

# El Camino College Compton Center Academic Performance Profile 2014



## Executive Summary

This report examines El Camino College Compton Center (hereafter referred to as “Compton”) in terms of academic performance measures compared with four peer institutions (i.e., other California community colleges similar to Compton in size, demographics, geography, and other institutional characteristics). While Compton tends to perform near the middle or towards the bottom of its peer group, it also typically shows more growth and improvement than any of its peer institutions, and its performance rates seem to continuously improve rather than fluctuate.

## Introduction

In efforts to improve the accountability of individual community colleges, reports detailing how institutions perform in relation to similar institutions have become increasingly common. For example, the California Community College Chancellor’s Office (CCCCO) employs the Student Success Scorecard as a way to measure academic performance across the system. Although comparisons are often made system-wide, peer groups based on a set of common characteristics shared by institutions are also used to examine academic performance across different institutions. This report examines the El Camino College Compton Center (referred to as “Compton” for the remainder of this report) in relation to peer institutions selected for their similarity to Compton in size, demographics, region, and/or other institutional characteristics.

The four institutions included in the peer group for the current report are: Cerritos College, Los Angeles Southwest College (LASC), Merritt College, and West Los Angeles College (WLAC). These colleges all have moderately large, suburban, ethnically diverse student populations (although Cerritos tends to be larger and have fewer Black or African-American students than others in this peer group). These peer institutions were selected for comparison based on similarities to Compton, but it is important to acknowledge that no two community colleges are exactly alike, and even these peer institutions can only offer an approximation of what the unique range for Compton’s academic performance should look like. For an overview of each college’s institutional characteristics, consult the Appendix.

The academic performance measures provided in this report include course retention and success rates, one-year persistence rates, and completion rates in terms of: transfer-preparedness or degrees awarded; transfer to the University of California (UC) and California State University (CSU) systems; and four-year degree completion at UCs and CSUs.

This report first introduces enrollment trend information in order to provide context for the academic measures presented later. The sources of data for this report are: the federal Integrated Postsecondary Education Data System (IPEDS), California State University (CSU), the University of California (UC), and the California Community College Chancellor’s Office (CCCCO).

## Enrollment Profile

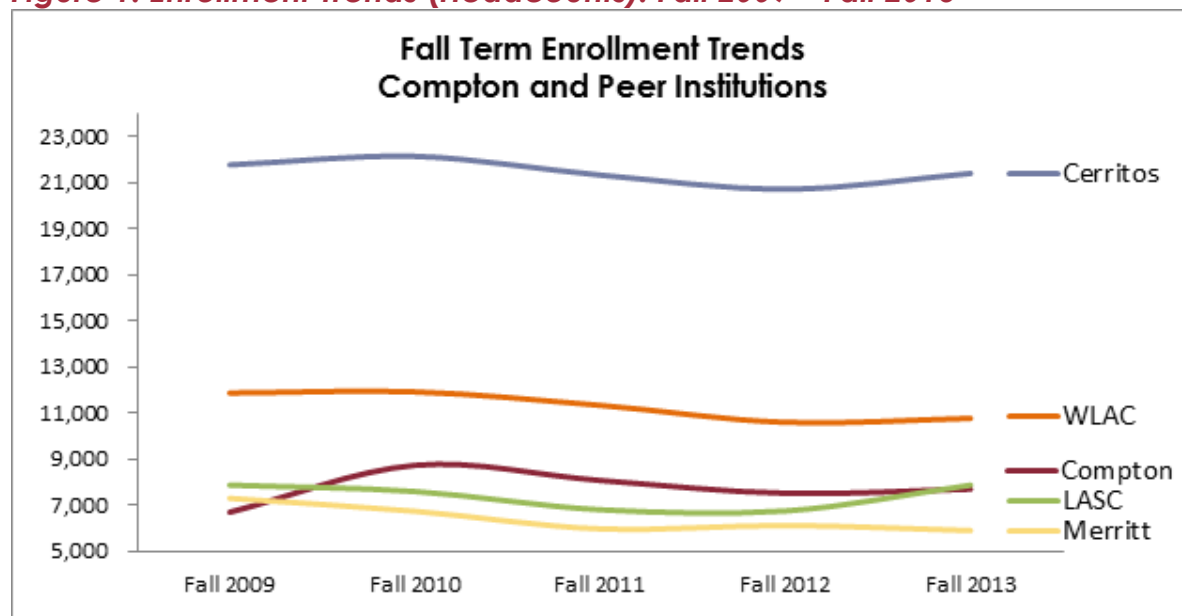
Enrollment according to student headcounts for each college within the peer group has shown an overall trend of slightly decreasing since Fall 2009. This may be explained by previous budget cuts to California’s higher education, resulting in enrollment restrictions over the years ranging from 2007 to 2012. Enrollment declined for the entire peer group up to Fall 2012, with the exception of Merritt whose enrollment continued to decline through Fall 2013. It may be noteworthy that Merritt is the most geographically dissimilar member of this peer group, located in Northern California (i.e., Oakland) rather than Southern California. Across the five-year period, Compton’s enrollment has increased by 15% whereas Merritt’s enrollment has decreased by 19%, and all other peer institutions’ enrollment has remained relatively stable.

**Table 1. Enrollment Headcounts: Fall 2009 – Fall 2013**

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Cerritos</b>	21,776	22,142	21,335	20,719	21,404
<b>Compton</b>	<b>6,691</b>	<b>8,729</b>	<b>8,068</b>	<b>7,510</b>	<b>7,693</b>
<b>LASC</b>	7,866	7,591	6,800	6,743	7,864
<b>Merritt</b>	7,295	6,732	5,966	6,113	5,887
<b>WLAC</b>	11,866	11,915	11,330	10,590	10,767

Source: IPEDS

**Figure 1. Enrollment Trends (Headcounts): Fall 2009 – Fall 2013**








Source: IPEDS

## Course Success and Retention

Course success and retention rates are commonly used to indicate academic achievement. Course success rates refer to the percentage of students who receive a passing grade (i.e., A, B, C or P) out of all students enrolled at the time of census. Retention rates refer to the percentage of students who are enrolled in courses at census and complete the course without withdrawing (including all letter grades and non-W incompletes).

Compared to five years earlier in Fall 2009, success rates have increased for every institution in Compton's peer group in Fall 2013. However, success rates at all peer institutions have actually decreased since the previous year, with the smallest decreases occurring at Compton and Cerritos. Counter to the five-year trend seen in enrollment, there appears to have been a trend of success rates steadily improving up to Fall 2012, followed by a decrease in Fall 2013. With the exception of Compton, this is also the first decrease in success rates seen by these peer institutions in the five-year period. Nonetheless, all peer institutions show a five-year increase ranging from 2.8% at Merritt and WLAC, to 5.0% at LASC.






**Table 2. Course Success Rates: Fall 2009 – Fall 2013**

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Trend
<b>Cerritos</b>	66.2%	67.8%	70.4%	71.0%	69.8%	
<b>Compton</b>	<b>58.4%</b>	<b>60.0%</b>	<b>58.5%</b>	<b>63.0%</b>	<b>62.6%</b>	
<b>LASC</b>	55.0%	57.9%	58.7%	63.0%	60.0%	
<b>Merritt</b>	61.3%	62.9%	62.6%	66.0%	64.1%	
<b>WLAC</b>	58.2%	58.2%	59.3%	63.0%	61.2%	

Source: CCCCO. Maximum and minimum points are indicated in green and red, respectively. Trend depictions are not to scale.

Compared to five years earlier in Fall 2009, retention rates have also increased or remained stable at every institution in Compton's peer group in Fall 2013. Compton is the only peer institution showing continuous growth across the five-year period. There appear to be two patterns of retention seen among this peer group: alternating periods of stability and improvement (exhibited by Compton and Cerritos), and fluctuating increases and decreases (exhibited by LASC, Merritt, and possibly WLAC). Although Compton had the lowest rates during all five years, it has shown the most five-year growth (6.8%).

**Table 3. Course Retention Rates: Fall 2009 – Fall 2013**

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Trend
<b>Cerritos</b>	81.2%	81.5%	84.1%	85.0%	84.1%	
<b>Compton</b>	<b>72.3%</b>	<b>75.5%</b>	<b>75.2%</b>	<b>79.0%</b>	<b>79.1%</b>	
<b>LASC</b>	82.4%	81.8%	81.0%	84.0%	82.7%	
<b>Merritt</b>	79.9%	79.4%	80.0%	81.0%	79.6%	
<b>WLAC</b>	79.9%	79.0%	78.2%	81.0%	82.1%	

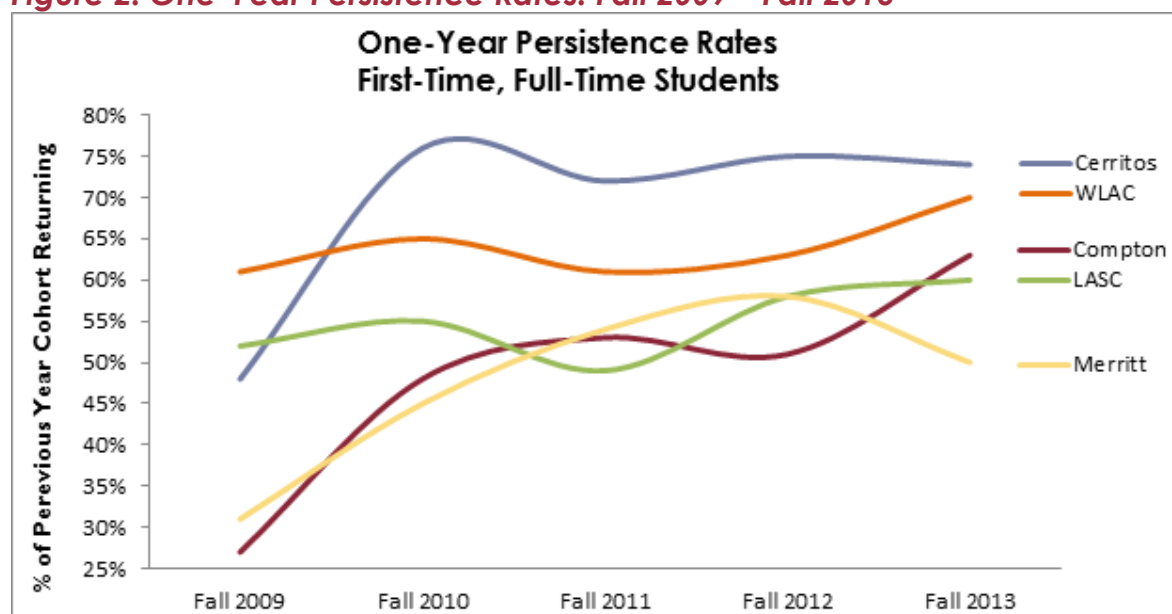
Source: CCCCO. Maximum and minimum points are indicated in green and red, respectively. Trend depictions are not to scale.

## One-Year Persistence

The one-year persistence rate is the percentage of first-time, full-time students—students with degree-, certificate- or transfer-oriented educational goals—who enroll in classes for a given Fall term and continue to enroll during the subsequent Fall term. For example, such a student who enrolls in Fall 2012 and continues to enroll in Fall 2013 would be considered as persisting for one year. The five-year data from IPEDS is presented currently; however, data from 2009 appear to be flawed. Several schools show a presumably inaccurate 25-point decrease in persistence for Fall 2009, but this decrease does not appear in other contemporary data sources (e.g., the CCCC’s Student Success Scorecard).

With the exception of the 2009 data, persistence rates have generally increased over a four-year period. Almost all peer institutions show improvement when comparing Fall 2013 to Fall 2010, but Compton exhibited the largest percentage increase (15%), compared to LASC, Merritt, and WLAC (which all improved by 5%). Only two peer institutions show a decrease in Fall 2013 persistence compared to Fall 2012 persistence (i.e., Cerritos and Merritt), with Merritt’s 8% decrease being much larger than Cerritos’s 1% decrease.

**Figure 2. One-Year Persistence Rates: Fall 2009 – Fall 2013**



Source: IPEDS. Fall 2009 source data is potentially inaccurate for some institutions.

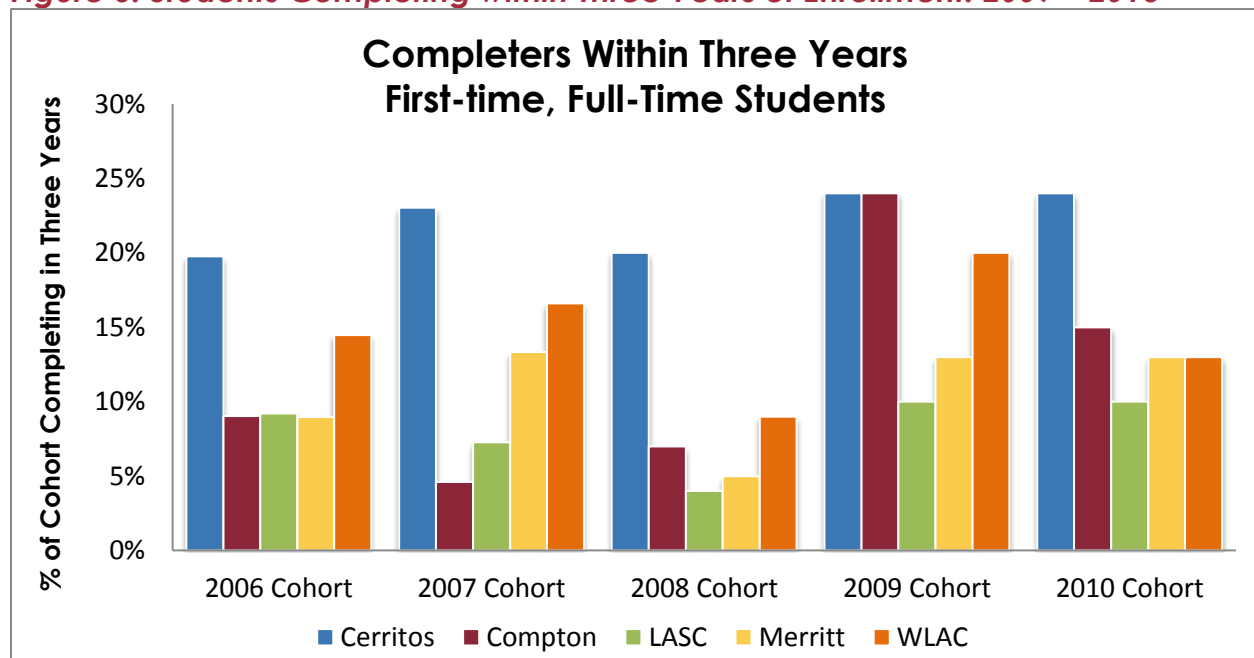
## Completion within Three Years (150% Time)

IPEDS defines “completers” as students who enter college on full-time status and eventually meet their goal to receive a degree or certificate, or to transfer to a 4-year institution. The present data concerns students who meet their goals within three years of initial enrollment. Although most programs are designed to be completed within two years, students often do not complete within two years (i.e., 100% time). Measuring students who complete within three years (i.e., 150% time) often provides a more realistic interpretation of completion. To provide a frame of reference for this data, approximately 33% of all Compton students who completed

their programs during the 2013-2014 academic year did so within three years of enrolling. However, IPEDS tracks completion rates according to cohorts of first-time, full-time students. For example, the 2006 cohort consists of students who enrolled in the 2006-2007 academic year; therefore, their completion rates are measured in the 2009-2010 year. The following data depicts cohorts that would have completed (at 150% time) from the 2009-2010 year to the 2013-2014 year.

Compared to five years ago, completion rates have improved at every peer institution except WLAC, which decreased by 1%. Although Compton had previously performed at the bottom of its peer group on this measure, the 2009 and 2010 cohorts yielded the highest and second-highest completion rates, respectively. Complementary to the Fall 2012 enrollment and course success trends reported above, the 2012-2013 academic year (i.e., the 2009 cohort) appears to be a peak year for every peer institution's 150%-time completion rates. Although the 2010 cohort rates are still an improvement over the 2006 cohort rates for virtually every peer institution, the 2009 cohort exhibits the largest amount of change, with Compton showing the most improvement in that timespan (15%). Cerritos consistently yields the highest completion rates (e.g., 24% for the 2010 cohort), and LASC appears to yield the lowest completion rates (e.g., 10% for the 2010 cohort), at least according to the most recent trends.

**Figure 3. Students Completing within Three Years of Enrollment: 2009 – 2013**



Source: IPEDS. Student cohorts are tracked such that students from the 2006 cohort complete within three years by the end of 2009-10, and students from the 2010 cohort complete within three years by the end of 2013-2014.

## Transfer Velocity

The following data concerns the number of first-time students from peer institutions who transfer to any four-year institution. The transfer cohort consists of students enrolling for the first time at a California Community College who complete twelve units and attempt transfer-

level math or English courses within six years of their initial enrollment. The transfer outcome is measured as any student from the transfer cohort who transfers to a four-year institution within those six years. Unlike the data related to transfer destinations, transfer velocity examines a specific subset of first-time students among those who are eligible and/or likely to transfer to four-year institutions. Data is presently reported for the annual transfer cohorts enrolling between 2003-04 and 2007-08, meaning their finalized transfer outcomes are calculated between the years 2009-10 and 2013-14.

Compton’s transfer velocity has previously been the lowest among its peer institutions, but more recent cohorts place Compton closer to the top of its peer group on this measure (with Compton actually yielding the highest transfer velocity for the 2006-2007 cohort). However, it should be noted that smaller group sizes will yield higher variability in these rates. Likewise, it is difficult to assess trends when there are large amounts of variation. Some institutions’ transfer velocities appear to be on the decline (e.g., Cerritos, Compton, and LASC), while other institutions have been improving over the most recent years (e.g., Merritt and WLAC). On the other hand, Compton and Merritt are the only two institutions whose 2007-2008 cohort rates have improved when compared to the cohorts five years earlier.

**Table 4. System-wide Transfers to All UCs: 2009-2010 to 2013-2014**

Institution	Transfers by Cohort Year (% of Transfer Cohort)					Trend
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
<b>Cerritos</b>	525 (32%)	522 (32%)	586 (34%)	564 (31%)	557 (28%)	
<b>Compton</b>	85 (26%)	77 (28%)	67 (29%)	56 (39%)	87 (32%)	
<b>LASC</b>	72 (30%)	102 (39%)	113 (38%)	120 (38%)	88 (28%)	
<b>Merritt</b>	62 (34%)	65 (34%)	56 (31%)	65 (38%)	86 (40%)	
<b>WLAC</b>	138 (36%)	123 (39%)	110 (31%)	107 (31%)	121 (33%)	

Source: CCCCO. Percentages represent the percent of students within a given transfer cohort who successfully transferred to four-year institutions. Trends depict these percentages but are not to scale.

## Transfer Destinations

The following data concerns the number of students from peer institutions who transfer to either the UC or CSU systems. Unlike transfer velocity, these data are not based on student cohorts; rather, any student who transferred to these institutions in the given timeframe is counted. This data is provided by the UC Information Center, the CSU Chancellor’s Office, and the California Community College Chancellor’s Office, where appropriate. Private university information was not consistently available and, therefore, not reported presently. Additionally, the UC Information Center does not differentiate between transfers from El Camino College and El Camino College Compton Center, so Compton students transferring to the UC system cannot be accurately reported.

Schools within Compton’s peer group do not transfer a large number of students to the UC system, according to the previous five years of data. Considering the small number of overall transfers, it is difficult to extrapolate or draw conclusions from such a small sample size. There

does appear to be a trend of gradual decreases up to the 2012-2013 academic year followed by an increase, but the between-school variations in transfer patterns and lack of data availability do not provide sufficient evidence.

**Table 5. System-wide Transfers to All UCs: 2009-2010 to 2013-2014**

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Trend
<b>Cerritos</b>	185	164	151	144	157	
<b>Compton</b>	--	--	--	--	--	
<b>LASC</b>	6	4	5	4	10	
<b>Merritt</b>	15	15	25	13	40	
<b>WLAC</b>	33	32	31	37	33	

Source: UC Information Center. Trend depictions are not to scale. Compton data was not tracked separately from El Camino College (main campus) data and cannot be accurately reported.

Across the past five years, there appears to be an overall increase in transfers to the CSU system for most peer institutions. The increases seen in Fall 2013 may be related to the aforementioned budget cuts to higher education in California. As the reduced funding required enrollment restrictions at the community colleges from 2007 to 2012, CSU's enrollment restrictions likely limited the number of transfer students from these peer institutions during the same time period. Cerritos, Merritt, and WLAC reported increases in transfers across the five year period (52%, 53%, and 20%, respectively), while Compton and LASC both saw an overall decrease across the five year period (29% and 8%, respectively). However, it is also important to consider these transfers in terms of counts in addition to percentages, as Compton and LASC only transferred 15 and 11 fewer students, respectively.

**Table 6. System-wide Transfers to All CSUs: 2009-2010 to 2013-2014**

Institution	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Trend
<b>Cerritos</b>	594	851	696	644	903	
<b>Compton</b>	<b>52</b>	<b>34</b>	<b>25</b>	<b>45</b>	<b>37</b>	
<b>LASC</b>	133	104	110	113	122	
<b>Merritt</b>	76	86	118	81	116	
<b>WLAC</b>	141	158	179	137	169	

Source: CSU. Trend depictions are not to scale.

## Four-Year Degree Completion

The CSU system tracks the number of degrees conferred to students who initially enrolled in community colleges, and the following data represents degrees conferred to students from the given peer institutions during the 2013-2014 academic year. No student cohorts are presently indicated; rather, the data concerns the number of awards given to students from peer colleges within a given school year (meaning completion rates cannot be reliably calculated). In order to provide a simplified interpretation of realistic transfer destinations for this peer group (and

because there are more than twenty CSU campuses), only the CSU campuses in Los Angeles and the surrounding regions are presently reported.

Most of the students who transfer from Compton to CSU enroll at the Dominguez Hills campus. In fact, Dominguez Hills is the top degree-conferring CSU for this entire peer group. Cerritos, which is the most dissimilar member of this peer group in terms of having much higher enrollment, tends to skew this peer comparison data by providing a majority of transfers at each given campus. However, with the exception of the Long Beach campus, this entire peer group sends the highest number of transfers to the Dominguez Hills campus (recall that Merritt is located in Northern California, rather than Southern California).

**Table 7. Degrees Conferred by “Los Angeles Area” CSU Institutions to Students Transferring from Peer Group Community Colleges: 2013-2014**

Institution	DH	Fullerton	LA	LB	CSUN	Pomona	SD	Total
<b>Cerritos</b>	165	96	96	220	15	25	2	<b>619</b>
<b>Compton</b>	34	1	2	2	0	0	0	<b>39</b>
<b>LASC</b>	75	0	10	4	4	1	0	<b>94</b>
<b>Merritt</b>	1	0	0	2	0	0	1	<b>4</b>
<b>WLAC</b>	64	1	23	15	34	3	1	<b>141</b>
<b>Total</b>	<b>339</b>	<b>98</b>	<b>131</b>	<b>243</b>	<b>53</b>	<b>29</b>	<b>4</b>	<b>897</b>

Source: CSU. Some CSU campus names are abbreviated: DH = Dominguez Hills; LA = Los Angeles; LB = Long Beach; CSUN = Northridge; SD = San Diego.

## Conclusion

Compared to colleges that are similar in size, geography, student demographics, and institutional mission, El Camino College Compton Center (i.e., “Compton”) tends to perform at the middle or the bottom of the peer group, depending on the given measure. However, despite Compton’s relative performance on these given measures, it tends to show not only the most growth across the five year period, but also indications of steady and continuous improvement (e.g., success, retention, and persistence rates). Also noteworthy is the potential dissimilarity between some of Compton’s peer institutions and the remainder of the peer group (e.g., Cerritos’s much larger student population and Merritt’s different geographic location).

Again, it is important to acknowledge that no two community colleges are exactly alike, and even these peer institutions can only offer an approximation of what the unique range for Compton’s academic performance should look like. Local conditions vary, and many uncontrollable, external factors contribute to differences in academic performance measures and outcomes. This report should only serve as a general indicator of comparative performance among these colleges.



## Data Sources

The data sources used for this report are web-accessible and available to the public. Compiled by the National Center for Educational Statistics (NCES), the Integrated Postsecondary Education Data System (IPEDS) contains a variety of demographic, enrollment, and performance data on US institutions of higher education beyond what is presently reported.

Automatic as well as customizable data downloads and reports are available (e.g., for studies of the various pathways students take in their education). Likewise, data are compiled by the University of California (UC), California State University (CSU), and California Community College Chancellor's Office (CCCCO) systems directly. Linked web addresses for each of these alternative data sources are provided below:

California State University Community College Transfers

<http://www.calstate.edu/as/ccct/index.shtml>

University of California Community College Transfers

<http://www.universityofcalifornia.edu/infocenter/admissions-source-school>

California Community College Chancellors Office Transfer Data

<http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx>

California Community College Chancellors Office Course Data

<http://datamart.cccco.edu/Courses/Default.aspx>

IPEDS Data Center

<http://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>

## Appendix – Peer Group Institutional Characteristics

### Peer Institutions' Official Carnegie Classifications (2010)

Institution	Urbanization	Size	Classification
<b>Cerritos</b>	Large Suburb	Very Large (20,000+)	Public, Suburban-serving Single Campus
<b>Compton</b>	Large Suburb	Medium (5,000-9,999)	Public, Suburban-serving Single Campus
<b>LASC</b>	Large Suburb	Medium (5,000-9,999)	Public, Urban-serving Multicampus
<b>Merritt</b>	Large City	Medium (5,000-9,999)	Public, Urban-serving Multicampus
<b>WLAC</b>	Large Suburb	Large (10,000-19,999)	Public, Urban-serving Multicampus

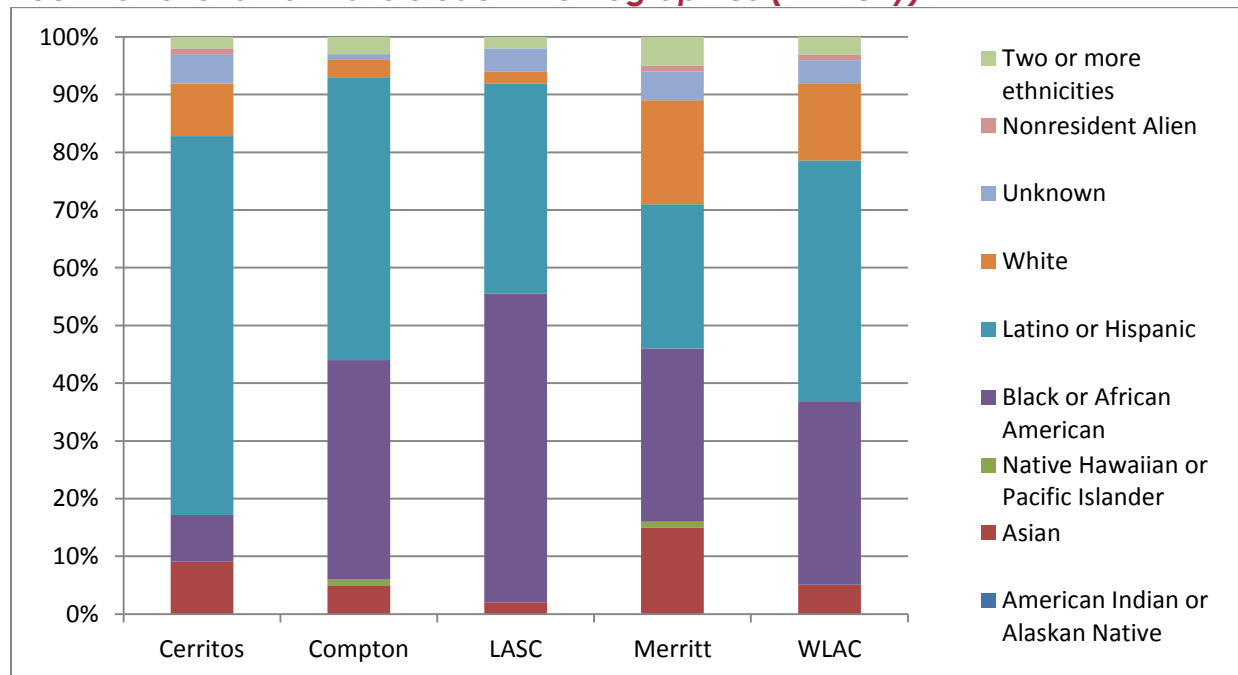
Source: IPEDS

### Peer Institutions' Fall 2013 Student Demographics (Gender, Status, Age)

Institution	Male	Female	Part	Full	<18	18-24	24-64	65+
<b>Cerritos</b>	45%	55%	67%	33%	2%	65%	33%	1%
<b>Compton</b>	36%	64%	75%	25%	3%	56%	41%	0%
<b>LASC</b>	31%	69%	83%	17%	14%	39%	46%	1%
<b>Merritt</b>	36%	64%	86%	14%	2%	44%	52%	2%
<b>WLAC</b>	40%	60%	80%	20%	4%	47%	49%	1%

Source: IPEDS

### Peer Institutions' Fall 2013 Student Demographics (Ethnicity)



Source: IPEDS