployed                       | 80%                                     | 74%                       | 74%                           | 68%                                   |
| Other                            | 78%                                     | 70%                       | 60%                           | 63%                                   |
| <\$25K                           | 78%                                     | 72%                       | 68%                           | 65%                                   |
| \$25-50K                         | 85%                                     | 78%                       | 70%                           | 76%                                   |
| \$50K+                           | 82%                                     | 72%                       | 78%                           | 64%                                   |
| <10 yrs in area                  | 82%                                     | 73%                       | 72%                           | 69%                                   |
| 10-20 yrs in area                | 74%                                     | 73%                       | 73%                           | 69%                                   |
| 20+ yrs in area                  | 80%                                     | 76%                       | 73%                           | 67%                                   |
| Compton                          | 72%                                     | 73%                       | 79%                           | 67%                                   |
| Paramount/Lynwood                | 88%                                     | 80%                       | 67%                           | 72%                                   |
| North Long                       | 81%                                     | 66%                       | 73%                           | 66%                                   |
| Beach/Carson                     |   |                           |                               |                                       |

### Factors in Choosing a College (cont.) – Community

IF “1” OR “2” IN Q9. In deciding which community college to attend, how important were each of the following? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE)

IF “3” “8” OR “9” IN Q9. If you were thinking about taking courses at a community college, how important would each of the following be to you? Very important, somewhat important, not very important, or not at all important? (RANDOMIZE)

Q14. How close the community college campus is to your home; Q18. Recommendations from a high school guidance counselor, teacher, or coach; Q17. Recommendations from friends or family; Q19. Your impression of who the other students are who attend that college

| <i>% saying “Very important”</i> | <b>How close it is to home</b> | <b>Academic recommendations</b> | <b>Friend/family recommendations</b> | <b>Impression of other students</b> |
|----------------------------------|--------------------------------|---------------------------------|--------------------------------------|-------------------------------------|
| <b>Total</b>                     | <b>61%</b>                     | <b>58%</b>                      | <b>51%</b>                           | <b>39%</b>                          |
| Men                              | 58%                            | 53%                             | 50%                                  | 37%                                 |
| Women                            | 63%                            | 62%                             | 51%                                  | 40%                                 |
| 18-24                            | 57%                            | 53%                             | 45%                                  | 29%                                 |
| 25-34                            | 57%                            | 57%                             | 47%                                  | 33%                                 |
| 35-54                            | 64%                            | 62%                             | 57%                                  | 41%                                 |
| 55+                              | 60%                            | 57%                             | 49%                                  | 50%                                 |
| Black                            | 60%                            | 52%                             | 50%                                  | 29%                                 |
| Hispanic                         | 65%                            | 65%                             | 55%                                  | 46%                                 |
| Speaks Spanish at home           | 73%                            | 71%                             | 62%                                  | 55%                                 |
| Has children <18                 | 62%                            | 63%                             | 54%                                  | 45%                                 |
| <High school                     | 76%                            | 71%                             | 61%                                  | 56%                                 |
| High school graduate             | 60%                            | 60%                             | 50%                                  | 40%                                 |
| Some college                     | 54%                            | 54%                             | 46%                                  | 31%                                 |
| College graduate                 | 50%                            | 39%                             | 41%                                  | 26%                                 |
| Current student                  | 58%                            | 52%                             | 41%                                  | 29%                                 |
| Employed                         | 62%                            | 54%                             | 50%                                  | 37%                                 |
| Unemployed                       | 59%                            | 61%                             | 56%                                  | 39%                                 |
| Other                            | 59%                            | 62%                             | 50%                                  | 43%                                 |
| <\$25K                           | 69%                            | 71%                             | 53%                                  | 51%                                 |
| \$25-50K                         | 66%                            | 54%                             | 52%                                  | 37%                                 |
| \$50K+                           | 44%                            | 41%                             | 41%                                  | 20%                                 |
| <10 yrs in area                  | 67%                            | 58%                             | 52%                                  | 38%                                 |
| 10-20 yrs in area                | 64%                            | 66%                             | 55%                                  | 44%                                 |
| 20+ yrs in area                  | 52%                            | 52%                             | 48%                                  | 37%                                 |
| Compton                          | 61%                            | 56%                             | 51%                                  | 43%                                 |
| Paramount/Lynwood                | 61%                            | 66%                             | 51%                                  | 40%                                 |
| North Long Beach/Carson          | 59%                            | 49%                             | 46%                                  | 31%                                 |

### Importance of College Services – Community

Please tell me if you think it is very important, somewhat important, not very important or not at all important for your local community to have a college that offers each of the following kinds of classes and services? (RANDOMIZE)

Q21. The first two years of college for students who plan to transfer to four-year colleges; Q22.

Certification in professional areas such as a nursing or a paralegal program; Q25. An AA or associates degree; Q24. English as a Second Language

| <i>% saying "Very important"</i> | <b>The first two years of college</b> | <b>Certification in professional areas</b> | <b>AA or associates degree</b> | <b>English as a Second Language</b> |
|----------------------------------|---------------------------------------|--|--------------------------------|-------------------------------------|
| <b>Total</b>                     | <b>85%</b>                            | <b>84%</b>                                 | <b>81%</b>                     | <b>76%</b>                          |
| Men                              | 83%                                   | 80%  | 83%                            | 71%                                 |
| Women                            | 87%                                   | 87%  | 79%                            | 80%                                 |
| 18-24                            | 83%                                   | 77%  | 80%                            | 78%                                 |
| 25-34                            | 89%                                   | 88%  | 81%                            | 75%                                 |
| 35-54                            | 86%                                   | 84%  | 84%                            | 76%                                 |
| 55+                              | 80%                                   | 83%  | 77%                            | 76%                                 |
| Black                            | 89%                                   | 87%  | 90%                            | 77%                                 |
| Hispanic                         | 85%                                   | 84%  | 80%                            | 79%                                 |
| Speaks Spanish at home           | 85%                                   | 88%  | 79%                            | 87%                                 |
| Has children <18                 | 87%                                   | 86%  | 78%                            | 78%                                 |
| <High school                     | 86%                                   | 87%  | 78%                            | 89%                                 |
| High school graduate             | 79%                                   | 80%  | 78%                            | 76%                                 |
| Some college                     | 88%                                   | 86%  | 87%                            | 72%                                 |
| College graduate                 | 90%                                   | 83%  | 84%                            | 57%                                 |
| Current student                  | 82%                                   | 83%  | 79%                            | 73%                                 |
| Employed                         | 87%                                   | 84%  | 85%                            | 75%                                 |
| Unemployed                       | 89%                                   | 82%  | 74%                            | 80%                                 |
| Other                            | 79%                                   | 85%  | 79%                            | 75%                                 |
| <\$25K                           | 87%                                   | 88%  | 81%                            | 87%                                 |
| \$25-50K                         | 88%                                   | 84%  | 79%                            | 71%                                 |
| \$50K+                           | 82%                                   | 74%  | 82%                            | 62%                                 |
| <10 yrs in area                  | 86%                                   | 87%  | 80%                            | 82%                                 |
| 10-20 yrs in area                | 88%                                   | 84%  | 78%                            | 79%                                 |
| 20+ yrs in area                  | 81%                                   | 81%  | 85%                            | 67%                                 |
| Compton                          | 85%                                   | 89%  | 91%                            | 79%                                 |
| Paramount/Lynwood                | 83%                                   | 82%  | 80%                            | 77%                                 |
| North Long Beach/Carson          | 88%                                   | 77%  | 77%                            | 71%                                 |

### Importance of College Services (cont.) – Community

Please tell me if you think it is very important, somewhat important, not very important or not at all important for your local community to have a college that offers each of the following kinds of classes and services? (RANDOMIZE)

Q23. Training in trades such as automotive repair, electrical, air conditioning, and others; Q26.

Enrichment classes such as music, art, and dance; Q27. Athletic programs for men and women such as soccer, basketball, football, and softball

| <i>% saying "Very important"</i> | <b>Training in trades</b> | <b>Athletic programs</b> | <b>Enrichment classes</b> |
|----------------------------------|---------------------------|--------------------------|---------------------------|
| <b>Total</b>                     | <b>71%</b>                | <b>64%</b>               | <b>62%</b>                |
| Men                              | 72%                       | 61%                      | 56%                       |
| Women                            | 70%                       | 66%                      | 66%                       |
| 18-24                            | 58%                       | 60%                      | 61%                       |
| 25-34                            | 67%                       | 65%                      | 60%                       |
| 35-54                            | 75%                       | 66%                      | 66%                       |
| 55+                              | 78%                       | 60%                      | 53%                       |
| Black                            | 80%                       | 65%                      | 73%                       |
| Hispanic                         | 70%                       | 66%                      | 59%                       |
| Speaks Spanish at home           | 71%                       | 70%                      | 63%                       |
| Has children <18                 | 70%                       | 70%                      | 64%                       |
| <High school                     | 77%                       | 73%                      | 66%                       |
| High school graduate             | 71%                       | 66%                      | 61%                       |
| Some college                     | 68%                       | 62%                      | 59%                       |
| College graduate                 | 70%                       | 50%                      | 69%                       |
| Current student                  | 60%                       | 56%                      | 60%                       |
| Employed                         | 71%                       | 63%                      | 60%                       |
| Unemployed                       | 68%                       | 65%                      | 65%                       |
| Other                            | 71%                       | 65%                      | 62%                       |
| <\$25K                           | 72%                       | 71%                      | 67%                       |
| \$25-50K                         | 69%                       | 66%                      | 60%                       |
| \$50K+                           | 69%                       | 53%                      | 55%                       |
| <10 yrs in area                  | 70%                       | 63%                      | 64%                       |
| 10-20 yrs in area                | 67%                       | 67%                      | 59%                       |
| 20+ yrs in area                  | 75%                       | 63%                      | 62%                       |
| Compton                          | 80%                       | 70%                      | 69%                       |
| Paramount/Lynwood                | 69%                       | 66%                      | 59%                       |
| North Long Beach/Carson          | 63%                       | 52%                      | 53%                       |

### Awareness of Mismanagement – Community

Q30. A few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College's academic programs and it was renamed El Camino College Compton Center. How much had you heard about this situation before this interview: nothing, just a little, a fair amount, or a great deal?

|                        | Nothing    | Just a little | Some      | A great deal |
|------------------------|------------|---------------|-----------|--------------|
| <b>Total</b>           | <b>53%</b> | <b>17</b>     | <b>13</b> | <b>17</b>    |
| Men                    | 55%        | 16            | 16        | 12           |
| Women                  | 50%        | 18            | 10        | 22           |
| 18-24                  | 54%        | 15            | 14        | 17           |
| 25-34                  | 59%        | 11            | 16        | 14           |
| 35-54                  | 53%        | 17            | 12        | 18           |
| 55+                    | 43%        | 26            | 11        | 20           |
| Black                  | 24%        | 16            | 16        | 44           |
| Hispanic               | 61%        | 18            | 13        | 8            |
| Speaks Spanish at home | 66%        | 16            | 10        | 8            |
| Has children <18       | 58%        | 17            | 11        | 14           |
| <High school           | 67%        | 17            | 8         | 7            |
| High school graduate   | 62%        | 16            | 11        | 11           |
| Some college           | 41%        | 16            | 17        | 26           |
| College graduate       | 14%        | 19            | 24        | 43           |
| Current student        | 38%        | 18            | 18        | 26           |
| Employed               | 49%        | 18            | 16        | 17           |
| Unemployed             | 56%        | 14            | 12        | 18           |
| Other                  | 54%        | 18            | 9         | 18           |
| <\$25K                 | 62%        | 21            | 7         | 10           |
| \$25-50K               | 44%        | 20            | 19        | 17           |
| \$50K+                 | 47%        | 10            | 17        | 26           |
| <10 yrs in area        | 64%        | 16            | 9         | 11           |
| 10-20 yrs in area      | 48%        | 21            | 14        | 17           |
| 20+ yrs in area        | 42%        | 15            | 17        | 25           |
| Compton                | 42%        | 17            | 15        | 25           |
| Paramount/Lynwood      | 68%        | 13            | 13        | 7            |
| North Long             | 51%        | 20            | 13        | 16           |
| Beach/Carson           |            |               |           |              |

### Who Should Run Compton Center? – Community

Q31. In your opinion, would it be better for the community college in Compton to continue to operate as a part of El Camino College, or it would be better if Compton became an independent college again?

|                         | Continue to be<br>part of El Camino | Become independent<br>college again |
|-------------------------|-------------------------------------|-------------------------------------|
| <b>Total</b>            | <b>51%</b>                          | <b>34</b>                           |
| Men                     | 53%                                 | 38                                  |
| Women                   | 50%                                 | 31                                  |
| 18-24                   | 55%                                 | 36                                  |
| 25-34                   | 53%                                 | 28                                  |
| 35-54                   | 49%                                 | 36                                  |
| 55+                     | 50%                                 | 36                                  |
| Black                   | 51%                                 | 42                                  |
| Hispanic                | 55%                                 | 29                                  |
| Speaks Spanish at home  | 52%                                 | 32                                  |
| Has children <18        | 50%                                 | 35                                  |
| <High school            | 48%                                 | 37                                  |
| High school graduate    | 52%                                 | 34                                  |
| Some college            | 55%                                 | 34                                  |
| College graduate        | 53%                                 | 33                                  |
| Current student         | 59%                                 | 32                                  |
| Employed                | 53%                                 | 32                                  |
| Unemployed              | 59%                                 | 31                                  |
| Other                   | 44%                                 | 39                                  |
| <\$25K                  | 49%                                 | 41                                  |
| \$25-50K                | 54%                                 | 32                                  |
| \$50K+                  | 54%                                 | 29                                  |
| <10 yrs in area         | 47%                                 | 35                                  |
| 10-20 yrs in area       | 53%                                 | 37                                  |
| 20+ yrs in area         | 55%                                 | 31                                  |
| Compton                 | 56%                                 | 34                                  |
| Paramount/Lynwood       | 49%                                 | 34                                  |
| North Long Beach/Carson | 50%                                 | 33                                  |

### Necessity of College in Compton – Community

Q32. Which of these would you say best reflects how you feel: A) It is important to have a community college in Compton to provide opportunities for people who live in the area, or B) There are plenty of other colleges so having a community college in Compton is not needed? (WAIT FOR RESPONSE) Do you feel that way strongly or somewhat?

|                        | <b>A, strongly</b> | <b>A, somewhat</b> | <b>B, somewhat</b> | <b>B, strongly</b> |
|------------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Total</b>           | <b>80%</b>         | <b>13</b>          | <b>2</b>           | <b>4</b>           |
| Men                    | 82%                | 12                 | 2                  | 4                  |
| Women                  | 79%                | 14                 | 2                  | 4                  |
| 18-24                  | 83%                | 13                 | 1                  | 3                  |
| 25-34                  | 81%                | 12                 | 3                  | 4                  |
| 35-54                  | 79%                | 13                 | 2                  | 6                  |
| 55+                    | 80%                | 17                 | 1                  | 1                  |
| Black                  | 86%                | 7                  | 1                  | 4                  |
| Hispanic               | 79%                | 15                 | 2                  | 3                  |
| Speaks Spanish at home | 80%                | 14                 | 1                  | 4                  |
| Has children <18       | 84%                | 9                  | 3                  | 4                  |
| <High school           | 78%                | 17                 | 1                  | 3                  |
| High school graduate   | 79%                | 15                 | 3                  | 3                  |
| Some college           | 85%                | 8                  | 2                  | 4                  |
| College graduate       | 81%                | 13                 | 1                  | 3                  |
| Current student        | 81%                | 12                 | 2                  | 3                  |
| Employed               | 83%                | 11                 | 1                  | 4                  |
| Unemployed             | 82%                | 10                 | 3                  | 5                  |
| Other                  | 76%                | 19                 | 2                  | 3                  |
| <\$25K                 | 83%                | 15                 | --                 | 1                  |
| \$25-50K               | 84%                | 7                  | 5                  | 4                  |
| \$50K+                 | 75%                | 12                 | 2                  | 9                  |
| <10 yrs in area        | 82%                | 14                 | 1                  | 3                  |
| 10-20 yrs in area      | 82%                | 11                 | 3                  | 3                  |
| 20+ yrs in area        | 79%                | 12                 | 2                  | 6                  |
| Compton                | 86%                | 10                 | 2                  | 2                  |
| Paramount/Lynwood      | 73%                | 18                 | 3                  | 5                  |
| North Long             | 83%                | 13                 | 1                  | 3                  |
| Beach/Carson           |                    |                    |                    |                    |

### Likelihood of Attending Compton Center – Community

Q33. If you were planning to start attending community college, how likely would you be to consider El Camino College Compton Center? Very, somewhat, not very or not at all likely?

|                        | Very likely | Somewhat likely | Not very likely | Not at all likely |
|------------------------|-------------|-----------------|-----------------|-------------------|
| <b>Total</b>           | <b>38%</b>  | <b>35</b>       | <b>7</b>        | <b>19</b>         |
| Men                    | 32%         | 38              | 8               | 21                |
| Women                  | 43%         | 33              | 5               | 18                |
| 18-24                  | 28%         | 46              | 10              | 16                |
| 25-34                  | 28%         | 46              | 9               | 16                |
| 35-54                  | 45%         | 27              | 5               | 22                |
| 55+                    | 47%         | 28              | 4               | 21                |
| Black                  | 50%         | 26              | 7               | 16                |
| Hispanic               | 38%         | 38              | 7               | 16                |
| Speaks Spanish at home | 43%         | 39              | 8               | 10                |
| Has children <18       | 44%         | 35              | 5               | 15                |
| <High school           | 44%         | 39              | 6               | 11                |
| High school graduate   | 42%         | 35              | 7               | 17                |
| Some college           | 35%         | 31              | 9               | 24                |
| College graduate       | 29%         | 34              | 6               | 29                |
| Current student        | 36%         | 36              | 8               | 20                |
| Employed               | 34%         | 37              | 8               | 20                |
| Unemployed             | 38%         | 35              | 9               | 18                |
| Other                  | 46%         | 31              | 4               | 20                |
| <\$25K                 | 48%         | 36              | 4               | 12                |
| \$25-50K               | 32%         | 35              | 10              | 21                |
| \$50K+                 | 31%         | 30              | 7               | 30                |
| <10 yrs in area        | 38%         | 38              | 7               | 16                |
| 10-20 yrs in area      | 37%         | 41              | 8               | 13                |
| 20+ yrs in area        | 40%         | 27              | 5               | 27                |
| Compton                | 55%         | 32              | 3               | 9                 |
| Paramount/Lynwood      | 27%         | 42              | 11              | 19                |
| North Long             | 24%         | 37              | 6               | 32                |
| Beach/Carson           |             |                 |                 |                   |



### Comparative Quality of Compton Center – Community

Q34. Do you suppose that the quality of education available at El Camino College Compton Center is better, worse, or about the same as that offered by other community colleges in the area?

|                         | Better     | Worse    | About the<br>same | DK/<br>REF |
|-------------------------|------------|----------|-------------------|------------|
| <b>Total</b>            | <b>21%</b> | <b>8</b> | <b>50</b>         | <b>21%</b> |
| Men                     | 18%        | 9        | 54                | 19         |
| Women                   | 24%        | 7        | 46                | 22         |
| 18-24                   | 13%        | 11       | 62                | 13         |
| 25-34                   | 17%        | 8        | 50                | 25         |
| 35-54                   | 29%        | 6        | 42                | 24         |
| 55+                     | 19%        | 10       | 53                | 18         |
| Black                   | 20%        | 6        | 58                | 16         |
| Hispanic                | 26%        | 9        | 45                | 21         |
| Speaks Spanish at home  | 30%        | 6        | 43                | 21         |
| Has children <18        | 25%        | 7        | 47                | 21         |
| <High school            | 35%        | 9        | 41                | 15         |
| High school graduate    | 20%        | 5        | 51                | 24         |
| Some college            | 19%        | 10       | 53                | 18         |
| College graduate        | 7%         | 13       | 59                | 21         |
| Current student         | 18%        | 10       | 60                | 12         |
| Employed                | 16%        | 7        | 55                | 21         |
| Unemployed              | 25%        | 10       | 49                | 16         |
| Other                   | 29%        | 8        | 41                | 22         |
| <\$25K                  | 27%        | 6        | 47                | 20         |
| \$25-50K                | 20%        | 7        | 46                | 27         |
| \$50K+                  | 12%        | 11       | 61                | 16         |
| <10 yrs in area         | 20%        | 7        | 48                | 26         |
| 10-20 yrs in area       | 21%        | 6        | 53                | 20         |
| 20+ yrs in area         | 25%        | 11       | 49                | 16         |
| Compton                 | 30%        | 6        | 48                | 16         |
| Paramount/Lynwood       | 20%        | 10       | 50                | 21         |
| North Long Beach/Carson | 11%        | 10       | 53                | 25         |

### Features of Compton Center – Community

Do you agree or disagree with each of the following? If you are unsure, just say so. (ROTATE ORDER OF 35 AND 37, 36 SHOULD ALWAYS BE IN THE MIDDLE)

Q36. Because El Camino College Compton Center is smaller than other schools in the area, students are likely to get more personal attention from teachers; Q35. The students at El Camino College Compton Center represent a diverse student body; Q37. I would be worried about my safety at El Camino College Compton Center

| <i>% saying "Agree"</i> | <b>More personal attention</b> | <b>Diverse student body</b> | <b>Worried about safety at ECCCC</b> |
|-------------------------|--------------------------------|-----------------------------|--------------------------------------|
| <b>Total</b>            | <b>69%</b>                     | <b>60%</b>                  | <b>45%</b>                           |
| Men                     | 70%                            | 64%                         | 43%                                  |
| Women                   | 69%                            | 57%                         | 46%                                  |
| 18-24                   | 73%                            | 59%                         | 40%                                  |
| 25-34                   | 71%                            | 59%                         | 44%                                  |
| 35-54                   | 68%                            | 61%                         | 45%                                  |
| 55+                     | 67%                            | 61%                         | 47%                                  |
| Black                   | 66%                            | 62%                         | 24%                                  |
| Hispanic                | 70%                            | 63%                         | 55%                                  |
| Speaks Spanish at home  | 74%                            | 63%                         | 59%                                  |
| Has children <18        | 69%                            | 59%                         | 47%                                  |
| <High school            | 73%                            | 60%                         | 62%                                  |
| High school graduate    | 71%                            | 62%                         | 46%                                  |
| Some college            | 66%                            | 57%                         | 33%                                  |
| College graduate        | 66%                            | 61%                         | 31%                                  |
| Current student         | 71%                            | 60%                         | 38%                                  |
| Employed                | 70%                            | 57%                         | 49%                                  |
| Unemployed              | 67%                            | 68%                         | 43%                                  |
| Other                   | 71%                            | 61%                         | 38%                                  |
| <\$25K                  | 77%                            | 59%                         | 51%                                  |
| \$25-50K                | 65%                            | 62%                         | 46%                                  |
| \$50K+                  | 64%                            | 58%                         | 34%                                  |
| <10 yrs in area         | 76%                            | 65%                         | 53%                                  |
| 10-20 yrs in area       | 70%                            | 57%                         | 41%                                  |
| 20+ yrs in area         | 62%                            | 58%                         | 36%                                  |
| Compton                 | 68%                            | 68%                         | 42%                                  |
| Paramount/Lynwood       | 74%                            | 59%                         | 49%                                  |
| North Long Beach/Carson | 73%                            | 57%                         | 40%                                  |

### Comparative Seriousness of Students – Community

Q38. Do you think students at El Camino College Compton Center probably tend to be [ROTATE: more serious, less serious], or equally serious about their studies as students at other community colleges?

|                         | More serious | Less serious | Equally serious |
|-------------------------|--------------|--------------|-----------------|
| <b>Total</b>            | <b>15%</b>   | <b>13</b>    | <b>62</b>       |
| Men                     | 14%          | 14           | 65              |
| Women                   | 16%          | 13           | 59              |
| 18-24                   | 10%          | 13           | 68              |
| 25-34                   | 10%          | 15           | 63              |
| 35-54                   | 19%          | 13           | 61              |
| 55+                     | 18%          | 13           | 56              |
| Black                   | 14%          | 12           | 64              |
| Hispanic                | 16%          | 15           | 60              |
| Speaks Spanish at home  | 18%          | 14           | 59              |
| Has children <18        | 19%          | 14           | 56              |
| <High school            | 21%          | 14           | 57              |
| High school graduate    | 14%          | 14           | 61              |
| Some college            | 15%          | 11           | 66              |
| College graduate        | 3%           | 14           | 73              |
| Current student         | 9%           | 12           | 69              |
| Employed                | 12%          | 16           | 64              |
| Unemployed              | 12%          | 14           | 65              |
| Other                   | 21%          | 9            | 58              |
| <\$25K                  | 17%          | 16           | 54              |
| \$25-50K                | 14%          | 16           | 63              |
| \$50K+                  | 11%          | 12           | 73              |
| <10 yrs in area         | 11%          | 17           | 59              |
| 10-20 yrs in area       | 16%          | 10           | 63              |
| 20+ yrs in area         | 17%          | 11           | 66              |
| Compton                 | 15%          | 15           | 59              |
| Paramount/Lynwood       | 19%          | 13           | 58              |
| North Long Beach/Carson | 7%           | 12           | 71              |

### Comparative Ability to Transfer – Community

Q39. As far as you know, are four-year universities [ROTATE: more likely or less likely] to take transfer students from El Camino College Compton Center than from other community colleges in this area, or do you think it's about the same?

|                         | More likely | Less likely | About the same |
|-------------------------|-------------|-------------|----------------|
| <b>Total</b>            | <b>10%</b>  | <b>15</b>   | <b>63</b>      |
| Men                     | 5%          | 17          | 66             |
| Women                   | 13%         | 14          | 60             |
| 18-24                   | 8%          | 14          | 68             |
| 25-34                   | 10%         | 15          | 64             |
| 35-54                   | 10%         | 18          | 58             |
| 55+                     | 9%          | 12          | 63             |
| Black                   | 8%          | 16          | 69             |
| Hispanic                | 11%         | 16          | 61             |
| Speaks Spanish at home  | 13%         | 15          | 62             |
| Has children <18        | 11%         | 15          | 63             |
| <High school            | 19%         | 16          | 58             |
| High school graduate    | 8%          | 12          | 67             |
| Some college            | 7%          | 19          | 59             |
| College graduate        | 6%          | 17          | 69             |
| Current student         | 9%          | 13          | 66             |
| Employed                | 8%          | 16          | 64             |
| Unemployed              | 8%          | 18          | 69             |
| Other                   | 14%         | 13          | 57             |
| <\$25K                  | 13%         | 13          | 64             |
| \$25-50K                | 6%          | 24          | 62             |
| \$50K+                  | 6%          | 15          | 62             |
| <10 yrs in area         | 8%          | 15          | 67             |
| 10-20 yrs in area       | 9%          | 12          | 61             |
| 20+ yrs in area         | 11%         | 17          | 61             |
| Compton                 | 14%         | 13          | 62             |
| Paramount/Lynwood       | 10%         | 17          | 60             |
| North Long Beach/Carson | 4%          | 20          | 60             |

### Ethno-racial Makeup of Student Body – Community

Q40. As far as you know, are the students at El Camino College Compton Center [ROTATE: mostly African American, mostly Hispanic or Latino], about half African American and half Latino, or something else?

|                        | Mostly African<br>American | Mostly<br>Hispanic/Latino | Half and half | Something else |
|------------------------|----------------------------|---------------------------|---------------|----------------|
| <b>Total</b>           | 7%                         | 9                         | 61            | 6              |
| Men                    | 7%                         | 6                         | 65            | 8              |
| Women                  | 7%                         | 12                        | 58            | 4              |
| 18-24                  | 5%                         | 5                         | 75            | 3              |
| 25-34                  | 8%                         | 8                         | 62            | 9              |
| 35-54                  | 9%                         | 10                        | 64            | 5              |
| 55+                    | 7%                         | 13                        | 42            | 9              |
| Black                  | 4%                         | 15                        | 61            | 5              |
| Hispanic               | 9%                         | 8                         | 65            | 6              |
| Speaks Spanish at home | 10%                        | 9                         | 65            | 7              |
| Has children <18       | 8%                         | 10                        | 64            | 8              |
| <High school           | 13%                        | 9                         | 61            | 4              |
| High school graduate   | 7%                         | 8                         | 68            | 5              |
| Some college           | 4%                         | 9                         | 59            | 9              |
| College graduate       | 4%                         | 13                        | 51            | 7              |
| Current student        | 7%                         | 6                         | 71            | 2              |
| Employed               | 7%                         | 9                         | 66            | 5              |
| Unemployed             | 6%                         | 9                         | 67            | 7              |
| Other                  | 9%                         | 11                        | 48            | 7              |
| <\$25K                 | 11%                        | 9                         | 60            | 5              |
| \$25-50K               | 6%                         | 8                         | 70            | 5              |
| \$50K+                 | 4%                         | 11                        | 61            | 9              |
| <10 yrs in area        | 10%                        | 7                         | 59            | 5              |
| 10-20 yrs in area      | 7%                         | 8                         | 72            | 4              |
| 20+ yrs in area        | 5%                         | 13                        | 57            | 9              |
| Compton                | 6%                         | 13                        | 69            | 4              |
| Paramount/Lynwood      | 11%                        | 9                         | 58            | 5              |
| North Long             | 7%                         | 8                         | 53            | 6              |
| Beach/Carson           |                            |                           |               |                |

### Assessment of Compton Center Offerings – Community

Do you think each of the following is definitely, probably, probably not, or definitely not offered at El Camino College Compton Center? RANDOMIZE

Q44. English as a Second Language; Q45. An AA or associates degree; Q42. Certification in professional areas such as a nursing or a paralegal program; Q47. Athletic programs for men and women such as soccer, basketball, football, and softball

| <i>% saying "Definitely offered"</i> | <b>English as a Second Language</b> | <b>AA or associates degree</b> | <b>Certification in professional areas</b> | <b>Athletic programs</b> |
|--------------------------------------|-------------------------------------|--------------------------------|--|--------------------------|
| <b>Total</b>                         | <b>46%</b>                          | <b>39%</b>                     | <b>36%</b>                                 | <b>36%</b>               |
| Men                                  | 45%                                 | 41%                            | 36%  | 44%                      |
| Women                                | 46%                                 | 37%                            | 35%  | 29%                      |
| 18-24                                | 51%                                 | 43%                            | 39%  | 56%                      |
| 25-34                                | 47%                                 | 45%                            | 33%  | 35%                      |
| 35-54                                | 41%                                 | 35%                            | 36%  | 31%                      |
| 55+                                  | 48%                                 | 34%                            | 34%  | 25%                      |
| Black                                | 52%                                 | 51%                            | 45%  | 52%                      |
| Hispanic                             | 44%                                 | 36%                            | 35%  | 34%                      |
| Speaks Spanish at home               | 46%                                 | 32%                            | 35%  | 35%                      |
| Has children <18                     | 46%                                 | 38%                            | 39%  | 38%                      |
| <High school                         | 38%                                 | 20%                            | 27%  | 28%                      |
| High school graduate                 | 48%                                 | 37%                            | 43%  | 40%                      |
| Some college                         | 46%                                 | 51%                            | 36%  | 42%                      |
| College graduate                     | 54%                                 | 56%                            | 29%  | 34%                      |
| Current student                      | 50%                                 | 50%                            | 36%  | 49%                      |
| Employed                             | 44%                                 | 44%                            | 38%  | 39%                      |
| Unemployed                           | 47%                                 | 39%                            | 32%  | 46%                      |
| Other                                | 50%                                 | 30%                            | 36%  | 23%                      |
| <\$25K                               | 51%                                 | 38%                            | 42%  | 39%                      |
| \$25-50K                             | 39%                                 | 41%                            | 32%  | 33%                      |
| \$50K+                               | 43%                                 | 42%                            | 29%  | 34%                      |
| <10 yrs in area                      | 40%                                 | 37%                            | 35%  | 34%                      |
| 10-20 yrs in area                    | 56%                                 | 40%                            | 32%  | 42%                      |
| 20+ yrs in area                      | 45%                                 | 42%                            | 42%  | 34%                      |
| Compton                              | 57%                                 | 40%                            | 37%  | 44%                      |
| Paramount/Lynwood                    | 41%                                 | 35%                            | 35%  | 31%                      |
| North Long Beach/Carson              | 43%                                 | 40%                            | 35%  | 27%                      |

### Assessment of Compton Center Offerings (cont.) – Community

Please tell me if you think it is very important, somewhat important, not very important or not at all important for your local community to have a college that offers each of the following kinds of classes and services? (RANDOMIZE)

Q41. The first two years of college for students who plan to transfer to four-year colleges; Q43.

Training in trades such as automotive repair, electrical, air conditioning, and others; Q46. Enrichment classes such as music, art, and dance

| <i>% saying "Definitely offered"</i> | <b>The first two years<br/>of college</b> | <b>Training<br/>in trades</b> | <b>Enrichment<br/>classes</b> |
|--------------------------------------|---|-------------------------------|-------------------------------|
| <b>Total</b>                         | <b>34%</b>                                | <b>32%</b>                    | <b>32%</b>                    |
| Men                                  | 33%                                       | 36%                           | 35%                           |
| Women                                | 36%                                       | 28%                           | 30%                           |
| 18-24                                | 53%                                       | 38%                           | 46%                           |
| 25-34                                | 32%                                       | 29%                           | 29%                           |
| 35-54                                | 28%                                       | 32%                           | 30%                           |
| 55+                                  | 30%                                       | 30%                           | 26%                           |
| Black                                | 43%                                       | 39%                           | 47%                           |
| Hispanic                             | 32%                                       | 31%                           | 27%                           |
| Speaks Spanish at home               | 31%                                       | 29%                           | 27%                           |
| Has children <18                     | 33%                                       | 34%                           | 31%                           |
| <High school                         | 30%                                       | 23%                           | 19%                           |
| High school graduate                 | 37%                                       | 40%                           | 36%                           |
| Some college                         | 31%                                       | 32%                           | 34%                           |
| College graduate                     | 47%                                       | 24%                           | 37%                           |
| Current student                      | 51%                                       | 31%                           | 39%                           |
| Employed                             | 34%                                       | 33%                           | 31%                           |
| Unemployed                           | 42%                                       | 37%                           | 40%                           |
| Other                                | 30%                                       | 26%                           | 29%                           |
| <\$25K                               | 38%                                       | 38%                           | 34%                           |
| \$25-50K                             | 30%                                       | 26%                           | 32%                           |
| \$50K+                               | 32%                                       | 29%                           | 27%                           |
| <10 yrs in area                      | 34%                                       | 34%                           | 30%                           |
| 10-20 yrs in area                    | 35%                                       | 29%                           | 36%                           |
| 20+ yrs in area                      | 35%                                       | 34%                           | 32%                           |
| Compton                              | 42%                                       | 35%                           | 37%                           |
| Paramount/Lynwood                    | 31%                                       | 26%                           | 34%                           |
| North Long Beach/Carson              | 26%                                       | 31%                           | 26%                           |

## **Appendix B: Student Survey Questionnaire and Crosstab Tables**



## El Camino College Compton Center Student Survey 2009

Interviewing conducted December 16-22, 2009

N = 400 students with 1 or more credits during the Fall 2009 semester

Margin of sampling error is  $\pm 4.6$  percentage points.

Percents may add to 99% or 101% due to rounding.

\* indicates less than 1%, -- indicates zero.

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May I speak with \_\_\_\_\_?

Hello, my name is \_\_\_\_\_, and I am an interviewer with BRS, an opinion research company. We are conducting a confidential survey of students for El Camino College Compton Center and your name was selected at random and will not be associated with your answers in anyway. **(IF NECESSARY, ARRANGE FOR A CALL BACK AND RECORD DATE AND TIME. REPEAT INTRO AS NECESSARY.)**

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|   |        |      |
|---|--------|------|
| S1. Just to make sure that the list is correct, did you take one or more classes at El Camino College Compton Center, either in person or online, during the Fall 2009 semester just completed? | YES    | 100% |
|   | NO     | --   |
|   | DK/REF | --   |

---

|  |             |     |
|--|-------------|-----|
| Q1. First I have a question about the community where you live. In general, are things in your community going in the right direction, or are they off on the wrong track? | RIGHT TRACK | 86% |
|  | WRONG TRACK | 11  |
|  | DK/REF      | 4   |

---

|  |                         |     |
|--|-------------------------|-----|
| Q2. Before you enrolled at El Camino College Compton Center, did you attend any other community college? | YES                     | 34% |
|  | Cerritos College        | 8%  |
|  | Long Beach City College | 7   |
|  | Southwest College       | 5   |
|  | El Camino College -     |     |
|  | Torrance                | 4   |
|  | Cal State               | 1   |
|  | Other                   | 15  |
|  | DK/REF                  | 1%  |
|  | NO                      | 66  |

---

Please tell me if each of the following describes your academic goals for your experience at El Camino College Compton Center (RANDOMIZE)

|   | Yes | No | DK/<br>REF |
|---|-----|----|------------|
| Q4. Planning to transfer to a four-year college   | 72% | 22 | 6          |
| Q5. Planning to get an associates or AA degree  | 82% | 17 | 1          |
| Q6. Learning new skills to help change jobs or careers  | 77% | 23 | --         |
| Q7. Taking courses for personal enrichment, not for a degree  | 36% | 63 | 1          |
| Q8. Taking courses to learn English   | 24% | 76 | --         |
| Q9. Planning to get a certificate or degree in a specific program such as nursing, child development, automotive, or a trade. | 55% | 45 | *          |

|   |   |            |
|---|---|------------|
| Q9. Planning to get a certificate or degree in a specific program such as nursing, child development, automotive, or a trade. | <b>YES</b>                                | <b>55%</b> |
| Q9a. (IF Q9=YES) Which program is that? (DO NOT READ CODES)   | Nursing                                   | 26%        |
|   | Childhood education/<br>Child development | 9          |
|   | Administration of justice                 | 4          |
|   | Automotive repair/Technology              | 3          |
|   | Welding                                   | 3          |
|   | Business/Accounting                       | 2          |
|   | Computer drafting/Design                  | 1          |
|   | Computer information systems              | 1          |
|   | Cosmetology                               | 1          |
|   | Culinary                                  | 1          |
|   | Fashion                                   | 1          |
|   | Fire and emergency technology             | 1          |
|   | Real Estate                               | 1          |
|   | Engineering                               | *          |
|   | Forensic artist                           | *          |
|   | Machine tool technology                   | *          |
|   | Medical assistant                         | *          |
|   | Nutrition                                 | *          |
|   | Radiology                                 | *          |
|   | DK/REF                                    | 1          |
|   | <b>NO</b>                                 | <b>45</b>  |

|   |     |     |
|---|-----|-----|
| Q10. Have you ever taken any courses at the Torrance Campus of El Camino? | YES | 16% |
|   | NO  | 84  |

|  |  |     |
|--|--|-----|
| Q11. Why did you enroll at the Compton Center as opposed to any other college? Anything else? OPEN END - GET AT LEAST TWO REASONS. | Location/Convenience                         | 75% |
|  | Availability of courses                      | 14  |
|  | Quality/reputation of school/faculty         | 12  |
|  | Recommendation of family/friends             | 7   |
|  | Sports                                       | 5   |
|  | Recommendation of counselor/coach/etc.       | 2   |
|  | Cost   | 2   |
|  | Smaller/more personal attention              | 2   |
|  | Requirement/getting credits for other school | 1   |
|  | Childcare                                    | *   |
|  | Parking                                      | *   |
| Other  | 1  |     |
| DK/REF   | 4  |     |

Please tell me if each of the following was very important, somewhat important, not very important, or not important at all as a reason that you decided to attend El Camino College Compton Center (RANDOMIZE)

|   | <b>Very important</b> | <b>Smwt important</b> | <b>Not very important</b> | <b>Not at all important</b> | <b>DK/REF</b> |
|---|-----------------------|-----------------------|---------------------------|-----------------------------|---------------|
| Q12. How close the campus is to your home                                     | 64%                   | 24                    | 5                         | 6                           | --            |
| Q13. The college's academic reputation overall                                | 54%                   | 29                    | 6                         | 11                          | *             |
| Q14. A specific course or area of study that the Compton Center offers        | 66%                   | 23                    | 5                         | 7                           | --            |
| Q15. Recommendations from friends or family                                   | 42%                   | 32                    | 8                         | 17                          | *             |
| Q16. Recommendations from a high school guidance counselor, teacher, or coach | 34%                   | 22                    | 13                        | 30                          | *             |
| Q17. Your impression of who the other students are who attend that college    | 22%                   | 31                    | 18                        | 29                          | *             |
| Q18. The cost   | 60%                   | 19                    | 6                         | 13                          | 1             |
| Q19. Where your friends are going to college                                  | 24%                   | 18                    | 18                        | 39                          | 1             |

|  |                      |     |
|--|----------------------|-----|
| Q20. Overall, would you say you are very satisfied, somewhat satisfied, somewhat unsatisfied, or very unsatisfied with your experiences at El Camino College Compton Center? | VERY SATISFIED       | 60% |
|  | SOMEWHAT SATISFIED   | 34  |
|  | SOMEWHAT UNSATISFIED | 3   |
|  | VERY UNSATISFIED     | 2   |
|  | DK/REF               | *   |

Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does apply to your experience, just tell me. (RANDOMIZE)

|   | Excellent | Good | Just okay | Not very good | Poor | N/A | DK/REF |
|---|-----------|------|-----------|---------------|------|-----|--------|
| Q21. The courses you have taken   | 46%       | 41   | 10        | 2             | 1    | 1   | --     |
| Q22. The time of day and days of the week that your courses are offered                           | 43%       | 37   | 14        | 3             | 2    | 1   | --     |
| Q23. Getting into the courses you wanted or needed before they filled up                          | 39%       | 36   | 16        | 4             | 4    | *   | *      |
| Q24. Your experiences with counseling staff   | 31%       | 38   | 16        | 2             | 7    | 6   | --     |
| Q25. The availability of the professors to help you one on one                                    | 39%       | 32   | 18        | 5             | 4    | 3   | --     |
| Q26. How well the professors teach their subject matter   | 45%       | 38   | 12        | 2             | 2    | *   | --     |
| Q27. How safe the campus feels at night   | 18%       | 27   | 15        | 7             | 7    | 25  | 1      |
| Q28. How safe the campus feels during the day   | 41%       | 40   | 12        | 1             | 1    | 5   | --     |
| Q29. The process of registering for classes   | 36%       | 37   | 19        | 4             | 4    | --  | --     |
| Q30. The helpfulness of administrative staff  | 32%       | 35   | 21        | 4             | 5    | 3   | *      |
| Q31. How seriously other students take their work   | 22%       | 35   | 26        | 4             | 4    | 8   | 1      |
| Q32. The availability of extracurricular activities that interest you                             | 24%       | 31   | 19        | 4             | 4    | 18  | --     |
| Q33. Communication from the administration to keep you informed about what is happening on campus | 28%       | 33   | 20        | 7             | 8    | 4   | *      |
| Q34. The social life on campus  | 23%       | 36   | 22        | 2             | 2    | 14  | *      |
| Q35. The library  | 31%       | 37   | 14        | 2             | 2    | 13  | 1      |

|  | <b>Excellent</b> | <b>Good</b> | <b>Just okay</b> | <b>Not very good</b> | <b>Poor</b> | <b>N/A</b> | <b>DK/REF</b> |
|--|------------------|-------------|------------------|----------------------|-------------|------------|---------------|
| Q36. The condition of the buildings                  | 16%              | 33          | 28               | 10                   | 11          | 1          | --            |
| Q37. The quality of laboratory facilities            | 21%              | 35          | 21               | 5                    | 6           | 12         | --            |
| Q38. The number of students in your classes          | 31%              | 44          | 19               | 1                    | 2           | 3          | --            |
| Q39. The availability of parking                     | 29%              | 33          | 18               | 5                    | 7           | 7          | --            |
| Q40. The racial and ethnic mix of students on campus | 30%              | 43          | 18               | 2                    | 2           | 4          | --            |

(IF YES IN Q10, N=64) Now, thinking about your experiences at the Torrance campus of El Camino College, please tell me if you would rate each of the following aspects of your experiences as excellent, good, just okay, not very good, or poor (RANDOMIZE). If one of these does not apply to your experience, just tell me.

|  | <b>Excellent</b> | <b>Good</b> | <b>Just okay</b> | <b>Not very good</b> | <b>Poor</b> | <b>N/A</b> | <b>DK/REF</b> |
|--|------------------|-------------|------------------|----------------------|-------------|------------|---------------|
| Q41. (IF YES IN Q10) The courses you have taken                                  | 35%              | 46          | 10               | --                   | 3           | 3          | 2             |
| Q42. (IF YES IN Q10) The schedule and availability of courses                    | 24%              | 44          | 12               | 5                    | 7           | 5          | 3             |
| Q43. (IF YES IN Q10) The availability of transportation between the two campuses | 10%              | 29          | 25               | 3                    | 3           | 29         | --            |

|  |                |     |
|--|----------------|-----|
| Q44. Do you suppose that the quality of education available at El Camino College Compton Center is better, worse, or about the same as that offered by other community colleges in the area? | BETTER         | 21% |
|  | WORSE          | 10  |
|  | ABOUT THE SAME | 64  |
|  | DK/REF         | 6   |

|  |                |     |
|--|----------------|-----|
| Q45. Do you suppose that the current reputation of El Camino College Compton Center is better, worse, or about the same as other community colleges in the area? | BETTER         | 25% |
|  | WORSE          | 19  |
|  | ABOUT THE SAME | 51  |
|  | DK/REF         | 6   |

---

|  |                    |     |
|--|--------------------|-----|
| Q46. Do you participate in any activities outside of classes at El Camino College Compton Center, such as sports, theater, student government, clubs, or another extracurricular activity? IF YES, ASK: What activities? (ACCEPT MULTIPLE RESPONSES) | NO/NONE            | 83% |
|  | SPORTS             | 9   |
|  | CLUBS              | 4   |
|  | THEATER            | 1   |
|  | STUDENT GOVERNMENT | 1   |
|  | VOLUNTEERING       | 1   |
|  | OTHER              | 1   |
| DK/REF   | *                  |     |

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|   |               |     |
|---|---------------|-----|
| Q47. A few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College's academic programs and it was renamed El Camino College Compton Center. How much had you heard about this situation before this interview: nothing, just a little, some, or a great deal? | NOTHING       | 23% |
|   | JUST A LITTLE | 22  |
|   | SOME          | 23  |
|   | A GREAT DEAL  | 32  |
|   | DK/REF        | --  |

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|  |   |     |
|--|---|-----|
| Q48. In your opinion, would it be better for the community college in Compton to continue to operate as a part of El Camino College, or it would be better if Compton became an independent college again? | TO CONTINUE TO BE PART OF EL CAMINO COLLEGE | 57% |
|  | BECOME INDEPENDENT COLLEGE AGAIN            | 38% |
|  | DK/REF                                      | 5%  |

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Now I have some questions about you to help classify your responses:

|   |                                 |     |
|---|---------------------------------|-----|
| Q49. What city or community do you live in? | COMPTON                         | 36% |
|   | LONG BEACH/<br>NORTH LONG BEACH | 18  |
|   | LOS ANGELES                     | 13  |
|   | CARSON                          | 6   |
|   | LYNWOOD                         | 5   |
|   | BELLFLOWER                      | 4   |
|   | GARDENA                         | 3   |
|   | HUNTINGDON PARK                 | 2   |
|   | PARAMOUNT                       | 1   |
|   | HAWTHORNE                       | 1   |
|   | LAKWOOD                         | 1   |
|   | SOUTHGATE                       | 1   |
|   | NORWALK                         | 1   |
|   | OTHER                           | 8   |
|   | DK/REF                          | 7   |

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|                                 |        |     |
|---------------------------------|--------|-----|
| Q50. And what is your zip code? | 90220  | 13% |
|                                 | 90221  | 14  |
|                                 | 90222  | 8   |
|                                 | 90262  | 5   |
|                                 | 90723  | 1   |
|                                 | 90805  | 11  |
|                                 | 90746  | 5   |
|                                 | 90059  | 3   |
|                                 | OTHER  | 40  |
|                                 | DK/REF | *   |

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|   |                         |     |
|---|-------------------------|-----|
| Q51. How long have you lived in this area? Less than five years, five to ten years, ten to twenty years, or more than twenty years? | LESS THAN 5 YEARS       | 29% |
|   | 5 TO LESS THAN 10 YEARS | 25  |
|   | 10 TO 20 YEARS          | 30  |
|   | MORE THAN 20 YEARS      | 17  |
|   | DK/REF                  | 1   |

---

|   |        |     |
|---|--------|-----|
| Q52. Are you the parent or guardian of any children under 18 who live with you? | YES    | 35% |
|   | NO     | 64  |
|   | DK/REF | 1   |

---

|   |   |                 |
|---|---|-----------------|
| Q53. Are you married, divorced, separated, widowed, or have you never been married?   | MARRIED                                     | 14%             |
|   | DIVORCED                                    | 5               |
|   | SEPARATED                                   | 3               |
|   | WIDOWED                                     | 1               |
|   | NEVER MARRIED                               | 76              |
|   | DK/REF                                      | 1               |
| Q54. In addition to being a student, are you currently employed full time, employed part-time, or not employed?                               | EMPLOYED FULL-TIME                          | 24%             |
|   | EMPLOYED PART-TIME                          | 22              |
|   | NOT EMPLOYED                                | 53              |
|   | DK/REF                                      | 1               |
| Q55. [IF NOT EMPLOYED IN Q54] Are you looking for work?   | YES   | 37%             |
|   | NO  | 16              |
|   | DK/REF                                      | --              |
| Q56. Before you started at El Camino College Compton Center, did you have a high school diploma, a GED, or neither?                           | DIPLOMA                                     | 80%             |
|   | GED   | 6               |
|   | NEITHER                                     | 13              |
|   | DK/REF                                      | 1               |
| Q57. Do you already have any degrees or certificates beyond a high school diploma or GED?   | YES, ASSOCIATES/<br>CERTIFICATE/TECHNICAL   | 26%             |
|   | YES, BACHELORS/BA/<br>4-YEAR DEGREE         | 5               |
|   | YES, MASTERS/JD/PHD                         | 1               |
|   | NO  | 68              |
|   | DK/REF                                      | 1               |
|   | Q58. Are you of Hispanic or Latino descent? | WHITE/CAUCASIAN |
| Q59. IF NO IN Q58. Do you consider yourself white, Black or African American, Asian or Pacific Islander, or something else? PROBE IF BIRACIAL | BLACK/<br>AFRICAN AMERICAN                  | 50              |
|   | HISPANIC/LATINO                             | 38              |
|   | ASIAN/<br>PACIFIC ISLANDER                  | 3               |
|   | SOMETHING ELSE<br>(SPECIFY)                 | *               |
|   | BIRACIAL                                    | 3               |
|   | DK/REF                                      | 3               |



|  |         |     |
|--|---------|-----|
| Q60. What language do you speak at home? | ENGLISH | 65% |
|  | SPANISH | 11  |
|  | BOTH    | 19  |
|  | TAGALOG | 1   |
|  | OTHER   | 3   |
|  | DK/REF  | 1   |

---

|  |                       |     |
|--|-----------------------|-----|
| Q61. Stop me when I come to the category in which your household income fell before taxes last year. Was it [READ LIST]? | LESS THAN \$25,000    | 38% |
|  | \$25,000 TO \$50,000  | 26  |
|  | \$50,000 TO \$75,000  | 8   |
|  | \$75,000 TO \$100,000 | 4   |
|  | \$100,000 OR MORE     | 2   |
|  | DK/REF                | 22  |

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|  |          |     |
|--|----------|-----|
| Q62. In what year were you born?           | UNDER 25 | 53% |
| Q62a. [IF DK/REF in Q62]: Are you between: | 25-34    | 20  |
|  | 35+      | 25  |
|  | DK/REF   | --  |

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|                     |        |     |
|---------------------|--------|-----|
| GENDER (DO NOT ASK) | MALE   | 36% |
|                     | FEMALE | 64  |

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### Assessment of Community – Students

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Q1. First I have a question about the community where you live. In general, are things in your community going in the right direction, or are they off on the wrong track?

|                        | Right direction | Wrong track |
|------------------------|-----------------|-------------|
| <b>Total</b>           | <b>86%</b>      | <b>11</b>   |
| Men                    | 88%             | 8           |
| Women                  | 84%             | 12          |
| <25 years              | 88%             | 10          |
| 25-34                  | 86%             | 6           |
| 35+                    | 80%             | 17          |
| Black                  | 83%             | 13          |
| Hispanic               | 89%             | 8           |
| Speaks Spanish at home | 86%             | 10          |
| Has children <18       | 85%             | 12          |
| Working                | 86%             | 11          |
| Not working            | 85%             | 11          |
| <\$25K                 | 80%             | 16          |
| \$25+                  | 89%             | 8           |
| <5 yrs in area         | 78%             | 15          |
| 5-10 yrs in area       | 86%             | 12          |
| 10+ yrs in area        | 90%             | 8           |
| Compton                | 89%             | 11          |
| Long Beach/Carson      | 89%             | 8           |
| Other                  | 81%             | 12          |
| Campus only            | 86%             | 11          |
| On-line                | 86%             | 11          |
| Up to 5 credits        | 85%             | 11          |
| 5.5-11.5 credits       | 86%             | 10          |
| 12+ credits            | 87%             | 11          |
| Nursing students       | 85%             | 12          |

---

### Academic Goals at Compton Center – Students

Please tell me if each of the following describes your academic goals for your experience at El Camino College Compton Center (RANDOMIZE) Q5. Planning to get an associates or AA degree

Q6. Learning new skills to help change jobs or careers Q4. Planning to transfer to a four-year college

| <i>% saying "yes"</i>     | <b>Getting an associates<br/>or AA degree</b> | <b>Learning new skills to<br/>change jobs</b> | <b>Transferring to a<br/>4-yr college</b> |
|---------------------------|---|---|---|
| <b>Total</b>              | <b>82%</b>                                    | <b>77%</b>                                    | <b>72%</b>                                |
| Men                       | 80%   | 82%   | 77%                                       |
| Women                     | 83%   | 75%   | 69%                                       |
| <25 years                 | 81%   | 72%   | 81%                                       |
| 25-34                     | 86%   | 78%   | 68%                                       |
| 35+                       | 81%   | 86%   | 53%                                       |
| Black                     | 85%   | 81%   | 75%                                       |
| Hispanic                  | 81%   | 75%   | 70%                                       |
| Speaks Spanish at<br>home | 83%   | 76%   | 73%                                       |
| Has children <18          | 88%   | 80%   | 69%                                       |
| Working                   | 78%   | 77%   | 69%                                       |
| Not working               | 85%   | 77%   | 73%                                       |
| <\$25K                    | 90%   | 84%   | 68%                                       |
| \$25+                     | 76%   | 72%   | 71%                                       |
| <5 yrs in area            | 85%   | 70%   | 76%                                       |
| 5-10 yrs in area          | 86%   | 79%   | 70%                                       |
| 10+ yrs in area           | 77%   | 80%   | 70%                                       |
| Compton                   | 81%   | 78%   | 79%                                       |
| Long Beach/Carson         | 84%   | 79%   | 71%                                       |
| Other                     | 81%   | 76%   | 66%                                       |
| Campus only               | 84%   | 77%   | 72%                                       |
| On-line                   | 73%   | 76%   | 69%                                       |
| Up to 5 credits           | 75%   | 81%   | 68%                                       |
| 5.5-11.5 credits          | 81%   | 77%   | 75%                                       |
| 12+ credits               | 91%   | 73%   | 71%                                       |
| Nursing students          | 78%   | 80%   | 56%                                       |

### Academic Goals at Compton Center (cont.) – Students

Please tell me if each of the following describes your academic goals for your experience at El Camino College Compton Center (RANDOMIZE) Q9. Planning to get a certificate or degree in a specific program such as nursing, child development, automotive, or a trade Q7. Taking courses for personal enrichment, not for a degree Q8. Taking courses to learn English

| <i>% saying "yes"</i>  | <b>Getting a degree in a specific program</b> | <b>Personal enrichment, not for a degree</b> | <b>Taking courses to learn English</b> |
|------------------------|---|--|--|
| <b>Total</b>           | <b>55%</b>                                    | <b>36%</b>                                   | <b>24%</b>                             |
| Men                    | 41%   | 40%  | 28%                                    |
| Women                  | 62%   | 34%  | 22%                                    |
| <25 years              | 45%   | 35%  | 25%                                    |
| 25-34                  | 63%   | 40%  | 28%                                    |
| 35+                    | 68%   | 37%  | 19%                                    |
| Black                  | 57%   | 31%  | 26%                                    |
| Hispanic               | 50%   | 40%  | 27%                                    |
| Speaks Spanish at home | 49%   | 38%  | 30%                                    |
| Has children <18       | 68%   | 33%  | 27%                                    |
| Working                | 58%   | 37%  | 24%                                    |
| Not working            | 51%   | 36%  | 25%                                    |
| <\$25K                 | 54%   | 40%  | 30%                                    |
| \$25+                  | 56%   | 33%  | 19%                                    |
| <5 yrs in area         | 52%   | 36%  | 26%                                    |
| 5-10 yrs in area       | 52%   | 37%  | 31%                                    |
| 10+ yrs in area        | 58%   | 36%  | 19%                                    |
| Compton                | 52%   | 35%  | 28%                                    |
| Long Beach/Carson      | 50%   | 39%  | 23%                                    |
| Other                  | 60%   | 35%  | 22%                                    |
| Campus only            | 54%   | 36%  | 26%                                    |
| On-line                | 59%   | 38%  | 16%                                    |
| Up to 5 credits        | 53%   | 39%  | 22%                                    |
| 5.5-11.5 credits       | 59%   | 35%  | 26%                                    |
| 12+ credits            | 51%   | 34%  | 24%                                    |
| Nursing students       | 100%  | 28%  | 18%                                    |

### Attendance at Torrance Campus – Students

Q10. Have you ever taken any courses at the Torrance Campus of El Camino?

|                        | Yes        | No        |
|------------------------|------------|-----------|
| <b>Total</b>           | <b>16%</b> | <b>84</b> |
| Men                    | 15%        | 85        |
| Women                  | 16%        | 84        |
| <25 years              | 12%        | 88        |
| 25-34                  | 24%        | 76        |
| 35+                    | 20%        | 80        |
| Black                  | 15%        | 85        |
| Hispanic               | 11%        | 89        |
| Speaks Spanish at home | 11%        | 89        |
| Has children <18       | 19%        | 81        |
| Working                | 20%        | 80        |
| Not working            | 13%        | 87        |
| <\$25K                 | 16%        | 84        |
| \$25+                  | 17%        | 83        |
| <5 yrs in area         | 15%        | 85        |
| 5-10 yrs in area       | 15%        | 85        |
| 10+ yrs in area        | 17%        | 83        |
| Compton                | 21%        | 79        |
| Long Beach/Carson      | 10%        | 90        |
| Other                  | 15%        | 85        |
| Campus only            | 16%        | 84        |
| On-line                | 16%        | 84        |
| Up to 5 credits        | 17%        | 83        |
| 5.5-11.5 credits       | 18%        | 82        |
| 12+ credits            | 12%        | 88        |
| Nursing students       | 19%        | 81        |

### Reasons for Choosing Compton Center open-end – Students

Q11. Why did you enroll at the Compton Center as opposed to any other college? Anything else?  
OPEN END - GET AT LEAST TWO REASONS.

|                           | Location/<br>convenience | Availability<br>of courses | Quality/<br>reputation/<br>faculty | Recommended<br>by family/<br>friends | Sports    |
|---------------------------|--------------------------|----------------------------|------------------------------------|--------------------------------------|-----------|
| <b>Total</b>              | <b>75%</b>               | <b>14%</b>                 | <b>12%</b>                         | <b>7%</b>                            | <b>5%</b> |
| Men                       | 72%                      | 10%                        | 13%                                | 10%                                  | 12%       |
| Women                     | 76%                      | 16%                        | 12%                                | 6%                                   | *         |
| <25 years                 | 76%                      | 9%                         | 10%                                | 5%                                   | 9%        |
| 25-34                     | 73%                      | 22%                        | 12%                                | 4%                                   | --        |
| 35+                       | 73%                      | 18%                        | 16%                                | 15%                                  | --        |
| Black                     | 77%                      | 11%                        | 14%                                | 7%                                   | 3%        |
| Hispanic                  | 76%                      | 14%                        | 10%                                | 8%                                   | 7%        |
| Speaks Spanish at<br>home | 75%                      | 15%                        | 10%                                | 7%                                   | 9%        |
| Has children <18          | 77%                      | 17%                        | 13%                                | 7%                                   | *         |
| Working                   | 77%                      | 16%                        | 14%                                | 7%                                   | 2%        |
| Not working               | 72%                      | 13%                        | 10%                                | 7%                                   | 7%        |
| <\$25K                    | 77%                      | 7%                         | 16%                                | 8%                                   | 4%        |
| \$25+                     | 71%                      | 19%                        | 12%                                | 8%                                   | 5%        |
| <5 yrs in area            | 74%                      | 16%                        | 7%                                 | 11%                                  | 4%        |
| 5-10 yrs in area          | 74%                      | 10%                        | 16%                                | 7%                                   | 8%        |
| 10+ yrs in area           | 75%                      | 15%                        | 13%                                | 5%                                   | 3%        |
| Compton                   | 92%                      | 9%                         | 10%                                | 2%                                   | 2%        |
| Long Beach/Carson         | 75%                      | 11%                        | 20%                                | 10%                                  | 5%        |
| Other                     | 59%                      | 21%                        | 9%                                 | 11%                                  | 7%        |
| Campus only               | 76%                      | 14%                        | 14%                                | 8%                                   | 5%        |
| On-line                   | 69%                      | 15%                        | 5%                                 | 5%                                   | 2%        |
| Up to 5 credits           | 72%                      | 16%                        | 11%                                | 6%                                   | 3%        |
| 5.5-11.5 credits          | 73%                      | 17%                        | 10%                                | 10%                                  | 5%        |
| 12+ credits               | 80%                      | 7%                         | 17%                                | 6%                                   | 6%        |
| Nursing students          | 72%                      | 20%                        | 14%                                | 11%                                  | --        |

### Factors in Choosing Compton Center – Students

Please tell me if each of the following was very important, somewhat important, not very important, or not important at all as a reason that you decided to attend El Camino College Compton Center (RANDOMIZE) Q14. A specific course or area of study that the Compton Center offers Q12. How close the campus is to your home Q18. The cost Q13. The college's academic reputation overall

| <i>% saying "very important"</i> | <b>Specific course or area of study</b> | <b>How close it is to home</b> | <b>Cost</b> | <b>Overall reputation</b> |
|----------------------------------|---|--------------------------------|-------------|---------------------------|
| <b>Total</b>                     | <b>66%</b>                              | <b>64%</b>                     | <b>60%</b>  | <b>54%</b>                |
| Men                              | 58%                                     | 60%                            | 58%         | 52%                       |
| Women                            | 71%                                     | 67%                            | 62%         | 55%                       |
| <25 years                        | 56%                                     | 61%                            | 60%         | 53%                       |
| 25-34                            | 72%                                     | 73%                            | 53%         | 52%                       |
| 35+                              | 82%                                     | 65%                            | 67%         | 60%                       |
| Black                            | 69%                                     | 62%                            | 58%         | 54%                       |
| Hispanic                         | 62%                                     | 68%                            | 65%         | 55%                       |
| Speaks Spanish at home           | 62%                                     | 67%                            | 65%         | 50%                       |
| Has children <18                 | 78%                                     | 72%                            | 63%         | 61%                       |
| Working                          | 69%                                     | 67%                            | 61%         | 51%                       |
| Not working                      | 63%                                     | 62%                            | 60%         | 57%                       |
| <\$25K                           | 68%                                     | 70%                            | 64%         | 58%                       |
| \$25+                            | 66%                                     | 64%                            | 57%         | 52%                       |
| <5 yrs in area                   | 68%                                     | 62%                            | 56%         | 55%                       |
| 5-10 yrs in area                 | 61%                                     | 61%                            | 58%         | 47%                       |
| 10+ yrs in area                  | 66%                                     | 67%                            | 64%         | 58%                       |
| Compton                          | 66%                                     | 72%                            | 61%         | 61%                       |
| Long Beach/Carson                | 66%                                     | 70%                            | 60%         | 50%                       |
| Other                            | 66%                                     | 54%                            | 60%         | 51%                       |
| Campus only                      | 67%                                     | 65%                            | 61%         | 54%                       |
| On-line                          | 62%                                     | 61%                            | 58%         | 54%                       |
| Up to 5 credits                  | 69%                                     | 67%                            | 59%         | 50%                       |
| 5.5-11.5 credits                 | 68%                                     | 61%                            | 62%         | 56%                       |
| 12+ credits                      | 60%                                     | 65%                            | 60%         | 55%                       |
| Nursing students                 | 78%                                     | 65%                            | 59%         | 58%                       |

### Factors in Choosing Compton Center (cont.) – Students

Please tell me if each of the following was very important, somewhat important, not very important, or not important at all as a reason that you decided to attend El Camino College Compton Center (RANDOMIZE) Q15. Recommendations from friends or family Q16. Recommendations from a high school guidance counselor, teacher, or coach Q19. Where your friends are going to college Q17. Your impression of who the other students are who attend that college

| <i>% saying "very important"</i> | <b>Friend/family recommendations</b> | <b>Academic recommendations</b> | <b>Where friends go to college</b> | <b>Impression of other students</b> |
|----------------------------------|--------------------------------------|---------------------------------|------------------------------------|-------------------------------------|
| <b>Total</b>                     | <b>42%</b>                           | <b>34%</b>                      | <b>24%</b>                         | <b>22%</b>                          |
| Men                              | 38%                                  | 30%                             | 22%                                | 23%                                 |
| Women                            | 44%                                  | 36%                             | 25%                                | 22%                                 |
| <25 years                        | 39%                                  | 33%                             | 23%                                | 21%                                 |
| 25-34                            | 38%                                  | 35%                             | 26%                                | 14%                                 |
| 35+                              | 53%                                  | 34%                             | 27%                                | 33%                                 |
| Black                            | 42%                                  | 32%                             | 21%                                | 22%                                 |
| Hispanic                         | 41%                                  | 38%                             | 29%                                | 21%                                 |
| Speaks Spanish at home           | 41%                                  | 41%                             | 30%                                | 24%                                 |
| Has children <18                 | 49%                                  | 39%                             | 27%                                | 20%                                 |
| Working                          | 42%                                  | 31%                             | 29%                                | 23%                                 |
| Not working                      | 42%                                  | 36%                             | 21%                                | 22%                                 |
| <\$25K                           | 49%                                  | 36%                             | 28%                                | 25%                                 |
| \$25+                            | 40%                                  | 32%                             | 22%                                | 21%                                 |
| <5 yrs in area                   | 46%                                  | 32%                             | 24%                                | 22%                                 |
| 5-10 yrs in area                 | 36%                                  | 27%                             | 18%                                | 18%                                 |
| 10+ yrs in area                  | 43%                                  | 39%                             | 27%                                | 24%                                 |
| Compton                          | 39%                                  | 41%                             | 25%                                | 20%                                 |
| Long Beach/Carson                | 48%                                  | 31%                             | 19%                                | 21%                                 |
| Other                            | 42%                                  | 30%                             | 27%                                | 25%                                 |
| Campus only                      | 43%                                  | 34%                             | 25%                                | 23%                                 |
| On-line                          | 36%                                  | 33%                             | 20%                                | 18%                                 |
| Up to 5 credits                  | 44%                                  | 40%                             | 25%                                | 26%                                 |
| 5.5-11.5 credits                 | 44%                                  | 32%                             | 25%                                | 23%                                 |
| 12+ credits                      | 37%                                  | 29%                             | 23%                                | 16%                                 |
| Nursing students                 | 47%                                  | 37%                             | 29%                                | 27%                                 |



### Satisfaction with Compton Center – Students

Q20. Overall, would you say you are very satisfied, somewhat satisfied, somewhat unsatisfied, or very unsatisfied with your experiences at El Camino College Compton Center?

|                        | Net<br>satisfied | Net<br>unsatisfied | Very<br>satisfied | Somewhat<br>satisfied | Somewhat<br>unsatisfied | Very<br>unsatisfied |
|------------------------|------------------|--------------------|-------------------|-----------------------|-------------------------|---------------------|
| <b>Total</b>           | <b>94%</b>       | <b>5</b>           | <b>60%</b>        | <b>34</b>             | <b>3</b>                | <b>2</b>            |
| Men                    | 95%              | 5                  | 60%               | 35                    | 1                       | 4                   |
| Women                  | 93%              | 7                  | 59%               | 34                    | 5                       | 2                   |
| <25 years              | 94%              | 5                  | 56%               | 38                    | 2                       | 3                   |
| 25-34                  | 91%              | 8                  | 63%               | 28                    | 5                       | 3                   |
| 35+                    | 95%              | 5                  | 65%               | 30                    | 4                       | 1                   |
| Black                  | 92%              | 8                  | 60%               | 32                    | 4                       | 4                   |
| Hispanic               | 97%              | 3                  | 64%               | 33                    | 2                       | 1                   |
| Speaks Spanish at home | 97%              | 3                  | 67%               | 30                    | 3                       | --                  |
| Has children <18       | 93%              | 7                  | 62%               | 31                    | 6                       | 1                   |
| Working                | 96%              | 3                  | 61%               | 35                    | 2                       | 1                   |
| Not working            | 92%              | 8                  | 58%               | 34                    | 4                       | 4                   |
| <\$25K                 | 93%              | 7                  | 65%               | 28                    | 3                       | 4                   |
| \$25+                  | 95%              | 5                  | 58%               | 37                    | 2                       | 3                   |
| <5 yrs in area         | 92%              | 8                  | 54%               | 38                    | 5                       | 3                   |
| 5-10 yrs in area       | 94%              | 6                  | 60%               | 34                    | 4                       | 2                   |
| 10+ yrs in area        | 96%              | 5                  | 62%               | 34                    | 3                       | 2                   |
| Compton                | 95%              | 6                  | 66%               | 29                    | 3                       | 3                   |
| Long Beach/<br>Carson  | 94%              | 6                  | 55%               | 39                    | 5                       | 1                   |
| Other                  | 94%              | 6                  | 57%               | 37                    | 3                       | 3                   |
| Campus only            | 94%              | 6                  | 60%               | 34                    | 3                       | 3                   |
| On-line                | 94%              | 5                  | 57%               | 37                    | 4                       | 1                   |
| Up to 5 credits        | 95%              | 5                  | 62%               | 33                    | 3                       | 2                   |
| 5.5-11.5 credits       | 94%              | 5                  | 58%               | 36                    | 2                       | 3                   |
| 12+ credits            | 92%              | 7                  | 58%               | 34                    | 5                       | 2                   |
| Nursing students       | 93%              | 8                  | 51%               | 42                    | 3                       | 5                   |

### Rating College Services – Students

Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does apply to your experience, just tell me. (RANDOMIZE) Q21. The courses you have taken Q26. How well the professors teach their subject matter Q22. The time of day and days of the week that your courses are offered Q28. How safe the campus feels during the day

| <i>% saying "excellent"</i> | <b>Courses you have taken</b> | <b>How well professors teach</b> | <b>Time courses are offered</b> | <b>Safety of campus during day</b> |
|-----------------------------|-------------------------------|----------------------------------|---------------------------------|------------------------------------|
| <b>Total</b>                | <b>46%</b>                    | <b>45%</b>                       | <b>43%</b>                      | <b>41%</b>                         |
| Men                         | 45%                           | 43%                              | 45%                             | 44%                                |
| Women                       | 47%                           | 46%                              | 42%                             | 39%                                |
| <25 years                   | 44%                           | 40%                              | 42%                             | 41%                                |
| 25-34                       | 44%                           | 48%                              | 44%                             | 39%                                |
| 35+                         | 50%                           | 51%                              | 41%                             | 42%                                |
| Black                       | 45%                           | 41%                              | 43%                             | 42%                                |
| Hispanic                    | 48%                           | 51%                              | 43%                             | 42%                                |
| Speaks Spanish at home      | 47%                           | 48%                              | 40%                             | 39%                                |
| Has children <18            | 48%                           | 49%                              | 45%                             | 41%                                |
| Working                     | 43%                           | 44%                              | 34%                             | 35%                                |
| Not working                 | 48%                           | 46%                              | 50%                             | 45%                                |
| <\$25K                      | 50%                           | 48%                              | 43%                             | 46%                                |
| \$25+                       | 46%                           | 45%                              | 43%                             | 41%                                |
| <5 yrs in area              | 49%                           | 47%                              | 44%                             | 43%                                |
| 5-10 yrs in area            | 45%                           | 46%                              | 49%                             | 38%                                |
| 10+ yrs in area             | 44%                           | 43%                              | 38%                             | 39%                                |
| Compton                     | 39%                           | 43%                              | 41%                             | 43%                                |
| Long Beach/Carson           | 48%                           | 42%                              | 42%                             | 39%                                |
| Other                       | 51%                           | 48%                              | 45%                             | 39%                                |
| Campus only                 | 45%                           | 44%                              | 42%                             | 41%                                |
| On-line                     | 49%                           | 48%                              | 47%                             | 37%                                |
| Up to 5 credits             | 43%                           | 47%                              | 39%                             | 36%                                |
| 5.5-11.5 credits            | 48%                           | 47%                              | 48%                             | 44%                                |
| 12+ credits                 | 47%                           | 39%                              | 40%                             | 41%                                |
| Nursing students            | 42%                           | 38%                              | 39%                             | 35%                                |

### Rating College Services (cont.) – Students

Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does apply to your experience, just tell me. (RANDOMIZE) Q23. Getting into the courses you wanted or needed before they filled up Q25. The availability of the professors to help you one on one Q29. The process of registering for classes Q30. The helpfulness of administrative staff

| <i>% saying "excellent"</i> | <b>Getting into courses before they fill up</b> | <b>Availability of professors to help 1-on-1</b> | <b>Process of registering for classes</b> | <b>Helpfulness of administrative staff</b> |
|-----------------------------|---|--|---|--|
| <b>Total</b>                | <b>39%</b>                                      | <b>39%</b>                                       | <b>36%</b>                                | <b>32%</b>                                 |
| Men                         | 39%   | 41%  | 31%                                       | 36%  |
| Women                       | 40%   | 38%  | 38%                                       | 29%  |
| <25 years                   | 37%   | 36%  | 32%                                       | 33%  |
| 25-34                       | 38%   | 37%  | 38%                                       | 28%  |
| 35+                         | 45%   | 46%  | 42%                                       | 33%  |
| Black                       | 41%   | 37%  | 33%                                       | 32%  |
| Hispanic                    | 39%   | 44%  | 39%                                       | 34%  |
| Speaks Spanish at home      | 35%   | 42%  | 38%                                       | 32%  |
| Has children <18            | 45%   | 42%  | 42%                                       | 33%  |
| Working                     | 40%   | 43%  | 39%                                       | 30%  |
| Not working                 | 39%   | 35%  | 32%                                       | 33%  |
| <\$25K                      | 40%   | 37%  | 37%                                       | 33%  |
| \$25+                       | 41%   | 44%  | 36%                                       | 32%  |
| <5 yrs in area              | 40%   | 34%  | 35%                                       | 29%  |
| 5-10 yrs in area            | 44%   | 45%  | 40%                                       | 33%  |
| 10+ yrs in area             | 38%   | 39%  | 34%                                       | 32%  |
| Compton                     | 36%   | 34%  | 35%                                       | 34%  |
| Long Beach/Carson           | 44%   | 45%  | 28%                                       | 26%  |
| Other                       | 39%   | 40%  | 41%                                       | 33%  |
| Campus only                 | 39%   | 38%  | 34%                                       | 32%  |
| On-line                     | 42%   | 42%  | 45%                                       | 29%  |
| Up to 5 credits             | 35%   | 45%  | 33%                                       | 27%  |
| 5.5-11.5 credits            | 39%   | 41%  | 35%                                       | 35%  |
| 12+ credits                 | 46%   | 29%  | 39%                                       | 32%  |
| Nursing students            | 37%   | 36%  | 39%                                       | 30%  |

### Rating College Services (cont.) – Students

Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does apply to your experience, just tell me. (RANDOMIZE) Q38. The number of students in your classes Q24. Your experiences with counseling staff Q35. The library Q40. The racial and ethnic mix of students on campus

| <i>% saying "excellent"</i> | <b>Number of students in classes</b> | <b>Experiences with counseling staff</b> | <b>The library</b> | <b>Racial and ethnic mix of students</b> |
|-----------------------------|--------------------------------------|--|--------------------|--|
| <b>Total</b>                | 31%                                  | 31%                                      | 31%                | 30%                                      |
| Men                         | 31%                                  | 36%                                      | 32%                | 29%                                      |
| Women                       | 31%                                  | 28%                                      | 30%                | 30%                                      |
| <25 years                   | 31%                                  | 28%                                      | 28%                | 28%                                      |
| 25-34                       | 30%                                  | 29%                                      | 30%                | 35%                                      |
| 35+                         | 32%                                  | 37%                                      | 37%                | 30%                                      |
| Black                       | 33%                                  | 30%                                      | 31%                | 31%                                      |
| Hispanic                    | 31%                                  | 33%                                      | 33%                | 30%                                      |
| Speaks Spanish at home      | 29%                                  | 33%                                      | 32%                | 30%                                      |
| Has children <18            | 35%                                  | 34%                                      | 34%                | 28%                                      |
| Working                     | 30%                                  | 32%                                      | 29%                | 29%                                      |
| Not working                 | 32%                                  | 29%                                      | 31%                | 30%                                      |
| <\$25K                      | 38%                                  | 32%                                      | 32%                | 35%                                      |
| \$25+                       | 27%                                  | 35%                                      | 31%                | 28%                                      |
| <5 yrs in area              | 29%                                  | 29%                                      | 29%                | 30%                                      |
| 5-10 yrs in area            | 29%                                  | 32%                                      | 31%                | 27%                                      |
| 10+ yrs in area             | 35%                                  | 30%                                      | 31%                | 30%                                      |
| Compton                     | 29%                                  | 29%                                      | 30%                | 28%                                      |
| Long Beach/Carson           | 29%                                  | 30%                                      | 30%                | 30%                                      |
| Other                       | 35%                                  | 32%                                      | 31%                | 31%                                      |
| Campus only                 | 30%                                  | 31%                                      | 30%                | 30%                                      |
| On-line                     | 34%                                  | 28%                                      | 31%                | 29%                                      |
| Up to 5 credits             | 23%                                  | 25%                                      | 27%                | 23%                                      |
| 5.5-11.5 credits            | 32%                                  | 35%                                      | 34%                | 33%                                      |
| 12+ credits                 | 39%                                  | 30%                                      | 30%                | 33%                                      |
| Nursing students            | 26%                                  | 28%                                      | 26%                | 25%                                      |

### Rating College Services (cont.) – Students

Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does apply to your experience, just tell me. (RANDOMIZE) Q39. The availability of parking Q33.

Communication from the administration to keep you informed about what is happening on campus Q32. The availability of extracurricular activities that interest you Q34. The social life on campus

% saying "excellent"

|                        | Availability of parking | Administration keeping you informed | Availability of extracurricular activities | Social life on campus |
|------------------------|-------------------------|-------------------------------------|--|-----------------------|
| <b>Total</b>           | <b>29%</b>              | <b>28%</b>                          | <b>24%</b>                                 | <b>23%</b>            |
| Men                    | 28%                     | 27%                                 | 31%  | 27%                   |
| Women                  | 30%                     | 29%                                 | 20%  | 21%                   |
| <25 years              | 26%                     | 27%                                 | 23%  | 21%                   |
| 25-34                  | 28%                     | 27%                                 | 27%  | 29%                   |
| 35+                    | 39%                     | 32%                                 | 23%  | 23%                   |
| Black                  | 27%                     | 31%                                 | 28%  | 26%                   |
| Hispanic               | 32%                     | 27%                                 | 23%  | 22%                   |
| Speaks Spanish at home | 29%                     | 27%                                 | 21%  | 22%                   |
| Has children <18       | 32%                     | 35%                                 | 25%  | 25%                   |
| Working                | 34%                     | 25%                                 | 22%  | 24%                   |
| Not working            | 25%                     | 30%                                 | 25%  | 23%                   |
| <\$25K                 | 27%                     | 31%                                 | 29%  | 31%                   |
| \$25+                  | 35%                     | 26%                                 | 20%  | 19%                   |
| <5 yrs in area         | 35%                     | 28%                                 | 22%  | 23%                   |
| 5-10 yrs in area       | 28%                     | 34%                                 | 27%  | 22%                   |
| 10+ yrs in area        | 26%                     | 24%                                 | 23%  | 24%                   |
| Compton                | 23%                     | 26%                                 | 24%  | 21%                   |
| Long Beach/Carson      | 31%                     | 31%                                 | 23%  | 20%                   |
| Other                  | 34%                     | 28%                                 | 24%  | 27%                   |
| Campus only            | 32%                     | 29%                                 | 23%  | 24%                   |
| On-line                | 20%                     | 25%                                 | 27%  | 22%                   |
| Up to 5 credits        | 32%                     | 29%                                 | 22%  | 17%                   |
| 5.5-11.5 credits       | 29%                     | 29%                                 | 21%  | 25%                   |
| 12+ credits            | 27%                     | 25%                                 | 30%  | 29%                   |
| Nursing students       | 32%                     | 28%                                 | 16%  | 16%                   |

### Rating College Services (cont.) – Students

Please tell me if you would rate each of the following aspects of your experiences at El Camino College Compton Center as excellent, good, just okay, not very good, or poor. If one of these does apply to your experience, just tell me. (RANDOMIZE) Q31. How seriously other students take their work Q37. The quality of laboratory facilities Q27. How safe the campus feels at night Q36. The condition of the buildings

| <i>% saying "excellent"</i> | <b>How seriously<br/>students take<br/>work</b> | <b>Quality of lab<br/>facilities</b> | <b>Safety of<br/>campus at<br/>night</b> | <b>Condition of<br/>buildings</b> |
|-----------------------------|---|--------------------------------------|--|-----------------------------------|
| <b>Total</b>                | <b>22%</b>                                      | <b>21%</b>                           | <b>18%</b>                               | <b>16%</b>                        |
| Men                         | 24%   | 23%                                  | 25%                                      | 15%                               |
| Women                       | 21%   | 20%                                  | 14%                                      | 16%                               |
| <25 years                   | 18%   | 20%                                  | 15%                                      | 16%                               |
| 25-34                       | 29%   | 23%                                  | 22%                                      | 12%                               |
| 35+                         | 25%   | 22%                                  | 21%                                      | 19%                               |
| Black                       | 27%   | 20%                                  | 19%                                      | 19%                               |
| Hispanic                    | 19%   | 25%                                  | 20%                                      | 15%                               |
| Speaks Spanish at home      | 20%   | 23%                                  | 20%                                      | 12%                               |
| Has children <18            | 23%   | 23%                                  | 17%                                      | 13%                               |
| Working                     | 22%   | 18%                                  | 19%                                      | 13%                               |
| Not working                 | 22%   | 23%                                  | 18%                                      | 18%                               |
| <\$25K                      | 28%   | 27%                                  | 22%                                      | 19%                               |
| \$25+                       | 18%   | 17%                                  | 15%                                      | 11%                               |
| <5 yrs in area              | 23%   | 23%                                  | 20%                                      | 15%                               |
| 5-10 yrs in area            | 23%   | 22%                                  | 16%                                      | 17%                               |
| 10+ yrs in area             | 21%   | 18%                                  | 17%                                      | 15%                               |
| Compton                     | 23%   | 18%                                  | 18%                                      | 12%                               |
| Long Beach/Carson           | 21%   | 23%                                  | 15%                                      | 15%                               |
| Other                       | 22%   | 21%                                  | 21%                                      | 19%                               |
| Campus only                 | 23%   | 21%                                  | 21%                                      | 16%                               |
| On-line                     | 21%   | 21%                                  | 9%                                       | 13%                               |
| Up to 5 credits             | 21%   | 13%                                  | 19%                                      | 17%                               |
| 5.5-11.5 credits            | 25%   | 21%                                  | 19%                                      | 14%                               |
| 12+ credits                 | 19%   | 29%                                  | 16%                                      | 16%                               |
| Nursing students            | 20%   | 17%                                  | 17%                                      | 9%                                |

### Quality of Education at Compton Center – Students

Q44. Do you suppose that the quality of education available at El Camino College Compton Center is better, worse, or about the same as that offered by other community colleges in the area?

|                        | <b>Better</b> | <b>Worse</b> | <b>About the same</b> |
|------------------------|---------------|--------------|-----------------------|
| <b>Total</b>           | <b>21%</b>    | <b>10</b>    | <b>64</b>             |
| Men                    | 20%           | 11           | 64                    |
| Women                  | 21%           | 9            | 64                    |
| <25 years              | 21%           | 10           | 64                    |
| 25-34                  | 25%           | 13           | 56                    |
| 35+                    | 18%           | 7            | 69                    |
| Black                  | 22%           | 11           | 63                    |
| Hispanic               | 22%           | 6            | 65                    |
| Speaks Spanish at home | 21%           | 4            | 67                    |
| Has children <18       | 23%           | 9            | 62                    |
| Working                | 21%           | 8            | 67                    |
| Not working            | 21%           | 12           | 61                    |
| <\$25K                 | 26%           | 10           | 60                    |
| \$25+                  | 17%           | 12           | 66                    |
| <5 yrs in area         | 27%           | 10           | 58                    |
| 5-10 yrs in area       | 22%           | 11           | 60                    |
| 10+ yrs in area        | 17%           | 10           | 69                    |
| Compton                | 22%           | 6            | 63                    |
| Long Beach/Carson      | 20%           | 8            | 71                    |
| Other                  | 21%           | 14           | 60                    |
| Campus only            | 21%           | 10           | 64                    |
| On-line                | 22%           | 12           | 63                    |
| Up to 5 credits        | 19%           | 10           | 63                    |
| 5.5-11.5 credits       | 22%           | 12           | 62                    |
| 12+ credits            | 22%           | 7            | 66                    |
| Nursing students       | 23%           | 12           | 63                    |

### Reputation of Compton Center – Students

Q45. Do you suppose that the current reputation of El Camino College Compton Center is better, worse, or about the same as other community colleges in the area?

|                        | <b>Better</b> | <b>Worse</b> | <b>About the same</b> |
|------------------------|---------------|--------------|-----------------------|
| <b>Total</b>           | <b>25%</b>    | <b>19</b>    | <b>51</b>             |
| Men                    | 22%           | 20           | 49                    |
| Women                  | 26%           | 18           | 52                    |
| <25 years              | 27%           | 20           | 49                    |
| 25-34                  | 26%           | 24           | 48                    |
| 35+                    | 19%           | 13           | 57                    |
| Black                  | 24%           | 20           | 50                    |
| Hispanic               | 28%           | 15           | 51                    |
| Speaks Spanish at home | 29%           | 14           | 51                    |
| Has children <18       | 21%           | 18           | 54                    |
| Working                | 22%           | 18           | 54                    |
| Not working            | 27%           | 19           | 48                    |
| <\$25K                 | 31%           | 18           | 44                    |
| \$25+                  | 22%           | 21           | 53                    |
| <5 yrs in area         | 24%           | 21           | 52                    |
| 5-10 yrs in area       | 26%           | 12           | 53                    |
| 10+ yrs in area        | 24%           | 21           | 49                    |
| Compton                | 24%           | 12           | 56                    |
| Long Beach/Carson      | 25%           | 21           | 52                    |
| Other                  | 25%           | 24           | 45                    |
| Campus only            | 25%           | 20           | 49                    |
| On-line                | 22%           | 15           | 59                    |
| Up to 5 credits        | 24%           | 19           | 49                    |
| 5.5-11.5 credits       | 28%           | 18           | 49                    |
| 12+ credits            | 20%           | 21           | 56                    |
| Nursing students       | 25%           | 24           | 47                    |



### Participation in Extracurricular Activities – Students

Q46. Do you participate in any activities outside of classes at El Camino College Compton Center, such as sports, theater, student government, clubs, or another extracurricular activity? IF YES, ASK: What activities? (ACCEPT MULTIPLE RESPONSES)

|                        | None       | Sports    | Clubs     | Theater   | Student gov't | Volunteering |
|------------------------|------------|-----------|-----------|-----------|---------------|--------------|
| <b>Total</b>           | <b>83%</b> | <b>9%</b> | <b>4%</b> | <b>1%</b> | <b>1%</b>     | <b>1%</b>    |
| Men                    | 72%        | 22%       | 5%        | --        | 1%            | 1%           |
| Women                  | 90%        | 3%        | 3%        | 2%        | 1%            | 1%           |
| <25 years              | 79%        | 15%       | 5%        | 1%        | --            | *            |
| 25-34                  | 82%        | 6%        | 4%        | 1%        | 3%            | 4%           |
| 35+                    | 93%        | --        | 2%        | 2%        | 1%            | --           |
| Black                  | 82%        | 10%       | 3%        | 1%        | 1%            | 2%           |
| Hispanic               | 85%        | 10%       | 3%        | 1%        | *             | --           |
| Speaks Spanish at home | 87%        | 8%        | 3%        | 1%        | 1%            | --           |
| Has children <18       | 89%        | 4%        | 3%        | 1%        | 1%            | 2%           |
| Working                | 86%        | 5%        | 3%        | 1%        | 2%            | 1%           |
| Not working            | 81%        | 13%       | 5%        | 1%        | --            | 1%           |
| <\$25K                 | 81%        | 8%        | 7%        | 1%        | 2%            | 1%           |
| \$25+                  | 86%        | 8%        | 2%        | 1%        | --            | 1%           |
| <5 yrs in area         | 85%        | 7%        | 5%        | 1%        | --            | 2%           |
| 5-10 yrs in area       | 80%        | 11%       | 6%        | 1%        | 1%            | 1%           |
| 10+ yrs in area        | 85%        | 10%       | 2%        | 1%        | 1%            | 1%           |
| Compton                | 86%        | 6%        | 5%        | 2%        | 1%            | 1            |
| Long Beach/<br>Carson  | 83%        | 11%       | 4%        | --        | 1%            | --           |
| Other                  | 82%        | 12%       | 3%        | 1%        | 1%            | 1%           |
| Campus only            | 83%        | 10%       | 4%        | 1%        | *             | 1%           |
| On-line                | 87%        | 6%        | 1%        | 1%        | 3%            | 2%           |
| Up to 5 credits        | 93%        | 6%        | 1%        | --        | --            | --           |
| 5.5-11.5 credits       | 81%        | 11%       | 4%        | 1%        | *             | 1%           |
| 12+ credits            | 76%        | 11%       | 6%        | 2%        | 2%            | 1%           |
| Nursing students       | 92%        | 1%        | 5%        | --        | --            | 2%           |

### Knowledge of Lost Accreditation – Students

Q47. A few years ago, the trustees of the Compton Community College District had their authority removed because of mismanagement and the College lost its accreditation. El Camino College was asked to take over the College's academic programs and it was renamed El Camino College Compton Center. How much had you heard about this situation before this interview: nothing, just a little, some, or a great deal?

|                        | Nothing    | Just a little | Some      | A great deal |
|------------------------|------------|---------------|-----------|--------------|
| <b>Total</b>           | <b>23%</b> | <b>22</b>     | <b>23</b> | <b>32</b>    |
| Men                    | 26%        | 21            | 21        | 32           |
| Women                  | 21%        | 23            | 24        | 32           |
| <25 years              | 23%        | 23            | 28        | 27           |
| 25-34                  | 22%        | 24            | 12        | 43           |
| 35+                    | 24%        | 23            | 22        | 31           |
| Black                  | 18%        | 26            | 18        | 38           |
| Hispanic               | 31%        | 18            | 31        | 20           |
| Speaks Spanish at home | 29%        | 20            | 31        | 20           |
| Has children <18       | 21%        | 20            | 21        | 38           |
| Working                | 18%        | 24            | 22        | 37           |
| Not working            | 27%        | 22            | 24        | 27           |
| <\$25K                 | 20%        | 23            | 25        | 31           |
| \$25+                  | 19%        | 22            | 23        | 36           |
| <5 yrs in area         | 25%        | 26            | 24        | 25           |
| 5-10 yrs in area       | 28%        | 20            | 22        | 30           |
| 10+ yrs in area        | 18%        | 22            | 24        | 37           |
| Compton                | 20%        | 24            | 25        | 32           |
| Long Beach/Carson      | 24%        | 17            | 15        | 43           |
| Other                  | 25%        | 25            | 26        | 24           |
| Campus only            | 22%        | 24            | 22        | 32           |
| On-line                | 26%        | 18            | 25        | 31           |
| Up to 5 credits        | 27%        | 23            | 23        | 27           |
| 5.5-11.5 credits       | 23%        | 21            | 19        | 37           |
| 12+ credits            | 18%        | 24            | 27        | 30           |
| Nursing students       | 21%        | 23            | 19        | 37           |

### Future of Compton Center – Students

Q48. In your opinion, would it be better for the community college in Compton to continue to operate as a part of El Camino College, or it would be better if Compton became an independent college again?

|                        | Continue as part of<br>El Camino College | Become an independent<br>college again |
|------------------------|--|--|
| <b>Total</b>           | <b>57%</b>                               | <b>38</b>                              |
| Men                    | 55%                                      | 41                                     |
| Women                  | 57%                                      | 36                                     |
| <25 years              | 60%                                      | 37                                     |
| 25-34                  | 61%                                      | 31                                     |
| 35+                    | 45%                                      | 46                                     |
| Black                  | 51%                                      | 44                                     |
| Hispanic               | 63%                                      | 33                                     |
| Speaks Spanish at home | 60%                                      | 36                                     |
| Has children <18       | 51%                                      | 41                                     |
| Working                | 50%                                      | 41                                     |
| Not working            | 62%                                      | 36                                     |
| <\$25K                 | 57%                                      | 40                                     |
| \$25+                  | 53%                                      | 41                                     |
| <5 yrs in area         | 57%                                      | 36                                     |
| 5-10 yrs in area       | 56%                                      | 37                                     |
| 10+ yrs in area        | 58%                                      | 39                                     |
| Compton                | 61%                                      | 35                                     |
| Long Beach/Carson      | 53%                                      | 44                                     |
| Other                  | 55%                                      | 38                                     |
| Campus only            | 55%                                      | 40                                     |
| On-line                | 62%                                      | 32                                     |
| Up to 5 credits        | 62%                                      | 33                                     |
| 5.5-11.5 credits       | 52%                                      | 41                                     |
| 12+ credits            | 57%                                      | 41                                     |
| Nursing students       | 58%                                      | 37                                     |

**Appendix C: Detailed Methodology**

## Detailed Methodology

Compton Community College District and El Camino College asked Belden Russonello & Stewart to conduct research among several audiences important to the college: 1) current students, 2) students who live in the district but have chosen to attend other community colleges, and 3) residents of the community college district. The objectives of the research are to understand how these audiences view the college and learn what communications and/or improvements at the college may help maintain student satisfaction, increase enrollment, and improve the reputation of the college in the community.

We designed a three-stage research project to address these objectives. The first phase of the research consisted of six focus groups among the three audiences. The second phase of the research was a survey of 502 residents of the area surrounding the college. The third and final phase was comprised of a telephone survey of 400 current students at El Camino College Compton Center. All three components of the research are reported here.

### Focus groups

On October 26 and 27, 2009, BRS conducted six focus groups in a focus group facility in Long Beach California.

- Two of the groups were conducted among current students at ECCCC, recruited to represent a range of possible courses of study at the college.
- Two of the groups were conducted among community college students who live in Compton, Carson, Paramount, Lynwood, or Long Beach (roughly the outline of the community college district) and attend a different community college. These groups as well, were recruited so that participants were from a mix of cities, attended a mix of colleges, and are studying a variety of different topics.
- The final two groups were conducted among residents of Compton, Carson, Paramount, Lynwood, and Long Beach who are voters and news consumers.

Each pair of groups was segmented by race, with one group conducted among Latino/as and one among African-Americans. Roughly half of the participants in each group were men and half were women.

Nancy Belden moderated the Latino groups and Donita Buffalo moderated the discussions among African Americans.

## Community Survey

### *Questionnaire*

The questionnaire used in this study was designed by BRS in close collaboration with the team at Compton Community College District and El Camino College Compton Center, which offered valuable insights and contributed much to the thinking of the project. Focus groups conducted in October also helped guide the questionnaire development. English and Spanish-language versions of the questionnaire were produced.

### *Sample*

The universe for the community study is all adults 18 and older who live in any of the following zip codes: 90220, 90221, 90222, 90262, 90723, 90805, 90746, and 90059. These zip codes include the entirety of the cities of Compton, Paramount and Lynwood, the neighborhood of North Long Beach, part of the city of Carson, and some unincorporated parts of Los Angeles County. The outline of these zip codes is roughly contiguous with the boundaries of Compton Community College District (the largest exception is North Long Beach, most of which is actually in the Long Beach Community College District; we included this neighborhood because it is in such close proximity to the college).

A sample was selected in two stages. In the first stage, the sampling frame was a list of randomly created phone numbers (a technique known as random digit dial or RDD) within telephone exchanges. Telephone numbers were selected at random from this frame.

The second stage was selection at the household level. In residences where working telephones were reached, the survey respondents were selected using a random probability method *i.e.*, interviewers requested to speak with the adult 18 years or older in the household who had the most recent birthday.

In addition to the RDD sample, cell phone sample was used to insure coverage of cell phone-only households. Survey Sampling International provided the random sample of cell phone numbers in Los Angeles County. Seventeen interviews were conducted over cell phones.

A total of 502 telephone interviews were completed. All sample surveys are subject to possible sampling error *i.e.*, the results may differ from those which would be obtained if the entire population under study were interviewed. The margin of sampling error for a sample of 500 is plus or minus 4.4 percentage points at the 95% level of confidence. This means that in 95 out of 100 samples of this size, the results obtained in the sample

would fall in a range of plus or minus 4.4 percentage points of what would have been obtained if every resident of these zip codes had been interviewed. The sampling error is larger for smaller groups within the sample. Other non-sampling error may also contribute to total survey error.

### *Interviewing*

The fieldwork was conducted by telephone using a computer-assisted telephone interviewing (CATI) system, from November 11-24 by a team of professional, fully-trained and supervised telephone interviewers. A briefing session familiarized the interviewers with the sample specifications and the instrument for this study. BRS monitored the interviewing and data collection at all stages to ensure quality. Interviewers who are fluent in Spanish conducted interviews with respondents who preferred to answer the questionnaire in that language (107 out of 502 interviews).

### *Data Analysis*

The data have been weighted by age and race to match the demographics to the proper proportion in the current population of the area according to U.S. Census figures. The following table entitled "Sample Composition: Community Survey" shows the weighted and unweighted percentages. All tables and analysis in the text refer to the weighted data.

### *Reading this report*

In reading the report, tables and graphs in the text highlight selected survey findings and are expressed in percentages. The base for each table is all respondents (n=502) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (\*) indicates less than 1%; a double hyphen (--) indicates zero. Due to weighting, rounding, omission of "don't know," "refuse," or other responses, percentages may add to more or less than 100%.

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**Sample Composition: Community Survey**


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|                         | Unweighted<br>number | Unweighted % | Weighted %  |
|-------------------------|----------------------|--------------|-------------|
| <b>Total</b>            | <b>502</b>           | <b>100%</b>  | <b>100%</b> |
| Men                     | 230                  | 46%          | 46%         |
| Women                   | 272                  | 54           | 54          |
| 18-24                   | 91                   | 18%          | 19%         |
| 25-34                   | 112                  | 22           | 23          |
| 35-54                   | 168                  | 33           | 38          |
| 55+                     | 129                  | 26           | 19          |
| Black                   | 158                  | 31%          | 23%         |
| Hispanic                | 266                  | 53           | 62          |
| Other                   | 78                   | 16           | 15          |
| Speaks Spanish at home  | 190                  | 38%          | 44%         |
| Has children <18        | 227                  | 45%          | 50%         |
| <High school            | 92                   | 18%          | 22%         |
| High school graduate    | 181                  | 36           | 36          |
| Some college            | 152                  | 30           | 28          |
| College graduate        | 70                   | 14           | 13          |
| Current student         | 121                  | 24%          | 23%         |
| Employed                | 247                  | 49%          | 50%         |
| Unemployed              | 106                  | 21           | 22          |
| Other                   | 142                  | 28           | 27          |
| Compton                 | 171                  | 34%          | 34%         |
| Paramount/Lynwood       | 139                  | 28           | 28          |
| North Long Beach/Carson | 124                  | 25           | 24          |

---

*Description of variables used in the analysis*

Most of the variables presented in the tables are self-evident; however, a few points should be noted.

- **Speaks Spanish at home** includes both those who speak exclusively Spanish and those who speak both Spanish and English.
- **Has children under 18** includes only those whose children live with them.
- **Current students** can be attending any school or institution.
- **Employed** includes both full- and part-time employment, **and unemployed** includes those who describe themselves that way while the **other** category of employment includes those who are retired, homemakers, disabled, or full-time students.



## **Student Survey**

### *Questionnaire*

The questionnaire, in English and Spanish, was designed by BRS in collaboration with the team at Compton Community College District and El Camino College Compton Center. The development of this instrument benefitted from our work on the earlier focus groups and community survey.

### *Sample*

The universe for the student survey was all students who took one or more courses at El Camino College Compton Center in the Fall 2009 semester. A list of all qualifying students was produced by El Camino College, and interviewing was conducted by replicates to ensure random selection of students from the list.

A total of 400 telephone interviews were completed. All sample surveys are subject to possible sampling error *i.e.*, the results may differ from those which would be obtained if the entire population under study were interviewed. The margin of sampling error for the entire survey is plus or minus 4.6 percentage points at the 95% level of confidence. This means that in 95 out of 100 samples of this size, the results obtained in the sample would fall in a range of plus or minus 4.6 percentage points of what would have been obtained if every student had been interviewed. The sampling error is larger for smaller groups within the sample. Other non-sampling error may also contribute to total survey error.

### *Interviewing*

The fieldwork was conducted by telephone using a computer-assisted telephone interviewing (CATI) system, from December 16-22, 2009 by a team of professional, fully-trained and supervised telephone interviewers. A briefing session familiarized the interviewers with the sample specifications and the instrument for this study. BRS monitored the interviewing and data collection at all stages to ensure quality. Interviewers who are fluent in Spanish conducted the interview with a respondent who preferred to answer the questionnaire in that language.

### *Data Analysis*

The data have been weighted by location (whether students took courses online or on campus) to match El Camino College Records. The following table entitled "Sample Composition: Student Survey" shows the weighted and unweighted percentages. All tables and analysis in the text refer to the weighted data.

***Reading this report***

In reading the report, tables and graphs in the text highlight selected survey findings and are expressed in percentages. The base for each table is all respondents (n=400) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (\*) indicates less than 1%; a double hyphen (--) indicates zero. Due to weighting, rounding, omission of “don’t know,” “refuse,” or other responses, percentages may add to more or less than 100%.

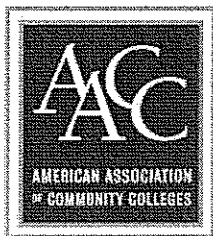
**Sample Composition: Student Survey**

|                        | Unweighted<br>number | Unweighted % | Weighted %  |
|------------------------|----------------------|--------------|-------------|
| <b>Total</b>           | <b>400</b>           | <b>100%</b>  | <b>100%</b> |
| Men                    | 140                  | 35%          | 36%         |
| Women                  | 260                  | 65           | 64          |
| <25 years              | 212                  | 53%          | 53%         |
| 25-34                  | 80                   | 20           | 20          |
| 35+                    | 102                  | 26           | 25          |
| Black                  | 199                  | 50%          | 50%         |
| Hispanic               | 152                  | 38           | 38          |
| Other                  | 49                   | 12           | 12          |
| Speaks Spanish at home | 120                  | 30%          | 30%         |
| Has children <18       | 149                  | 37%          | 35%         |
| Working                | 187                  | 47%          | 46%         |
| Not working            | 210                  | 52           | 53          |
| <\$25K                 | 150                  | 38%          | 38%         |
| \$25+                  | 162                  | 40           | 40          |
| <5 yrs in area         | 114                  | 28%          | 29%         |
| 5-10 yrs in area       | 99                   | 25           | 25          |
| 10+ yrs in area        | 185                  | 46           | 47          |
| Compton                | 143                  | 36%          | 36%         |
| Long Beach/Carson      | 95                   | 24           | 24          |
| Other                  | 162                  | 40           | 40          |
| Campus only            | 292                  | 73%          | 81%         |
| On-line                | 108                  | 27           | 19          |
| Up to 5 credits        | 125                  | 31%          | 32%         |
| 5.5-11.5 credits       | 163                  | 41           | 40          |
| 12+ credits            | 112                  | 28           | 28          |
| Nursing students       | 108                  | 27%          | 26%         |

*Description of variables used in the analysis*

In addition to the variables in the tables which are self-evident, a few points should be defined.

- **Speaks Spanish at home** includes both those who speak exclusively Spanish and those who speak both Spanish and English.
- **Has children under 18** includes only those whose children live with them.



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January 27, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0100

Dear Mr. Secretary:

RE: Financial Aid - In the Matter of the Compton Community College  
District - FSA Docket No. 05-78-SP

I am writing on behalf of the Compton Community College District (the "District") and the El Camino Community College District ("El Camino CCD"), one of our member institutions. Last year, you rejected the decision of the Department's Administrative Law Judge and imposed on the District a repayment obligation of \$871,039, the full amount sought by the Office of Federal Student Aid. Based upon extensive discussions that I have had with representatives of both districts, I believe this amount is not justifiable either legally or equitably and respectfully request that you accept the District's obligation as that imposed by the ALJ of \$64,847.69. This amount corresponds with the facts and takes into account the District's current status as a recovering institution.

### 1. Background

The District, located in Compton, California, has been providing transfer and vocational education to the residents of Compton and surrounding communities through Compton College since 1927. The District is usually governed by a publicly-elected Board of Trustees. Due to the failure of the previous Board to properly manage the financial resources of the District and to maintain the quality of the College's educational programs, the State in 2006 suspended the authority of the elected Board and appointed a Special Trustee to oversee the financial and educational recovery of the District, and along with a "partner college," seek accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). The District's recovery is well underway, as demonstrated by substantial enrollment growth and the gradual return to a normal governance structure. The efforts of the FSA, however, to obtain an excessive reimbursement places an undue burden on the District and impedes a financially difficult recovery effort by further reducing funding and limiting the educational opportunities for the growing number of students who are now able to obtain a quality education locally at the Compton campus of the El Camino CCD.

On June 30, 2006, Governor Schwarzenegger signed emergency legislation in order to address the District's loss of accreditation, assure the ability of its students to obtain their education from an accredited institution, and continue to address the District's financial difficulties.

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January 27, 2010

The legislation required the District to “partner” with another California community college district that is in good-standing with the ACCJC. El Camino CCD agreed to be the partner district. As a result of this partnership, El Camino CCD is now responsible for providing the educational programs at Compton. While the District continues to exist as a legal entity and financially supports the educational programs, the Compton campus is an educational center of El Camino CCD.

Thus, in some respects, but not all, the operations of the District have been merged with those of El Camino CCD. Most significantly, the District no longer disburses federal student aid; that process is administered by El Camino CCD. As demonstrated by the results of the Department’s most recent program review of El Camino College, which now includes the Compton campus, the problems identified in the past have been eliminated. See Final Program Review Determination issued October 28, 2008 (OPE ID: 0011970, PRCN: 200820926623).

Despite the current positive state of administration of federal student aid funds at the Compton campus, the imposition of an excessive reimbursement obligation only diminishes the District’s ability to serve an urban student population that has suffered disproportionately not only from the most recent recession, but from the prior period of neglect and mismanagement.

## **2. The Present Dispute and the Secretary’s November 25, 2009 Decision**

FSA’s August 11, 2005 Final Program Review Determination (FPRD), which covered the 2001-2002, 2002-2003 and 2003-2004 award years, made findings in ten different areas and calculated the District’s liability to be \$1,080,035 based on five of the findings. The District subsequently appealed, and through that process, the repayment amount was reduced to \$894,038. The briefing process before the ALJ was completed in early November 2006. The ALJ issued his decision, on July 23, 2008, finding in favor of Compton on most issues and imposing a liability of \$64,847.69. This is a figure that the District was and is prepared to accept in order to close the door on these long ago resolved problems. Notwithstanding, FSA appealed the ALJ’s decision to you.

With respect to the over and underpayment of PELL grant awards (FPRD Finding #2), FSA ultimately decided to ignore documentation establishing that only one student in the audit sample was overpaid. Based on FSA’s own sampling methodology, the overpayment of \$750 to one student should result in a liability assessment of not more than \$24,731.69. FSA had initially sought a repayment of \$661,020 in conjunction with this issue, despite possession of documentation from the District supporting the much lower amount. The ALJ agreed with the District’s position and accepted this calculation of liability; FSA

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should have as well. The Decision you issued last year in this case (“the Secretary’s Decision”) does not explain why this amount is not correct. Representatives of the District understand the reversal to have been based on procedural issues relating to certain documentation; however, the District remains ready, willing and able to support its position, as confirmed by the ALJ.

Both AACC and the District fully appreciate the significance and need for the Department’s vigilance in assuring compliance with all of the statutes and regulations governing the administration of the federal student aid programs. Nevertheless, where the interests of uninvolved and innocent third parties, i.e., the Compton Center’s current students, will suffer, FSA’s discretionary application of its regulatory authority should not be allowed to dictate what would otherwise be a fair and just result.

With respect to Finding #4 in the FPRD, relating to the disbursement of financial aid to “non-regular students,” FSA simply misinterpreted the District’s policy manual. FSA erroneously found non-compliance with a nonexistent requirement for a declaration of a major. Contrary to FSA’s interpretation of the District’s policy manual, there is no requirement that a student declare a major in order to qualify for financial aid. At the time of the program review, the District required that each of its students meet with a counselor to develop an educational plan, i.e., a “Projected 4-6 Semester Program,” after a student was enrolled, but before registration took place. In that plan, a student was required to either declare a major or develop a plan establishing his or her educational goal or required coursework, but it is was not necessary to declare a major; a student could simply commit to satisfying transfer requirements.

The District’s position with respect to Finding #4 was that there was no liability. FSA sought \$19,101 in repayment. The ALJ again found in the District’s favor on this issue based on the evidence presented. FSA did not appeal this determination. The District’s evidentiary presentation on appeal with respect to this issue was qualitatively no different from that made in conjunction with Findings #2 and #6, which involve much larger sums.

With respect to Finding #6 of the FPRD, relating to allegations of incomplete or missing documentation of critical eligibility elements, FSA sought to impose a liability of \$249,514. This liability was based on an audit covering all three award years in question. The District submitted evidence to the ALJ establishing that these students either passed a test in order to satisfy the Ability To Benefit requirement, possessed a high school diploma or its equivalent, or had completed two years of coursework applicable towards a bachelor’s degree. The ALJ considered the evidence and ruled that the District had eliminated the liability for all but 19 students, and found the District liable for payments in the amount of \$40,116. On the other hand, by way of its appeal, FSA sought recovery of the entire \$249,514 it originally sought, despite having mitigating

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evidence from the District. Your earlier decision accepted FSA's arguments about the deficiencies in the District's evidence; however, if the District's evidence is fairly considered, liability in excess of what the ALJ found cannot be justified.

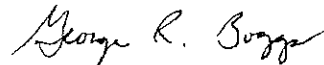
### 3. Resolution

The District is attempting to recover academically and financially from problems that are now in its past. While the State has provided some assistance to the District in the form of a loan and has limited the financial impact of the sharp decline in enrollment experienced by the District, these funds are limited and running out in the face of a significant return of students to the institution. While the District is willing to accept responsibility for the liability assessed by the ALJ, it should not, given all of the circumstances I have outlined, be required to accept the huge liability that has been imposed.

Secretary Duncan, your assistance in bringing this matter to a prompt and equitable resolution is appreciated. On behalf of the District and the students of the Compton Education Center, I request that you authorize resolution of this matter in the amount found by the ALJ of \$64,847.69.

Thank you for your consideration.

Sincerely,



George R. Boggs  
President and CEO

EL CAMINO COLLEGE  
Office of the President

February 26, 2010

TO: Board of Trustees  
FROM: Thomas M. Fallo  
SUBJECT: Earnings Report

The following information is from the 2009 W-2 report of earnings in excess of \$99,999. Of the 201 employees in this grouping, 146 are faculty.

The Compton Community College District report shows 59 employees earning in excess of \$99,999 and 43 are faculty.

A handwritten signature in cursive script, appearing to read "Tom Fallo", written in black ink.

Thomas M. Fallo



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EARNINGS OF OVER 99,999

| NAME                    | EMP STATUS | PRIME JOB TITLE          | PRIME WORK LOCATION NAME         | 5537 - TOTAL GROSS-P |
|-------------------------|------------|--------------------------|----------------------------------|----------------------|
| FALLO, THOMAS M         | A          | PRESIDENT                | PRESIDENT                        | 288,905.04           |
| ARCE, FRANCISCO         | A          | VICE PRESIDENT           | VICE PRESIDENT-ACADEMIC AFFAIR   | 197,416.00           |
| HIGDON, JO ANN          | A          | VICE PRESIDENT           | VICE PRESIDENT-ADMIN SERVICES    | 197,416.00           |
| NISHIME, JEANIE         | A          | VICE PRESIDENT           | VP STUDENT/COMMUNITY ADVANCEM    | 175,033.00           |
| SINOPOLI, LOUIS M       | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 166,575.44           |
| PEREZ, BARBARA ANN      | A          | VICE PRESIDENT           | HUMAN RESOURCES                  | 163,030.00           |
| HAZELL, THOMAS ARTHUR   | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 157,944.65           |
| STANBURY, COREY D       | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 157,192.00           |
| MONTGOMERY, JENNIFER    | A          | AFT F/T                  | BEHAVIORAL & SOCIAL SCIENCES     | 153,890.88           |
| CHARMAN, DAWN N         | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 150,004.66           |
| TRENCH, SIMON P         | A          | AFT F/T                  | NATURAL SCIENCES                 | 146,951.41           |
| SCHWARTZ, JAMES F       | A          | DEAN                     | HEALTH, SCIENCES & ATHLETICS     | 140,890.41           |
| ENGLE, EUGENE A         | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 139,409.54           |
| MIRANDA, GLÓRIA E       | A          | DEAN                     | BEHAVIORAL & SOCIAL SCIENCES     | 137,970.00           |
| GOLDBERG, DONALD Y      | A          | DEAN                     | MATHEMATICAL SCIENCES            | 137,750.00           |
| LEW, THOMAS K           | A          | DEAN                     | HUMANITIES                       | 137,750.00           |
| RAPP, VIRGINIA L        | A          | DEAN                     | BUSINESS EDUCATION               | 137,750.00           |
| WAGSTAFF, JOHN F.       | A          | DIRECTOR INFORMATION SYS | INFORMATION TECHNOLOGY SVCS      | 137,750.00           |
| SMITH, REGINA           | A          | DEAN                     | COUNSELING & STUDENT SERVICES    | 137,500.00           |
| LOFGREN, DEAN           | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 136,767.75           |
| LLADO, NITZA            | A          | AFT F/T                  | HUMANITIES                       | 136,476.50           |
| GLUCKSMAN, MARC D       | A          | AFT F/T                  | MATHEMATICAL SCIENCES            | 136,425.32           |
| RODRIGUEZ, STEPHANIE JO | A          | DEAN                     | INDUSTRY & TECHNOLOGY            | 135,461.00           |
| BACK, LESLIE W          | A          | AFT F/T                  | FINE ARTS                        | 135,420.72           |
| SPOR, ARVID E           | A          | DEAN                     | ???????????????????????????????? | 135,211.00           |
| GALLUCCI, LINDA         | A          | COUNSELOR F/T            | COUNSELING & STUDENT SERVICES    | 135,115.36           |
| GANN, ROBERT R          | A          | DIRECTOR FAC PLAN SERV   | FACILITIES PLANNING & SERVICES   | 135,001.00           |
| VACCA, PATRICIA A       | A          | AFT F/T                  | BUSINESS EDUCATION               | 134,279.47           |
| FEATHERSTONE, JOHN B    | A          | AFT F/T                  | HEALTH, SCIENCES & ATHLETICS     | 132,895.84           |

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EARNINGS OF OVER 99,999

| NAME                       | EMP STATUS | PRIME JOB TITLE          | PRIME WORK LOCATION NAME       | 5537 - TOTAL GROSS-P |
|----------------------------|------------|--------------------------|--------------------------------|----------------------|
| DREW,CHARLES I             | A          | AFT F/T                  | NATURAL SCIENCES               | 132,733.93           |
| ELY,JANICE E               | A          | BUSINESS MANAGER         | FISCAL SERVICES                | 132,511.30           |
| MULROONEY,WILLIAM E.       | A          | DIR ADMISSIONS/RECORDS   | ADMISSIONS & RECORDS           | 132,412.00           |
| DOYLE,WILLIAM E            | A          | AFT F/T                  | FINE ARTS                      | 132,392.80           |
| HYMAN,JOSEPH E             | A          | AFT F/T                  | MATHEMATICAL SCIENCES          | 132,380.90           |
| SHANKWEILER,JEAN MARIE     | A          | DEAN                     | NATURAL SCIENCES               | 131,593.00           |
| JAMES,WILLIAM L            | A          | AFT F/T                  | HUMANITIES                     | 131,453.52           |
| STURNER,FREDRICK           | A          | SPECIAL SERVICES PROF 10 | FACILITIES PLANNING & SERVICES | 131,040.00           |
| BISHOP,FRANCESCA           | A          | AFT F/T                  | FINE ARTS                      | 130,549.46           |
| YOUNG,JANET L              | A          | AFT F/T                  | BEHAVIORAL & SOCIAL SCIENCES   | 130,539.65           |
| GEBERT,PATRICIA M          | A          | AFT F/T                  | INDUSTRY & TECHNOLOGY          | 129,166.78           |
| MOORE,E ELAINE             | A          | COUNSELOR F/T            | COUNSELING & STUDENT SERVICES  | 128,662.58           |
| SCOTT,GREGORY L            | A          | AFT F/T                  | MATHEMATICAL SCIENCES          | 128,497.87           |
| BERNEY,DANIEL EDWARD       | A          | AFT F/T                  | FINE ARTS                      | 128,384.83           |
| NOSWORTHY,HEDLEY T         | A          | AFT F/T                  | FINE ARTS                      | 128,181.05           |
| BAILY,KIM                  | A          | DIRECTOR OF NURSING      | NURSING                        | 127,854.00           |
| CARTERON,MADELEINE MUNGUIA | A          | COUNSELOR F/T            | COUNSELING & STUDENT SERVICES  | 127,566.22           |
| INOUE,MINEHIRO             | A          | AFT F/T                  | BEHAVIORAL & SOCIAL SCIENCES   | 127,010.70           |
| RAUFMAN,CECILIA            | A          | COUNSELOR F/T            | COUNSELING & STUDENT SERVICES  | 126,545.14           |
| EULA,MICHAEL J             | A          | AFT F/T                  | BEHAVIORAL & SOCIAL SCIENCES   | 125,910.52           |
| BRITTON,ALBERT JOHN        | A          | AFT F/T                  | HEALTH,SCIENCES & ATHLETICS    | 125,660.45           |
| MADDEN,JANET               | A          | AFT F/T                  | HUMANITIES                     | 125,137.92           |
| HURD,JAMES L               | A          | AFT F/T                  | FINE ARTS                      | 124,544.96           |
| COOPER,WILLIAM D           | A          | COUNSELOR F/T            | COUNSELING & STUDENT SERVICES  | 124,284.00           |
| QUINONES-PEREZ,MARGARET RO | A          | COUNSELOR F/T            | COUNSELING & STUDENT SERVICES  | 124,164.00           |
| WELLS,REX CHRISTEN         | A          | AFT F/T                  | FINE ARTS                      | 123,283.34           |
| O'BRIEN,KEVIN              | A          | AFT F/T                  | FINE ARTS                      | 122,699.05           |
| BROWN,MARIA                | A          | AFT F/T                  | BEHAVIORAL & SOCIAL SCIENCES   | 122,429.93           |
| WIDMAN,LANCE G             | A          | AFT F/T                  | BEHAVIORAL & SOCIAL SCIENCES   | 122,359.01           |
| MEKARU,ROY A               | A          | AFT F/T                  | HEALTH,SCIENCES & ATHLETICS    | 122,173.12           |

Prior Year Gross Earnings By Earning Amounts

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EARNINGS OF OVER 99,999

| NAME                | EMP STATUS | PRIME JOB TITLE           | PRIME WORK LOCATION NAME      | 5537 - TOTAL GROSS-P |
|---------------------|------------|---------------------------|-------------------------------|----------------------|
| COOPER,HORTENSE G.  | A          | FIN AID & SCHOLARSHP DIR  | FINANCIAL AID/ENROLLMENT SVCS | 122,115.00           |
| BONURA,ROCKY N      | A          | DIR BUSINESS SERVICES     | BUSINESS SERVICES             | 122,093.00           |
| GAINES,KENNETH O    | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES | 122,052.00           |
| ODA OMORI,SUSAN     | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES | 122,052.00           |
| ZHAO,YAN JOY        | A          | AFT F/T                   | HUMANITIES                    | 121,768.35           |
| ANAYA,JOSE          | A          | DEAN                      | COMMUNITY ADVANCEMENT         | 121,457.00           |
| ANTOINE,ELLEN R     | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES  | 121,443.56           |
| WARRIER,SATISH A.   | A          | ASST DIR INFO SYS & SVCS  | INFORMATION TECHNOLOGY SVCS   | 120,332.00           |
| GRIGSBY,ALICE B     | A          | DIR LEARNING RESOURCES    | LEARNING RESOURCES            | 120,278.00           |
| MIRANDA,MARGARET    | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES | 119,753.29           |
| CODY,THOMAS R       | A          | AFT F/T                   | HUMANITIES                    | 118,674.96           |
| SIMON,ANGELA C      | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES  | 118,671.77           |
| VERGE,ARTHUR C      | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES  | 118,559.58           |
| EBINER,MATTHEW V    | A          | AFT F/T                   | NATURAL SCIENCES              | 118,494.79           |
| BRODERICK,CARL B    | A          | AFT F/T                   | MATHEMATICAL SCIENCES         | 118,432.52           |
| MORTON,BOZENA       | A          | DIR RES DEV/GRANTS & MGMT | RESOURCE DEVELOPMENT          | 118,078.00           |
| TREVIS,MICHAEL      | A          | CHIEF POLICE/DIR PUBL SVC | CAMPUS POLICE                 | 117,841.00           |
| SHADISH,M ELIZABETH | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES  | 117,812.05           |
| MASCOLO,RICHARD L   | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES  | 117,805.97           |
| SPAIN,BRUCE L.      | A          | EXEC DIR SO BAY CNTR ARTS | CENTER FOR THE ARTS/FINE ARTS | 117,662.00           |
| JACKSON,THOMAS G    | A          | ASSOCIATE DEAN            | INDUSTRY & TECHNOLOGY         | 117,528.00           |
| QUARLES,ALLENE      | A          | ASST DIR HUMAN RESOURCES  | HUMAN RESOURCES               | 117,528.00           |
| DANTZLER,SAMUEL L   | A          | AFT F/T                   | INDUSTRY & TECHNOLOGY         | 117,327.75           |
| DONNELL,SEAN        | A          | AFT F/T                   | HUMANITIES                    | 116,844.72           |
| SOTOLONGO,CARMEN    | A          | AFT F/T                   | HUMANITIES                    | 116,652.29           |
| HIRONAKA,HIRAM T    | A          | AFT F/T                   | INDUSTRY & TECHNOLOGY         | 116,498.79           |
| ROBLES,VINCENT L    | A          | LIBRARIAN                 | LEARNING RESOURCES            | 116,443.78           |
| JACOBI,FRANK        | A          | AFT F/T                   | INDUSTRY & TECHNOLOGY         | 115,659.21           |
| PATEL,DIPTI D       | A          | DIRECTOR, SPECIAL RES CTR | SPECIAL RESOURCE CENTER       | 115,535.00           |
| TORUNO,DALFIERY G   | A          | CAMPUS POLICE SERGEANT    | CAMPUS POLICE                 | 115,423.06           |

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EARNINGS OF OVER 99,999

| NAME                  | EMP STATUS | PRIME JOB TITLE           | PRIME WORK LOCATION NAME       | 5537 - TOTAL GROSS-P |
|-----------------------|------------|---------------------------|--------------------------------|----------------------|
| RAYFORD, VALENCIA R   | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES  | 115,278.37           |
| JAFFE, BARBARA A      | A          | ASSOCIATE DEAN            | VICE PRESIDENT-ACADEMIC AFFAIR | 115,183.00           |
| BROTHEN, GERALD C     | A          | AFT F/T                   | NATURAL SCIENCES               | 114,884.35           |
| BRAUN, MICHAEL C      | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES   | 114,817.60           |
| TETER, FRANCIS D      | A          | AFT F/T                   | FINE ARTS                      | 114,788.13           |
| GEORGES, WILLIAM J    | A          | AFT F/T                   | FINE ARTS                      | 114,383.73           |
| KASABIAN, JUDY        | A          | AFT F/T                   | MATHEMATICAL SCIENCES          | 114,240.50           |
| HERZIG, CHARLES       | A          | AFT F/T                   | NATURAL SCIENCES               | 113,652.60           |
| SCARLATA, RONALD      | A          | AFT F/T                   | FINE ARTS                      | 113,652.54           |
| YUN, PAUL M           | A          | AFT F/T                   | MATHEMATICAL SCIENCES          | 113,580.21           |
| JEFFRIES, CHRISTINE M | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES  | 113,378.25           |
| WATERWORTH, STEPHAN   | A          | AFT F/T                   | HUMANITIES                     | 113,325.60           |
| GATES, SUZANNE        | A          | AFT F/T                   | HUMANITIES                     | 113,255.01           |
| BUDROVICH, BARBARA    | A          | AFT F/T                   | HUMANITIES                     | 113,235.77           |
| SEYEDIN, MASSOOD      | A          | AFT F/T                   | MATHEMATICAL SCIENCES          | 113,065.67           |
| SIDDIQUI, JUNAID I    | A          | AFT F/T                   | BUSINESS EDUCATION             | 112,989.71           |
| TREAT, DONALD         | A          | TECHNICAL SERV SUPERVISOR | INFORMATION TECHNOLOGY SVCS    | 112,709.76           |
| HOANZL, WILLIAM M     | A          | AFT F/T                   | SPECIAL RESOURCE CENTER        | 112,618.03           |
| MILLER, TIMOTHY DAVID | A          | AFT F/T                   | BUSINESS EDUCATION             | 112,507.09           |
| MCMAHON, JEFFREY      | A          | AFT F/T                   | HUMANITIES                     | 112,376.26           |
| WYNNE, MICHAEL        | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES   | 112,346.89           |
| GARTEN, ANN MARIE     | A          | DIR COMMUNITY RELATIONS   | PUBLIC RELATIONS & MARKETING   | 112,306.00           |
| HOLT, KELLY           | A          | AFT F/T                   | HEALTH, SCIENCES & ATHLETICS   | 112,171.15           |
| KJESETH, LARS J.      | A          | AFT F/T                   | MATHEMATICAL SCIENCES          | 112,161.01           |
| FITZSIMONS, CONSTANCE | A          | DEAN                      | FINE ARTS                      | 112,137.00           |
| NIETO, ESPERANZA C.   | A          | ASST DIR ADMISSIONS & REC | ADMISSIONS & RECORDS           | 111,775.00           |
| GOLD, CHRISTINA       | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES   | 111,759.16           |
| LLOYD, STEPHEN V      | A          | AFT F/T                   | NATURAL SCIENCES               | 111,741.64           |
| CLASS, ALICIA         | A          | AFT F/T                   | HUMANITIES                     | 111,299.76           |
| HARRIS, WILLIAM R     | A          | AFT F/T                   | BUSINESS EDUCATION             | 111,159.85           |

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EARNINGS OF OVER 99,999

| NAME                    | EMP STATUS | PRIME JOB TITLE           | PRIME WORK LOCATION NAME      | 5537 - TOTAL GROSS-P |
|-------------------------|------------|---------------------------|-------------------------------|----------------------|
| RANG, FRANCIS BERNARD   | A          | AFT F/T.                  | HUMANITIES                    | 110,801.14           |
| WESTBERG, DAVID HENRY   | A          | AFT F/T                   | MATHEMATICAL SCIENCES         | 110,753.50           |
| BROWN, DONALD I         | A          | LIBRARIAN                 | LEARNING RESOURCES            | 110,651.62           |
| LIPE, MARK E            | A          | AFT F/T                   | HEALTH, SCIENCES & ATHLETICS  | 110,620.17           |
| HERSCHENHORN, SUZANNE   | A          | AFT F/T                   | HUMANITIES                    | 110,259.52           |
| VILCHIS, CLAUDIO        | A          | NETWK SUPPORT SUPERVISOR  | INFORMATION TECHNOLOGY SVCS   | 110,176.00           |
| STORY, HOWARD G         | A          | FACULTY COORDINATOR       | LEARNING RESOURCES            | 110,119.37           |
| STUPY, MICHAEL W        | A          | AFT F/T                   | NATURAL SCIENCES              | 109,552.58           |
| STOCKWELL, HARRY M      | A          | AFT F/T                   | INDUSTRY & TECHNOLOGY         | 109,169.94           |
| VAKIL, DAVID J.         | A          | AFT F/T                   | NATURAL SCIENCES              | 108,950.98           |
| PATTISON, LEVALLEY      | A          | AFT F/T                   | HEALTH, SCIENCES & ATHLETICS  | 108,912.48           |
| SERR, RUSSELL A         | A          | AFT F/T                   | HEALTH, SCIENCES & ATHLETICS  | 108,881.11           |
| KEY, KENNETH F          | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES | 108,821.50           |
| BOTELLO, MICHAEL S      | A          | AFT F/T                   | BUSINESS EDUCATION            | 108,778.80           |
| MARTINEZ, EDWARD BENITO | A          | LIBRARIAN                 | LEARNING RESOURCES            | 108,725.85           |
| KOGON, MAURICE          | A          | DIR INTN'L BUSINESS DEVL  | COMMUNITY ADVANCEMENT         | 108,156.00           |
| REID, DAWN A            | A          | DIRECTOR EOP&S            | EXTENDED OPPORT PROGRAM/SERV  | 108,156.00           |
| TYLER, HAROLD L         | A          | DIR OF STUDENT DEVELOPMT  | STUDENT DEVELOPMENT           | 108,156.00           |
| MARCOUX, PETER M        | A          | AFT F/T                   | HUMANITIES                    | 107,993.61           |
| KROLL, CHERYL A         | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES | 107,826.00           |
| OTT, JONATHAN           | A          | CAMPUS POLICE SERGEANT    | CAMPUS POLICE                 | 107,583.65           |
| LEONELLI, STEPHEN L     | A          | AFT F/T                   | NATURAL SCIENCES              | 107,502.11           |
| COWELL III, CHARLES     | A          | AFT F/T                   | NATURAL SCIENCES              | 107,429.38           |
| GONZALES, DAVID B.      | A          | DIRECTOR OF CACT          | COMMUNITY ADVANCEMENT         | 106,995.00           |
| BELEY, KATE             | A          | COUNSELOR F/T             | SPECIAL RESOURCE CENTER       | 106,896.00           |
| SUTTON, PHILIP J        | A          | DIR WORKPL LRNG RES CNTR  | COMMUNITY ADVANCEMENT         | 106,731.27           |
| HOLLIDAY, JOSEPH W      | A          | AFT F/T                   | NATURAL SCIENCES              | 106,324.57           |
| SHARP, ADRIENNE S       | A          | AFT F/T                   | HUMANITIES                    | 106,188.53           |
| GRAFF, IRENE M.         | A          | DIR INSTITUTIONL RESEARCH | INSTITUTIONAL RESEARCH        | 106,142.00           |
| PERINETTI, DALE L       | A          | AFT F/T                   | MATHEMATICAL SCIENCES         | 106,066.50           |

64493 EL CAMINO COMMUNITY COLLEGE

EARNINGS OF OVER 99,999

| NAME                   | EMP STATUS | PRIME JOB TITLE         | PRIME WORK LOCATION NAME      | 5537 - TOTAL GROSS-P |
|------------------------|------------|-------------------------|-------------------------------|----------------------|
| MOSQUEDA,CYNTHIA       | A          | COUNSELOR F/T           | COUNSELING & STUDENT SERVICES | 105,688.84           |
| GRANGER,TRACI S        | A          | AFT F/T                 | HEALTH,SCIENCES & ATHLETICS   | 105,634.18           |
| FREEMAN,NANCY          | A          | AFT F/T                 | NATURAL SCIENCES              | 105,479.12           |
| TOKUDA,ELENA N.        | A          | SPECIAL SERVICES PROF 9 | BEHAVIORAL & SOCIAL SCIENCES  | 105,444.00           |
| HOFMANN,HAROLD E       | A          | AFT F/T                 | INDUSTRY & TECHNOLOGY         | 105,346.71           |
| HAMZA,HAMZA A          | A          | AFT F/T                 | MATHEMATICAL SCIENCES         | 105,326.62           |
| RAMOS,RODOLFO          | A          | SPECIAL SERVICES PROF 8 | INFORMATION TECHNOLOGY SVCS   | 105,321.00           |
| COCCA,STEVEN P         | A          | AFT F/T                 | INDUSTRY & TECHNOLOGY         | 104,922.11           |
| DOWDEN,FRIEDA S        | A          | AFT F/T                 | BEHAVIORAL & SOCIAL SCIENCES  | 104,793.40           |
| VAN ENOO,SHARON T      | A          | AFT F/T                 | HUMANITIES                    | 104,686.50           |
| CANNON,ELAINE W        | A          | AFT F/T                 | BEHAVIORAL & SOCIAL SCIENCES  | 104,573.53           |
| BAKER,FLORENCE         | A          | AFT F/T                 | BEHAVIORAL & SOCIAL SCIENCES  | 104,319.34           |
| FARIAS III,JULIO GOMEZ | A          | AFT F/T                 | BEHAVIORAL & SOCIAL SCIENCES  | 104,280.09           |
| GRANT,AMY              | A          | AFT F/T                 | NATURAL SCIENCES              | 104,146.99           |
| MALER,NORBERT E        | A          | AFT F/T                 | BUSINESS EDUCATION            | 103,932.23           |
| BECKA,ROBERTA S.       | A          | SPECIAL SERVICES PROF 8 | COMMUNITY ADVANCEMENT         | 103,608.00           |
| MEDIGOVICH,LORI B      | A          | AFT F/T                 | HUMANITIES                    | 103,583.51           |
| SHAN,XIAODONG          | A          | AFT F/T                 | HUMANITIES                    | 103,440.17           |
| BELLEMIN,JEANNE M      | A          | AFT F/T                 | NATURAL SCIENCES              | 103,172.30           |
| ATANE,BABATUNDE A.     | A          | SPECIAL SERVICES PROF 7 | VICE PRESIDENT-ADMIN SERVICES | 103,149.00           |
| PRIETO,SUSANA          | A          | AFT F/T                 | NATURAL SCIENCES              | 103,110.13           |
| BOX,RAMUND E.          | A          | POLICE LIEUTENANT       | CAMPUS POLICE                 | 103,042.76           |
| WOZNIAK,PAUL           | A          | AFT F/T                 | MATHEMATICAL SCIENCES         | 103,010.84           |
| HICKS,THOMAS ARNOLD    | A          | AFT F/T                 | HEALTH,SCIENCES & ATHLETICS   | 102,901.10           |
| BOURLIER,JULIE M.      | A          | DIRECTOR BOOKSTORE      | BOOKSTORE                     | 102,831.00           |
| SUEKAWA,LORI           | A          | FACULTY COORDINATOR     | COUNSELING & STUDENT SERVICES | 102,796.71           |
| MC MILLIN,RUSSELL      | A          | AFT F/T                 | FINE ARTS                     | 102,792.82           |
| MC LEOD,ROBERT S       | A          | AFT F/T                 | NATURAL SCIENCES              | 102,740.00           |
| STORER,THOMAS W        | A          | AFT F/T                 | HEALTH,SCIENCES & ATHLETICS   | 102,740.00           |
| CROTWELL,DANA B        | A          | AFT F/T                 | HUMANITIES                    | 102,705.77           |

Prior Year Gross Earnings By Earning Amounts

64493 EL CAMINO COMMUNITY COLLEGE  
EARNINGS OF OVER 99,999

| NAME                 | EMP STATUS | PRIME JOB TITLE           | PRIME WORK LOCATION NAME         | 5537 - TOTAL GROSS-P |
|----------------------|------------|---------------------------|----------------------------------|----------------------|
| SEYEDIN,ABAN         | A          | AFT F/T                   | MATHEMATICAL SCIENCES            | 102,683.20           |
| ROBBINS,TAYLOR Y.    | A          | ASST DIR FIN AID & SCHOLA | FINANCIAL AID/ENROLLMENT SVCS    | 102,557.04           |
| JACKSON,BRENDA J     | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES    | 102,528.00           |
| SCHARLIN,LESTER A    | A          | AFT F/T                   | NATURAL SCIENCES                 | 102,274.78           |
| BERMAN,EVELYNE M     | A          | AFT F/T                   | HUMANITIES                       | 102,036.31           |
| HORVATH,ROBERT L     | A          | AFT F/T                   | MATHEMATICAL SCIENCES            | 101,993.98           |
| CROSSMAN,MARK R      | A          | AFT F/T                   | FINE ARTS                        | 101,780.84           |
| BUI,THANH-THUY       | A          | AFT F/T                   | NATURAL SCIENCES                 | 101,693.49           |
| ARMAO,EUGENE         | A          | AFT F/T                   | HUMANITIES                       | 101,632.78           |
| THURESON,JOAN I      | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES     | 101,396.00           |
| WELSH,LAURALEE       | A          | AFT F/T                   | HUMANITIES                       | 101,310.72           |
| SAMPSON,ALLEN        | A          | AFT F/T                   | MATHEMATICAL SCIENCES            | 100,652.72           |
| STRIEPE,CLAUDIA D    | A          | LIBRARIAN                 | LEARNING RESOURCES               | 100,607.55           |
| MC GINLEY,PATRICIA   | A          | AFT F/T                   | NURSING                          | 100,598.41           |
| DAILY,ROBERT LEE     | A          | AFT F/T                   | BUSINESS EDUCATION               | 100,500.00           |
| STAUBER,KRISS KAREN  | A          | AFT F/T                   | BUSINESS EDUCATION               | 100,500.00           |
| THOMPSON,MERCEDES A  | A          | AFT F/T                   | HUMANITIES                       | 100,500.00           |
| BOSEMAN,BERNICE L    | A          | AFT F/T                   | FINE ARTS                        | 100,424.24           |
| SADDUL,CLAUDIA L     | A          | SPECIAL SERVICES PROF 8   | ???????????????????????????????? | 100,250.00           |
| HOUSKE,LAURIE        | A          | AFT F/T                   | BEHAVIORAL & SOCIAL SCIENCES     | 100,191.92           |
| IMAI BOWSFIELD,CAROL | A          | COUNSELOR F/T             | COUNSELING & STUDENT SERVICES    | 100,168.00           |
| CROSSMAN,DIANA LEE   | A          | AFT F/T                   | FINE ARTS                        | 100,166.63           |

201 - Employees Earning OVER 99,999

Prior Year Gross Earnings By Earning Amounts

64428 COMPTON COMMUNITY COLLEGE

EARNINGS OF OVER 99,999

| NAME                     | EMP STATUS | PRIME JOB TITLE           | PRIME WORK LOCATION NAME | 5537 - TOTAL GROSS-P |
|--------------------------|------------|---------------------------|--------------------------|----------------------|
| LANDSBERGER,PETER J.     | A          | SPECIAL TRUSTEE           | SPECIAL TRUSTEE          | 192,000.00           |
| COX,LAWRENCE M.          | A          | PROVOST                   | ACADEMIC AFFAIRS         | 188,695.96           |
| BENSON,EUGENE            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 155,869.52           |
| HARMON,JANE M.           | A          | ADMINIS,DEAN ACADEMIC AFF | ACADEMIC AFFAIRS         | 143,898.46           |
| FRENCH PRESTON,ESSIE     | A          | COUNSELOR-NON TEACHG FULL | COUNSELING               | 143,415.49           |
| ROACH,DONALD A           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 142,697.84           |
| OSANYINPEJU,ABIODUN      | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 133,697.98           |
| MORRIS,WANDA S.          | A          | DEAN OF NURSING           | HUMAN SERVICES (NURSING) | 132,187.44           |
| GHAFALEBASHI,MOHAMMAD M. | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 129,134.77           |
| BOATWRIGHT,EDDIE         | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 128,666.28           |
| HAYNES,VANESSA           | A          | COUNSELOR-NON TEACHG FULL | EOP&S                    | 128,123.49           |
| VILLALOBOS,JOSE M.       | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 127,294.06           |
| PRATT,ESTINÁ A           | A          | FULL TIME LIBRARIAN       | LEARNING RESOURCE CENTER | 127,149.63           |
| ARROYO,CELIA             | A          | COUNSELOR-NON TEACHG FULL | COUNSELING               | 126,937.48           |
| KHALILZADEH,MOHAMMAD H.  | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 126,591.36           |
| LYLES,CORNELIA L         | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 126,430.79           |
| SASSER,RACHELLE P        | A          | DEAN-HUMAN RESOURCES      | HUMAN RESOURCES          | 125,619.96           |
| ABBASSI,ALI              | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 125,087.04           |
| VAN NIEL,PIETER J        | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 123,548.34           |
| DEVER,SUSAN Y.           | A          | DEAN OF ACADEMIC AFFAIRS  | ACADEMIC AFFAIRS         | 123,019.92           |
| CURRY,KEITH              | A          | DEAN OF STUDENT AFFAIRS   | STUDENT AFFAIRS          | 122,019.96           |
| AHMAD,MANZOOR            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 122,001.13           |
| WU,HUNG Y                | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 121,901.73           |
| ROACH,RUTH A.            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 121,095.79           |
| WEST,PAMELLA L.          | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 119,269.28           |
| LAMM,FREDERICK R         | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 118,470.42           |
| MY,ALEXANDER P.          | A          | COUNSELOR-NON TEACHG FULL | EOP&S                    | 118,312.15           |
| FLOR,PAUL M              | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 117,894.22           |
| AASI,FAZAL K.            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 117,790.15           |



Prior Year Gross Earnings By Earning Amounts

64428 COMPTON COMMUNITY COLLEGE

EARNINGS OF OVER 99,999

| NAME                      | EMP STATUS | PRIME JOB TITLE           | PRIME WORK LOCATION NAME | 5537 - TOTAL GROSS-P |
|---------------------------|------------|---------------------------|--------------------------|----------------------|
| MORGAN,ROBERT S           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 117,522.87           |
| PARKER,NORMA E.           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 117,217.93           |
| WASSERBERGER,TONI E       | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 116,123.35           |
| PANSKI,SAUL J             | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 114,616.25           |
| SUBRAMANIAM,THAMIZHCHELVI | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 113,888.83           |
| YAHYE,ABDIRASHID M        | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 113,830.51           |
| BUTLER,ROBERT H           | A          | DIRECTOR SPECIAL SERVICES | STUDENT AFFAIRS          | 113,439.00           |
| EDWARDS,SHIRLEY S         | A          | DIRECTOR,CHILD DEV        | ACADEMIC AFFAIRS         | 113,439.00           |
| ADEVA,ANGELITA            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 113,345.63           |
| JAMES,REUBEN              | A          | DIRECTOR-FISCAL AFFAIRS   | BUSINESS AFFAIRS         | 113,149.00           |
| ODANAKA,MICHAEL J         | A          | COUNSELOR-NON TEACHG FULL | EOP&S                    | 113,148.87           |
| THREADGILL,CHERYL D.      | A          | COUNSELOR-NON TEACHG FULL | STUDENT AFFAIRS          | 113,014.20           |
| SONIDO,ELEANOR L.         | A          | FULL TIME LIBRARIAN       | LIBRARY                  | 110,985.50           |
| CLARK,LEONARD R           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 110,453.91           |
| PASCUAL,MYTHA             | A          | DIRECTOR OF FINANCIAL AID | FINANCIAL AID            | 109,751.00           |
| SHABAKA,MACHEO            | A          | DIRECTOR OF TRIO PROGRAMS | STUDENT AFFAIRS          | 109,594.81           |
| ALLEN,JENNEL              | A          | COUNSELOR-NON-TEACHG FULL | DSP&S                    | 109,556.47           |
| ARROYO,SILVIA T.          | A          | COUNSELOR-NON TEACHG FULL | STUDENT AFFAIRS          | 106,786.76           |
| OLGUIN,ALBERT             | A          | DIRECTOR, ATHLETICS       | STUDENT AFFAIRS          | 105,994.81           |
| KEIG,WILLIAM E.           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 104,738.67           |
| EVANS,JEROME L.           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 104,592.08           |
| MENDOZA,LADISLAO          | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 104,489.99           |
| O GUYNN,VALARIE G         | A          | DIRECTOR OF EOPS          | STUDENT AFFAIRS          | 103,234.65           |
| MOORE,BILLIE JO           | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 103,095.97           |
| PORTER,LEROY M            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 102,909.03           |
| THOMAS,SHIRLEY            | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 102,495.05           |
| GRIVICH,JAMES             | A          | PROFESSIONAL EXPERT       | BUSINESS AFFAIRS         | 102,212.50           |
| MURRAY,RODNEY             | A          | DEAN,CAREER TECH. ED.     | VOCATIONAL TECHNOLOGY    | 101,585.49           |
| WILLIAMS,HERKIE LEE       | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 101,023.46           |
| MCPATCHELL,DAVID O.       | A          | FULL TIME INSTRUCTOR      | ACADEMIC AFFAIRS         | 100,447.10           |

# California Campus Sees Uneasy Race Relations

NY Times

By RANDAL C. ARCHIBOLD

Published: February 26, 2010

SAN DIEGO — It began, as so many racial flare-ups on campus do, with a prank that some called malicious, others insensitive.

Students at the University of California, San Diego, held an off-campus “Compton Cookout” Feb. 15 to mock Black History Month, with guests invited to don gold teeth in the style of rappers from the Los Angeles suburb of Compton, eat watermelon, and dress in baggy athletic wear.

Outrage ensued from the relatively small black student population here and their supporters, who grew more inflamed when a satirical campus television program broadcast a segment on the party and used a racial epithet to denounce black students.

On Thursday night, a third incident, a student’s hanging a noose from a bookcase in the main library, spurred a large, multicultural mass of chanting and drumming students to occupy the chancellor’s office for several hours on Friday and fed a simmering, some say much-needed, debate over race relations.

“The campus has been pretty silent about racism and nobody, until now, says anything,” said Aaron Gurlly, 30, an African-American graduate student who was among those occupying the administration building. The fallout from the incidents has jolted this campus in an era when many students and faculty believed that the progress of African-Americans nationwide have made such discussions passé.

But more than a decade after a state ballot proposition barred the use of race and ethnicity in admissions decisions, the University of California continues to struggle to diversify its campuses. Black and Latino undergraduate enrollment systemwide plummeted and, although gains have been made in the numbers of minority students since then, the proportion of white (30.5 percent) and Asian (39.8 percent) students enrolled last year far exceeded that of blacks (3.8 percent) and Latinos (20.4 percent).

Just a few years ago, the Los Angeles campus, one of the system’s most prestigious, was shaken with the news that only 103 black freshmen had enrolled, 2.2 percent of the class in a county that is 9.4 percent black. (The numbers have since ticked up to about 4.5 percent of the class.)

U-CAN, the report says, "is best cast as a pre-emptive attempt to fend off federal and state regulators, not a sincere effort to compel institutions to focus on consumer needs."

NAICU officials, not surprisingly, took umbrage at the groups' conclusions, noting that U-CAN has grown from 440 college and university profiles in 2007 to 708 now.

"The study criticizes the U-CAN's repackaging of existing data, without acknowledging that consumers historically do not know where to find this information in a consumer-friendly format," said David L. Warren, the group's president. "This is what U-CAN aims and succeeds in delivering. The report also fails to note that U-CAN provides original data on institutional net tuition -- information that was a precursor to the new federal requirement." U-CAN emerged in response to pleas from key members of Congress "for a simpler, less confusing way to get the vast reservoir of existing information on cost out to families in an institutionally comparable format," not in response to Spellings' call for learning outcomes data, Warren said.

"The wide diversity of private higher education's institutional missions makes a standard measure, or set of measures, of outcomes impossible. For this reason, U-CAN does not -- and will not -- prescribe one-size-fits-all learning measures for participating colleges," he said.

The authors spend a vast majority of the report detailing imperfections of the College Portraits Web site -- which is in many ways a tribute to the two public college associations that put together the Voluntary System of Accountability. "There's a whole lot more to the VSA than there is to U-CAN, and given some of the issues they tackle, we applaud them for it," Kelly said in an interview. "But while we applaud them for what they've done so far, that doesn't mean we should be satisfied with it."

The report critiques a range of structural and other limitations in the system's approach that impair its usefulness for consumers and policy makers alike. Most fundamentally, College Portraits does not allow users to compare institutions to one another based on a set of characteristics of their choosing, "nor can they easily rank schools on any of the criteria that they might want to."

Although the report notes that data from each institution's College Portrait page resides on the college's own Web site -- which was true when the project began -- that is no longer the case, said Christine Keller, executive director of VSA. The data is now collected on a centralized Web site and the groups could present it in a way that allows users to compare institutions (as the report's authors suggest) if there was demand for it, Keller said, but "there hasn't been a great outcry from our users that it's something they would really need and want."

Kelly and Aldeman praise the public colleges' voluntary system for doing something others have criticized it for: requiring all participating institutions to use one of a handful of measures of student learning outcomes. "Colleges and universities are generally loath to submit to this kind of standardized testing for fear of how their results might compare to those of their peers," the authors write. They also praise VSA for collecting and publishing data on "student engagement" that many institutions use but many fewer publish.

But they point out that the way that the accountability system uses data from the National Survey of Student Engagement results in relatively little variation among institutions, and note that institutions use drastically different "cost calculators" that make any attempt to compare price information difficult.

The fact that some of the most selective and highly visible public universities in the country (University of California campuses at Berkeley, Los Angeles and San Diego, the University of Michigan, and Georgia Institute of Technology, to name several) and numerous colleges with low graduation rates have opted out of the VSA lead the authors to suggest that such accountability systems should be mandatory instead of voluntary.

They argue less for a federal mandate (though "it's not as if the government mandating that schools report data is a new concept," said AEI's Kelly) than for states to ensure (as North Carolina does) that all of their public institutions submit their information. "If the higher education market is to exert pressure on poor-performing institutions, consumers must have the necessary information to make informed choices and 'vote with their feet,' " the authors write. "Though social and political pressure to join voluntary systems might succeed in the long run, statutory or regulatory pressure from state legislatures to increase transparency could pay more certain and immediate dividends."

Keller of the VSA said officials at the two public college groups were fairly heartened by the think tanks' report, which she said recognized "that the VSA is a pioneering higher education accountability project."

She said the authors made some valid and helpful points about how the College Portraits site might be improved, but dismissed the need for more mandates to participate -- "which is exactly what we were trying to avoid by developing the voluntary system" -- and urging patience instead.

"With two-thirds of our membership participating, and upwards potential, I think we're doing pretty good job representing the public colleges and universities to the public," she said. "We need to continue to work on this, but we've got a good faith effort going."

Aldeman acknowledged that the existing systems were works in progress, and noted that he and Kelly had weighed in not only to critique the existing accountability projects but to shape those still in the works -- to be put forward (at some point, presumably) by groups of research universities and community colleges.

— **Doug Lederman**