



# ANNUAL FACT BOOK 2016-2017

Institutional Research

1111 E. Artesia Boulevard, Compton, CA 90221  
[www.compton.edu](http://www.compton.edu)



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*The Compton Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.*

# Introduction

The Compton College Annual Fact Book is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data in the Fact Book provides background information to facilitate policy analysis and decision making. It should be a useful tool in college and departmental planning, grant preparation, and in the accreditation process. It is our hope that the information provided is used to objectively evaluate programs and practices as well as visualize the trends that affect Compton College's current and future operations.

The Annual Fact Book presents tables and graphs that contain enrollment trends for the last five academic years. Each pie chart represents enrollment for the most recent academic year. Information has been disaggregated by age, gender, and ethnicity where appropriate.

## **Data Sources**

Demographic and enrollment data for Compton College students was provided by the California Community College Chancellor's Office. Some data in the Special Programs section was extracted from the college's student database. In addition, data from the National Student Clearinghouse was used to provide transfer destination information. The National Student Clearinghouse is a national, non-profit organization that offers access to enrollment and degree records.

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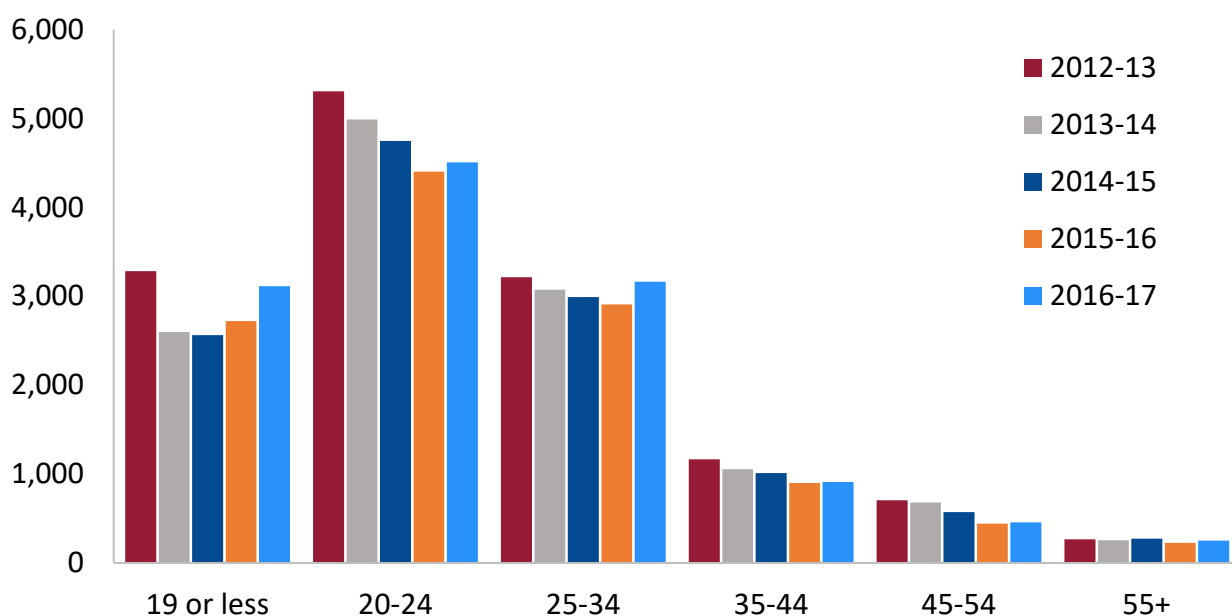
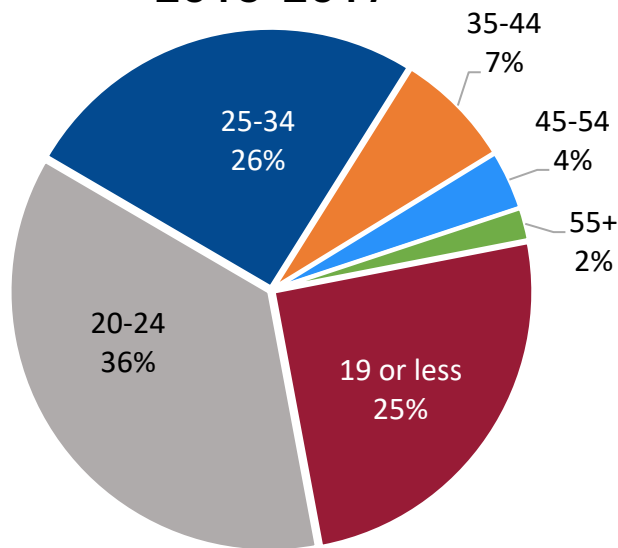
# Student Enrollment Trends



# Age

Compton College's student population is predominantly made up of young adults. In 2016-17, 61% of enrolled students were less than 24 years of age. Working adults ages 25-44 comprised 33% of enrolled students while 6% of students were ages 45 and older. From 2015-16 to 2016-17, there was a 9% increase in enrolled students aged 25-34. Additionally, enrollment among students ages 19 or less increased by 14%, continuing to reverse the declining trend from previous years.

## 2016-2017



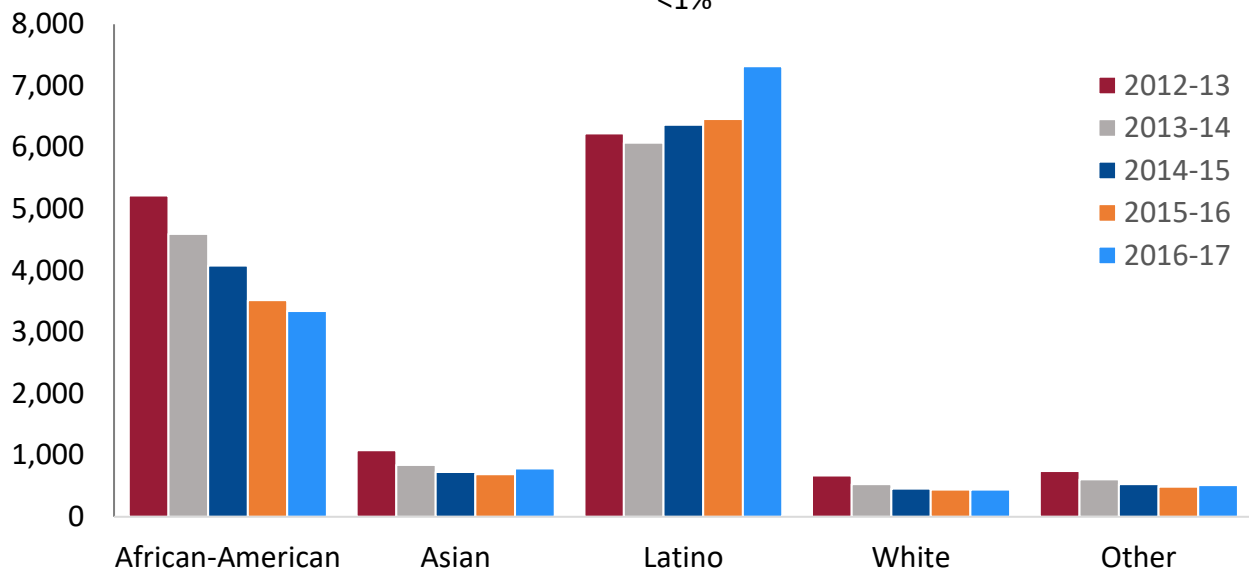
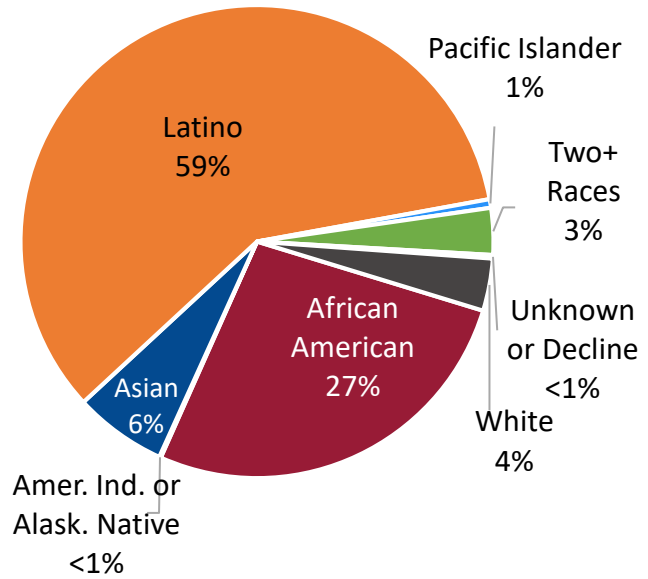
	2012-13	2013-14	2014-15	2015-16	2016-17
19 or less	3,283	2,601	2,564	2,722	3,115
20-24	5,307	4,989	4,748	4,403	4,509
25-34	3,214	3,075	2,991	2,909	3,163
35-44	1,165	1,053	1,011	900	909
45-54	706	681	574	441	456
55+	265	256	273	227	251
<b>Total</b>	<b>13,940</b>	<b>12,655</b>	<b>12,161</b>	<b>11,602</b>	<b>12,403</b>



# Ethnicity

Latino students represent the largest ethnic group on campus, comprising 59% of the student population in 2016-17, an 18% increase compared to five years earlier. Other ethnic groups' enrollment has declined by various degrees over the past five years.

2016-2017



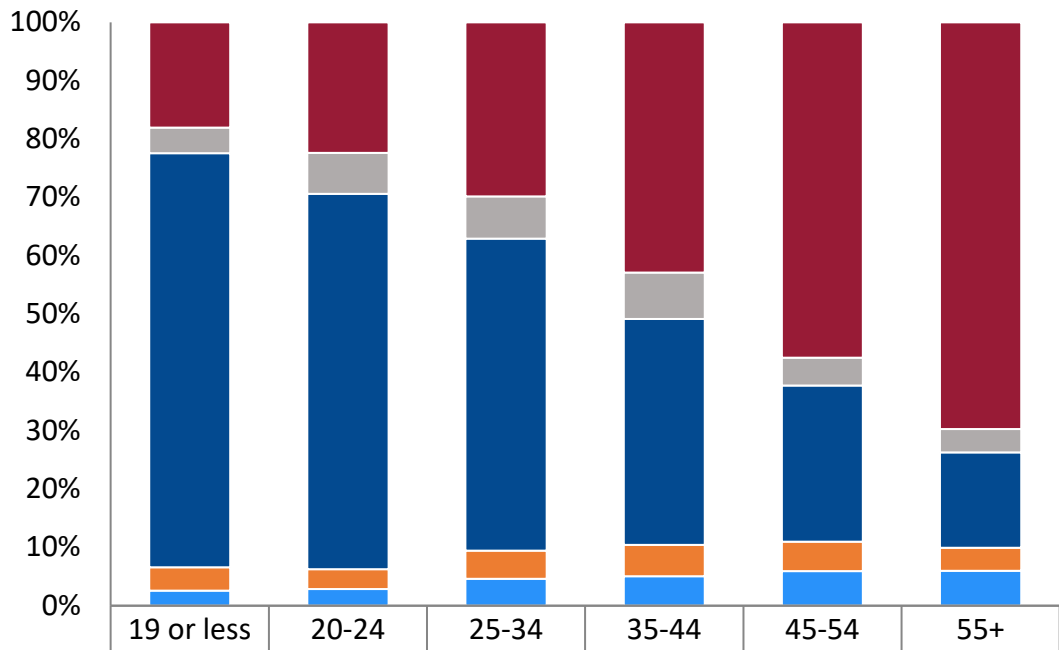
	2012-13	2013-14	2014-15	2015-16	2016-17
African American	5,218	4,596	4,080	3,520	3,342
American Indian or Alaskan Native	27	25	23	17	14
Asian	1,082	843	730	692	786
Latino	6,226	6,076	6,367	6,461	7,319
Pacific Islander	118	97	88	76	73
Two or more races	434	398	359	349	396
Unknown or Decline	166	88	59	45	30
White	669	532	455	442	443
<b>Total</b>	<b>13,940</b>	<b>12,655</b>	<b>12,161</b>	<b>11,602</b>	<b>12,403</b>

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

# Age by Ethnicity

Most ethnic groups at Compton College contain students from various age groups, although there are specific tendencies among both African American and Latino students. African American students are more likely to be older, while Latino students are more likely to be traditional college ages. Less pronounced variability is found among other ethnic groups.

2016-2017



	19 or less	20-24	25-34	35-44	45-54	55+
African-American	18%	22%	30%	43%	59%	70%
Asian	4%	7%	7%	8%	5%	4%
Latino	71%	64%	53%	39%	28%	16%
White	4%	3%	5%	5%	5%	4%
Other	3%	3%	5%	5%	6%	6%

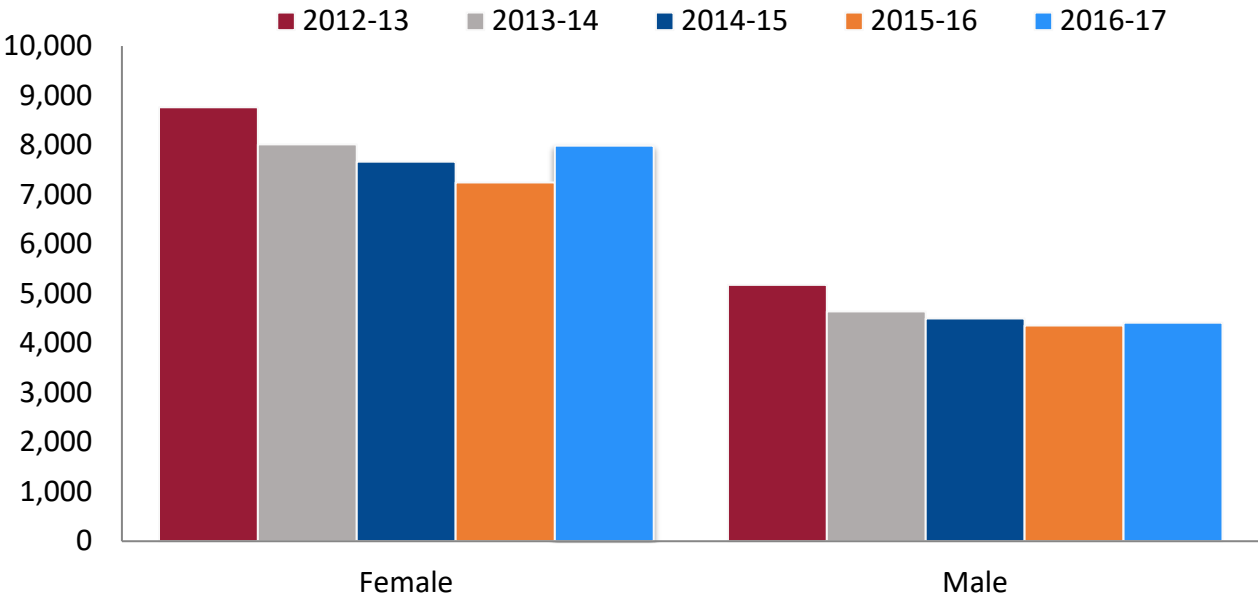
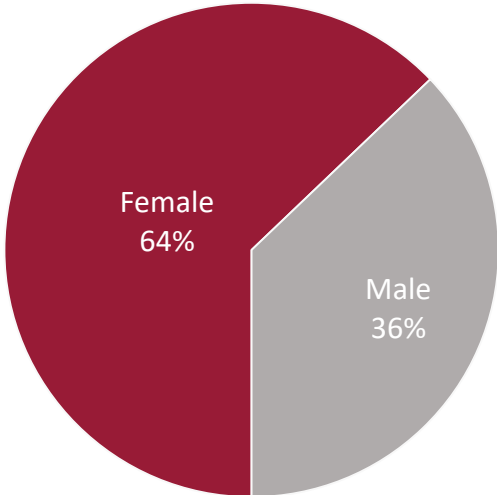
	19 or less	20-24	25-34	35-44	45-54	55+
African American	562	1,010	943	390	262	175
Asian	136	316	230	72	22	10
Latino	2,212	2,900	1,692	352	122	41
White	124	155	152	49	23	10
Other	81	128	146	46	27	15
<b>Total</b>	<b>3,115</b>	<b>4,509</b>	<b>3,163</b>	<b>909</b>	<b>456</b>	<b>251</b>

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

# Gender

Compton College has a proportionally large female student population. Sixty-four percent of students are female while 36% are male. The gender gap in enrollment has been relatively stable over the past five years, although 2016-17 marks the first year of a decrease in this gap.

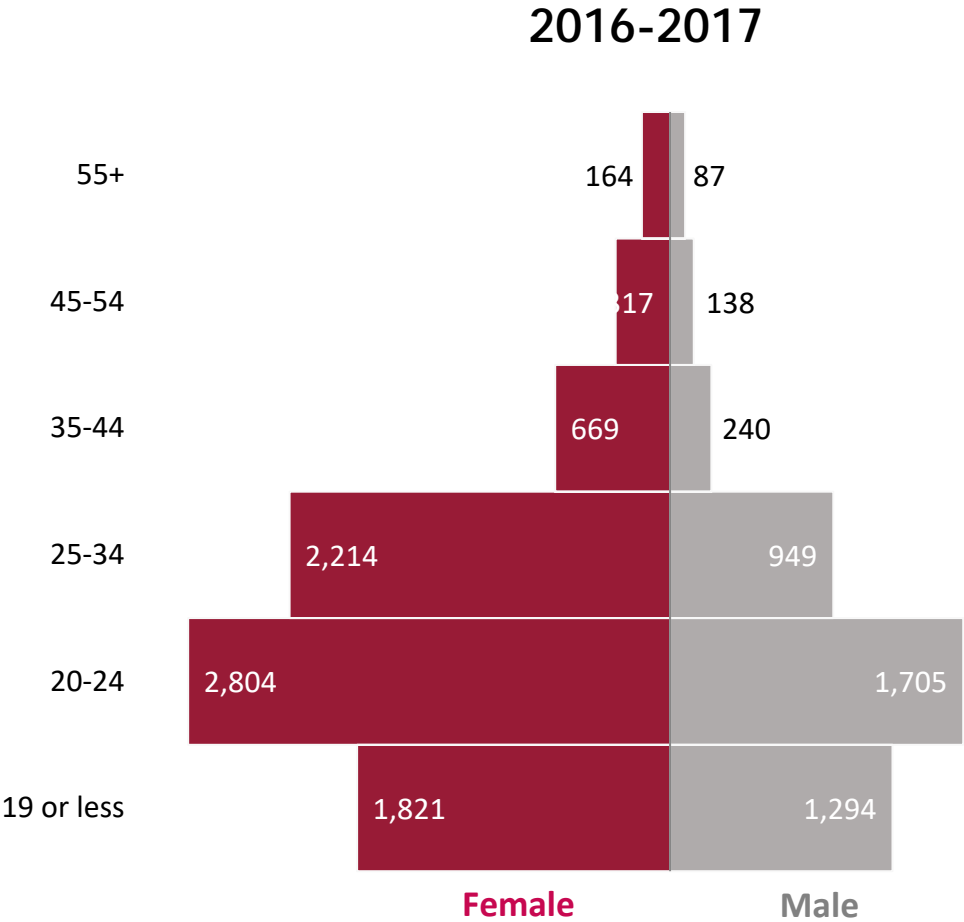
## 2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
Female	8,764	8,016	7,663	7,247	7,989
Male	5,176	4,639	4,496	4,355	4,413
Unknown	0	0	0	0	1
<b>Total</b>	<b>13,940</b>	<b>12,655</b>	<b>12,159</b>	<b>11,602</b>	<b>12,403</b>

# Gender by Age

Although 36% of students enrolled in 2016-17 were 20 to 24 years old, the largest gender differences were among older age groups (25-34, 35-44, and 45-54). Females made up at least 70% of each of these age groups. Proportions in the 20-24 age group are similar to the overall student body (62% females and 38% males), while the 19 or less age group is the most proportional among male and female students, although it still exhibits an

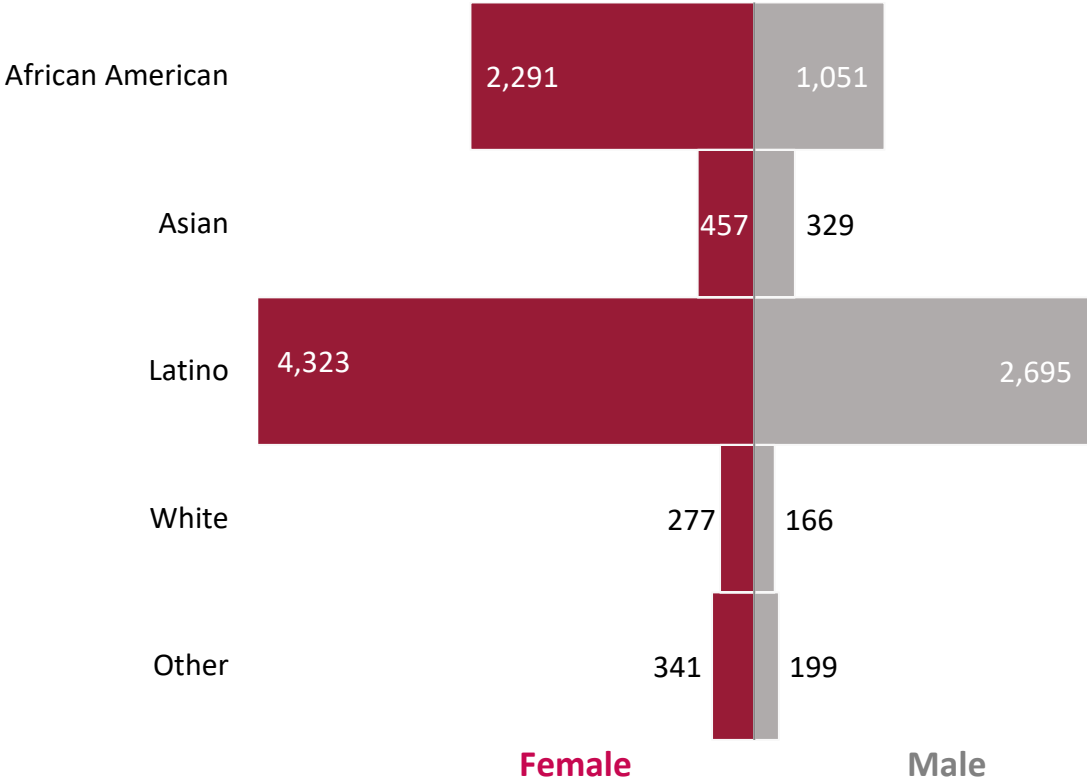


	19 or less	20-24	25-34	35-44	45-54	55+
Female	58%	62%	70%	74%	70%	65%
Male	42%	38%	30%	26%	30%	35%

# Gender by Ethnicity

The overall gender gap in enrollment is also represented among each ethnic group. Students in the Latino, White, and Other ethnic groups display proportions similar to the student body (63% females and 37% males). Among Asian students, male and female student enrollment is slightly more proportional than the overall student body. Among African American students, male and female enrollment is slightly less proportional than the overall rates.

2016-2017



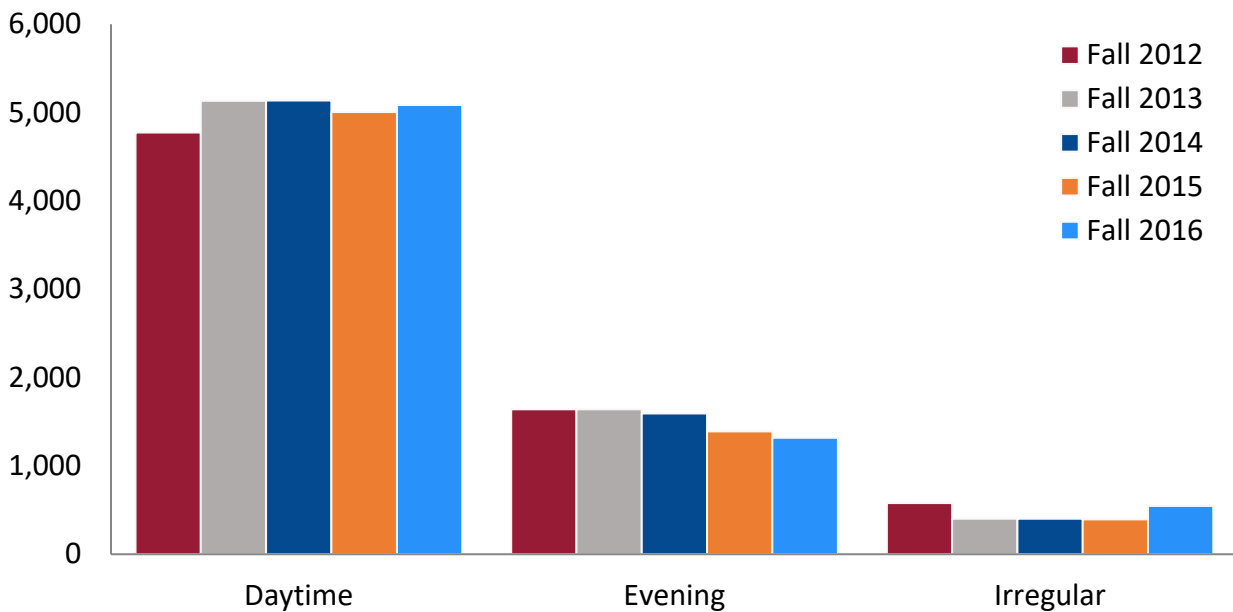
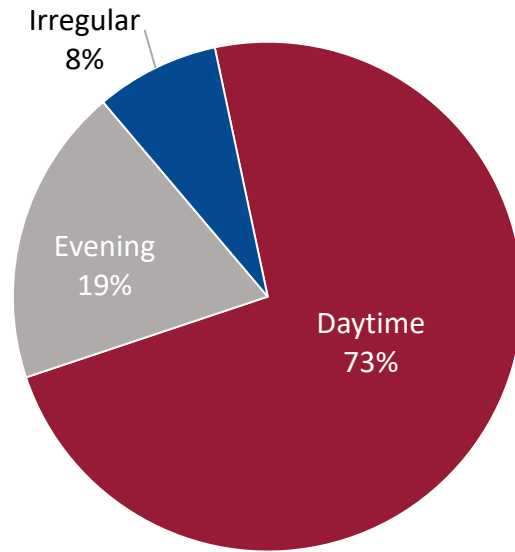
	African American	Asian	Latino	White	Other
Female	69%	58%	63%	63%	63%
Male	31%	42%	37%	37%	37%



# Day and Evening

In Fall 2016, approximately 73% of student enrolled in at least one daytime course, while 19% enrolled exclusively in evening courses. Evening enrollments have been slightly decreasing over the past five year although daytime enrollments have increased slightly in the most recent year

## Fall 2016



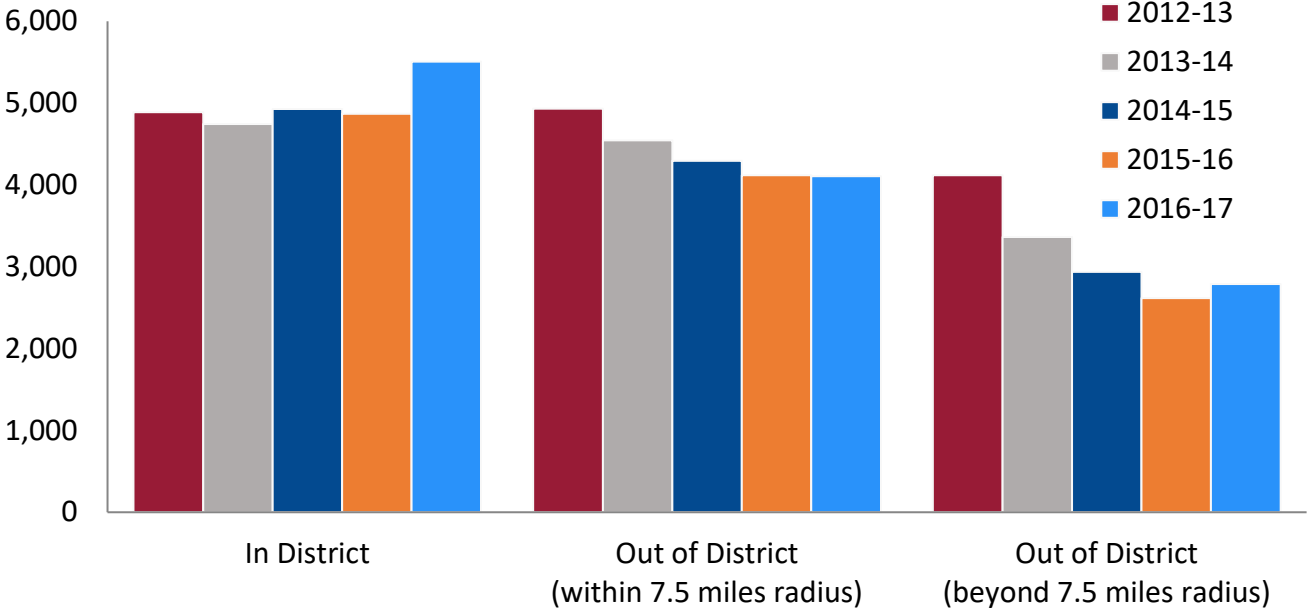
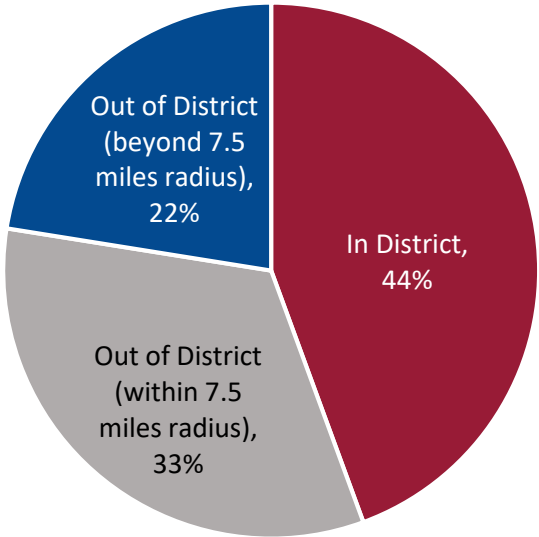
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>Daytime</b>	4,773	5,134	5,135	5,004	5,086
<b>Evening</b>	1,642	1,642	1,595	1,389	1,317
<b>Irregular</b>	581	401	400	394	545
<b>Total</b>	<b>6,996</b>	<b>7,177</b>	<b>7,130</b>	<b>6,787</b>	<b>6,948</b>

\*Irregular meeting times include distance education

# Residency

The number of Compton College students living within the Compton Community College District increased by 13% compared to the previous year. In 2016-17, 44% of students enrolled at Compton College lived within the Compton Community College District, 33% of students resided within 7.5 miles of the college, and 22% lived beyond a 7.5-mile radius of the college.

## 2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
<b>In District</b>	4,889	4,745	4,929	4,868	5,508
<b>Out of District (within 7.5 miles radius)</b>	4,932	4,545	4,295	4,117	4,107
<b>Out of District (beyond 7.5 miles radius)</b>	4,119	3,365	2,937	2,617	2,788
<b>Total</b>	<b>13,940</b>	<b>12,655</b>	<b>12,161</b>	<b>11,602</b>	<b>12,403</b>

The Compton Community College District encompasses the cities of Compton, Lynwood, and Paramount.

# Feeder High Schools

A large number of Compton’s enrolled students previously attended local high schools within the Compton Community College District. The top four high schools in terms of 2016-17 student enrollment are Dominguez, Compton, Lynwood, and Paramount high schools. Although it is not located within the Compton Community College District boundaries, Jordan Senior High School also provides a substantial proportion of enrollment.

	2012-13	2013-14	2014-15	2015-16	2016-17
Carson Senior High*	168	105	71	69	46
Centennial High	117	122	155	136	151
Compton Senior High	295	285	297	249	249
Dominguez High	287	327	320	303	319
Jordan Senior High*	189	170	187	186	202
King/Drew Medical Magnet	129	132	118	76	79
Locke (Alain Leroy) Senior High	50	29	20	21	21
Lynwood High	146	141	164	182	227
Paramount High	129	141	154	160	166
Other Non-District Feeders	2,430	1,851	1,787	1,662	1,645

\*High schools outside Compton Community College District boundaries



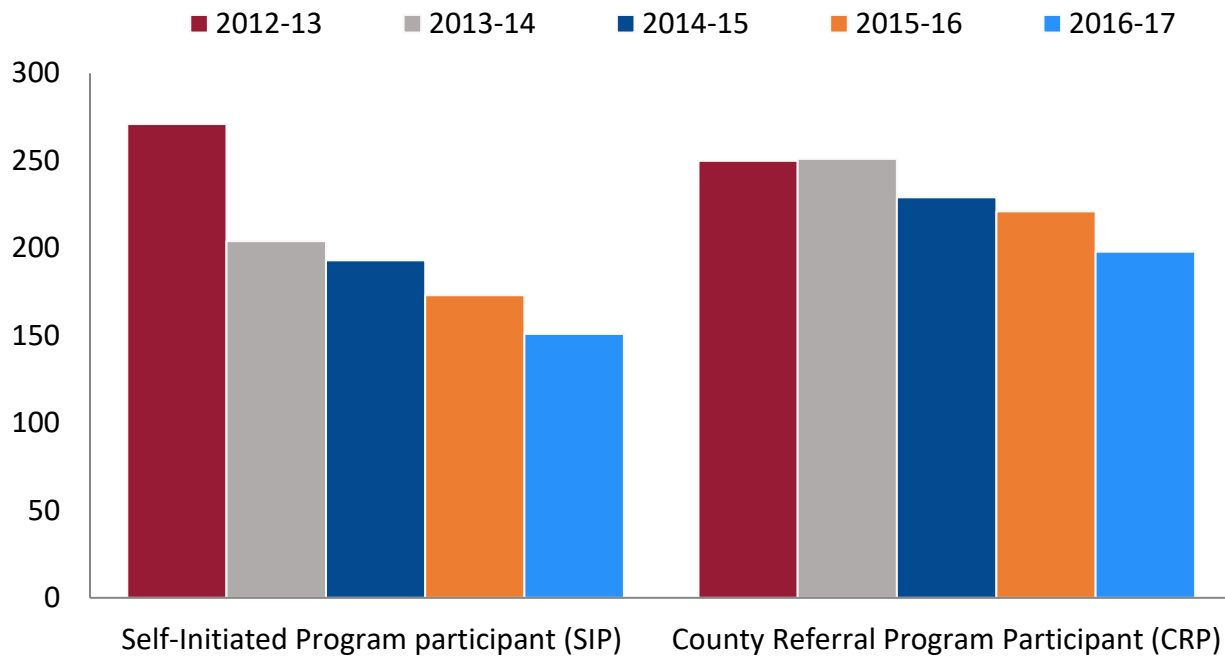
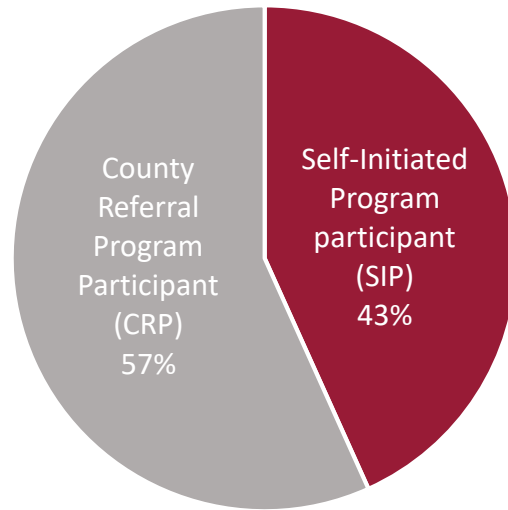
# Special Programs



# CalWORKs

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. CalWORKs funds assist single parents who are receiving Temporary Assistance for Needy Families (TANF), and those transitioning off welfare. It helps students achieve long-term self-sufficiency through coordinated student services. Approximately 3% of the student population participated in CalWORKs. In the last five years, the number of CalWORKs participants has steadily decreased. However, this coincides with a statewide decrease in CalWORKs participation.

## 2016-2017

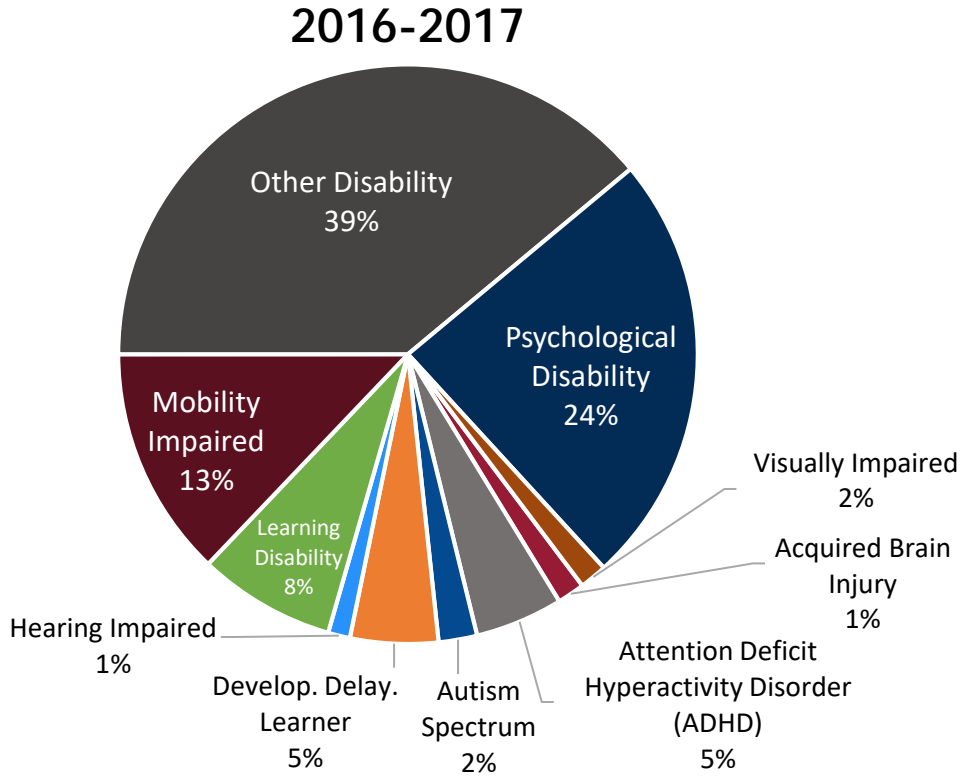


	2012-13	2013-14	2014-15	2015-16	2016-17
Self-Initiated Program participant (SIP)	271	204	193	173	151
County Referral Program Participant (CRP)	250	251	229	221	198
<b>Total</b>	<b>521</b>	<b>455</b>	<b>422</b>	<b>394</b>	<b>349</b>



# Disabled Student Programs & Service

About 3% of Compton College students have a registered disability. The most common disabilities were psychological disabilities (24% of DSPS students) followed by mobility impairment (13%). In 2016-17, students with Attention Deficit Hyperactivity Disorder (ADHD) and students on the autism spectrum were reported for the first time. Five percent of Compton College students with a registered disability report having ADHD, while 2% report being on the autism spectrum.



	2012-13	2013-14	2014-15	2015-16	2016-17
Acquired Brain Injury	20	18	10	9	5
Attention Deficit Hyperactivity Disorder	-	-	-	-	16
Autism Spectrum*	-	-	-	-	7
Develop. Delay. Learner	28	28	25	19	16
Hearing Impaired	7	8	9	9	4
Learning Disabled	21	32	27	22	25
Mobility Impaired	62	54	46	58	42
Other Disability	170	164	167	197	127
Psychological Disability	106	83	88	103	79
Speech/Lang. Impaired**	1	1	1	1	0
Visually Impaired	8	7	4	6	5
<b>Total</b>	<b>423</b>	<b>395</b>	<b>377</b>	<b>424</b>	<b>326</b>

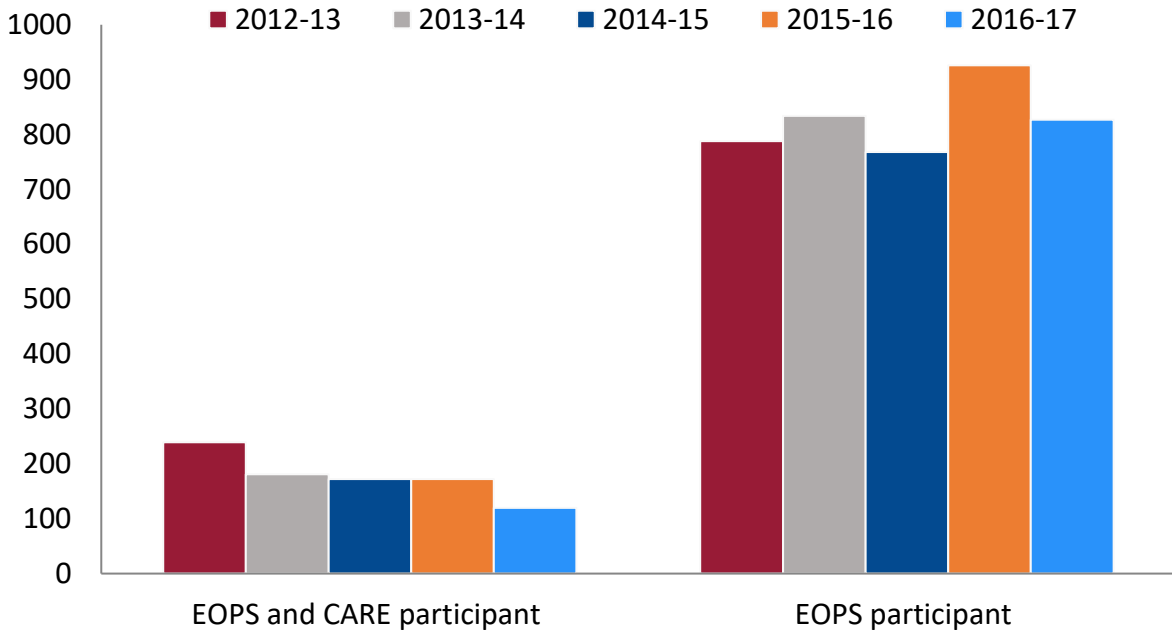
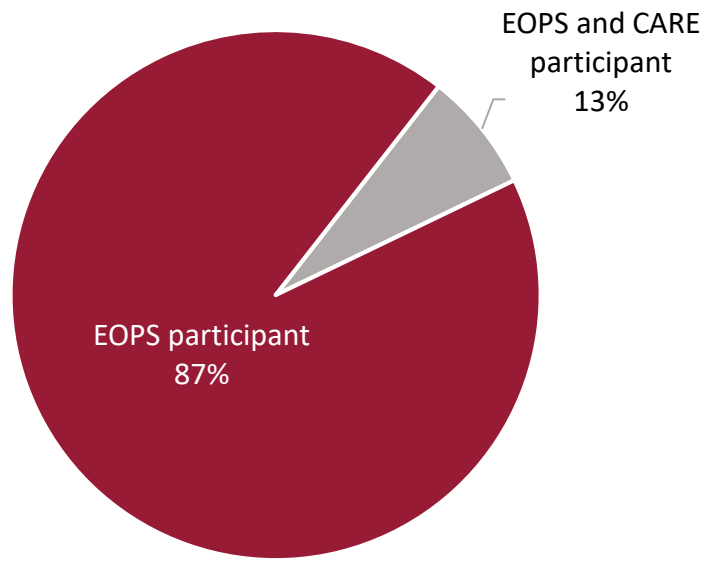
\*First time reported in 2016-17

\*\*Last time reported in 2015-16

# Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) program is designed to assist low income and educationally disadvantaged students in achieving their educational goals at Compton College. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. CARE is a single parent support program for EOP&S students. Approximately 8% of Compton students are EOP&S and/or CARE participants, although the number of students who participated in EOP&S and CARE decreased by 14% compared to the previous year.

2016-2017

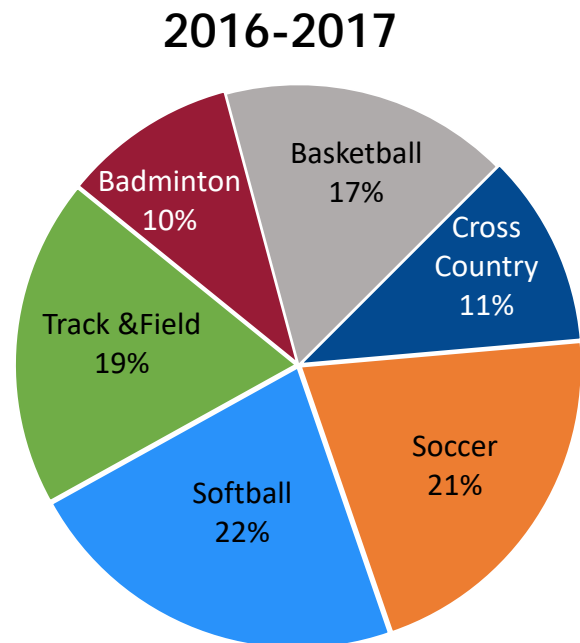


	2012-13	2013-14	2014-15	2015-16	2016-17
<b>EOPS and CARE participant</b>	239	181	172	172	120
<b>EOPS participant</b>	788	834	768	926	827
<b>Total</b>	<b>1,027</b>	<b>1,015</b>	<b>940</b>	<b>1,098</b>	<b>947</b>

# Student Athletes - Females

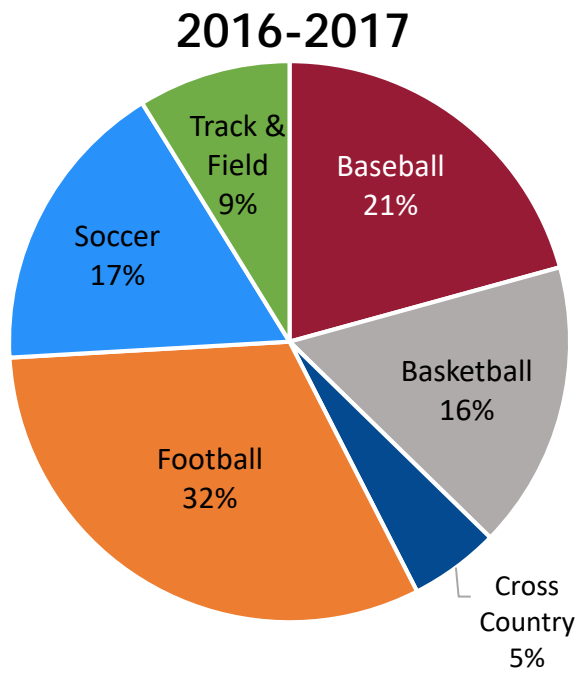
Overall female student athletic participation has slightly declined compared to the previous year. However, participation in softball and track & field has increased. The most popular female sports in 2016-17 were softball, soccer, and track & field.

	2012-13	2013-14	2014-15	2015-16	2016-17
Badminton	7	7	9	10	9
Basketball	22	25	14	15	15
Cross Country	0	13	27	15	10
Soccer	20	22	23	24	19
Softball	22	22	25	14	20
Track & Field	9	12	15	16	17
<i>Total</i>	<i>80</i>	<i>101</i>	<i>113</i>	<i>94</i>	<i>90</i>



# Student Athletes - Males

Male student athlete participation has slightly declined compared to the previous year. As with the past five years, the most popular male sport in 2016-17 was football, with 61 players.



	2012-13	2013-14	2014-15	2015-16	2016-17
Baseball	39	50	46	45	40
Basketball	38	32	27	32	32
Cross Country	0	10	27	15	10
Football	67	71	67	60	61
Soccer	26	36	31	34	33
Track & Field	28	19	23	16	17
<b>Total</b>	<b>198</b>	<b>218</b>	<b>221</b>	<b>202</b>	<b>193</b>

# Financial Aid

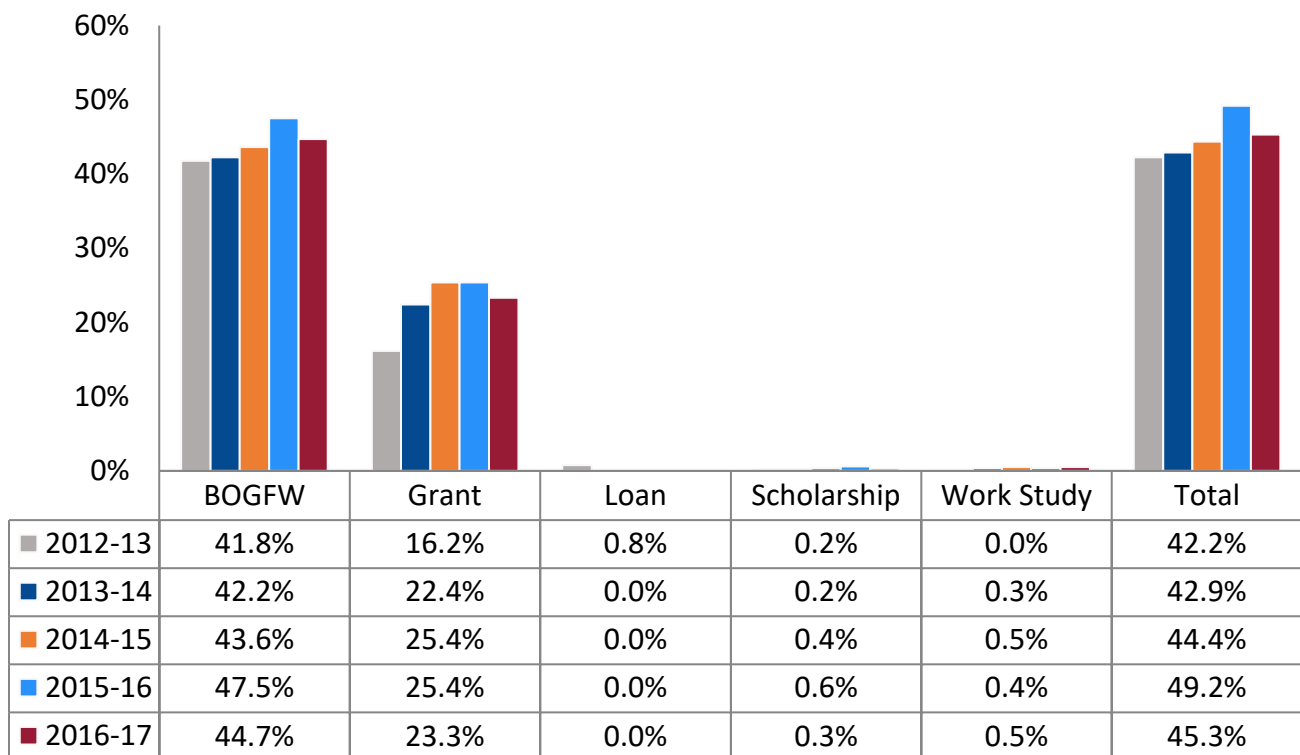




# Award Type

In 2016-17, 45% of all Compton College students received financial aid, a decrease of four percentage points compared to the previous year. The most widely-used Financial Aid program was the Board of Governor’s Fee Waiver (BOGW) with 45% of all Compton students receiving the award. In 2016-17, there was a 3 percentage point decrease in the proportion of all Compton College students who were BOG Fee Waiver recipients.

## Percent of Enrollment Receiving Financial Aid



## Number of Students Awarded

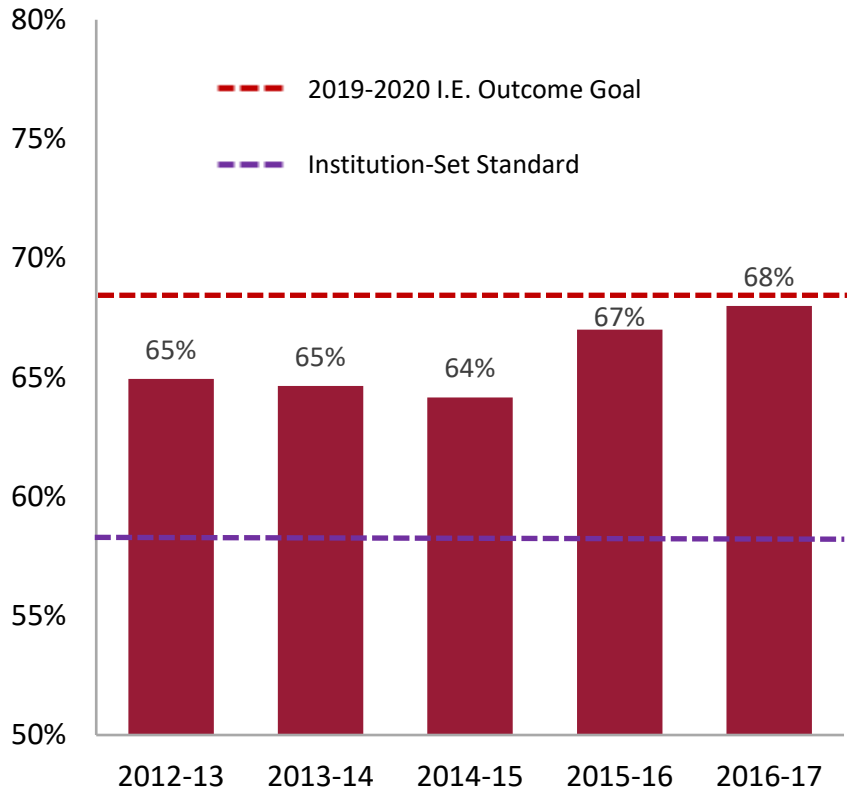
	2012-13	2013-14	2014-15	2015-16	2016-17
BOGFW	5,822	5,344	5,305	5,508	5,547
Grant	2,255	2,835	3,088	2,944	2,889
Loan	105	0	0	0	2
Scholarship	28	26	46	70	34
Work Study	0	44	62	49	56
<b>Total</b>	<b>8,210</b>	<b>8,249</b>	<b>8,501</b>	<b>8,571</b>	<b>8,528</b>

Students may receive more than one award

# Success and Retention



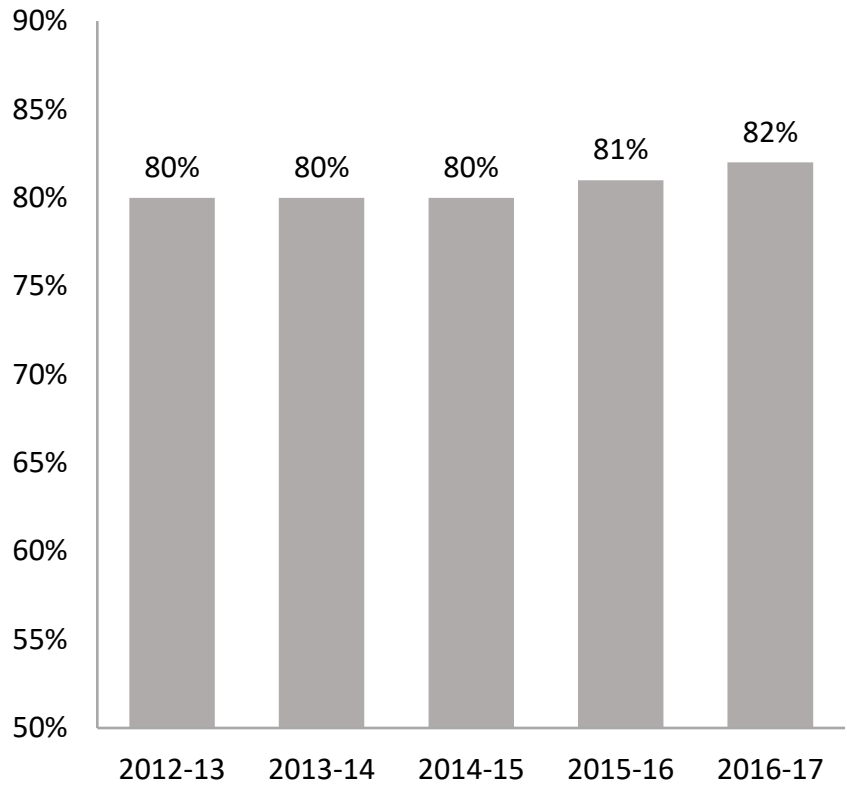
# Success and Retention Rates



## Success Rate

The success rate is the percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date.

Compton has an ACCJC Institution-Set Standard of 58% and an Institutional Effectiveness Outcome goal of 68% by the year 2019-2020.



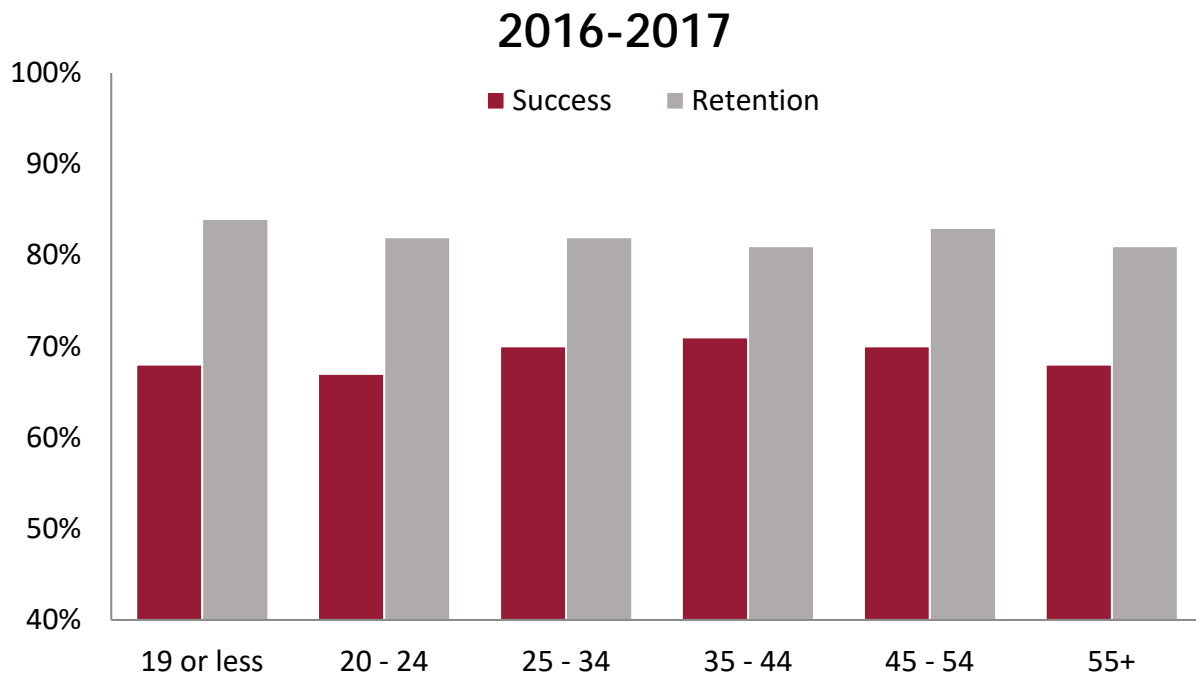
## Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date. In essence, it is the percentage of students who did not drop late or withdraw.

Compton does not have an ACCJC Institution-Set Standard or Institutional Effectiveness Outcome goal for retention rate.

# Success and Retention Rates by Age

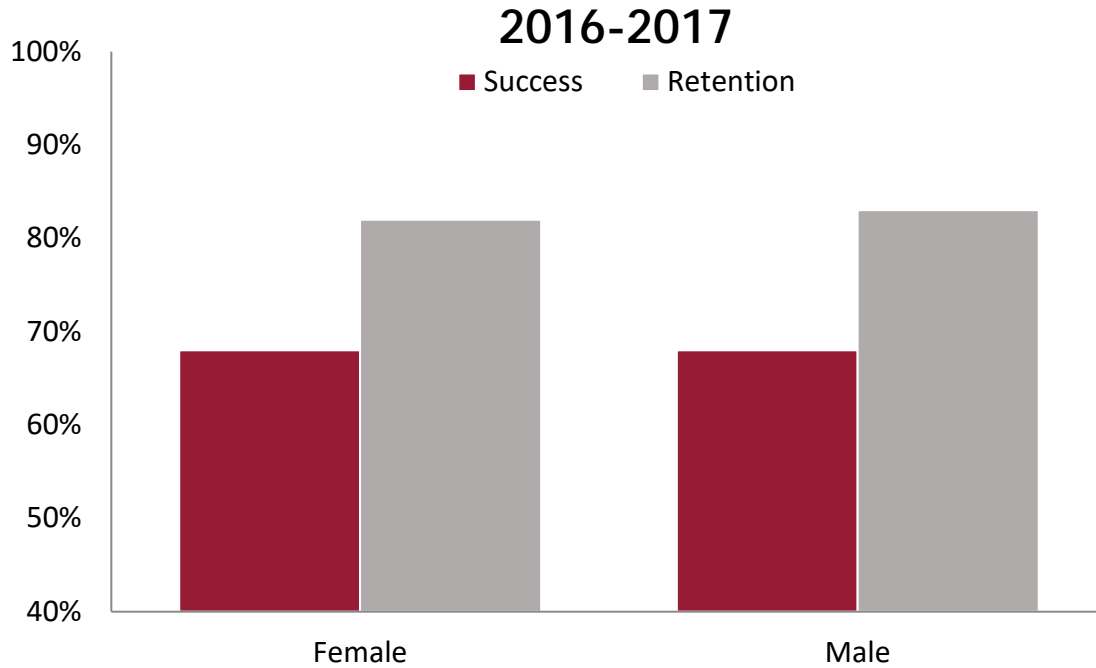
In 2016-17, students of all age groups exceeded the institution-set standard of a 58% success rate. Students between the ages of 25 and 54 had a success rate at 70% or above, while students age 19 or younger consistently display the highest retention rates across the past five years.



	2012-13		2013-14		2014-15		2015-16		2016-17	
<b>19 or less</b>	66%	83%	67%	84%	65%	83%	68%	84%	68%	84%
<b>20 - 24</b>	63%	79%	63%	79%	63%	79%	67%	81%	67%	82%
<b>25 - 34</b>	65%	78%	65%	79%	65%	80%	69%	81%	70%	82%
<b>35 - 44</b>	67%	80%	66%	79%	65%	79%	69%	81%	71%	81%
<b>45 - 54</b>	66%	79%	62%	78%	66%	81%	66%	78%	70%	83%
<b>55+</b>	72%	81%	70%	80%	70%	81%	61%	76%	68%	81%
<b>Total</b>	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

# Success and Retention Rates by Gender

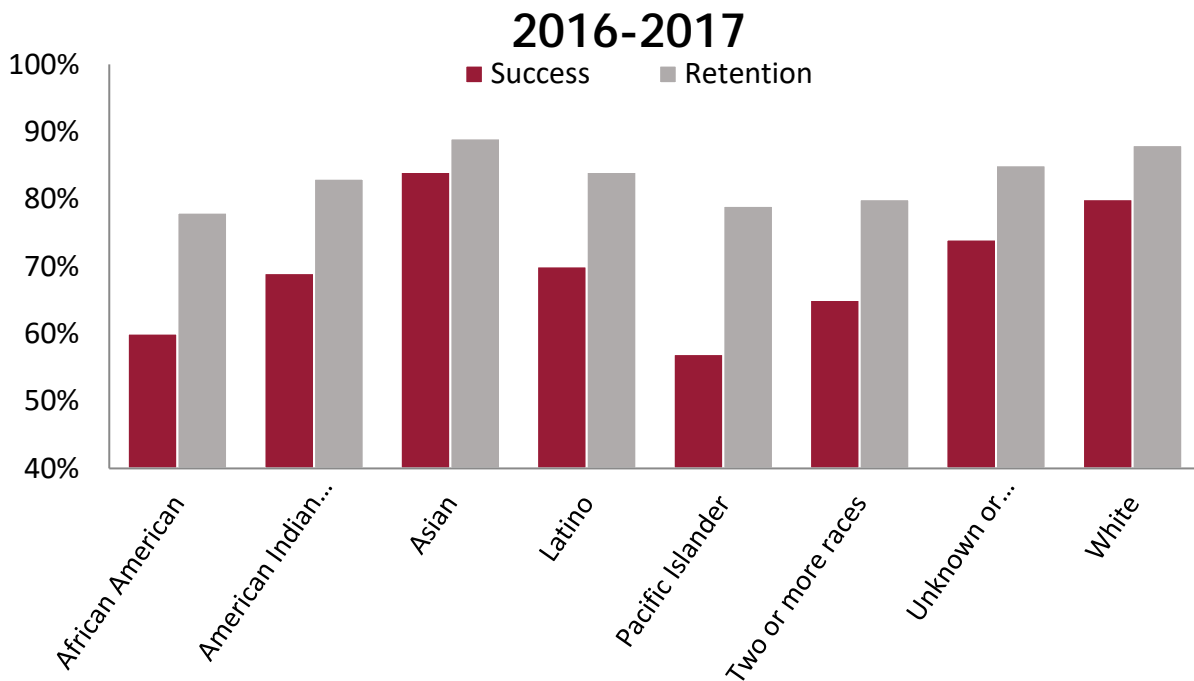
The five-year average success rate for both female and male students is 66%. Although there have been slight differences in female and male success rates, these rates have been similar in recent years. Likewise, the five-year average retention rate for both female and male students is 81%, and the rates have been similar across recent years. In 2016-17, the average success rate for both female and male students was 68%.



	2012-13		2013-14		2014-15		2015-16		2016-17	
<b>Female</b>	65%	80%	64%	80%	64%	80%	67%	81%	68%	82%
<b>Male</b>	65%	80%	65%	80%	64%	80%	67%	82%	68%	83%
<b>Total</b>	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

# Success and Retention Rates by Ethnicity

The 2016-17 success rates varied among ethnic groups, ranging from an average of 57% among Pacific Islander students to an average of 84% among Asian students. Although some smaller groups show a wider range of variability across the years, the data indicates some groups may be disproportionately impacted. Retention rates show a narrower range of variation, from 78% among African American students to 89% among Asian students. Despite these gaps in student outcomes, most groups' rates have improved over the last five years, and the Compton College average has also increased in the same time period.

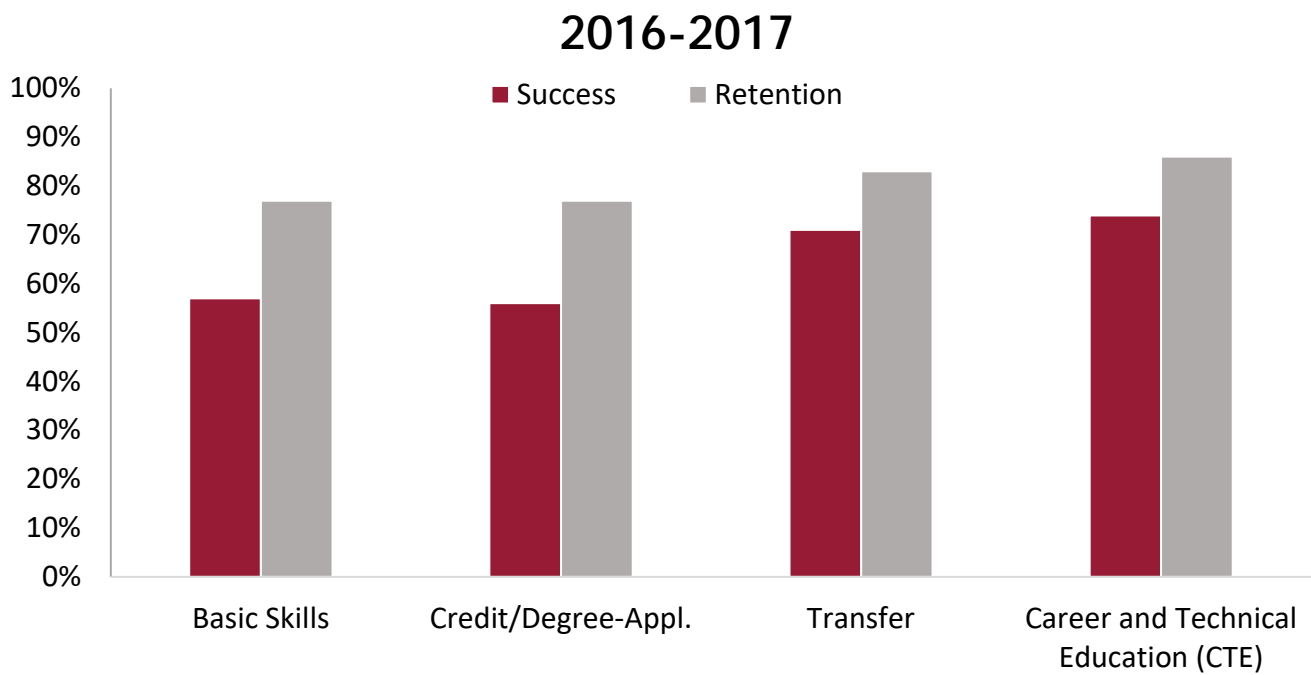


	2012-13		2013-14		2014-15		2015-16		2016-17	
<b>African American</b>	58%	75%	58%	76%	57%	76%	60%	77%	60%	78%
<b>American Indian or Alaskan Native</b>	70%	80%	65%	75%	56%	76%	56%	76%	69%	83%
<b>Asian</b>	82%	89%	82%	89%	84%	81%	84%	91%	84%	89%
<b>Latino</b>	69%	82%	68%	82%	67%	82%	70%	83%	70%	84%
<b>Pacific Islander</b>	60%	80%	62%	75%	45%	68%	56%	72%	57%	79%
<b>Two or more races</b>	62%	77%	59%	76%	61%	75%	67%	80%	65%	80%
<b>Unknown or Decline</b>	70%	83%	70%	82%	64%	79%	70%	90%	74%	85%
<b>White</b>	78%	85%	74%	84%	75%	84%	80%	87%	80%	88%
<b>Total</b>	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%



# Success and Retention Rates by Course Type

The lowest success and retention rates were among the Basic Skills and Degree-Applicable course types, which were approximately 11 percentage points below the success rate average and 5 percentage points below the retention rate average. Transfer-level success and retention rates are closer to the average (71% and 83%, respectively), while the average success and retention rates for CTE courses are higher in comparison to all other course types.



	2012-13		2013-14		2014-15		2015-16		2016-17	
<b>Basic Skills</b>	53%	74%	56%	76%	56%	77%	56%	76%	57%	77%
<b>Credit/Degree Applicable</b>	56%	77%	55%	75%	57%	77%	58%	78%	56%	77%
<b>Transfer</b>	68%	81%	68%	82%	67%	81%	70%	83%	71%	83%
<b>Career Technical Education (CTE)</b>	68%	82%	70%	84%	68%	84%	73%	85%	74%	86%
<b>Overall Success/Retention</b>	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

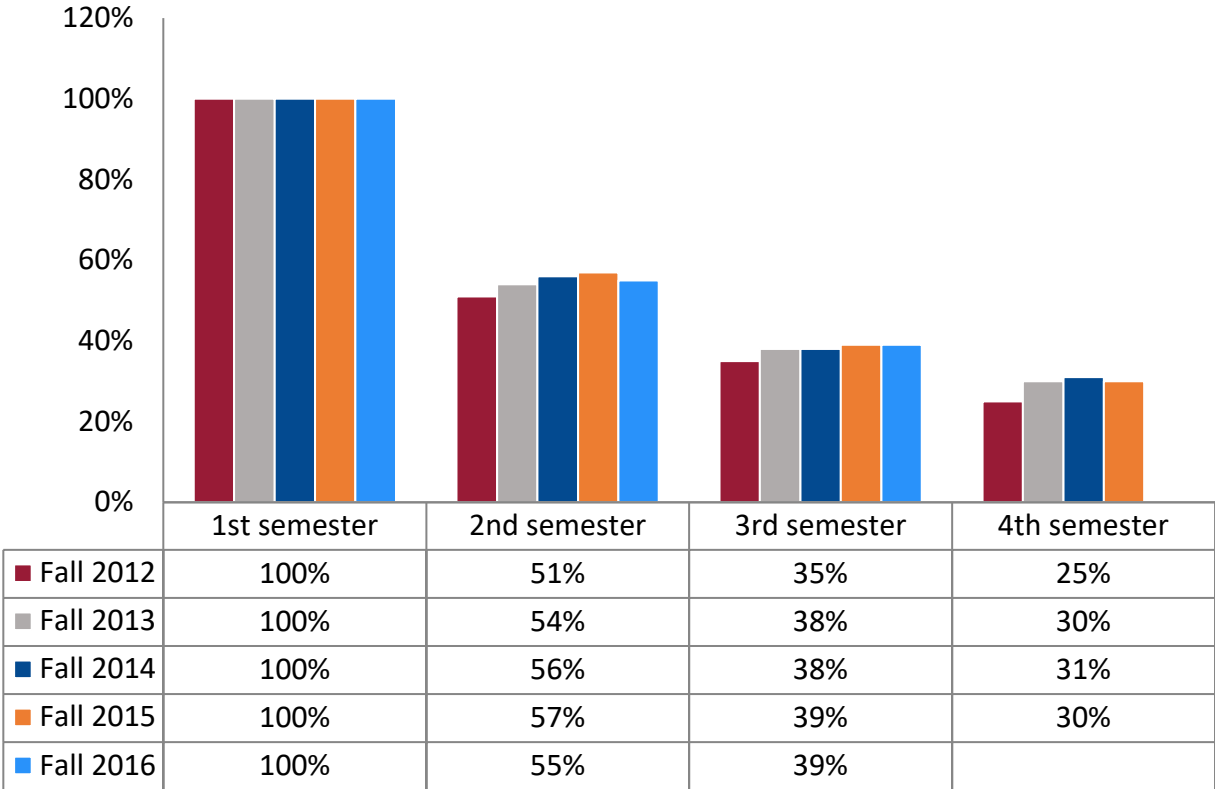
# Student Outcomes



# Persistence

Student persistence refers to the continuous enrollment of students over several terms. Persistence rates are based on the Fall cohort for a given academic year, tracking Fall and Spring enrollment over the following four semesters. For these Fall cohorts, persistence rates to the 2<sup>nd</sup> and 3<sup>rd</sup> semesters have remained relatively unchanged in recent years, although they have slightly increased compared to five years earlier.

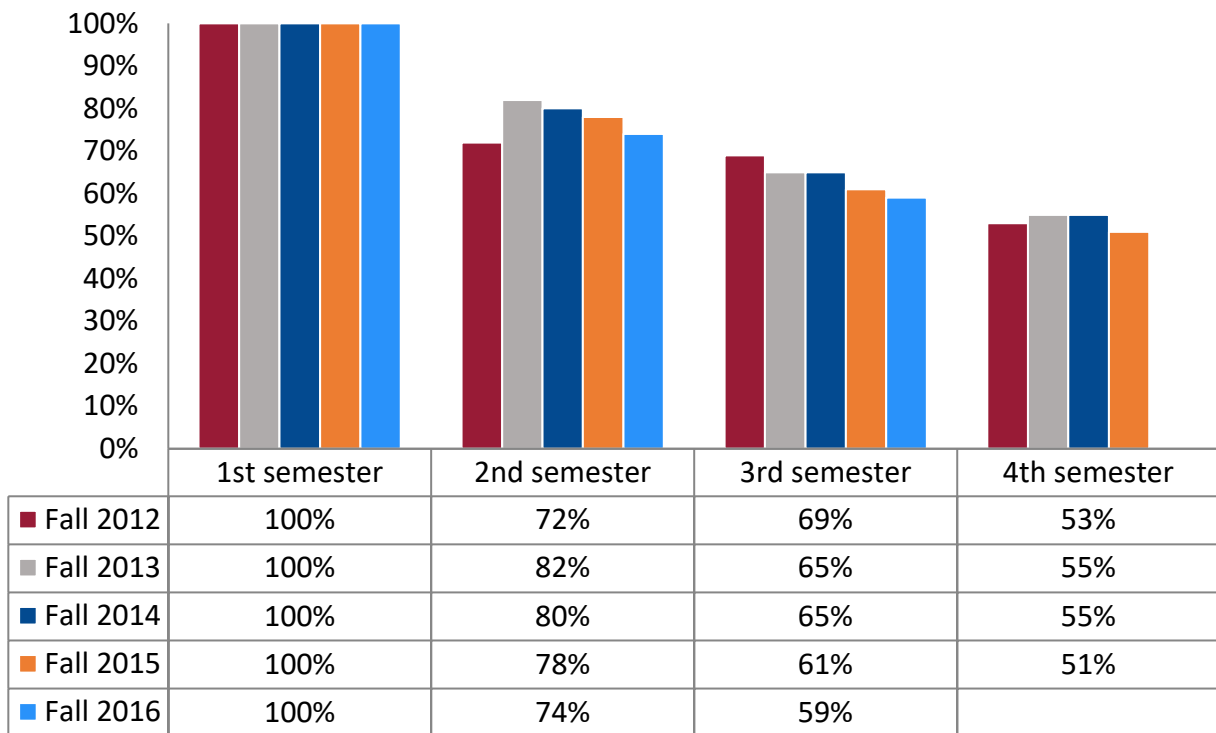
### Student Persistence over Four Semesters Fall 2012 to Fall 2016



# Persistence – First Time Students

Among the Fall 2016 first-time, full-time cohort of students, 2<sup>nd</sup> and 3<sup>rd</sup> semester persistence rates have slightly declined when compared to the previous year’s cohort. However, these first-time full-time cohorts still exhibit consistently higher persistence rates than the Fall cohorts including students of all enrollment types.

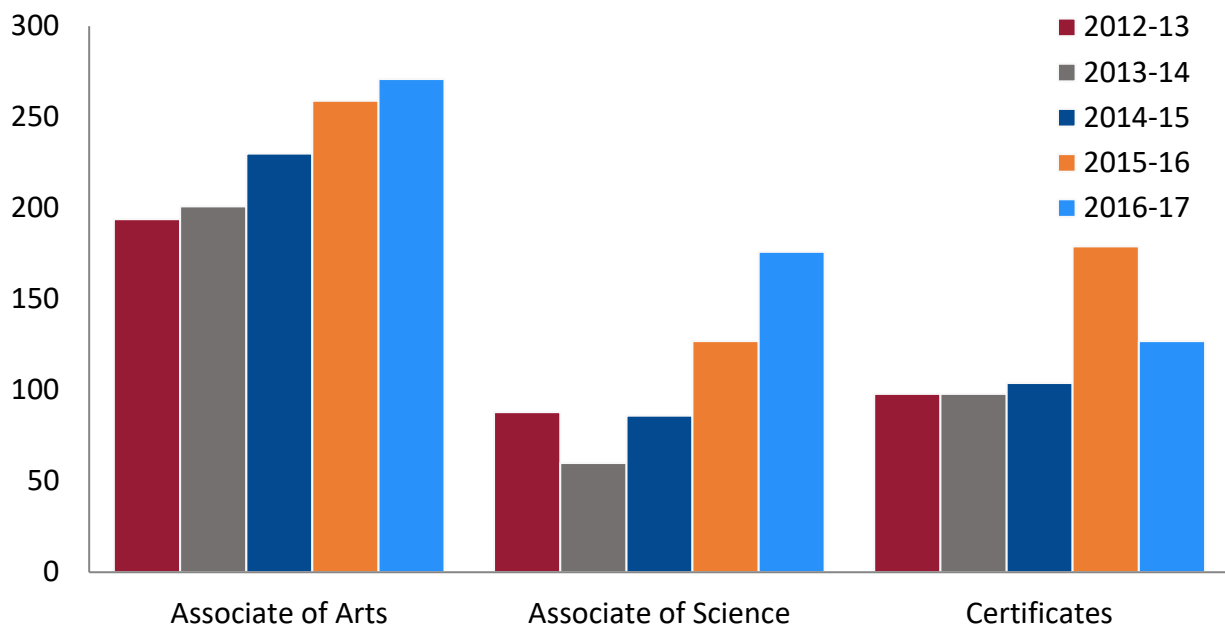
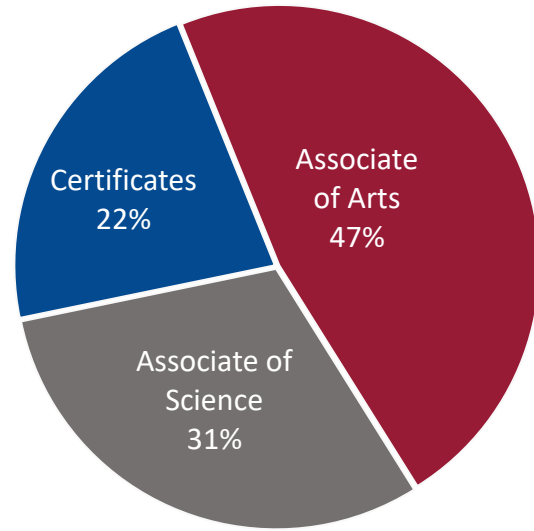
**First Time, Full Time Student Persistence over Four Semesters  
Fall 2012 to Fall 2016**



# Degrees and Certificates

2016-2017

In 2016-17, 447 degrees and 127 certificates were awarded at Compton College, which exceeded the institution set standards for degree and certificates. Compared to five years earlier, there has been a 50% increase in the number of degrees and certificates awarded at Compton College. The number of Associate degrees awarded has steadily increased, while the number of certificates awarded has somewhat decreased after the large increase seen in 2015-16.

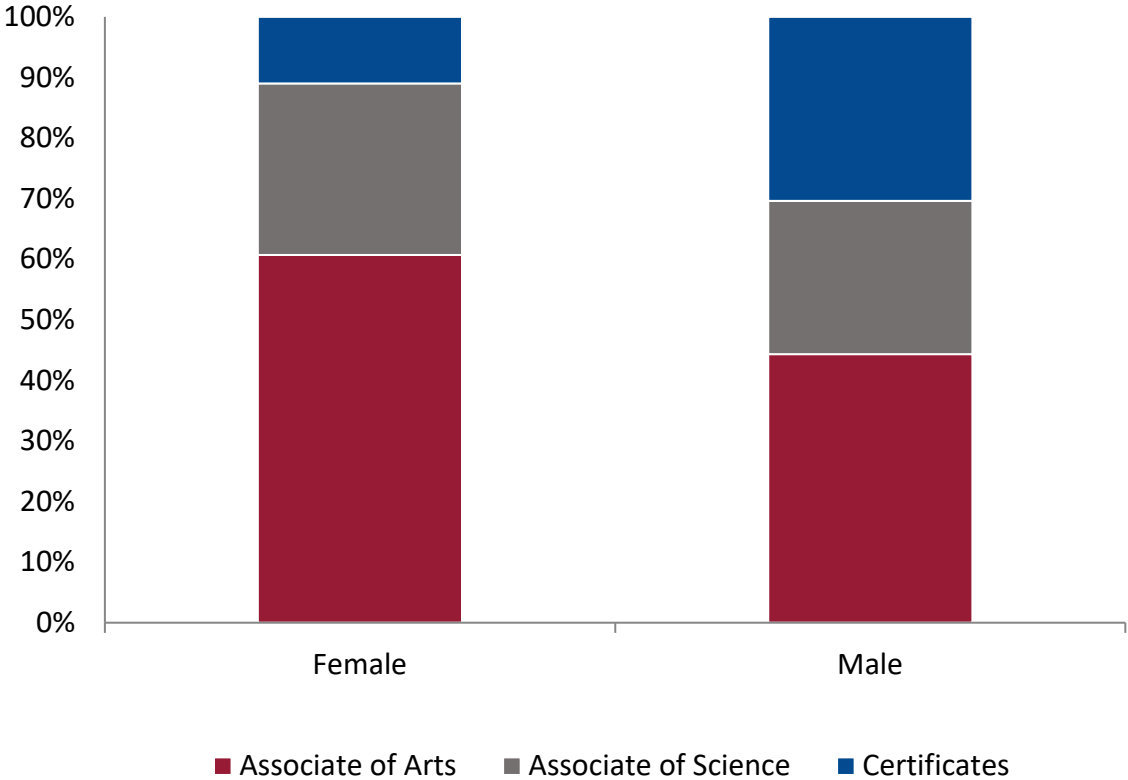


	2012-13	2013-14	2014-15	2015-16	2016-17
Associate of Arts	194	201	230	259	271
Associate of Science	88	60	86	127	176
Certificates	98	98	104	179	127
<b>Total Degrees</b>	<b>380</b>	<b>359</b>	<b>420</b>	<b>565</b>	<b>574</b>

# Degrees and Certificates by Gender

Consistent with the gender gap in enrollment, female students tend to earn more program awards than male students. Approximately 72% of Associate degrees were earned by female students. However, 58% of certificate earners were male students despite their proportionally lower enrollment.

## 2016-2017 Students Awarded



	Female	Male	Total
Associate of Arts	193	70	263
Associate of Science	90	40	130
Certificates	35	48	83
<b>Total Awards</b>	<b>318</b>	<b>158</b>	<b>476*</b>

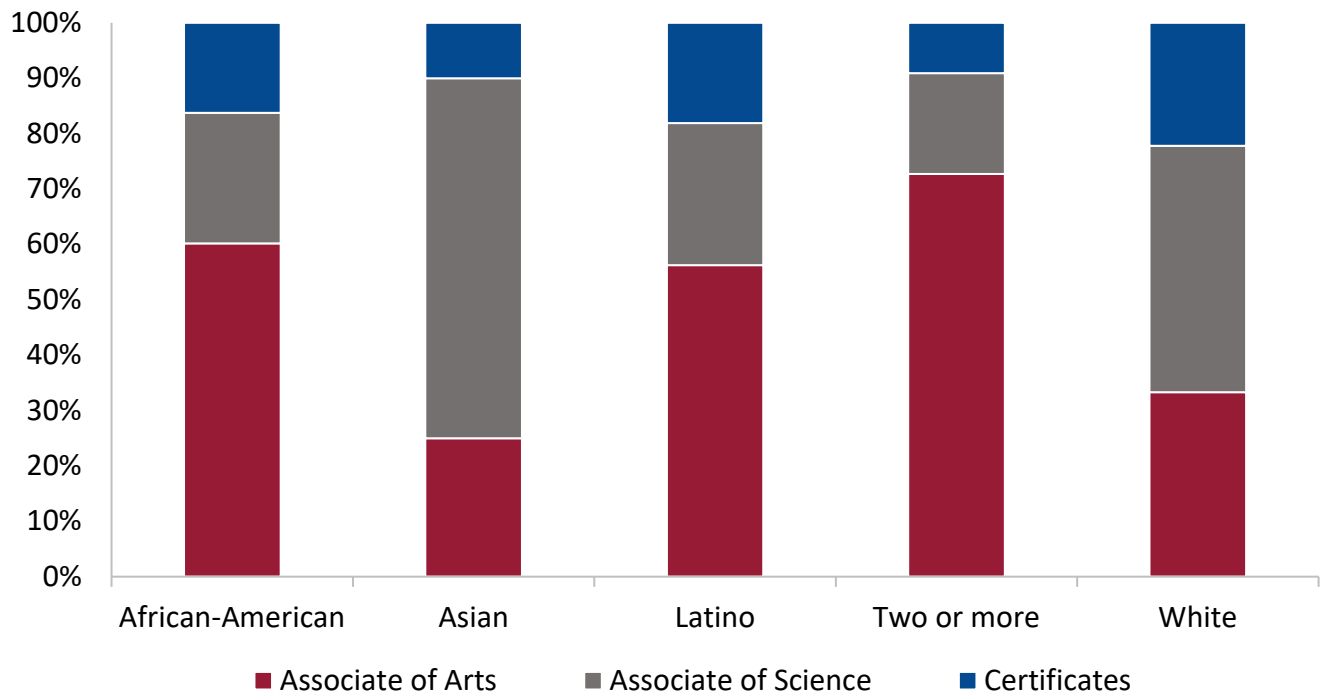
\* Unduplicated counts of students awarded a degree or certificate.



# Degrees and Certificates by Ethnicity

Latino students comprised approximately 66% of students who received a degree or certificate in 2016-17. Among the two largest ethnic groups on campus (African American and Latino students), the majority of these students earned an Associate of Arts degree rather than an Associate of Science degree or a certificate.

### 2016-2017 Students Awarded



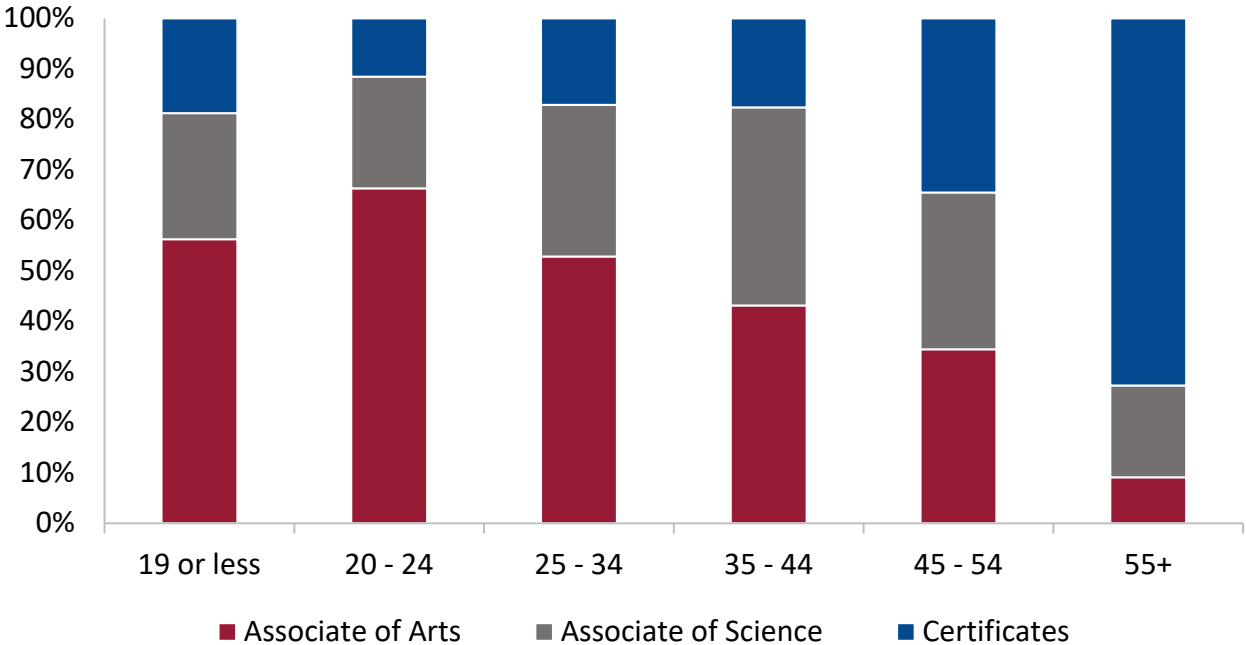
	African American	Asian	Latino	Two or More	White	Total
Associate of Arts	74	5	171	8	3	261
Associate of Science	29	13	78	2	4	126
Certificates	20	2	55	1	2	80
<b>Total Students Awarded</b>	<b>123</b>	<b>15</b>	<b>304</b>	<b>11</b>	<b>9</b>	<b>462*</b>

\*Unduplicated counts of students awarded a degree or certificate. Students with an “Unknown” ethnicity were excluded.

# Degrees and Certificates by Age

Students in the 20-24 age group earned the largest proportion of awards in 2016-17 (44% of awards earned). Among students in this age group, the majority (66%) received an Associate of Arts degree. For students below the age of 44, Associate of Arts degrees tend to be the award received the most, while certificates tend to be the awards received the least.

### 2016-2017 Students Awarded



	19 or less	20 - 24	25 - 34	35 - 44	45 - 54	55+	Total
<b>Associate of Arts</b>	18	138	74	22	10	1	263
<b>Associate of Science</b>	8	46	42	20	9	2	127
<b>Certificates</b>	6	24	24	9	10	8	81
<b>Total Awards</b>	32	208	140	51	29	11	471*

\*Unduplicated counts of students awarded a degree or certificate.

## Transfer Destinations

In 2016-17, 615 Compton College students transferred to a four-year university, which is higher than the institution set standard of 278. The most popular CSU destinations were Dominguez Hills and Long Beach with 192 and 96 transfers, respectively. The most popular University of California transfer destinations for Compton students were UCLA and UC Irvine. In 2016-17, there were 48 Compton students who transferred to an in-state private institution while 58 students transferred to an out of state institution.

	2012-13	2013-14	2014-15	2015-16	2016-17
Cal State Poly. University, Pomona	9	12	5	11	11
Cal State University, Bakersfield	2	7	0	0	1
Cal State University, Dominguez Hills	169	165	155	204	192
Cal State University, Fullerton	7	8	7	7	15
Cal State University, Long Beach	55	66	59	61	96
Cal State University, Los Angeles	44	27	36	49	27
Cal State University, Northridge	31	26	26	18	36
San Diego State University	3	0	1	1	2
San Francisco State University	0	3	1	1	10
San Jose State University	4	3	0	0	1
Other Cal States	20	23	17	14	18
<b>Total Cal State Transfers</b>	<b>344</b>	<b>340</b>	<b>307</b>	<b>366</b>	<b>409</b>

	2012-13	2013-14	2014-15	2015-16	2016-17
University of California, Berkeley	9	0	3	8	7
University of California, Davis	3	6	4	9	7
University of California, Irvine	13	16	14	11	25
University of California, Los Angeles	9	25	24	22	34
University of California, Merced	1	2	1	1	0
University of California, Riverside	8	7	5	8	9
University of California, San Diego	8	10	6	1	10
University of California, Santa Barbara	2	5	2	5	6
University of California, Santa Cruz	6	5	3	1	2
<b>Total UC Transfers</b>	<b>59</b>	<b>76</b>	<b>62</b>	<b>66</b>	<b>100</b>

	2012-13	2013-14	2014-15	2015-16	2016-17
Biola University	3	3	0	2	2
Chapman University	0	0	2	0	0
Loyola Marymount University	3	3	2	0	3
Mount St. Mary's University	5	3	2	5	5
National University	8	7	3	4	3
Otis College of Art and Design	0	1	0	0	0
Pepperdine University	1	0	0	0	0
University of Phoenix	6	6	6	4	8
University of Southern California	12	10	5	5	7
Other Private Institutions	10	8	23	15	20
<b>Total Private Transfers</b>	<b>48</b>	<b>41</b>	<b>43</b>	<b>35</b>	<b>48</b>

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total Out of State Transfers</b>	<b>67</b>	<b>40</b>	<b>69</b>	<b>49</b>	<b>58</b>

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total Transfers</b>	<b>518</b>	<b>497</b>	<b>481</b>	<b>516</b>	<b>615</b>

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# District Employees

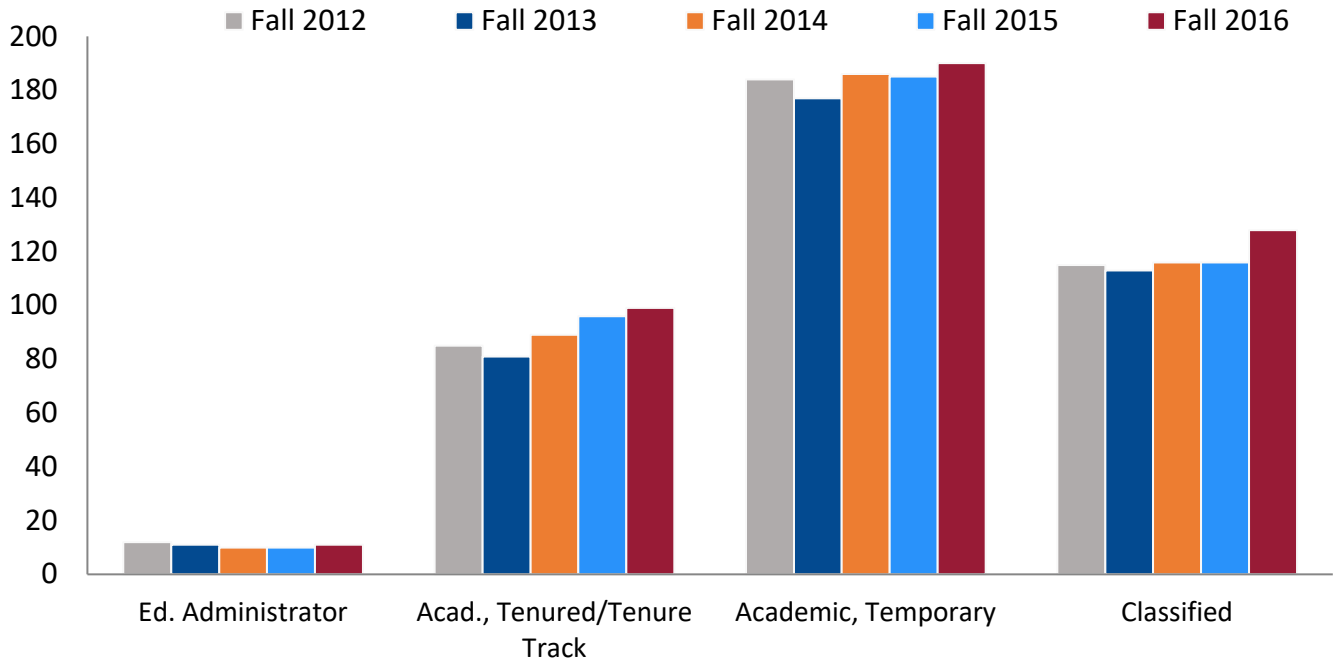
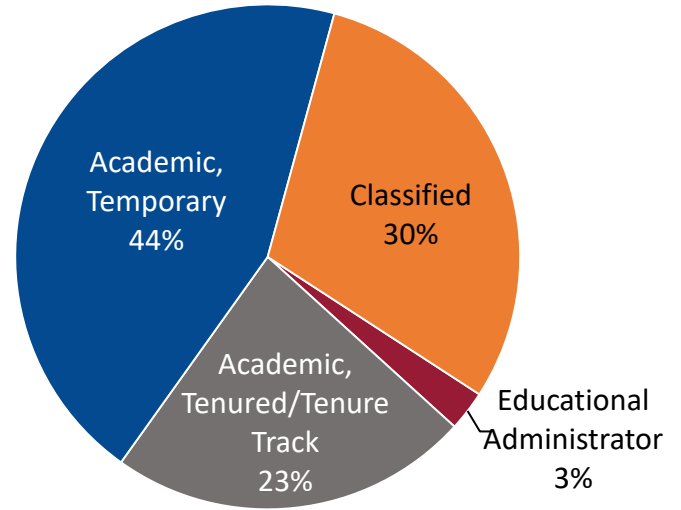




# Workforce Distribution

The 2016-17 Compton College workforce was made up of over 400 employees, an 8% increase compared to five years earlier. Forty-four percent of the workforce was comprised of temporary (part-time) academic instructors, and 23% was comprised of tenured or tenure-track (full-time) academic instructors. Thirty percent of the workforce consisted of classified staff.

## Fall 2016



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Educational Administrator	12	11	10	10	11
Academic, Tenured/Tenure	85	81	89	96	99
Academic, Temporary	184	177	186	185	190
Classified	115	113	116	116	128
<b>Total</b>	<b>396</b>	<b>382</b>	<b>401</b>	<b>407</b>	<b>428</b>

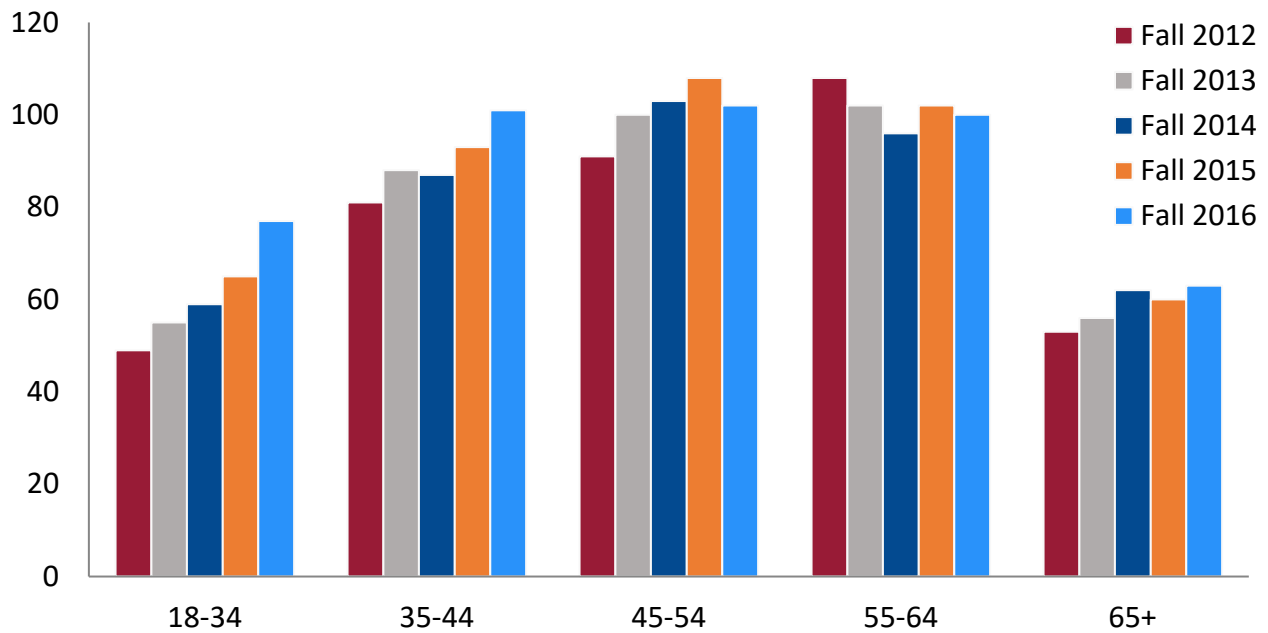
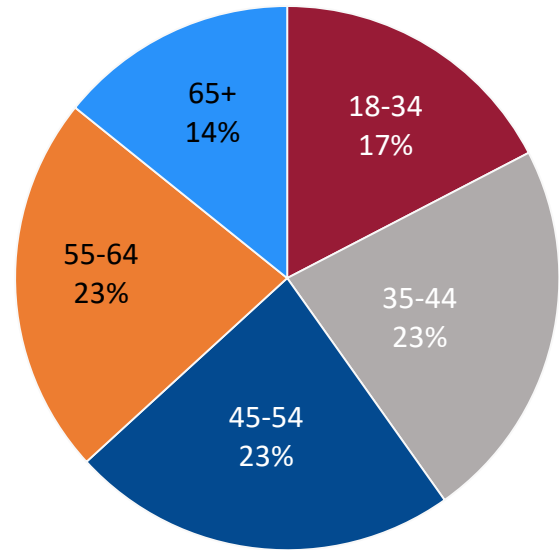
The Academic category includes instructors, counselors and librarians.

The Academic, Temporary category includes those who hold adjunct and/or part-time positions.

# Age

In 2016-17, 69% percent of the Compton College workforce was between the ages of 35 and 64. These three groups (35-44, 45-54, and 55-64) each represent the largest proportion of employees (23%). Approximately 31% were either under the age of 35 or over the age of 64.

## Fall 2016

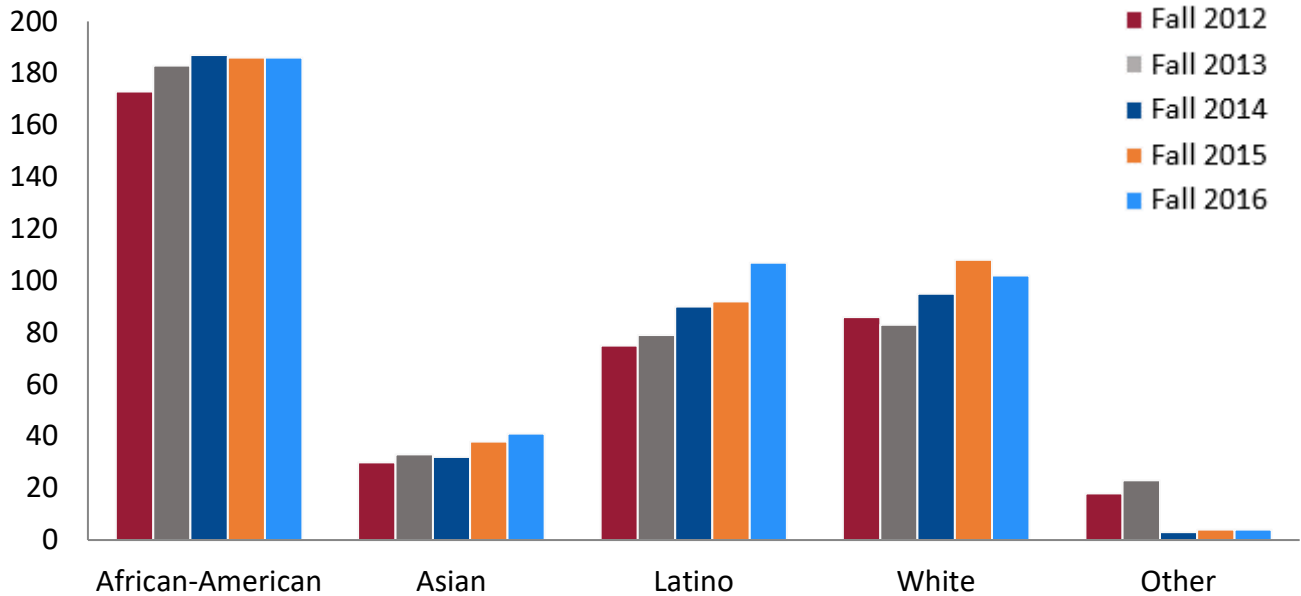
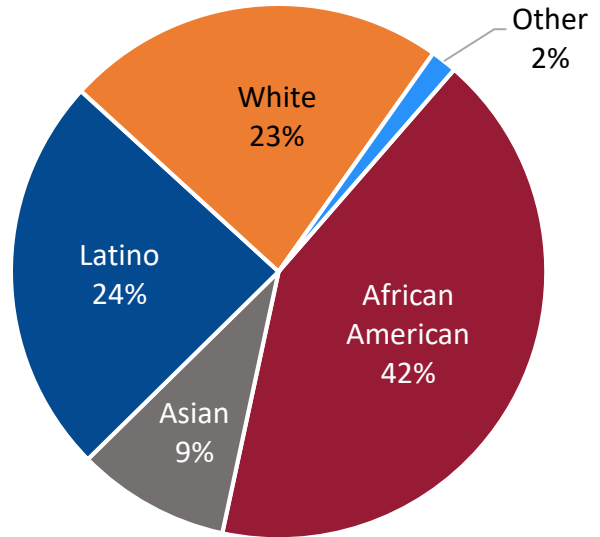


	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
18-34	49	55	59	65	77
35-44	81	88	87	93	101
45-54	91	100	103	108	102
55-64	108	102	96	102	100
65+	53	56	62	60	63
<b>Total</b>	<b>382</b>	<b>401</b>	<b>407</b>	<b>428</b>	<b>443</b>

# Ethnicity

Nearly half of the 2016-17 Compton College workforce was African American, and substantial proportions of employees were either Latino or White. Over the past five years, there have been continuing increases in the number Asian, Latino, and White workers employed by the College, while the number of African American employees has remained relatively stable.

## Fall 2016



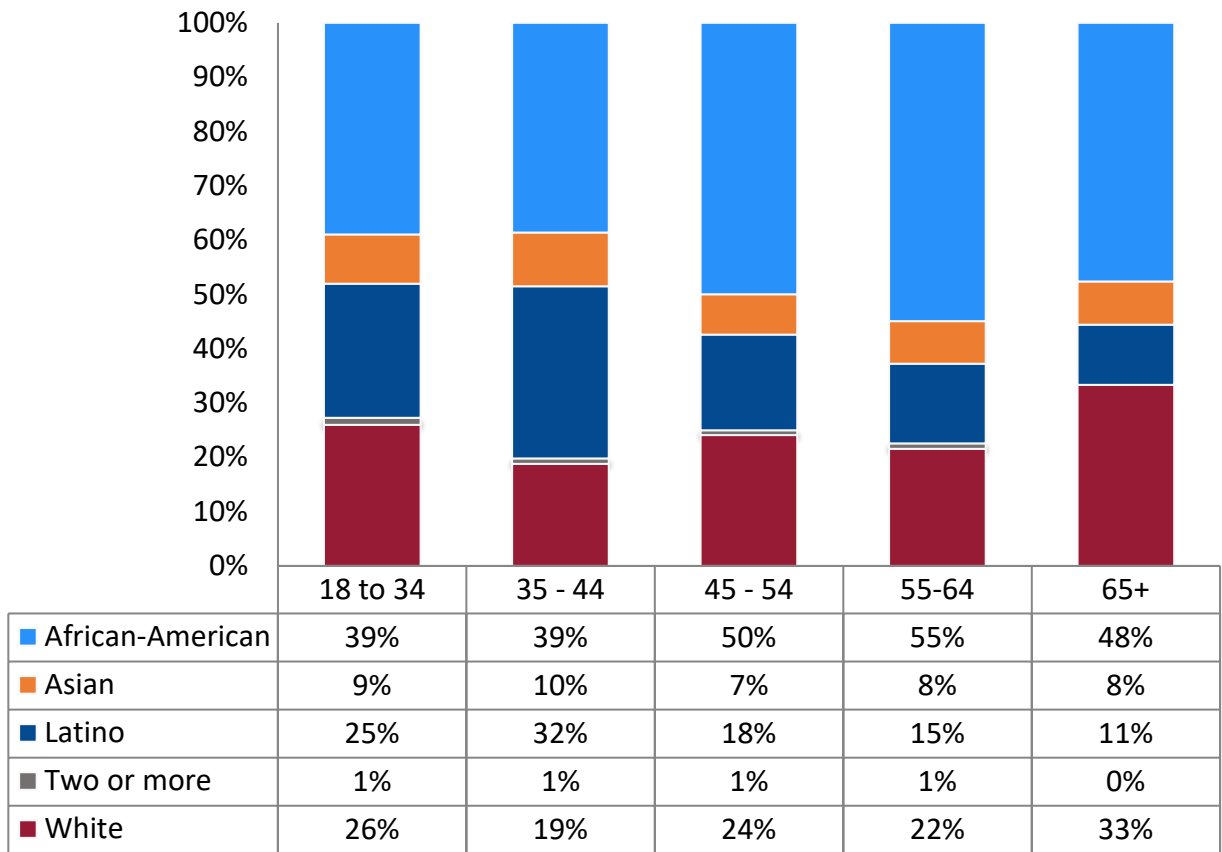
Other includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>African American</b>	173	183	187	186	186
American Indian or Alaskan Native	1	0	0	0	0
Asian	30	33	32	38	41
Latino	75	79	90	92	107
Pacific Islander	1	0	0	0	0
Two or More Races	0	4	3	4	4
Unknown or Decline	16	19	0	0	3
White	86	83	95	108	102
<b>Total</b>	<b>382</b>	<b>401</b>	<b>407</b>	<b>428</b>	<b>443</b>

# Age by Ethnicity

The representation of different age groups varies according to the ethnic group of Compton College’s employees. African American employees are more likely to be 45 or older while Latino employees are more likely to be younger than 45.

## Fall 2016

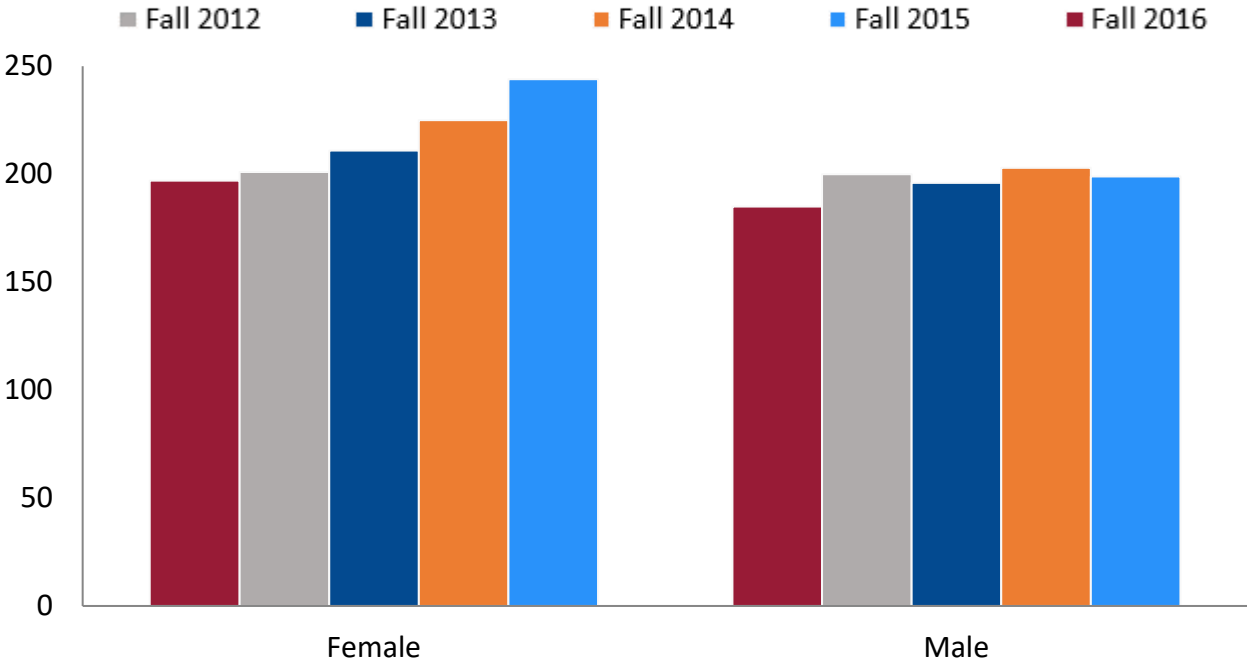
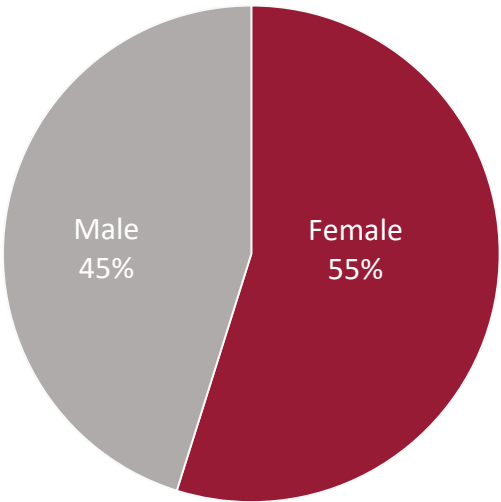


	18 to 34	35 - 44	45 - 54	55-64	65+
<b>African American</b>	30	39	54	56	30
<b>Asian</b>	7	10	8	8	5
<b>Latino</b>	19	32	19	15	7
<b>Two or More Races</b>	1	1	1	1	0
<b>White</b>	20	19	26	22	21
<b>Total</b>	<b>77</b>	<b>101</b>	<b>108</b>	<b>102</b>	<b>63</b>

# Gender

In 2016-17, 55% of the Compton College workforce was female. Over the past five years, there has been a steady increase in the number of female employees at Compton College, while the number of male employees has remained relatively stable.

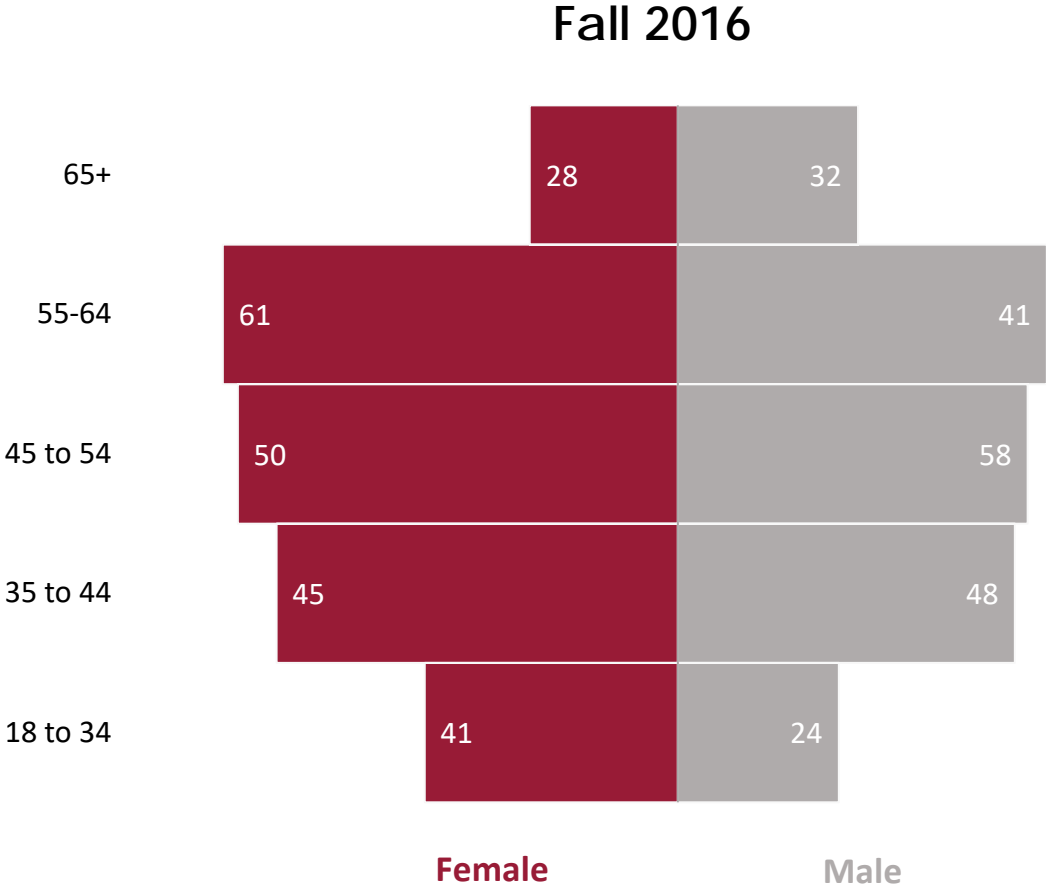
Fall 2016



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>Female</b>	197	201	211	225	244
<b>Male</b>	185	200	196	203	199
<b>Total</b>	382	401	407	428	443

# Gender by Age

The largest gender differences among Compton College employees were seen in the 18-34 and 55-64 age groups, where females comprised at least 60% of these employees. Most other age groups were relatively evenly divided between males and females.



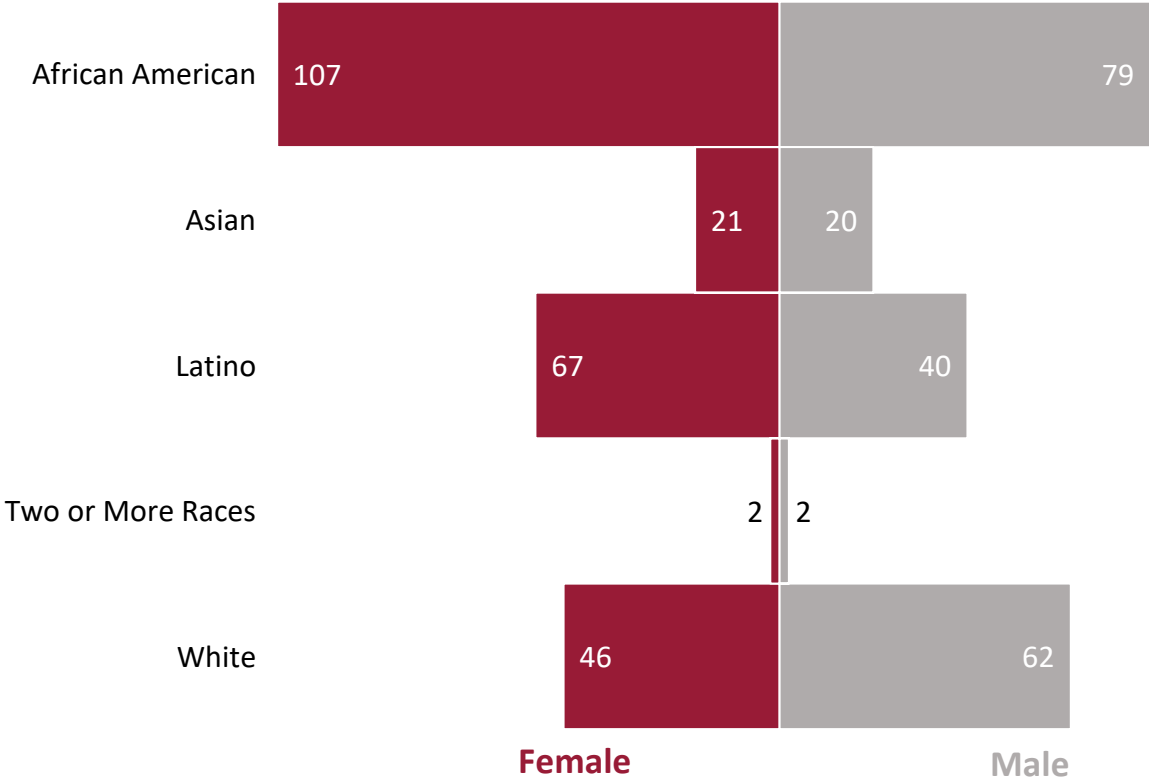
	18-34	35-44	45-54	55-64	65+
<b>Female</b>	63%	48%	46%	60%	47%
<b>Male</b>	37%	52%	54%	40%	53%



# Gender by Ethnicity

In 2016-17, members of the workforce who identified as Asian or multi-ethnic were almost evenly divided between males and females. Over half of the African American and Latino members of the workforce were female, and over half of the White members of the workforce were male.

## Fall 2016



	African American	Asian	Latino	Two or More Races	White
Female	58%	47%	57%	50%	43%
Male	42%	53%	43%	50%	57%

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# COMPTON COLLEGE

*Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.*



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