

El Camino College

Time to Completion 2013-2014



Executive Summary

This report examines the time students require between first enrolling and finally completing their intended educational goals to receive program awards at El Camino College (ECC) and ECC Compton Center. This report specifically focuses on the 2,378 program awards received by ECC students and the 348 program awards received by Compton Center students during the 2013-2014 academic year. Relatively few students appear to complete the requirements for a degree within their first two years (9% of ECC students and 6% of Compton Center students), and the median time for degree completion is 4.4 years for students at both locations. Compared to degree-earners, proportionally more students completed the requirements for a certificate within the expected time (15% of ECC students and 8% of Compton Center students), but the median time for certificate completion is also approximately 4.4 years at both locations. When considering the total number of awards, a slight majority (53%) of students require more than twice the normal time to complete their programs. Overall, the time to completion has increased slightly compared to the previous academic year. This report examines various completion outcomes disaggregated according to gender, ethnicity, age, and units completed.

Introduction

Normal time to completion is defined by the amount of time necessary for a student to complete all the requirements for a given program award, assuming the student enrolled at a college-prepared level of coursework and maintains full-time enrollment. It is not necessarily based on the “average” or “typical” time to complete requirements; rather, it is calculated based on expected coursework required of the program.

Time to completion in this report (when not presented as a number of years or academic terms) is represented as a percentage of the time a student required to achieve the award divided by the time expected to achieve such an award. For example, degrees typically require two years to complete. Students who complete their degree requirements in 2 years would be considered at 100% time to completion; students who required 3 years would be considered at 150%; students who required 4 years would be considered at 200%, and so on.

Because certificates vary in the normal time to completion required, certificate time to completion in this report is similarly presented as a percentage, rather than various amounts of years or academic terms. Students who completed their certificate requirements within normal time for that certificate are considered at 100%; students who required 1.5 times the normal time are considered at 150%; students who required 2 times the amount of normal time are considered at 200%, and so on. Time to completion is positively skewed (i.e., a small group of

students take much longer to complete than the average), possibly due to students who enroll intermittently or otherwise take several years or academic terms to complete their program awards. Because of this, the median (rather than the average) is presently reported as a considerably more accurate measure for students' time to completion.

In the 2013-14 academic year, 2,378 degrees and certificates were awarded to students at El Camino College (ECC), and 348 degrees and certificates were awarded to students at ECC Compton Center. For an overview of the time students required to earn their program awards, see Table 1.

Table 1. Time to Completion by Location and Award Type (2013-2014)

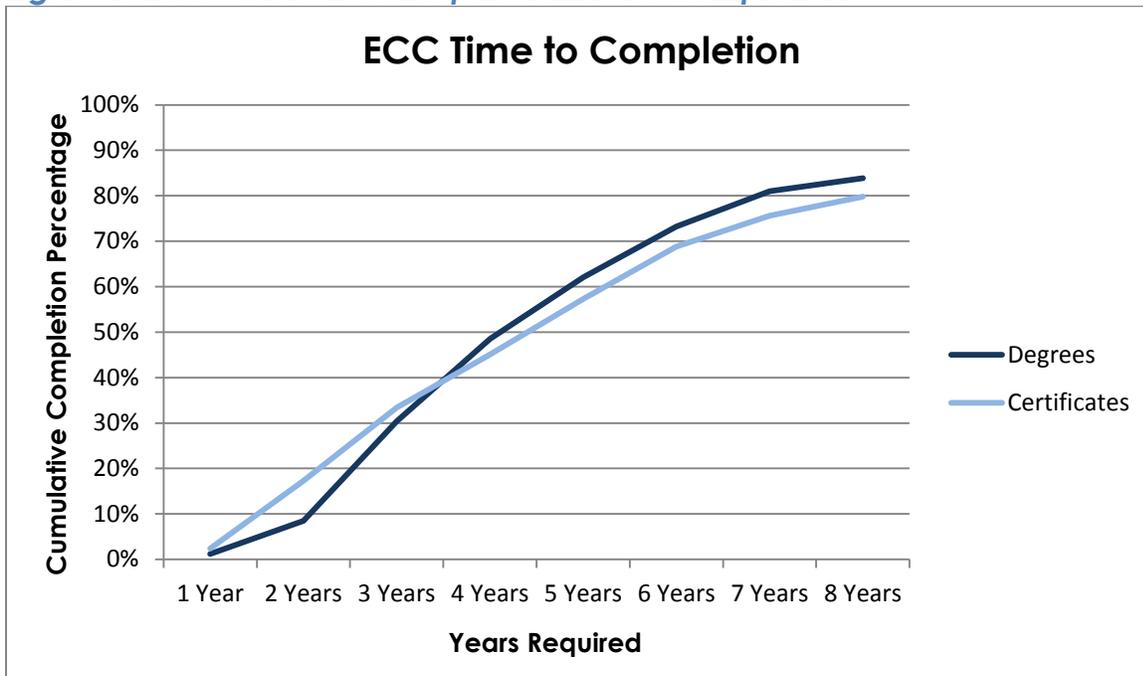
Location	Award Type	Total Awards	Cumulative Percent			Median Years	Average Years (SD)
			100%	150%	200%		
ECC	Degrees	1,968	9%	31%	49%	4.4	5.5 (4.0)
	Certificates	410	15%	25%	40%	4.5	5.7 (4.3)
Compton	Degrees	261	6%	26%	47%	4.4	5.9 (4.7)
	Certificates	87	8%	24%	35%	4.4	7.0 (5.8)
Total	Degrees	2,229	8%	30%	48%	4.4	5.6 (4.1)
	Certificates	497	13%	24%	39%	4.4	5.9 (4.7)
	All Awards	2,726	9%	29%	47%	4.4	5.6 (4.2)

Source: MIS. Because degree and certificate programs vary in length, time to completion is reported as a cumulative percentage of the "normal time" required for the degree or certificate. "100%" refers to students completing within the normal time; "150%" refers to all students requiring up to 1.5 times the length of normal time; "200%" refers to all students requiring up to 2 times the length of normal time. Standard deviations for average years required are listed in parentheses.

El Camino College

The time required to complete a degree at El Camino College (ECC) is generally a longer amount of time than the two years expected of most community college degree and certificate programs. Among ECC students who completed their degree or certificate programs in the 2013-2014 academic year, the time required ranged from approximately one semester up to 22 years. The median time to completion for degrees was 4.4 years, and 4.5 years for certificates. Among students who earned degrees, 9% completed their programs within 2 years, 31% completed their programs within three years, and 49% completed their programs within 4 years. However, the majority of students (51%) required more than four years to complete their programs, although not much longer considering the median completion time is 4.4 years. There is a similar pattern among certificate-earners, with 40% of students completing within 4 years but the majority (60%) requiring more than four years to complete their programs. Generally speaking, proportionally more students earn degrees at a faster rate than they earn certificates. For a visual representation of the time required for ECC students to complete their degree and certificate programs, see Figure 1.

Figure 1. ECC Graduates' Required Time to Completion



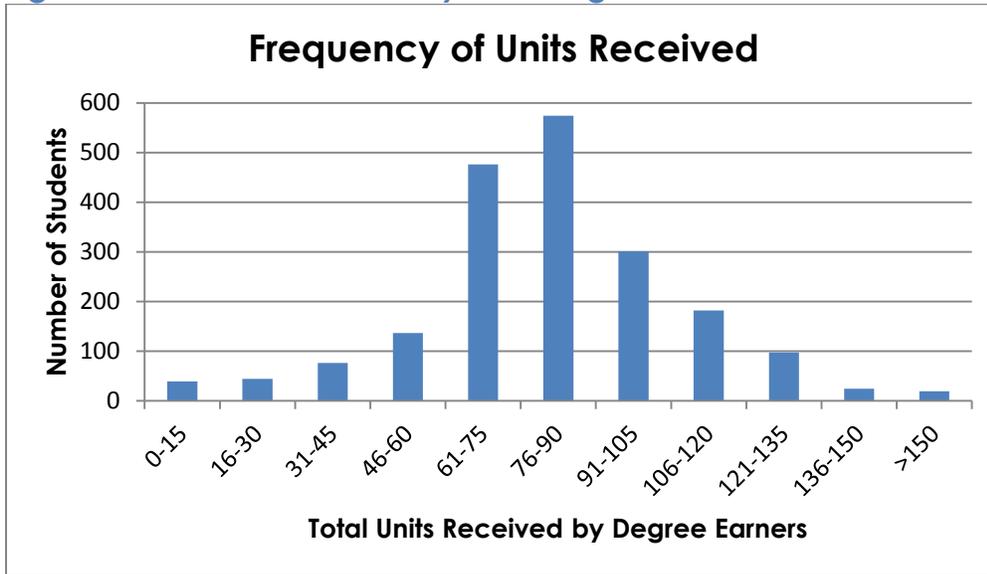
Source: MIS

Units Earned by Time to Degree

Degree programs at ECC generally award associate degrees (i.e., Associate of Arts and Associate of Science). To earn an associate degree, students must complete at least 60 degree-applicable units. Students are allowed to transfer units from other institutions, but at least 12 units must be completed at ECC or the Compton Center. Therefore, some of the students in the following data will have earned far fewer than 60 units (at ECC or Compton Center) prior to receiving their degrees. Although the degree is conferred to the student by a given institution according to the student's initial enrollment, it is important to remember that these students may have received units from ECC and/or Compton Center in pursuit of their program awards. This section examines the intersection of the time required to earn a degree and the number of units students complete prior to receiving a degree. Because the number of units required to receive a certificate varies, the following data only concerns degree-earners.

Data is presented according to 15-unit groupings. These 15-unit groupings allow for a measurement of degrees earned based on a standard of approximately one semester of full-time courses (i.e., 15 units). In other words, the data can be examined according to how many semesters' difference from the 60-unit requirement a given student was. Figure 2 presents a histogram showing the distribution of total units received by ECC degree-earners at the time of their program award. Table 2 also presents this information, but is truncated to include students within one semester of the 60-unit requirement (i.e., 45-60 units earned) and students earning more than 90 units (i.e., students at risk of facing financial aid consequences due to taking too many units).

Figure 2. Total Units Earned by ECC Degree-Earners



Source: MIS

Table 2. Units Earned for Associate Degrees at ECC (2013-2014)

Location	Units Earned	Number of Students	% of Degree Earners	Median Units	Average Units (SD)
ECC	Total	1,968	100%	81	81.5 (26.7)
	45 or fewer	159	8%		
	46-60	136	7%		
	61-75	476	24%		
	76-90	574	29%		
	More than 90	623	32%		

Source: MIS. Standard deviations for average number of units are listed in parentheses.

The majority of students (53%) do earn somewhere between the 60 units required for the degree and the 90 units that put them at risk of losing financial aid. Although only 60 units are required to receive a degree, many students (85%) are earning more units than necessary. Students at ECC typically earn 81 units before receiving their degree, implying these students are taking at least an additional two semesters of coursework. The standard deviation is approximately 27 units, meaning that most degree-earners complete more than 54 units at ECC or Compton and nearly all of them complete at least 27 units at ECC or Compton. However, this also means that several students are taking as many as 108 units prior to receiving their degrees.

Table 3. Time to Completion for Associate Degrees by Units Received (ECC)

Units Earned	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
45 or fewer	159 (8%)	25%	40%	42%	7.0	9.8 (7.8)
46-60	136 (7%)	17%	36%	49%	4.4	5.6 (4.4)
61-75	476 (24%)	14%	48%	64%	3.4	4.7 (3.5)
76-90	574 (29%)	6%	31%	53%	4.0	4.9 (2.9)
More than 90	623 (32%)	2%	14%	35%	5.0	5.7 (2.9)
Total	1,968 (100%)	9%	31%	49%	4.4	5.5 (4.0)

Source: MIS. Student counts as a percent of degree-earners are listed in parentheses. Standard deviations for average number of years are listed in parentheses.

Table 3 presents an examination of degree-earners according to units earned and time required to complete the degree. Students who receive 45 or fewer units while earning their degree take longer to do so. However, as the standard deviation of 7.8 years indicates, this data is skewed by large numbers of students who require up to twenty years to complete their few remaining units at ECC or Compton Center. Generally speaking, the closer students are to the 60-unit range, the more likely they are to complete within shorter amounts of time. This implies some students plan to receive approximately 60 units and accomplish this without a relatively excessive number of units or years, while some students who earned excessive units may have taken more time (or coursework) to align with their educational plans.

There are several possible explanations for students requiring more than 90 units: they may have previously earned degrees and certificates, are pursuing a double-major, or possibly changed majors or were otherwise unsure about their educational planning when initially enrolling. Likewise, students who took such a long time to receive fewer than 45 units may have been students returning for a program award after leaving the community college's system for long periods of time.

Demographic Characteristics by Time to Completion

The following section examines time to completion in relation to the students' demographic characteristics (i.e., gender, ethnicity, and age). This data relates to students who earned degrees as well as students who earned certificates or other program awards.

Table 4. Time to Completion by Gender (ECC)

Gender	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
Male	1,044 (44%)	11%	30%	48%	4.4	5.5 (4.1)
Female	1,334 (56%)	8%	28%	46%	4.4	5.6 (4.0)
Total	2,378 (100%)	10%	30%	48%	4.4	5.6 (4.1)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses.

At ECC, women require slightly more time to complete their programs; however, this difference is statistically negligible. Both men and women have median completion times of 4.4 years, and women require an average of 5.6 years (compared to men’s 5.5 years). A smaller proportion of women complete their degrees in 100%, 150%, and 200% time when compared to men, but these are differences of only 2 or 3 percentage points.

Table 5. Time to Completion by Ethnic Group (ECC)

Ethnic Group	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
Black or African American	261 (11%)	8%	20%	38%	4.8	6.4 (4.7)
American Indian or Alaskan Native *	(<1%)	0%	0%	0%	19.6	16.0 (6.4)
Asian	542 (23%)	12%	38%	56%	3.8	4.8 (3.5)
Latino or Hispanic	997 (42%)	8%	26%	44%	4.4	5.4 (3.6)
Pacific Islander	* (<1%)	10%	20%	30%	5.4	6.0 (3.3)
White (Non-Hispanic)	423 (18%)	13%	35%	53%	4.0	5.7 (4.5)
Two or More Ethnicities	74 (3%)	12%	38%	61%	3.8	4.8 (3.3)
Unknown or Declined	64 (3%)	6%	11%	14%	6.1	8.4 (5.9)
Total	2,378 (100%)	10%	30%	48%	4.4	5.6 (4.1)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses. An asterisk (*) indicates student population counts that were suppressed to preserve confidentiality.

There is large variation between ethnic groups in terms of completion time, but the median time required typically ranges from 4 to 6 years. On average, Asian and Multiethnic students required the shortest amount of time to complete their programs, and they did so in larger proportions. However, only three groups (i.e., Asian, Multiethnic, and White) have rates higher than those of the total group of award-earners. Using White students as a reference group, the only ethnic groups not considered to be disproportionately impacted in terms of completing within 100%, 150%, or 200% of normal time would be Asian and Multiethnic students.

Table 6. Time to Completion by Age Group (ECC)

Age Group	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
17 to 19	24 (1%)	29%	58%	91%	2.6	2.9 (1.1)
20 to 24	1,280 (54%)	10%	38%	62%	3.8	3.9 (1.5)
25 to 29	563 (24%)	9%	19%	28%	6.4	6.4 (3.1)
30 to 39	322 (14%)	11%	21%	32%	6.1	7.8 (5.3)
40 to 49	113 (5%)	6%	15%	26%	8.4	11.0 (7.6)
50+	76 (3%)	3%	7%	12%	10.6	11.5 (6.9)
Total	2,378 (100%)	10%	30%	48%	4.4	5.6 (4.1)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses.

At ECC, younger age groups tend to complete their programs at quicker rates. This is in part due to the fact that the younger ages inevitably had less overall time that could have been spent enrolled at ECC. Younger students also tend to be more “traditional” students: students likely to enroll in full-time coursework (and at an earlier age) toward a specified educational goal. Among the degree recipients earning between 60 and 90 units, the median age is 23 years, and the average age is 25 years (with a standard deviation of 6 years).

STEM and CTE Initiatives by Time to Completion

The following section examines time to completion according to specific program initiatives at ECC. The Science, Technology, Engineering, and Mathematics (STEM) initiative focuses on programs related to the more scientific and technical fields, as classified by the STEM list provided by the Department of Homeland Security. For ECC, this typically means that programs in the divisions of Industry and Technology, Mathematical Sciences, and Natural Sciences are considered part of the STEM initiative. The Career and Technical Education (CTE) initiative concerns technical or industrial programs that are more career-oriented in nature. CTE programs focus more on building knowledge and skills related to particular technical professions, although there is some overlap between programs that are considered a part of the STEM and CTE initiatives.

Table 7. Time to Completion by STEM and CTE Initiatives (ECC)

Initiative	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
STEM	237 (1%)	8%	33%	67%	4.0	4.9 (3.4)
CTE	974 (41%)	10%	25%	39%	4.8	6.2 (4.6)
All Programs	2,378 (100%)	10%	30%	48%	4.4	5.6 (4.1)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses.

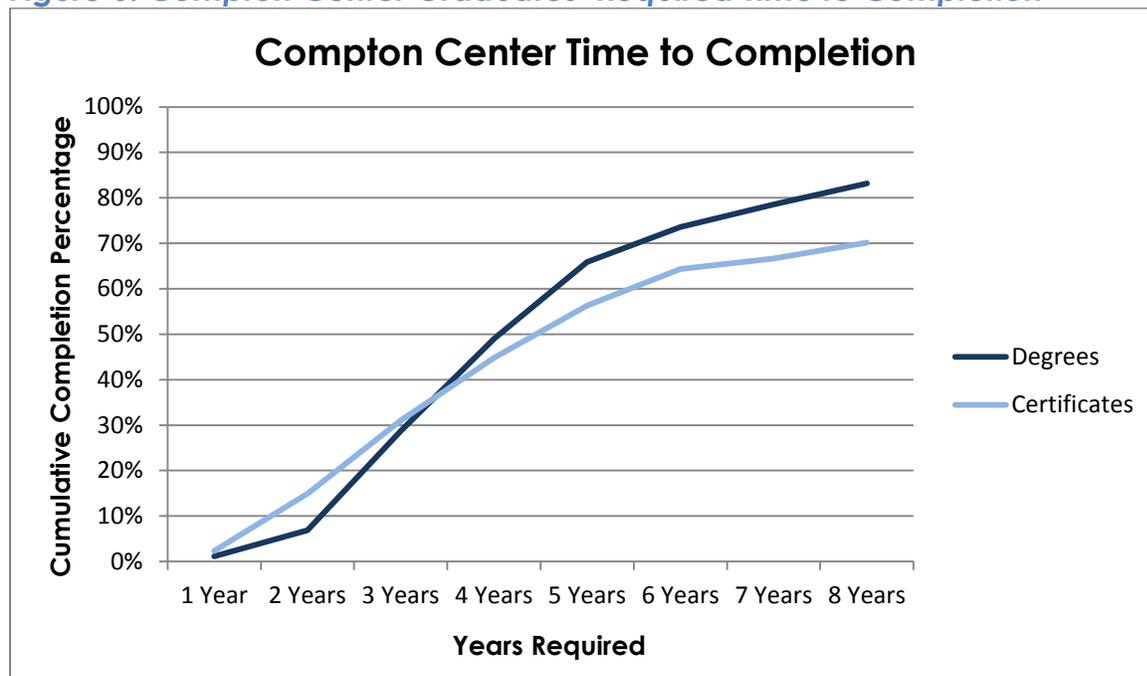
On average, students in STEM programs tend to complete in a slightly shorter amount of time than students in all programs combined. Conversely, students in CTE programs tend to require slightly more time than students in all programs. Generally speaking, STEM programs include more traditional courses (e.g., chemistry), while CTE programs include vocational courses. Because of this, STEM programs may be more appealing to traditional students (e.g., younger, full-time students prepared for college-level courses), while CTE programs may be more popular among nontraditional students (e.g., older students who have full-time occupations and enroll in these programs to receive job-related skills and certifications).

El Camino College Compton Center

The time required to complete a degree at El Camino College Compton Center is also generally a longer amount of time than the two years expected of most community college degree and certificate programs. Among Compton Center students who completed their degree or certificate programs in the 2013-2014 academic year, the time required ranged from approximately one semester up to 22 years. The median time to completion was 4.4 years for

both degrees and certificates (see Table 1). Among students who earned degrees, 6% completed their programs within 2 years, 26% completed their programs within 3 years, and 47% completed their programs within 4 years. Similar to ECC, the majority of students (53%) require more than 4 years to complete their programs. This is also true for certificate programs, where 65% of students require more than four years to complete. Also similar to ECC, students tend to earn degrees at a faster rate than certificates, although the completion time difference between degrees and certificates seems to be greater at Compton Center than ECC. For a visual representation of the time required for ECC students to complete their degree and certificate programs, see Figure 3.

Figure 3. Compton Center Graduates' Required Time to Completion



Source: MIS

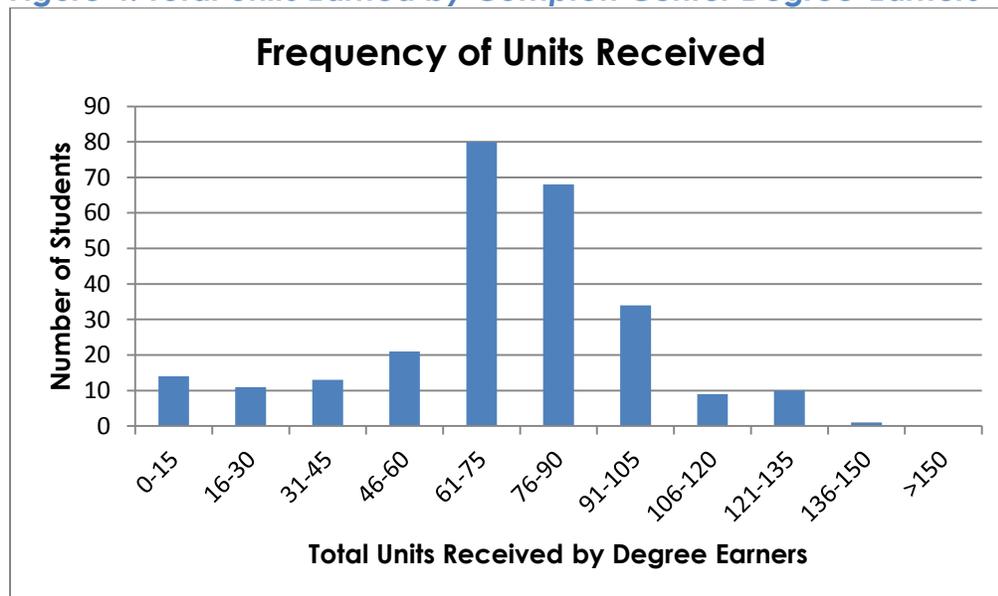
Units Earned by Time to Degree

Degree programs at Compton Center generally award associate degrees (i.e., Associate of Arts and Associate of Science) requiring students to complete at least 60 degree-applicable units. Students are allowed to transfer units from other institutions, but at least 12 units must be completed at ECC or the Compton Center. Therefore, some of the students in the following data will have earned fewer than 60 units prior to receiving their degrees. This section examines the intersection of the time required to earn a degree and the number of units students complete prior to receiving a degree. Because the number of units required to receive a certificate varies, the following data only concerns degree-earners.

Data is presented according to 15-unit groupings that allow for the degrees earned to be measured on a standard of approximately one semester of full-time courses (i.e., 15 units). In other words, the data show how many semesters' difference from the 60-unit requirement a given student was at the time of receiving their degree. Figure 4 presents a histogram showing

the distribution of total units received by Compton Center degree-earners at the time of their program award. Table 8 also presents this information, but is truncated to include the range of students within one semester of the 60-unit requirement (i.e., 45-60 units earned) and students earning more than 90 units (i.e., students at risk of facing financial aid consequences due to taking too many units).

Figure 4. Total Units Earned by Compton Center Degree-Earners



Source: MIS

Table 8. Units Earned for Associate Degrees at Compton Center (2013-2014)

Location	Units Earned	Number of Students	% of Degree Earners	Median Units	Average Units (SD)
Compton	Total	261	100%	75	72.0 (27.4)
	45 or fewer	38	15%		
	46-60	21	8%		
	61-75	80	31%		
	76-90	68	26%		
	More than 90	54	21%		

Source: MIS. Standard deviations for average number of units are listed in parentheses.

The majority of students (57%) do earn somewhere between the 60 units required for the degree and the 90 units that put them at risk of losing financial aid. Although only 60 units are required to receive a degree, many students (78%) are earning more units than necessary. Students at Compton Center typically earn 75 units before receiving their degree, implying these students are taking at least one additional semester of coursework. However, the standard deviation is large (27 units), meaning most degree-earners complete more than 48 units and nearly all of them complete at least 21 units at ECC or Compton. But this also means several students are taking as many as 99 units before receiving their degrees.

Compared to ECC, students at Compton Center appear to earn fewer excessive units prior to receiving a degree, and a smaller proportion earns more than 90 units. However, Compton Center also has a much smaller student population than ECC, which may explain Compton’s larger proportion of students who only need a few units prior to their degree or the smaller proportion of students who take 90 or more units.

Table 9. Time to Completion for Associate Degrees by Units Received (Compton)

Units Earned	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
45 or fewer	38 (15%)	21%	29%	40%	11.6	11.2 (8.0)
46-60	21 (8%)	5%	35%	45%	4.3	5.0 (2.9)
61-75	80 (31%)	5%	29%	62%	3.8	4.5 (2.7)
76-90	68 (26%)	4%	35%	54%	4.0	4.5 (2.5)
More than 90	54 (21%)	0%	13%	28%	4.7	5.9 (3.8)
Total	261 (100%)	6%	26%	47%	4.4	5.9 (4.7)

Source: MIS. Student counts as a percent of degree-earners are listed in parentheses. Standard deviations for average numbers of years are listed in parentheses.

Table 9 presents an examination of degree-earners according to how many units they earn and how much time was required to complete the degree. Students who receive 45 or fewer units while earning their degree tend to take much longer to complete their programs, but this data may be skewed by students requiring more extreme lengths of time (e.g., over twenty years). The large standard deviation implies there are students grouped at two possible extremes: some students who potentially transferred to ECC or Compton to complete their remaining units in a short amount of time, and some students who initially enrolled at ECC or Compton several years ago and recently returned to complete their remaining units.

Similar to ECC, the closer Compton Center students are to the 60-unit range, the more likely they are to complete their programs within shorter amounts of time. Students receiving between 60 and 90 units complete at much faster rates than the combined total. The standard deviations are also smaller for this group of students, implying they are more tightly clustered around the 4.5 year average (i.e., most of the students who did not complete by the average time of 4.5 years only required two additional years).

Demographic Characteristics by Time to Completion

The following section examines time to completion in relation to the students’ demographic characteristics (i.e., gender, ethnicity, and age). This data relates to students who earned degrees as well as students who earned certificates or other program awards.

Table 10. Time to Completion by Gender (Compton Center)

Gender	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
Male	109 (31%)	10%	35%	53%	4.0	5.0 (3.8)
Female	239 (69%)	5%	22%	40%	4.4	6.7 (5.4)
Total	348 (100%)	7%	26%	44%	4.4	6.1 (5.0)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses.

At Compton Center, women require more time to complete their programs, and a smaller proportion of them complete their degrees in the given timeframes. Unlike ECC, these gender differences do not appear to be statistically negligible. According to the “80% rule” (i.e., a group is considered disproportionately impacted if performing at less than 80% of a reference group’s performance rate), women appear to be disproportionately impacted in their completion rates when compared to men. Although it is difficult to apply the 80% rule to the number of years required to complete programs, the average time required for men is approximately 75% of the average time required for women.

Table 11. Time to Completion by Ethnic Group (Compton Center)

Ethnic Group	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
Black or African American	161 (46%)	4%	23%	39%	4.4	6.9 (5.6)
American Indian or Alaskan Native	* (<2%)	100%	100%	100%	1.2	1.2 (0.0)
Asian	* (<2%)	0%	43%	71%	4.0	3.9 (1.5)
Latino or Hispanic	159 (46%)	8%	29%	49%	4.0	5.6 (4.5)
Pacific Islander	* (<2%)	0%	0%	50%	4.6	4.6 (0.8)
White (Non-Hispanic)	11 (3%)	18%	18%	45%	4.0	4.1 (1.7)
Two or More Ethnicities	* (<2%)	0%	0%	25%	4.9	5.1 (1.0)
Unknown or Declined	* (<2%)	0%	0%	0%	4.6	8.9 (7.4)
Total	348 (100%)	7%	26%	44%	4.4	6.1 (5.0)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses. An asterisk (*) indicates student population counts that were suppressed to preserve confidentiality.

At Compton Center, different ethnic groups appear to complete their programs at various rates; however, the median time required is between 4 and 5 years for virtually all groups. Incidentally, the vast majority of degree-earners (92%) were Black or Latino students, making comparative analyses of ethnic groups and examinations of disproportionate impact difficult. But among these two groups, Black students appear to be completing at rates below those of the total, while Latino students appear to be completing at rates above the total.

Table 12. Time to Completion by Age Group (Compton Center)

Age Group	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
17 to 24	126 (36%)	13%	40%	63%	3.5	3.7 (1.7)
25 to 29	73 (21%)	4%	22%	44%	4.4	5.1 (2.4)
30 to 39	78 (22%)	4%	17%	26%	5.2	7.7 (5.4)
40 to 49	34 (10%)	3%	15%	41%	5.5	9.8 (7.7)
50+	37 (11%)	3%	19%	27%	6.6	9.4 (6.9)
Total	348 (100%)	7%	26%	44%	4.4	6.1 (5.0)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses.

Similarly to ECC, younger age groups at Compton Center tend to complete their programs at quicker rates. Again, these faster completion times among younger students may be explained by their likelihood of being “traditional” students. The largest group of degree-earners is the 20-to-24 year age range, and this group also completes most quickly and with the highest proportion of students completing within 200% of normal time. One characteristic of traditional students is the tendency to enroll in college immediately after completing high school, and if program completion at ECC or Compton Center requires approximately four years, this would place most high school graduates in the 20-to-24 year age range at the time of their postsecondary education award.

STEM and CTE Initiatives by Time to Completion

The following section examines time to completion according to specific program initiatives at the Compton Center. The Science, Technology, Engineering, and Mathematics (STEM) initiative focuses on programs related to more scientific and technical fields. However, there were very few STEM graduates at Compton Center during the 2013-2014 academic year, so this section will primarily examine the Career and Technical Education (CTE) initiative. The CTE initiative concerns technical or industrial programs that focus on building knowledge and skills related to particular professions in these fields.

Table 13. Time to Completion by STEM and CTE Initiatives (Compton Center)

Initiative	Number of Students (%)	Cumulative Percent			Median Years	Average Years (SD)
		100%	150%	200%		
STEM	* (<5%)	0%	0%	100%	3.4	3.4 (0.0)
CTE	157 (45%)	4%	14%	30%	5.0	7.5 (5.8)
All Programs	348 (100%)	7%	26%	44%	4.4	6.1 (5.0)

Source: MIS. Student counts as a percent of award-earners are listed in parentheses. An asterisk (*) indicates student population counts that were suppressed to preserve confidentiality.

Students in CTE programs tend to require more time than students in other programs. However, CTE programs primarily focus on vocational education, and students may enroll in

these courses to build particular skills well in advance of receiving a program award. In contrast to traditional students, “nontraditional” students tend to enroll at later ages and work full-time while also attending college. Incidentally, the average age of students completing CTE programs at Compton Center is approximately 35 years, implying these are more likely to be nontraditional students.

Conclusion

Students at both ECC and Compton Center tend to require more than the two years that are expected to be necessary to complete degree and certificate programs. Typically, students require four years or more (i.e., several students complete at approximately 200% of the expected time required). However, there appear to be student characteristics that are related to variation in the time required to complete their programs.

Most substantially, the age of the student and the number of units a student earns at the time of receiving their award seem to inform whether they complete in a shorter or longer amount of time. Younger students and students who have not taken excessively more than the 60 units required tend to complete more quickly than other students. These younger students may in fact be “traditional” students: younger because they tend to enroll immediately after high school, and completing 60 units more quickly because they enroll in classes full-time (i.e., take more units per semester than “nontraditional” students). Although differences between traditional and nontraditional students are often made apparent, there also appear to be more subtle demographical differences: women’s completion rates may be disproportionately impacted at Compton Center, and several ethnic groups’ completion rates may be disproportionately impacted at ECC.

Overall, the time to completion for the 2013-2014 academic year has increased slightly when compared to rates from the 2012-2013 academic year (i.e., median completion time has increased from 4.0 to 4.4 years). However, this data may be skewed by students who required a very long time to complete and happened to have completed in this academic year. Compared to the previous year, Compton Center’s average years required for degrees has increased by 1 year, and the average years required for certificates have increased by approximately 3 years, but the averages at ECC remain nearly identical to the previous academic year.