

El Camino College Compton Center Academic Performance Profile 2017



Executive Summary

This report examines El Camino College Compton Center in terms of academic performance measures compared with four peer institutions (i.e., other California community colleges similar to Compton Center in size, demographics, geography, and other institutional characteristics). While Compton tends to perform near the middle of its peer group, it also typically shows more consistent improvement than its peer institutions, with performance rates that seem to continuously improve rather than fluctuate. However, several performance rates not related to enrollment appear to be equalizing across the peer institutions in general.

Introduction

In efforts to improve the accountability of individual community colleges, reports detailing how institutions perform in relation to similar institutions have become common. For example, the Integrated Postsecondary Education Data System (IPEDS) annually provides a Data Feedback Report as a way to measure academic performance across several institutions. Peer groups based on a set of common characteristics shared by institutions are used to examine academic performance across these different institutions. This report examines El Camino College Compton Center in relation to peer institutions selected for their similarity to Compton Center 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, with the exception that 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 Center, 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.

Beginning in 2016, the Carnegie Classification framework for colleges was updated to include additional information regarding the enrollment, programs, size, and setting of a given institution. This includes characteristics like whether student goals are primarily transfer-focused or focused on career and technical education (CTE), or whether the student body primarily consists of traditional students (e.g., younger and enrolling directly from high school) or nontraditional students (e.g., older and enrolling after time away from school). All institutions in Compton Center's comparison group are public, two-year, Associate Degree-granting institutions. 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 these universities.

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). At the time of this report’s publication, the latest available IPEDS data includes the Fall 2015 term, and the latest available CCCCCO data includes the Fall 2016 term.

Enrollment Profile

Enrollment according to student headcounts for each college within the peer group has shown an overall trend of relative stability since Fall 2011. Effects from the previous budget cuts to California’s higher education, which resulted in enrollment restrictions over the years ranging from 2007 to 2012, have likely subsided. Although enrollment declined for several colleges in the peer group during Fall 2012, there were no uniform increases or decreases in enrollment during the five-year period from Fall 2011 to Fall 2015. LASC exhibited the largest fluctuations in enrollment during this five-year period, but the overall percent-change in enrollment is small for each college. Across the five-year period, the largest percent-decrease is exhibited by Compton (6%), and the largest percent-increase is exhibited by LASC (6%). This amounts to approximately 500 students in each case.

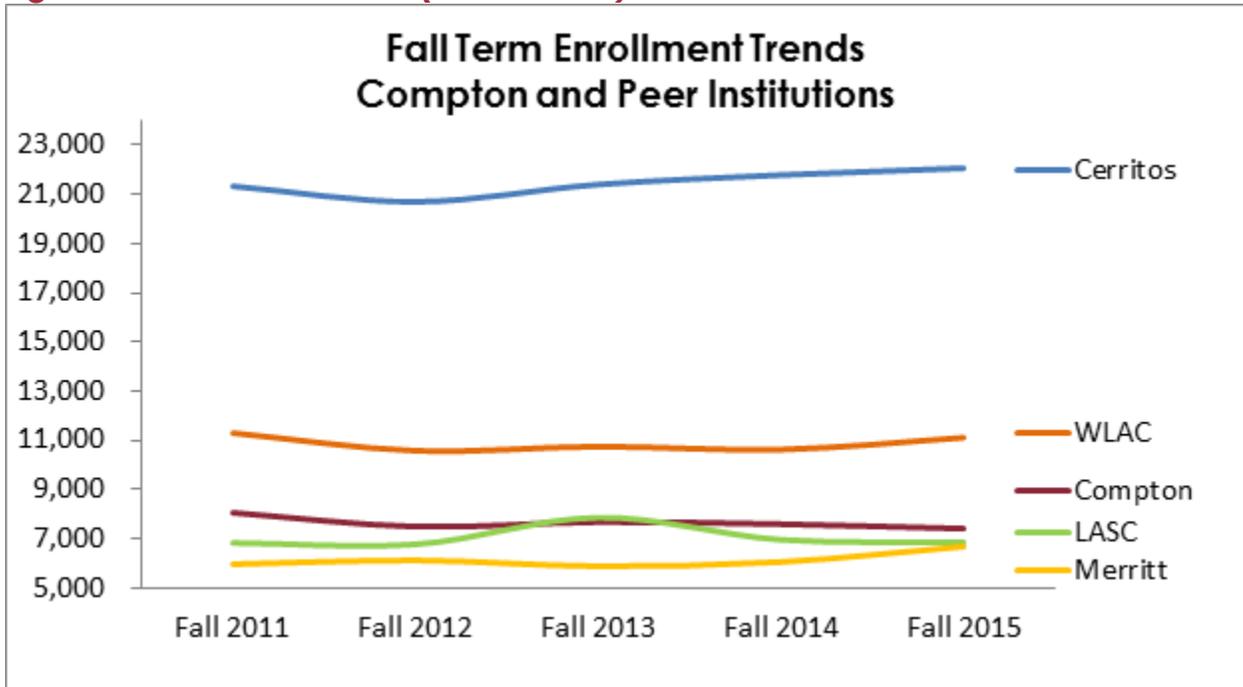
Information regarding distance education enrollment has recently been made available from IPEDS, and the Fall 2015 distance education enrollment for the peer group is shown below in Figure 2. Most colleges in the peer group have student enrollment primarily focused in non-distance education courses, and the number of students who enroll either strictly in distance education courses or take a “hybrid” combination of distance education and non-distance education are similar to each other. Compton enrolls the highest percentage of non-distance education students (81%), although differences between peer institutions is minimal. One exception is WLAC, where approximately 50% of students enroll in some form of distance education.

Table 1. Enrollment Headcounts: Fall 2011 – Fall 2015

Institution	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cerritos	23,432	22,793	23,572	24,053	24,388
Compton	7,912	7,531	7,756	7,716	7,428
LASC	7,826	7,984	9,311	8,199	8,261
Merritt	6,419	6,497	6,186	6,080	6,560
WLAC	10,439	9,954	9,872	9,988	10,217

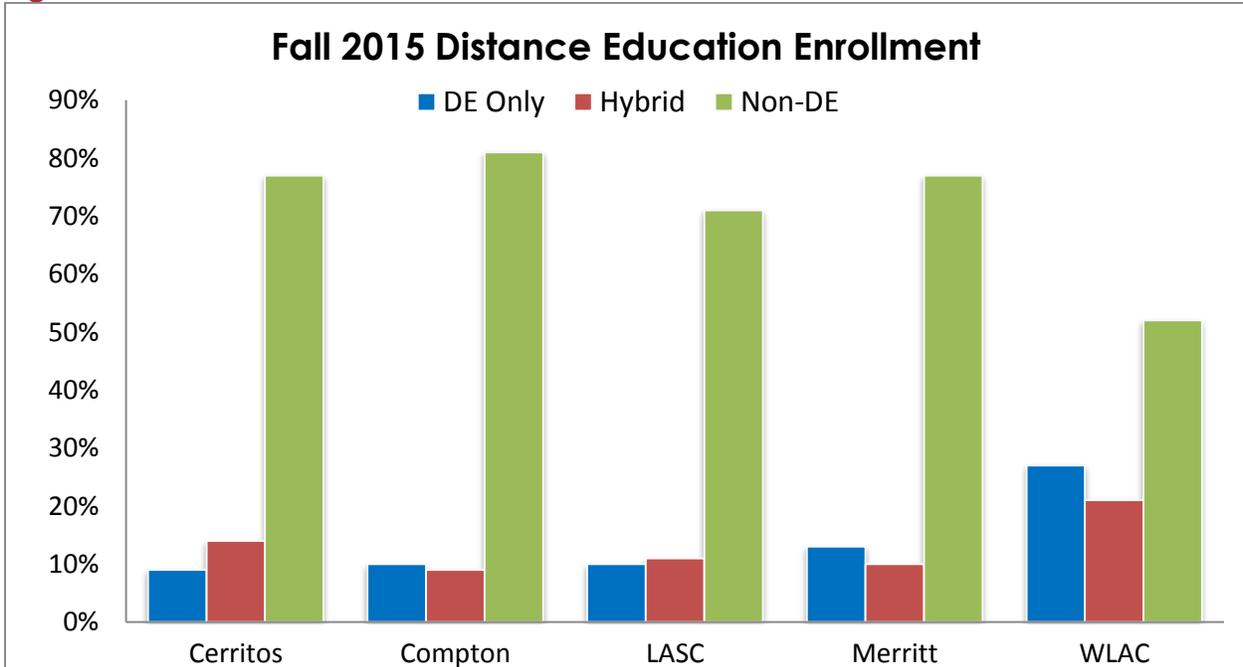
Source: California Community College Chancellor’s Office (CCCCO)

Figure 1. Enrollment Trends (Headcounts): Fall 2011 – Fall 2015



Source: IPEDS

Figure 2. Distance Education Enrollment - Fall 2015



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).

Each institution in Compton’s peer group shows different patterns in success rates when examining the five-year period from Fall 2012 to Fall 2016. Compton has exhibited a relatively consistent increase in success rates during this five-year period, whereas several other institutions have seen fluctuations or declines. However, when comparing Fall 2016 to the previous year, the success rates at each institution have either increased or remained stable. Compton and WLAC show similar overall patterns of improvement, with the lowest rates occurring in Fall 2013 and the highest rates occurring in Fall 2016, although WLAC’s Fall 2016 rates are fairly close to its Fall 2012 rates. With the exception of Compton, most colleges’ highest success rates during this five-year period occurred in Fall 2012, followed by immediate declines and later improvements. In terms of percent-change (i.e., not percentage points), the largest percent-decrease during this five-year period is the 5% decrease at LASC, and the largest percent-increase is the 3% increase at Compton.

Table 2. Course Success Rates: Fall 2012 – Fall 2016

Institution	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Trend
Cerritos	70.9%	69.8%	68.3%	68.5%	69.4%	
Compton	62.9%	62.6%	63.0%	63.8%	64.5%	
LASC	62.8%	60.0%	58.8%	58.8%	59.6%	
Merritt	66.0%	64.1%	63.4%	65.4%	65.4%	
WLAC	63.1%	61.2%	62.7%	63.2%	63.2%	

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

Each institution in Compton’s peer group also shows different patterns in retention rates when examining the five-year period from Fall 2012 to Fall 2016. Compton is the only peer institution showing continuous growth in retention rates across this five-year period, but there appear to be opposing patterns of retention rates seen among this group. One pattern shows alternating periods of stability and improvement (exhibited by Compton) or stability and decline (exhibited by LASC). Another pattern shows overall stability despite a brief but substantial growth (WLAC) or a brief but substantial decline (Merritt). Despite these patterns, overall retention rates are fairly high and similar across institutions, and the change between Fall 2012 and Fall 2016 rates is relatively small for each institution. The largest percent-decrease was seen by LASC (3%), and the largest percent-increase was seen by Compton (3%).

Table 3. Course Retention Rates: Fall 2012 – Fall 2016

Institution	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Trend
Cerritos	84.8%	84.1%	83.8%	83.4%	84.1%	
Compton	78.6%	79.1%	80.3%	80.0%	81.1%	
LASC	84.3%	82.7%	82.5%	81.7%	81.5%	
Merritt	81.5%	79.6%	80.9%	81.4%	81.5%	
WLAC	81.8%	82.1%	83.5%	82.5%	81.8%	

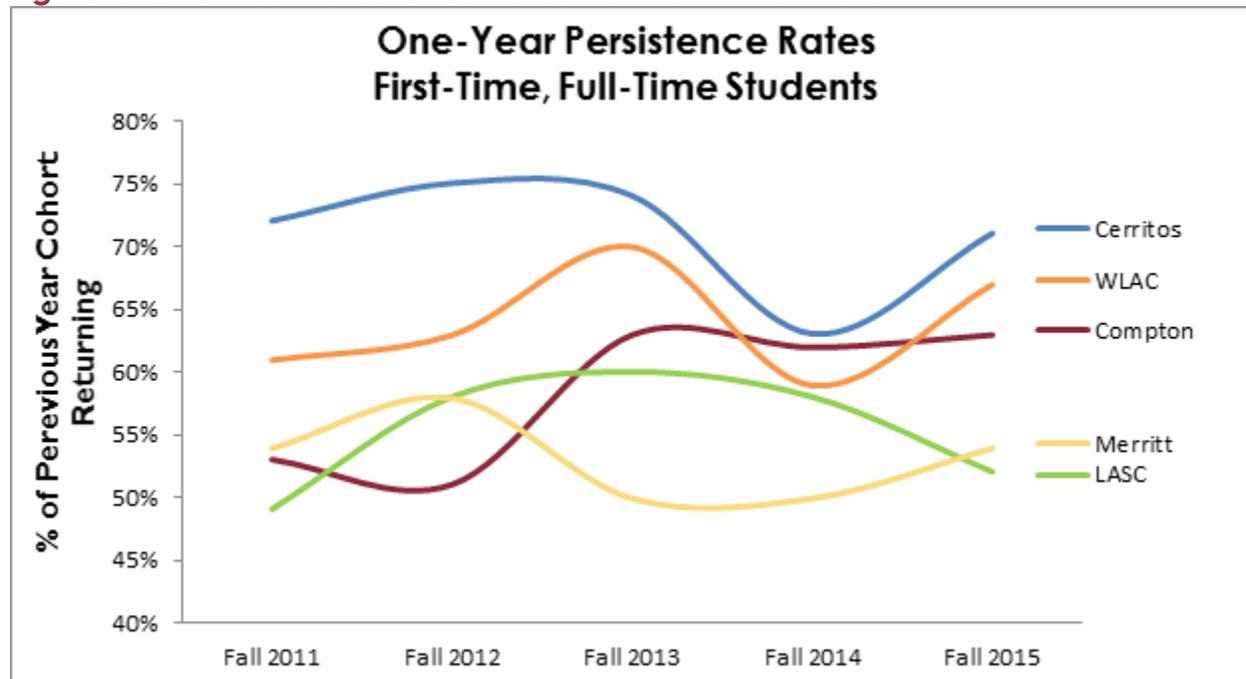
Source: CCCCO. Maximum and minimum points are indicated in green and red, respectively. Trend depictions are not to scale.

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 2014 and continues to enroll in Fall 2015 would be considered as persisting for one year.

Despite various fluctuations, persistence rates have generally increased over a five-year period from Fall 2011 to Fall 2015. Almost all peer institutions show improvement during this period, but Compton exhibits the largest percentage increase (19%). Only one institution (i.e., Cerritos) shows a decrease in persistence, although this is a 1% decrease. As there have been reporting anomalies with IPEDS persistence data in the past, it is possible the large Fall 2014 decreases seen for Cerritos and WLAC do not accurately reflect persistence rates at those institutions.

Figure 3. One-Year Persistence Rates: Fall 2011 – Fall 2015



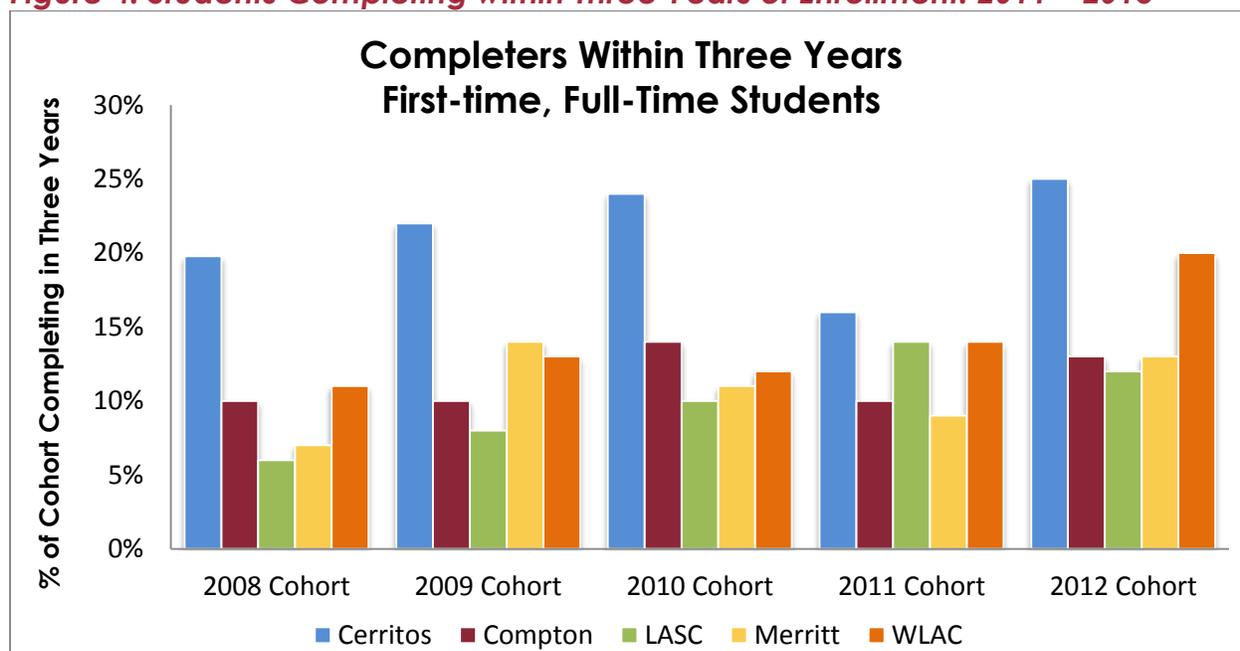
Source: IPEDS.

Completion within Three Years (150% Time)

IPEDS defines “completers” as students who enter college with 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 met 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. IPEDS tracks these completion rates according to cohorts of first-time, full-time students. For example, the 2008 cohort consists of students who enrolled in the 2008-2009 academic year; therefore, their completion rates are measured at the end of the 2010-2011 year. The following data depicts cohorts that completed (at 150% time) from the 2010-2011 year to the 2014-2015 year.

Compared to four years earlier, completion rates have improved at every peer institution. Although every institution experienced fluctuations in these rates, Compton, LASC, and Merritt perform near the 15% mark, whereas Cerritos consistently performs near the 25% mark. Likewise, the Cerritos cohorts typically exhibit the highest completion rates, while all other institutions exhibit similar rates, with the exception of WLAC’s 2012 cohort exhibiting substantially higher rates. Although the 2012 cohort rates are an improvement over the 2008 cohort rates for every peer institution, the 2010 cohort exhibits the largest amount of change and the highest percent of completion for Compton. The largest overall percent-change between consecutive cohorts occurred with the 2011 and 2012 cohorts at Cerritos, although it is unclear if the drop seen in the 2011 cohort (i.e., 2013-2014 completion data) is related to the aforementioned drop in persistence rates seen in the Fall 2014 data.

Figure 4. Students Completing within Three Years of Enrollment: 2011 – 2015



Source: IPEDS. Student cohorts are tracked such that students from the 2008 cohort complete within three years by the end of 2010-11, and students from the 2012 cohort complete within three years by the end of 2014-15 (the latest academic year of completion data available).

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 2005-06 and 2009-10, meaning their finalized transfer outcomes are calculated between the years 2010-11 and 2014-15.

Compton's transfer velocity is typically lower than its peer institutions', although some cohorts occasionally place Compton closer to the top of its peer group on this measure (e.g., yielding the highest transfer velocity for the 2006-07 cohort). However, it should be noted that smaller group sizes will yield higher variability in these rates, and it is difficult to assess trends when there are large amounts of variation. Many institutions' transfer velocities appear to be on the decline (e.g., Cerritos, Compton, LASC), while other institutions' rates appear fairly stable (e.g., WLAC). The lower rates beginning with the 2007-08 cohort may be due to substantial increases in the size of these transfer cohorts. More students may have decided to enroll in community college because of the economic downturn in late 2007, but the percent of transfers would still decrease if these new students did not pursue transferring as an educational goal. Due to the information required for accurate reporting, transfer rates are some of the most subject-to-change measures included presently, and it is possible the more recent transfer rates will increase for any given peer institution as this information becomes updated by the CCCC.

Table 4. Transfer Velocity: 2010-2011 to 2014-2015 (Cohorts 2005-06 to 2009-10)

Institution	Transfers by Cohort Year (% of Transfer Cohort)					Trend
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
Cerritos	592 (34%)	573 (32%)	559 (28%)	672 (30%)	636 (28%)	
Compton	65 (28%)	58 (41%)	90 (33%)	89 (26%)	81 (23%)	
LASC	113 (38%)	120 (38%)	92 (29%)	100 (29%)	72 (22%)	
Merritt	55 (31%)	64 (37%)	78 (36%)	57 (28%)	62 (29%)	
WLAC	113 (32%)	113 (33%)	120 (33%)	144 (35%)	95 (25%)	

Source: CCCC. Percentages represent the percent of students from a given transfer cohort who successfully transferred to four-year institutions with a six-year period. 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. Likewise, transfers to the CSU system are recorded according to the Compton Community College District and may not accurately reflect ECC Compton Center students. Instead, this report uses transfer information from National Student Clearinghouse (NSC) to provide an approximation of Compton Center student transfers to the UC and CSU systems over the previous five years.

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 and the fact these are not cohort-based percentages, it is difficult to extrapolate or draw conclusions from this small sample size. There does appear to be a trend of transfers to the UC system peaking in the 2013-14 academic year for many peer institutions, but the between-school variations in transfer patterns and lack of data availability complicate the possible explanations for this trend. Further data collection and updates to the system-wide annual transfer numbers may provide a more accurate depiction of this trend in future reports.

Table 5. System-wide Transfers to All UCs: 2011-2012 to 2015-2016

Institution	2011-12	2012-13	2013-14	2014-15	2015-16	Trend
Cerritos	154	146	157	146	128	
Compton*	55	59	76	62	66	
LASC	5	4	11	17	13	
Merritt	27	15	44	29	27	
WLAC	32	37	33	50	51	

Sources: UC Information Center and National Student Clearinghouse (NSC). Trend depictions are not to scale.
 *Compton Center transfers were not tracked separately from El Camino College transfers, so NSC data are used to estimate trends and comparisons for Compton Center.

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 beginning in 2013-14 may be related to the aforementioned subsiding of enrollment restrictions that occurred from previous budget cuts to higher education in California. As the reduced funding required enrollment restrictions at community colleges from 2007 to 2012, CSU’s enrollment restrictions likely limited the number of transfer students from these institutions during the same time period. With the exception of Merritt, every peer institution reported increases in CSU transfers across the five-year period from 2011-12 to 2015-16. While the five-year percent-increases in CSU transfers range from 12% (Compton) to 41% (Cerritos), the 7% percent-decrease for Merritt ultimately represents a difference of eight students. However, it is important to consider Compton’s transfers reported in Table 6 refer to data provided by National Student Clearinghouse. More accurate comparisons among peer institutions’ transfer rates would likely require National Student Clearinghouse data obtained from each institution.

Table 6. System-wide Transfers to All CSUs: 2009-2010 to 2015-2016

Institution	2011-12	2012-13	2013-14	2014-15	2015-16	Trend
Cerritos	696	644	903	893	979	
Compton*	326	344	340	307	366	
LASC	110	113	122	162	148	
Merritt	118	81	116	89	110	
WLAC	179	137	169	248	220	

Sources: CSU Analytic Studies and National Student Clearinghouse (NSC). Trend depictions are not to scale.

*Compton Center transfers may not have been reported according to students' ECC enrollment, so NSC data are used to estimate trends and comparisons for Compton Center.

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 2015-2016 academic year. No student cohorts are presently indicated; rather, the data concerns the number of awards given to any students from peer colleges within a given school year. In order to provide a concise interpretation of realistic transfer destinations for this group (and because there are more than twenty CSU campuses), only the CSU campuses in Los Angeles and the surrounding regions are presently reported. Because CSU reports transfer data according to the Compton Community College District, information depicted in Table 7 may be underestimated compared to the transfer data above.

Most of the students who transfer from Compton to CSU enroll at the Dominguez Hills campus. In fact, Dominguez Hills is typically 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. However, with the exception of the Long Beach campus, this entire peer group sends the highest number of transfers to the Dominguez Hills campus. The most popular transfer destination for almost every individual peer institution also happens to be Dominguez Hills (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: 2015-2016

Institution	DH	Fullerton	LA	LB	CSUN	Pomona	SD	Total
Cerritos	185	90	169	271	24	39	3	781
Compton	22	1	2	9	0	0	0	34
LASC	54	2	18	8	2	1	0	85
Merritt	0	0	2	3	0	0	0	5
WLAC	51	2	45	24	24	5	2	153
Total	312	95	236	315	50	45	5	1,058

Source: CSU. Although several CSU campuses are located throughout the state, this report focuses on institutions located in Southern California. 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 near the middle of its peer group, depending on the given measure. However, several of the performance rates not related to enrollment have been equalizing across these peer institutions over the past five years. Despite Compton’s relative performance on these given measures, it tends to show the most continuous improvement (e.g., success, retention, and persistence rates) where other institutions may be exhibiting fluctuations or declines. Exceptions to this appear to be the number of students who complete within three years and the number of students who transfer to four-year universities, but it is also noteworthy the comparisons are potentially skewed by 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 much 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 an elementary indicator of comparative performance among these institutions.

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., examining 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 Chancellor’s Office Transfer Data
<http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx>

California Community College Chancellor’s Office Student Outcomes Data
<http://datamart.cccco.edu/Outcomes/Default.aspx>

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

Appendix – Peer Group Institutional Characteristics

Peer Institutions' Official Carnegie Classifications (2015)

Institution	Size (Enrollment)	Urbanization	Programs	Student Body
Cerritos	Very Large (20,000+)	Large Suburb	Mixed Transfer/CTE	High Traditional
Compton	Medium (5,000-9,999)	Large Suburb	High Transfer	High Nontraditional
LASC	Medium (5,000-9,999)	Large Suburb	High Transfer	High Nontraditional
Merritt	Medium (5,000-9,999)	Large City	High CTE	High Nontraditional
WLAC	Large (10,000-19,999)	Large Suburb	Mixed Transfer/CTE	Mixed Traditional/Non

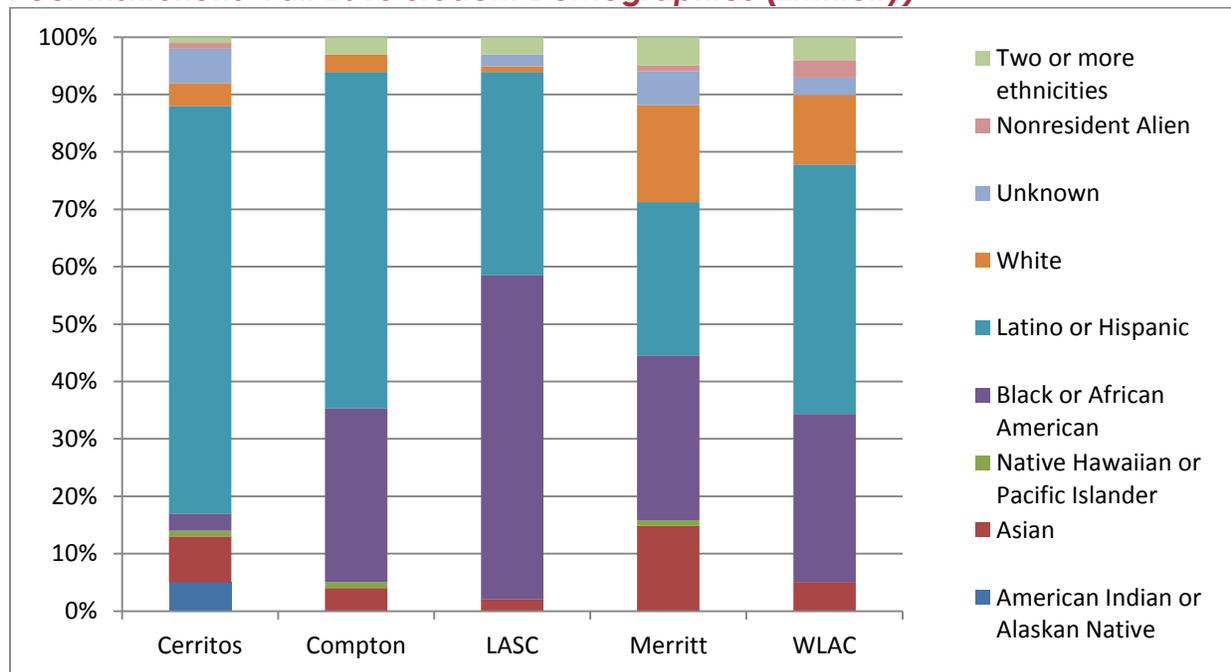
Source: IPEDS

Peer Institutions' Fall 2015 Student Demographics (Gender, Unit Load Status, Age)

Institution	Male	Female	Part	Full	<18	18-24	25-64	65+
Cerritos	45%	55%	67%	33%	2%	63%	35%	1%
Compton	37%	63%	75%	25%	5%	55%	39%	0%
LASC	31%	69%	76%	24%	7%	43%	50%	1%
Merritt	34%	66%	84%	16%	7%	40%	51%	3%
WLAC	42%	58%	75%	25%	4%	49%	46%	1%

Source: IPEDS. Percentages may not add up to 100 due to rounding.

Peer Institutions' Fall 2015 Student Demographics (Ethnicity)



Source: IPEDS