

El Camino College Compton Center Summer Enrollment Trends (2013 – 2015)



Executive Summary

This report details the summer session enrollment rates and course performance for students at El Camino College Compton Center. Although the report focuses on data for the Summer 2015 sessions, information from the 2013 and 2014 summer sessions is also presented. It is important to note there were no winter intersessions in each of the academic years prior to the Summer 2014 and Summer 2015 sessions, as this may further contextualize the analyses in the present report.

In general, academic performance during the summer tends to be higher than performance in the rest of the academic year. For Summer 2015, the first six-week session yielded the highest success rates, and the eight-week session yielded the lowest. Although local students comprise the majority of the summer session enrollment, they tend to perform somewhat lower than the students transferring from 4-year universities or concurrently enrolling in high school education. Compared to previous years, 2015 shows the most improvement in course performance for these summer sessions, despite declining enrollment.

Summer Enrollment and Performance Overview

El Camino College Compton Center regularly offers courses during the summer in three distinct sessions: the first six-week session beginning in early June, the second six-week session beginning in early July, and an eight-week session that typically spans from June to August. This report details enrollment and student outcomes for these summer sessions. Course completion rates are presented for all credit courses during these sessions (i.e., transfer-level, degree-applicable, and credited basic skills courses).

The summer sessions are also examined according to participation from three distinct cohorts of students: local students (those who were already enrolled at the Compton Center), 4-year students (those who transfer from a 4-year university to take summer courses at Compton Center), and high school students (those who concurrently enroll in summer courses while still attending high school). Although no comparative analyses or statistical tests are conducted for the purposes of this report, differences in student outcomes between session types and cohorts are discussed.

Overall Course Completion and Enrollment (2015)

Students' course performance during the summer sessions is typically higher than the course performance of students during the general academic year. This is also the case for the 2015 summer sessions, which had an overall success rate of 75% and a retention rate of 88%,

compared to the 2014-15 academic year's success rate of 64% and retention rate of 80%. This may be explained by the fact some students who take classes during the summer are altogether different than the student population enrolling during the fall and spring semesters. Courses offered during the summer are also limited in number and type, and this may result in a narrower variation in students' instructional needs that must be met by the institution. In order to more closely examine different factors of student enrollment and performance during the summer, this report details data for the various sessions of classes and cohorts of students. A detailed analysis of student enrollment and academic performance for the individual courses offered during the summer sessions is provided in the Appendix.

Table 1 presents success rates for the different types of credit courses during the three summer sessions. Successful course completion, also called the success rate, is calculated as the number of students who received a grade of A, B, C, or P in relation to all of the students enrolled in the course. For all three credit course types, the first six-week session yielded the highest success rates, followed by the second six-week session yielding the second-highest rates. Although there was greater enrollment during the eight-week session, these courses resulted in the lowest success rates. Nevertheless, the success rates during these summer sessions were higher than the success rates for transfer-level, degree-applicable, and basic skills courses during the 2014-15 academic year (rates of 67%, 57%, and 56%, respectively).

Table 1 – 2015 Successful Course Completion by Session (Credit Courses)

Session	Transfer-level Courses			Degree Courses			Basic Skills Courses		
	Total Enrolled	Successful N	%	Total Enrolled	Successful N	%	Total Enrolled	Successful N	%
First 6-Wk	1,141	947	83.0%	169	141	83.4%	171	127	74.2%
Second 6-Wk	1,203	982	81.6%	181	138	76.2%	217	135	62.2%
8-Week	2,371	1,740	73.4%	370	233	63.0%	--	--	--
Overall	4,715	3,669	77.8%	720	512	71.1%	388	262	67.5%

Sources: MIS and CCCCO's DataMart. Note: This table represents enrollment as grades rather than students, and headcounts may be duplicated. There were no Basic Skills courses reporting for the 8-Week session.

A detailed listing of each course according to its credit type and the session in which it was offered is provided in the Appendix. Across all three sessions, MATH-150 is the individual course yielding the highest enrollment. Aside from MATH-150, social science courses (e.g., POLI-1 and COMS-1) and various English courses are the most popular during the six-week sessions. During the eight-week session, degree-level Math courses yield the highest overall enrollment, followed by History courses.

For the first six-week session, local students enroll in MATH-150 the most, followed by POLI-1 and several Basic Skills Math and English courses. Transfers from 4-year schools also enroll in MATH-150 and POLI-1 the most during the first six-week session, and they enroll in MATH-150 and POLI-1 the most during the second six-week session as well. However, local students during the second six-week session tend to enroll in COMS-1 the most, followed by several of the Basic Skills Math and English courses.

Enrollment from high school students during the six-week sessions was too low to classify any course as high enrollment, but over one-third of high school students enrolled in SPAN-1 during the eight-week session. Altogether, SPAN-1, HIST-102, and MTT-101 comprised over two-thirds of the enrollment for high school students during this session. MATH-150 was not offered during the eight-week session, but Math courses (followed by English) yielded the highest enrollment among local students, while there was wide variation among science and humanities courses yielding the highest enrollment among 4-year transfers (with History being the most popular among these). Courses offered during the eight-week session may in fact be more rigorous or demanding for students to complete successfully in comparison to the shorter sessions, but students enrolling in transfer-level rather than degree-applicable courses seem to fare better during the longer eight-week session. However, variation in the types of students and their associated instructional needs and goals should also be taken into consideration.

Course Performance by Cohort (2015)

Table 2 presents the success and retention rates for the different cohorts of students enrolling during the summer sessions. Success rates are calculated as aforementioned, and retention rates represent the number of students who remained enrolled in a given course throughout the session regardless of the grade they received (i.e., any students who did not withdraw from the course).

Table 2 – 2015 Summer Success and Retention Rates by Cohort and Session

Cohort	1 st 6-Week Session			2 nd 6-Week Session			8-Week Session		
	N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
Local Students	1,115	80.5%	90.0%	1,149	75.9%	87.0%	1,789	65.5%	83.3%
4-Year Transfers	303	86.8%	92.7%	317	84.2%	93.7%	833	77.3%	88.0%
High School Students	16	87.5%	87.5%	60	90.0%	93.3%	112	92.0%	97.3%
Total	1,481	82.0%	90.8%	1,601	78.4%	88.7%	2,827	69.8%	85.3%

Sources: MIS and National Student Clearinghouse. Note. “N” refers to number of grades per session. Totals include all grades for the given session, which may exceed the enrollment of the listed cohorts.

Generally, the 4-year transfer and high school students outperformed the local students during these sessions. However, there is much higher enrollment among the local students, which may introduce more variation in student performance and abilities related to the courses offered. The success and retention rates for any given cohort during these sessions are higher than the rates for the 2014-15 academic year, although local students (who happen to be the largest cohort) still perform slightly below the combined rates for these cohorts.

For local students and 4-year transfers, the trends in success rates follow those of the overall summer enrollment: the first six-week session yields the highest success rates for both groups, followed by the second six-week session, and the eight-week session yields the lowest rates.

For high school students, this trend is reversed such that the eight-week session yields the highest success and retention rates, followed by the second six-week session, and the first six-week session yields the lowest rates. The relatively low enrollment of high school students prohibits generalizing too much from this data, but success as a function of when these sessions are offered in relation to the academic schedule for high schools may be impacting this cohort differently.

Three-Year Trends (2013-2015)

Table 3 details the success and retention rates for summer sessions offered during 2013, 2014, and 2015. Performance in previous years is similar to Summer 2015 in that success rates during each summer session is higher than the success rates for each respective academic year (i.e., 65% in 2012-13, 65% in 2013-14, and 64% in 2014-15). Despite declining enrollment, course performance rates have generally improved when comparing 2015 to previous years, both in terms of the individual summer sessions offered as well as the overall rates for the entire summer. One exception to this is the eight-week session, which had relatively similar success rates for both 2013 and 2015. Performance in 2014 tends to be the lowest point in these three-year trends, as depicted in Figure 1.

Table 3 – Success and Retention Trends by Session (2013-2015)

Session	2013			2014			2015		
	N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
1 st 6-Week	2,491	81.0%	89.7%	1,577	75.3%	87.4%	1,481	82.0%	90.8%
2 nd 6-Week	--	--	--	1,644	74.6%	86.1%	1,601	78.4%	88.7%
8-Week	4,993	70.2%	83.9%	3,766	67.3%	82.8%	2,827	69.8%	85.3%
Overall	7,484	73.8%	85.9%	6,987	70.8%	84.6%	5,909	75.2%	87.6%

Source: MIS. Note. Overall rates are combined rates for all three sessions, not an average. There was only one 6-Week session offered during 2013.

Figure 1 – Success Rates by Session (2013-2015)

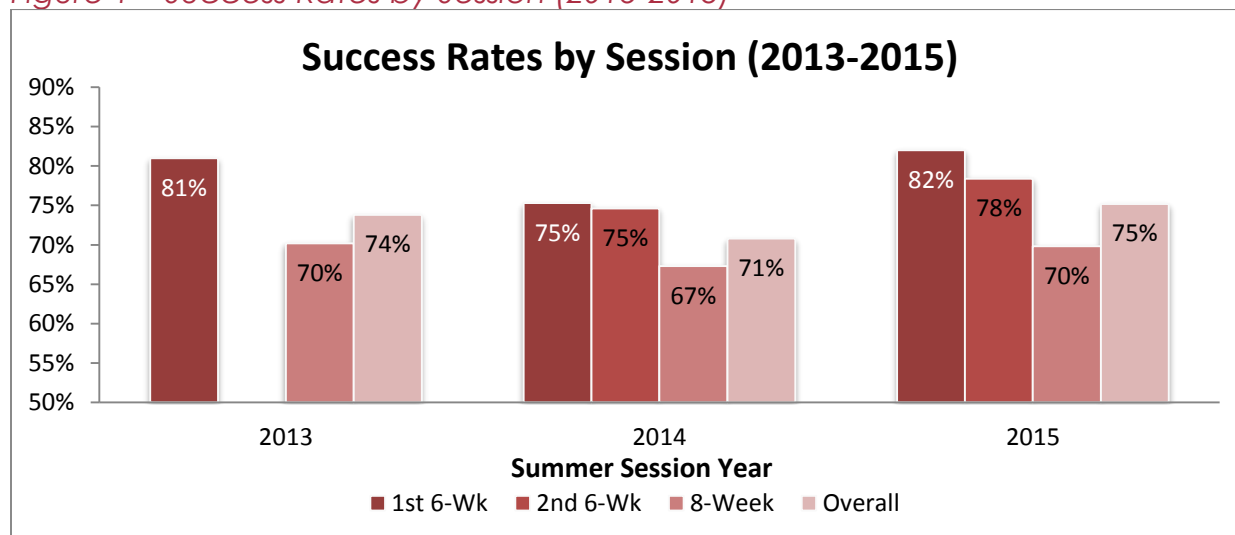


Table 4 details the overall success and retention rates for the three cohorts enrolling in 2013, 2014, and 2015 summer sessions. Similar to the three-year trends in success rates for the summer sessions, the three-year trends in success rates for each cohort have generally improved when comparing 2015 to previous years. With the exception of high school students, 2014 was also the lowest point in success and retention rates during this three-year period.

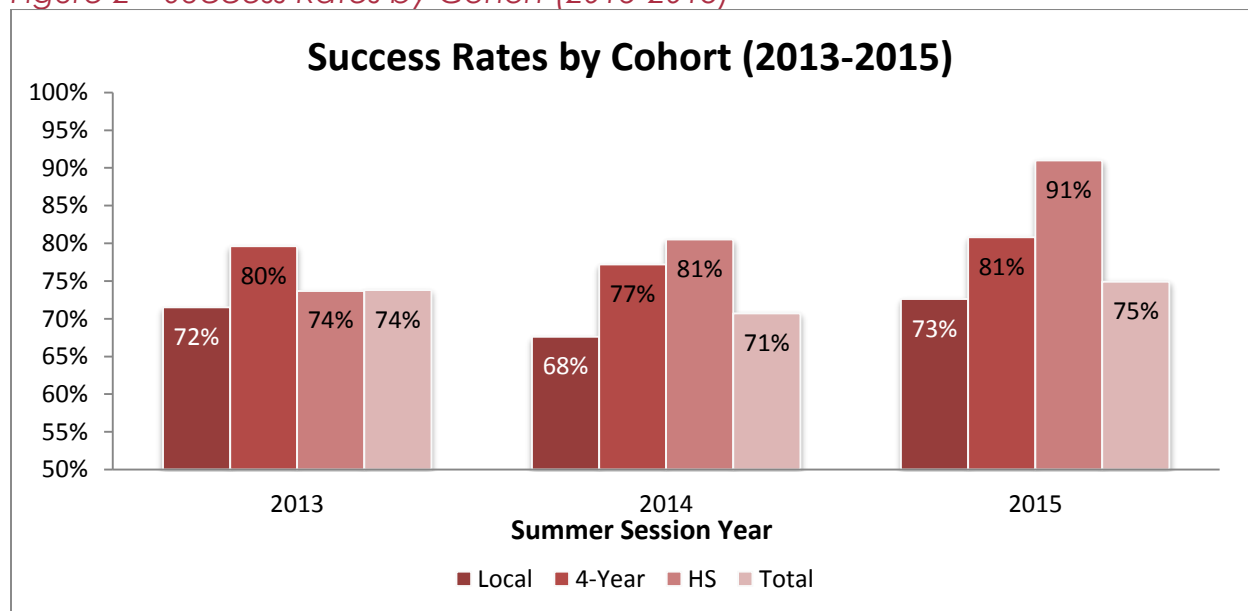
Table 4 – Success and Retention Trends by Cohort (2013-2015)

Cohort	2013			2014			2015		
	N	Success	Reten.	N	Success	Reten.	N	Success	Reten.
Local Students	4,817	71.5%	84.6%	4,378	67.6%	83.1%	4,053	72.6%	86.2%
4-Year Transfers	2,380	79.6%	88.2%	2,265	77.2%	87.6%	1,453	80.8%	90.2%
High School Students	297	73.7%	87.2%	169	80.5%	96.4%	188	91.0%	95.2%
Total	7,484	73.8%	85.9%	6,987	70.7%	84.6%	5,909	74.9%	87.6%

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

Cohort success and retention rates from previous years follow a pattern similar to the results for 2015, such that 4-year transfers and high school students tend to outperform local students during the summer. However, high school students’ success rates, typically the highest among these cohorts, are more pronounced in 2015 than previous years. Rates for local students and 4-year transfers follow the general trend of a decrease from 2013 to 2014 followed by an increase from 2014 to 2015, whereas rates for high school students have been steadily increasing over the three-year period, as depicted in Figure 2.

Figure 2 – Success Rates by Cohort (2013-2015)



Conclusion

Academic performance during the summer sessions is markedly different than the rest of the academic year (i.e., fall and spring semesters). Success and retention rates are typically higher for any given summer session than they are for the academic year, although this may be partly due to the limited course offerings and reduced enrollment. For Summer 2015, the first six-week session yielded the highest success rates, followed by the second six-week session, and the eight-week session yielded the lowest rates. Although local students comprise the majority of the summer session enrollment, they tend to perform somewhat lower than the students transferring from 4-year universities or concurrently enrolling in high school education. Compared to previous years, 2015 shows the most improvement in course performance, despite declining enrollment. However, differences in performance by cohort and session offering should be taken into consideration.

Appendix – Course Information by Summer Session (2015)

Table 5 – 1st 6-Week Session Individual Course Data

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
ANTH-1	23	13	11	0	20	87%	21	91%	Transfer
ART-101	37	27	10	0	36	97%	36	97%	Transfer
ASTR-20	14	8	3	2	9	64%	11	79%	Transfer
ATEC-1	16	13	1	2	13	81%	13	81%	Transfer
BIOL-10	62	35	24	1	53	85%	56	90%	Transfer
CDEV-103	24	18	7	0	20	83%	21	88%	Transfer
CHEM-20	33	25	5	0	27	82%	30	91%	Transfer
CIS-13	24	16	7	0	21	88%	21	88%	Transfer
COMS-1	90	64	22	2	79	88%	82	91%	Transfer
DANC-110	16	13	2	0	14	88%	15	94%	Transfer
ENGL-1A	70	64	5	1	53	76%	58	83%	Transfer
ENGL-1B	23	19	5	0	19	83%	21	91%	Transfer
ENGL-1C	77	58	11	1	67	87%	71	92%	Transfer
ENGL-82	48	45	1	1	37	77%	43	90%	Basic Skills
ENGL-84	77	65	7	1	66	86%	75	97%	Degree
ENGL-A	65	59	6	0	55	85%	62	95%	Degree
ENGL-B	29	24	1	3	21	72%	24	83%	Basic Skills
GEOG-1	28	22	5	0	24	86%	27	96%	Transfer
GEOL-1	28	24	3	0	24	86%	25	89%	Transfer
HIST-101	64	50	12	0	59	92%	60	94%	Transfer
HIST-102	17	13	4	0	14	82%	16	94%	Transfer
MATH-12	17	16	1	0	12	71%	15	88%	Basic Skills
MATH-130	17	2	15	0	11	65%	13	76%	Transfer
MATH-150	160	104	48	0	127	79%	141	88%	Transfer
MATH-23	77	71	2	0	57	74%	70	91%	Basic Skills
MEDT-1	27	22	5	0	20	74%	24	89%	Degree
MUSI-101	18	14	2	0	14	78%	14	78%	Transfer
NFOO-11	36	24	11	0	24	67%	32	89%	Transfer
PHYS-2A	26	11	14	1	17	65%	22	85%	Transfer
POLI-1	106	74	28	1	82	77%	99	93%	Transfer
PSYC-16	15	10	3	0	15	100%	15	100%	Transfer
PSYC-5	63	51	11	0	54	86%	60	95%	Transfer

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
PSYC-9A	16	9	6	0	16	100%	16	100%	Transfer
SOCI-101	18	15	3	0	17	94%	17	94%	Transfer
WELD-40A	20	17	2	0	18	90%	19	95%	Transfer

Note: In some instances the total enrollment is greater than the sum of the listed cohorts. In these cases, the calculated success and retention rates may be slightly underestimated because information from students outside of the cohorts was not reported in the data. This information is also available at the course level on the [IRP Success and Retention webpage](#).

Table 6 – 2nd 6-Week Session Individual Course Data

Course	Total Enrolled				Success		Retention		Course Type
	Local	4Year	HS	N	%	N	%		
ACR-34	24	21	0	0	23	96%	23	96%	Transfer
ANTH-1	21	13	8	1	16	76%	20	95%	Transfer
ART-101	41	26	3	7	36	88%	37	90%	Transfer
ASTR-20	19	14	3	0	13	68%	15	79%	Transfer
BIOL-10	54	32	15	5	49	91%	51	94%	Transfer
CDEV-103	42	30	10	0	23	55%	38	90%	Transfer
CDEV-104	31	24	6	1	27	87%	31	100%	Transfer
CDEV-110	16	12	3	0	14	88%	15	94%	Transfer
CDEV-115	32	16	6	0	19	59%	21	66%	Transfer
CIS-13	16	8	5	2	13	81%	13	81%	Transfer
COMS-1	122	89	22	5	114	93%	116	95%	Transfer
ENGL-1A	77	59	9	3	53	69%	61	79%	Transfer
ENGL-1B	31	22	6	1	30	97%	30	97%	Transfer
ENGL-1C	53	35	15	0	28	53%	35	66%	Transfer
ENGL-82	68	62	2	1	47	69%	64	94%	Basic Skills
ENGL-84	67	60	3	1	54	81%	59	88%	Degree
ENGL-A	80	69	2	3	59	74%	65	81%	Degree
ENGL-B	17	16	0	1	12	71%	12	71%	Basic Skills
FILM-110	29	22	5	2	22	76%	26	90%	Transfer
GEOG-1	24	15	8	0	21	88%	23	96%	Transfer
GEOL-3	10	6	4	0	9	90%	10	100%	Transfer
HDEV-10	49	40	7	2	38	78%	45	92%	Transfer
HIST-101	29	22	6	0	16	55%	24	83%	Transfer
HIST-102	18	9	7	2	17	94%	17	94%	Transfer
HUMA-1	24	11	13	0	21	88%	24	100%	Transfer
MATH-12	63	58	2	2	31	49%	36	57%	Basic Skills
MATH-150	97	46	46	0	68	70%	82	85%	Transfer
MATH-170	36	29	5	0	29	81%	35	97%	Transfer
MATH-23	69	63	2	0	45	65%	55	80%	Basic Skills
MATH-60	34	24	0	9	25	74%	30	88%	Degree
PE-106ABC	9	7	2	0	9	100%	9	100%	Transfer
PE-21ABC	30	25	3	0	30	100%	30	100%	Transfer
PE-254	17	17	0	0	16	94%	16	94%	Transfer
PHYS-2B	14	2	12	0	11	79%	12	86%	Transfer

Course	Total Enrolled	Local	4Year	HS	Success		Retention		Course Type
					N	%	N	%	
POLI-1	60	27	27	5	48	80%	53	88%	Transfer
PSYC-5	77	45	19	6	71	92%	74	96%	Transfer
PSYC-9B	28	13	12	0	27	96%	28	100%	Transfer
SOCI-101	36	21	14	1	33	92%	35	97%	Transfer
WELD-15	31	27	2	0	24	77%	29	94%	Transfer
WSTU-1	15	12	3	0	14	93%	15	100%	Transfer

Note: In some instances the total enrollment is greater than the sum of the listed cohorts. In these cases, the calculated success and retention rates may be slightly underestimated because information from students outside of the cohorts was not reported in the data. This information is also available at the course level on the [IRP Success and Retention webpage](#).

Table 7 – 8-Week Session Individual Course Data

Course	Total Enrolled				Success		Retention		Course Type
	Local	4Year	HS	N	%	N	%		
ACR-25	25	24	0	0	25	100%	25	100%	Transfer
ANAT-30	48	15	30	1	33	69%	43	90%	Transfer
ANAT-32	97	54	36	0	81	84%	86	89%	Transfer
ANTH-1	48	36	10	0	36	75%	42	88%	Transfer
ANTH-2	46	21	23	0	23	50%	38	83%	Transfer
ART-101	81	48	29	2	41	51%	53	65%	Transfer
BIOL-101	12	5	7	0	12	100%	12	100%	Transfer
BUS-14	32	16	15	0	14	44%	22	69%	Transfer
BUS-15	17	9	8	0	2	12%	11	65%	Degree
BUS-1A	40	25	15	0	25	63%	34	85%	Transfer
CDEV-103	38	18	19	0	33	87%	35	92%	Transfer
CDEV-150	17	9	8	0	2	12%	8	47%	Transfer
CH-1	60	42	16	0	50	83%	50	83%	Transfer
CHEM-1B	28	12	16	0	28	100%	28	100%	Transfer
CHEM-20	89	59	25	0	78	88%	83	93%	Transfer
CHEM-4	31	23	7	0	27	87%	28	90%	Transfer
CIS-30	16	10	5	0	11	69%	14	88%	Transfer
ECON-1	46	27	18	0	36	78%	43	93%	Transfer
ECON-2	21	13	5	0	17	81%	18	86%	Transfer
ENGL-1A	74	65	8	1	39	53%	58	78%	Transfer
ENGL-1B	20	17	3	0	9	45%	10	50%	Transfer
ENGL-1C	58	46	10	0	34	59%	45	78%	Transfer
ESL-02A	26	26	0	0	26	100%	26	100%	Noncredit
ESL-02B	60	54	0	0	48	80%	48	80%	Noncredit
HDEV-10	15	14	1	0	14	93%	15	100%	Transfer
HIST-101	112	60	46	6	69	62%	93	83%	Transfer
HIST-102	111	37	45	26	88	79%	98	88%	Transfer
HIST-140	40	24	14	0	18	45%	30	75%	Transfer
HUMA-1	84	47	34	0	71	85%	77	92%	Transfer
MATH-180	19	15	3	0	10	53%	16	84%	Transfer
MATH-191	15	7	7	0	14	93%	14	93%	Transfer
MATH-220	22	4	19	0	18	82%	18	82%	Transfer
MATH-40	136	125	6	0	71	52%	113	83%	Degree
MATH-73	149	123	19	3	110	74%	127	85%	Degree

Course	Total				Success		Retention		Course Type
	Enrolled	Local	4Year	HS	N	%	N	%	
MATH-80	68	47	12	7	50	74%	57	84%	Degree
MICR-33	64	33	29	0	58	91%	59	92%	Transfer
MTT-101	14	1	1	12	11	79%	14	100%	Transfer
MTT-10A	24	15	1	7	22	92%	24	100%	Transfer
MUSI-111	59	31	27	1	38	64%	46	78%	Transfer
MUSI-203	9	6	2	0	8	89%	8	89%	Transfer
NURS-145	37	29	7	0	28	76%	28	76%	Transfer
NURS-48	57	51	6	0	38	67%	45	79%	Transfer
PE-16ABC	16	13	2	0	16	100%	16	100%	Transfer
PE-2	20	16	2	0	20	100%	20	100%	Transfer
PE-36ABC	62	52	6	0	58	94%	58	94%	Transfer
PE-54	21	16	4	0	12	57%	13	62%	Transfer
PE-61ABC	11	8	2	0	10	91%	10	91%	Transfer
PE-71ABC	20	18	1	0	19	95%	19	95%	Transfer
PHIL-3	27	14	12	1	9	33%	14	52%	Transfer
PHIL-8	35	12	22	1	19	54%	24	69%	Transfer
PHYO-31	70	42	26	0	60	86%	63	90%	Transfer
POLI-1	68	40	25	2	54	79%	66	97%	Transfer
POLI-10	25	12	13	1	14	56%	15	60%	Transfer
PSYC-16	92	58	29	0	70	76%	82	89%	Transfer
PSYC-5	80	49	28	1	51	64%	71	89%	Transfer
SOCI-101	73	42	27	1	57	78%	66	90%	Transfer
SOCI-102	60	28	27	0	44	73%	55	92%	Transfer
SPAN-1	82	26	15	39	68	83%	76	93%	Transfer

Note: In some instances the total enrollment is greater than the sum of the listed cohorts. In these cases, the calculated success and retention rates may be slightly underestimated because information from students outside of the cohorts was not reported in the data. This information is also available at the course level on the [IRP Success and Retention webpage](#).