

Compton Community College District



CENTER AND COMMUNITY PROFILES

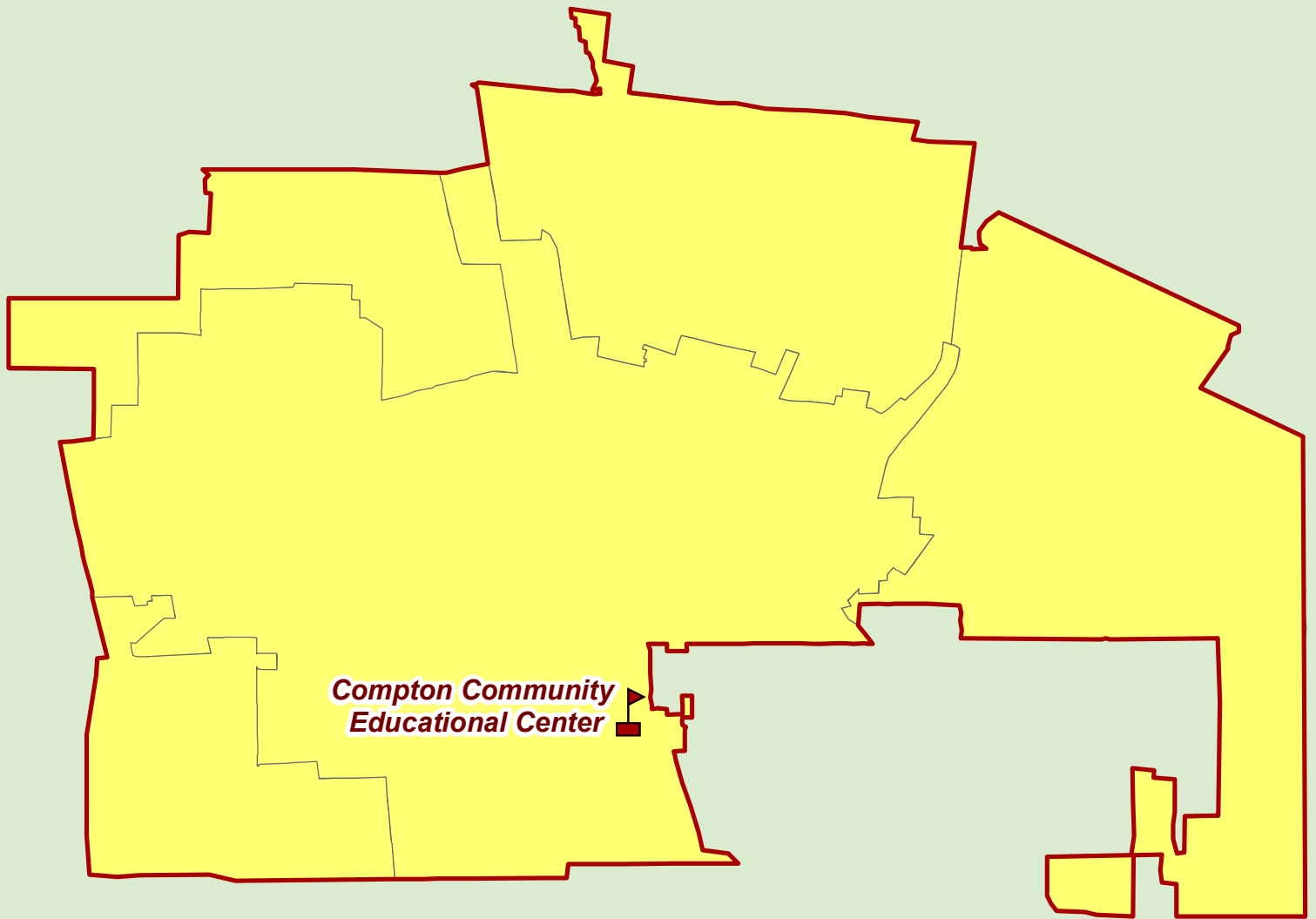


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Acknowledgements

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Elizabeth Campos – Senior Clerical Assistant, Vice President of Student & Community Advancement

Theresa Clifford – Secretary, First Year Experience

Irene Graff – Director, Office of Institutional Research & Planning, El Camino College

Marci Myers – Research Analyst, Office of Institutional Research & Planning, ECC- Compton Center

Joshua Rosales – Research Analyst, Office of Institutional Research & Planning, El Camino College

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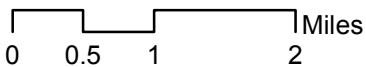
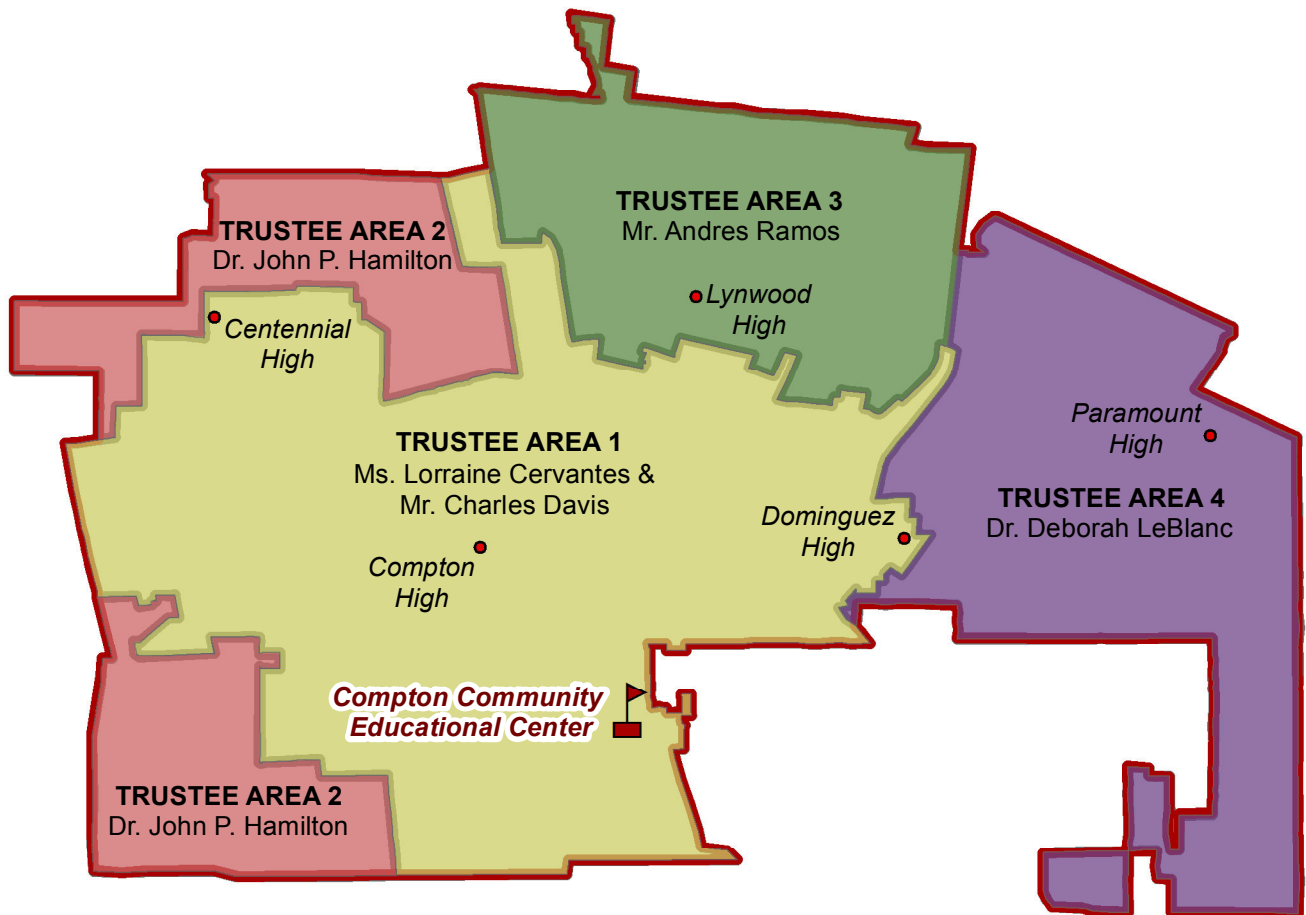
Lisa Wang – Research Associate, Office of Institutional Research & Planning, El Camino College

Mike Wilson – Research Analyst, Office of Institutional Research & Planning, El Camino College

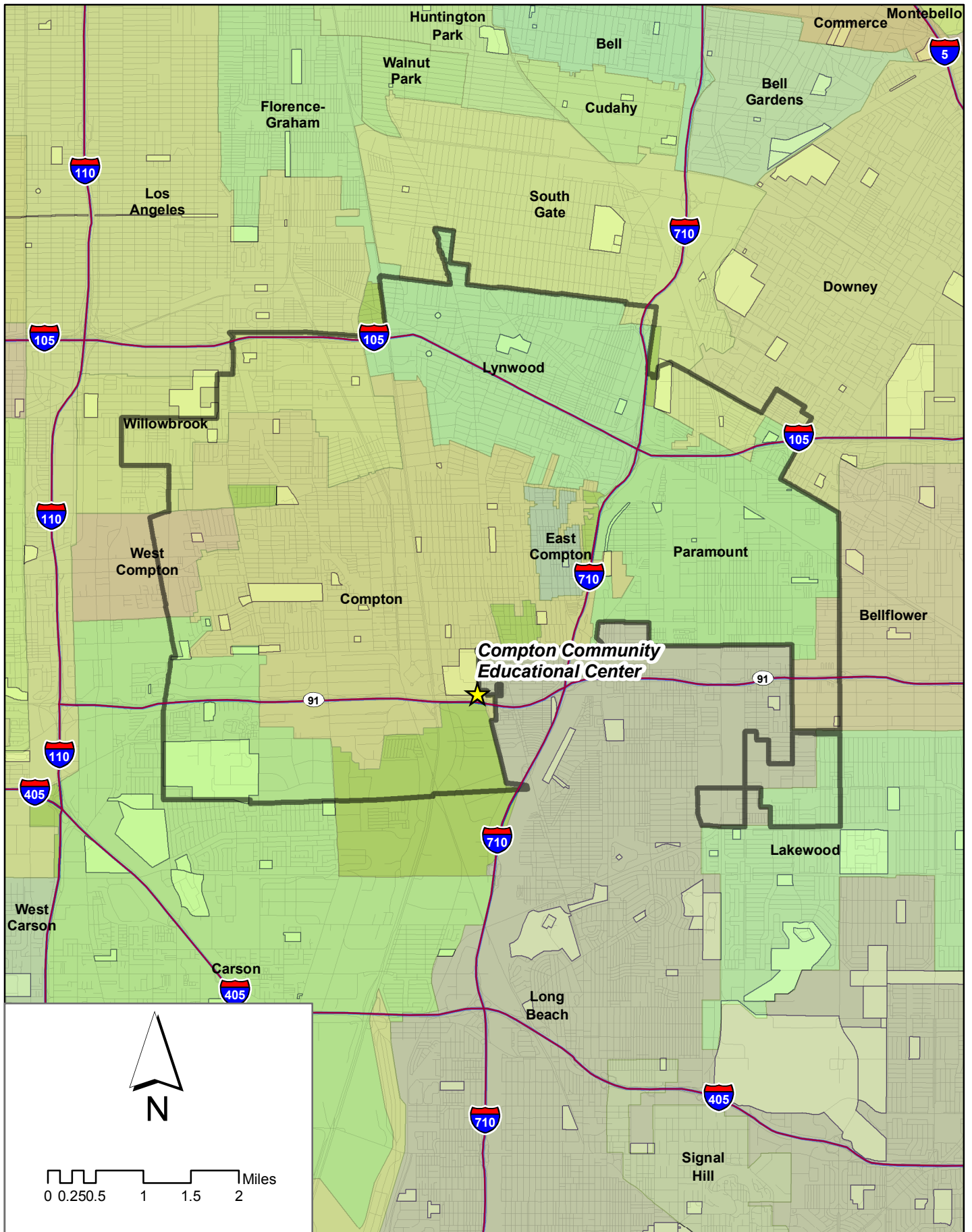
Compton Community College District

Trustee Areas

Special Trustee: Thomas Henry



Compton Community College District



El Camino College Compton Center Facts and Figures - Fall 2012

Total Students: 7,531

Age

17 or younger	278	3.7%
18 to 19	1,302	17.3%
20 to 24	2,841	37.7%
25 to 29	1,148	15.2%
30 to 39	1,073	14.2%
40 to 49	570	7.6%
50 or older	319	4.2%

Educational Goal

Intend to Transfer	2,298	46.2%
Degree/Certif. Only	549	11.0%
Retrain/recertif.	332	6.7%
Basic Skills/GED	468	9.4%
Enrichment	130	2.6%
Undecided	1,194	24.0%

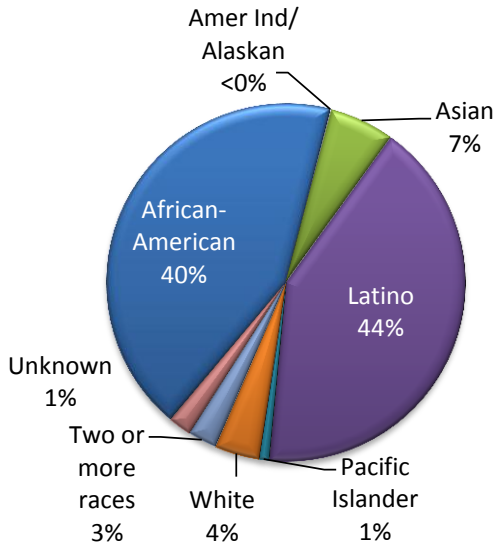
Gender

Female	4,877	64.8%
Male	2,653	35.2%

2011-12 Degrees & Certificates

Associate of Arts	161	48.5%
Associate of Science	69	20.8%
Certificate	102	30.7%

Ethnicity



Degrees & Certificates by Division

Behavioral & Soc Sci	79	23.8%
Business	27	8.1%
Fine Arts	2	0.6%
Health Sci & Athletics	46	13.9%
Humanities	2	0.6%
Industry & Technology	64	19.3%
General Studies	109	32.8%
Natural Sciences	3	0.9%

Where Compton Students Reside

Compton	1,837	24.4%
Long Beach	1,160	15.4%
Los Angeles	1,226	16.3%
Carson	565	7.5%
Lynwood	365	4.8%
Paramount	221	2.9%
Bellflower	177	2.4%
Gardena	234	3.1%
Inglewood	169	2.2%
Other Cal Resident	1,465	19.5%
Out of State	58	0.8%
Outside the US	54	0.7%

Unit Load

Fewer than 6 units	3,173	42.1%
6 to 8.5 units	1,498	19.9%
8.6 to 11.5 units	1,146	15.2%
11.6 to 14.5 units	1,398	18.6%
14.6 units or more	316	4.2%

Enrollment Level

Full-time	1,714	22.8%
Part-time	5,817	77.2%

Enrollment Status

First-time Student	2,069	27.5%
Returning	984	13.1%
Continuing	4,254	56.5%
K-12 Special Admit	224	3.0%

Faculty/Workforce

Tenured/Tenure Track	85	21.5%
Academic Temporary	184	46.5%
<i>Total Faculty</i>	<i>269</i>	<i>67.9%</i>
Educational Administrator	12	3.0%
Other Administrator	6	1.5%
Support	98	24.7%
Professional	11	2.8%
<i>Total Workforce</i>	<i>396</i>	

El Camino College
Compton Center
2012 Annual

Fact Book



Institutional
Research &
Planning

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Introduction

The El Camino College Compton Center Annual Fact Book is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data and analysis in the fact book provide 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 ECC Compton Center's current and future operations.

Demographic and enrollment data on ECC Compton Center students was provided by the Chancellor's Office. Some of the 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.

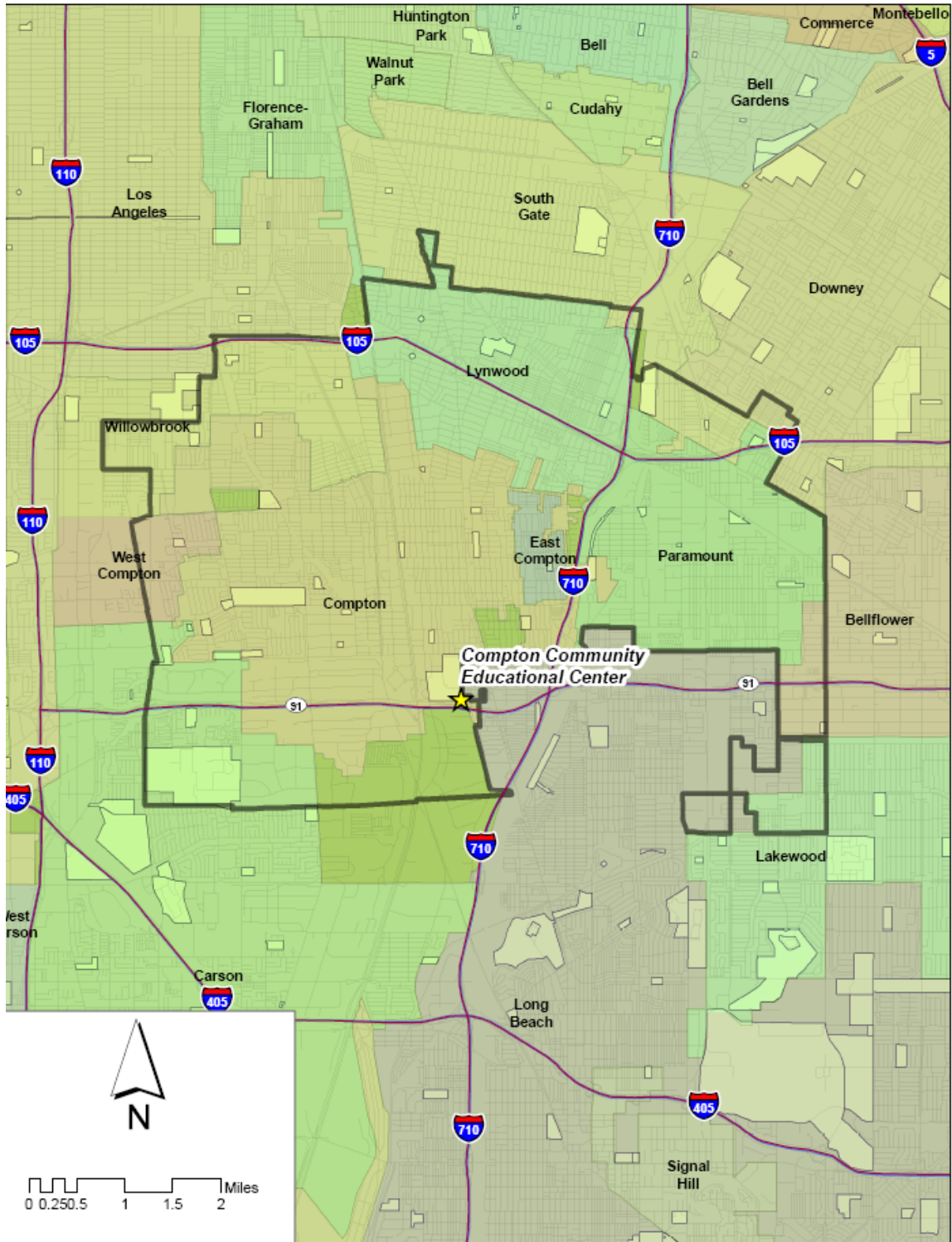
The Fact Book was composed and assembled by Carolyn Pineda. Special acknowledgement goes to Dwight Ueda, El Camino College Photographer, for providing the photographs used in this publication and Marci Myers, ECC Compton Center Research Analyst, for creating the cover page.

Please send any comments or feedback to [Institutional Research & Planning](#).

El Camino College Compton Center Service Area

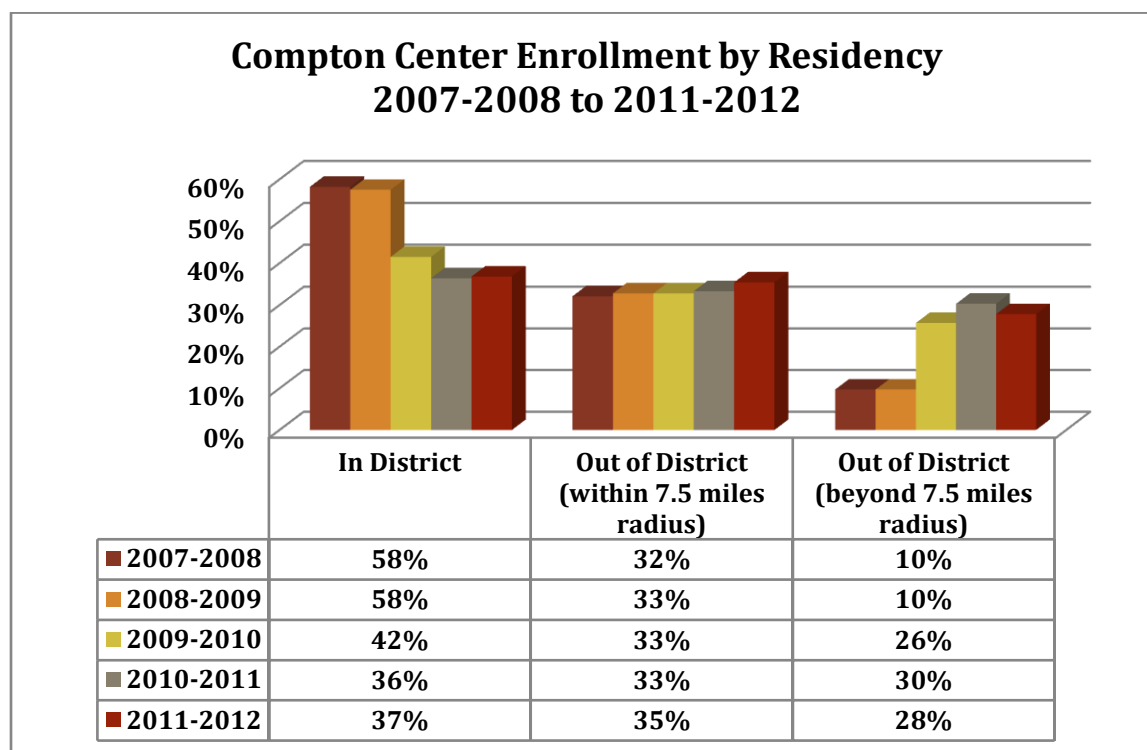


Compton Community College District



Enrollment by Residence

From 2007-08 to 2008-09, over half of students enrolled at the ECC Compton Center lived within the Compton Community College District. Beginning in 2009-10, there has been a decrease in the number of students who resided within the district and a sharp increase in the students who live beyond 7.5 miles of the Center. This shift is most likely the result of students being diverted to the ECC Compton Center by enrollment constraints at UC, Cal States and other local community colleges. In addition, this shift may also be a reflection of the increase of El Camino College students who are simultaneously enrolling at the ECC Compton Center in the same term. More detail on simultaneous enrollment can be found in the [Crossover Enrollment Research Brief](#) on the Institutional Research webpage.



Enrollment by Zip Code (7.5 mile Radius)

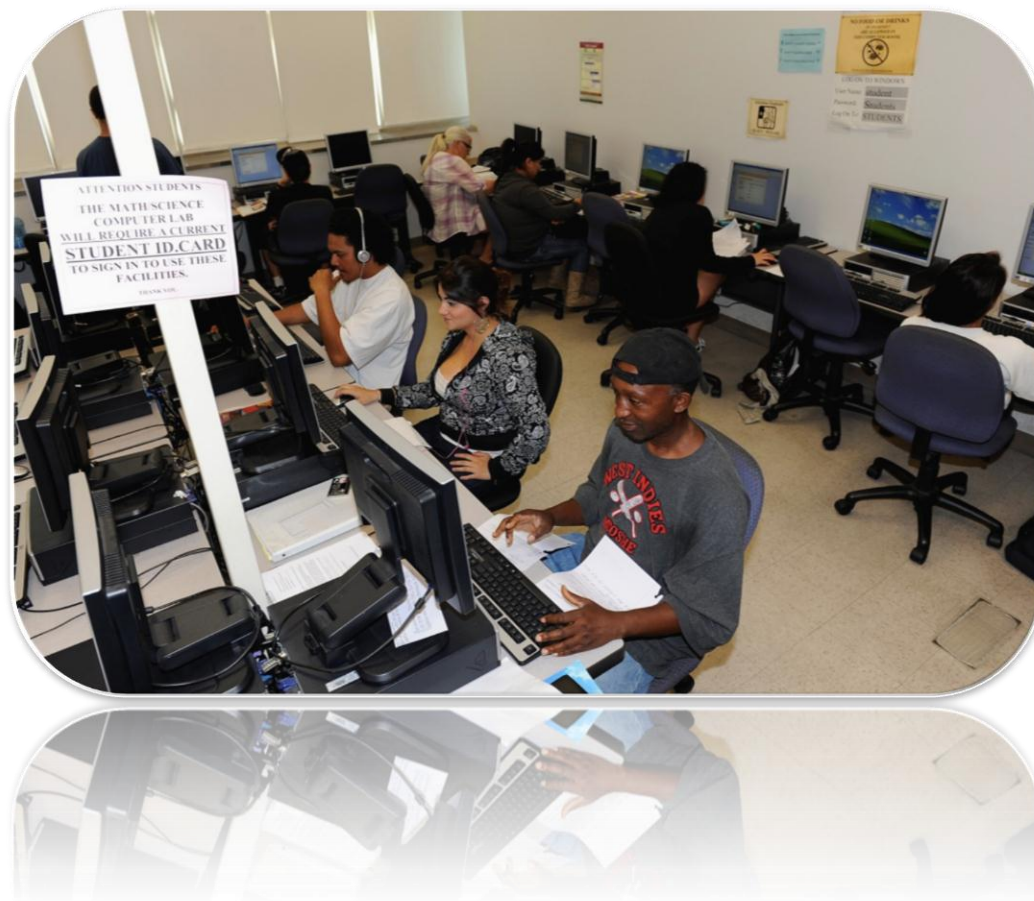
In the 2011-12 academic year, 72% of the student body lived within a 7.5 mile radius from the ECC Compton Center. Of these students, 37% lived within the Compton Community College district while 35% are from outside the district. Twenty eight percent of students enrolled in 2011-12 lived beyond the 7.5 miles radius. Starred zip codes are located within the district.

City	Zip Code	2011-12 Enrollment	Percent of 2011-12 Enrollment
		14,603	100.0
Artesia	90701	10	0.1
	90702	2	0.0
Artesia Total		12	0.1
Bell Total	90201	70	0.5
Bell Gardens Total	90202	0	0.0
Bellflower	90706	336	2.3
	90707	7	0.0
Bellflower Total		343	2.3
Carson	90745	475	3.3
	90746*	526	3.6
	90749	8	0.1
Carson Total		1,009	6.9
Compton	90220*	1,292	8.6
	90221*	1,289	8.8
	90222*	632	4.3
	90223*	5	0.0
	90224*	15	0.1
Compton Total		3,203	21.9
Downey	90240	19	0.1
	90241	60	0.4
	90242	94	0.6
Downey Total		173	1.2
Gardena	90247	295	2.0
	90248	62	0.4
	90249	151	1.0
Gardena Total		508	3.5
Huntington Park Total	90255	71	0.5
Lakewood	90711	3	0.0
	90712	95	0.7
	90713	31	0.2
	90714	1	0.0
Lakewood Total		130	0.9

City	Zip Code	2011-12 Enrollment	Percent of 2011-12 Enrollment
Long Beach	90804	99	0.7
	90805	1,160	7.9
	90806	141	1.0
	90807	102	0.7
	90808	28	0.2
	90810	187	1.3
	90813	174	1.2
Long Beach Total		1,891	12.9
Los Angeles	90001	96	0.7
	90002	198	1.4
	90003	188	1.3
	90044	254	1.7
	90059*	390	2.7
	90061*	205	1.4
Los Angeles Total		1,331	9.1
Lynwood Total	90262*	660	4.5
Norwalk	90650	121	0.8
	90652	1	0.0
Norwalk Total		122	0.8
Paramount Total	90723*	388	2.7
Signal Hill Total	90755	18	0.1
South Gate Total	90280	159	1.1
Torrance	90501	191	1.3
	90502	63	0.4
	90504	205	1.4
Torrance Total		459	3.1
*District Total		5,372	36.8
Out of District Total		5,175	35.4
Grand Total		10,547	

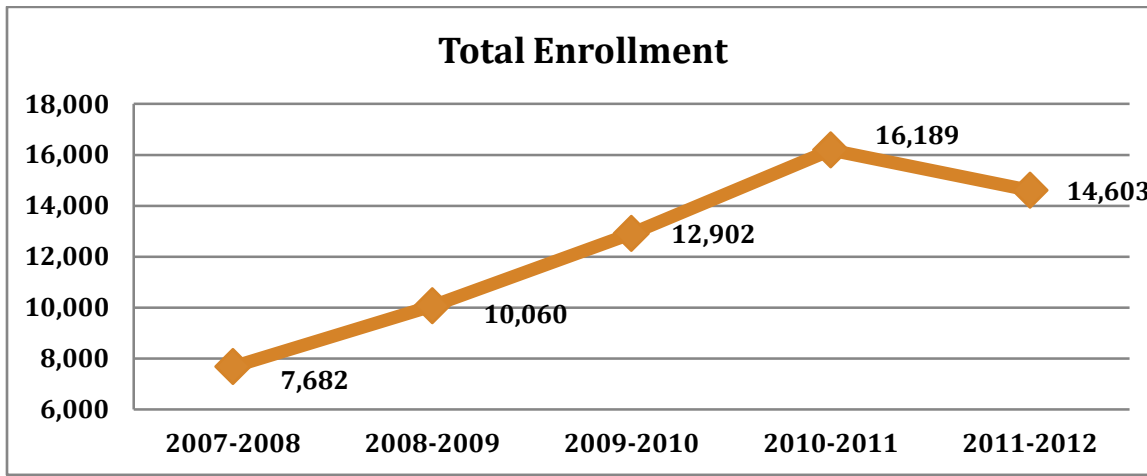
**28% of students live beyond 7.5 mile radius

Student and Enrollment Trends



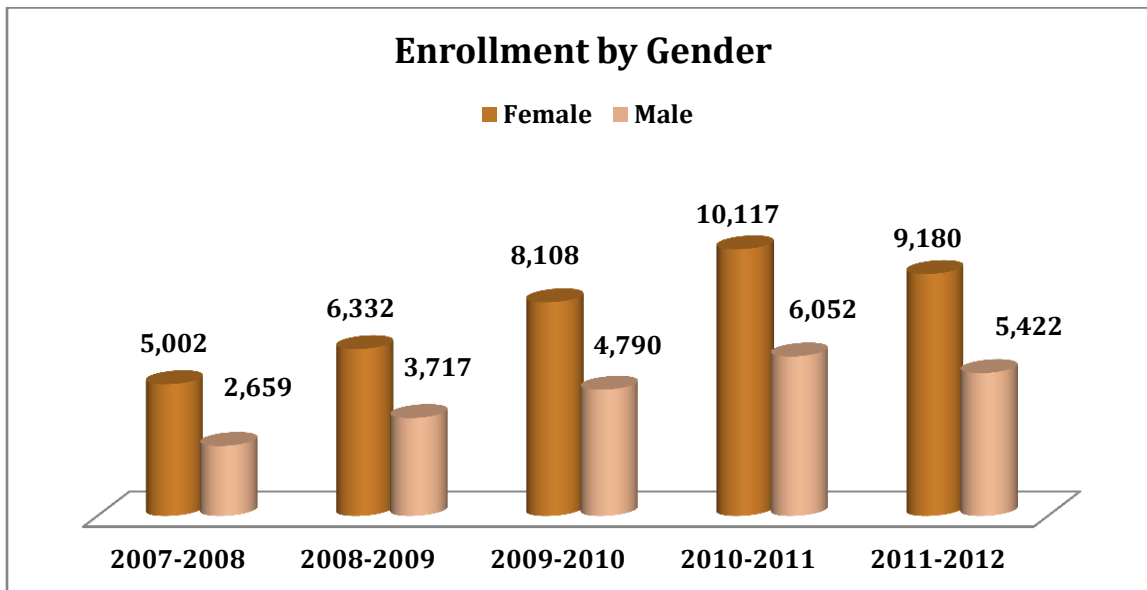
Total Enrollment

At the beginning of the partnership with El Camino College, the ECC Compton Center experienced a significant increase in unduplicated student headcount. There was a 31% increase in enrollment from the 2007-08 to 2008-09 academic years and a 25% enrollment increases from 2009-10 to 2010-11. In 2011-12, however, there was a 9% decrease in enrollment from the previous year. This decrease is likely due to growth limits on state apportionment funding.



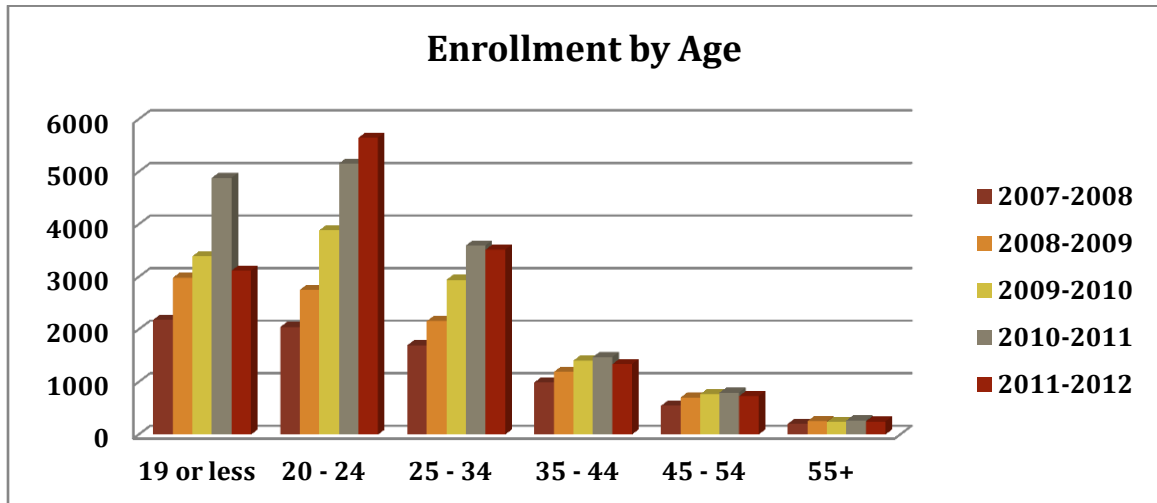
Enrollment by Gender

The Compton Center has a large female population. Sixty-three percent of students are female while 37% are male.



Enrollment by Age

Sixty percent of enrolled students in 2011-12 were between the ages of 18 to 24. Working adults ages 25-44 comprise 33% of enrolled student while 7% of students are ages 45 and older. The majority of enrollment growth in the last year was among students ages 20-24, which increased by 9%. Working adults ages 25-44 decreased by 4% in 2011-12 while ages 45 and older decreased by 8%.

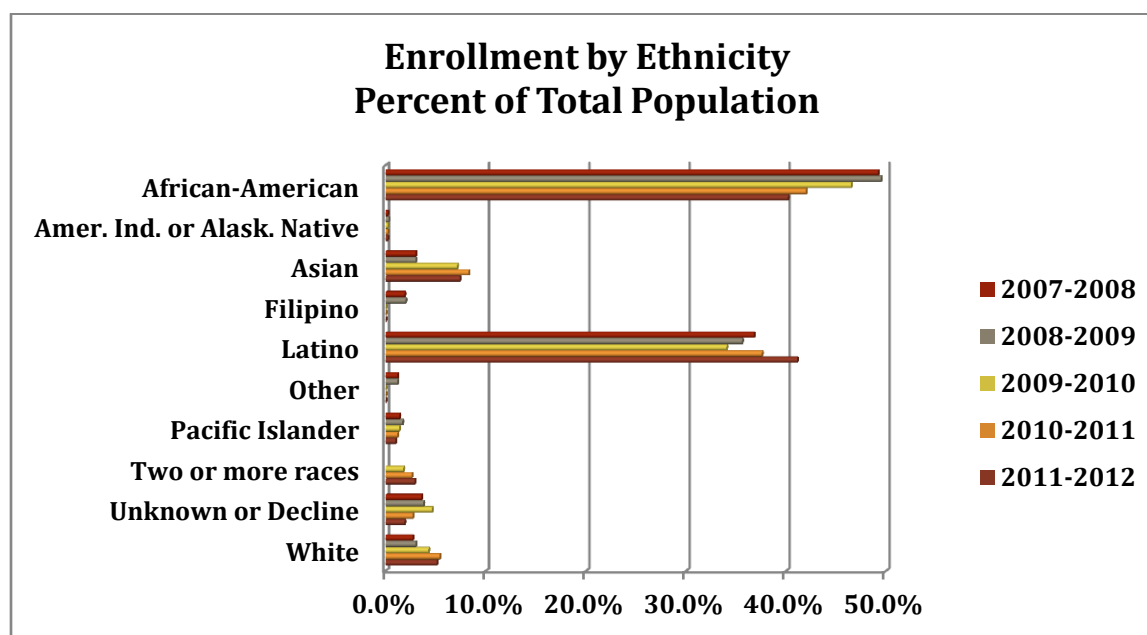


Age	2007-08	2008-09	2009-10	2010-11	2011-12
19 or less	2,185	2,984	3,394	4,886	3,118
20 - 24	2,047	2,754	3,888	5,158	5,649
25 - 34	1,700	2,161	2,945	3,600	3,517
35 - 44	993	1,193	1,407	1,476	1,338
45 - 54	549	706	768	800	731
55+	206	255	239	269	250
Unknown	2	7	261	0	0

Age	2007-08	2008-09	2009-10	2010-11	2011-12
19 or less	28.4%	29.7%	26.3%	30.2%	21.4%
20 - 24	26.6%	27.4%	30.1%	31.9%	38.7%
25 - 34	22.1%	21.5%	22.8%	22.2%	24.1%
35 - 44	12.9%	11.9%	10.9%	9.1%	9.2%
45 - 54	7.1%	7.0%	6.0%	4.9%	5.0%
55+	2.7%	2.5%	1.9%	1.7%	1.7%
Unknown	0.0%	0.1%	2.0%	0.0%	0.0%

Enrollment by Ethnicity

African-American and Latino students represent the largest ethnic groups on campus. African-Americans comprise 40% of the student population, a 2-point decrease from the previous year. Latino students make up 41% of the student population in 2011-12, a 7-point rise from 2009-10. This may reflect in part the changes in ethnic coding that the California Community Colleges Chancellor's Office adopted in Fall 2009. Seven percent of the student population is Asian, which now includes Filipinos.



Ethnic Group	2007-08	2008-09	2009-10	2010-11	2011-12
African-American	49.2%	49.5%	46.5%	42.0%	40.2%
Amer. Ind. or Alask. Native	0.2%	0.3%	0.2%	0.2%	0.2%
Asian	3.0%	3.0%	7.2%	8.3%	7.4%
Filipino	1.9%	2.0%	*	*	*
Latino	36.8%	35.6%	34.0%	37.6%	41.1%
Other	1.2%	1.2%	**	**	**
Pacific Islander	1.4%	1.7%	1.4%	1.2%	1.0%
Two or more races	***	***	1.8%	2.6%	2.9%
Unknown or Decline	3.6%	3.8%	4.6%	2.7%	2.1%
White	2.7%	3.0%	4.3%	5.4%	5.1%

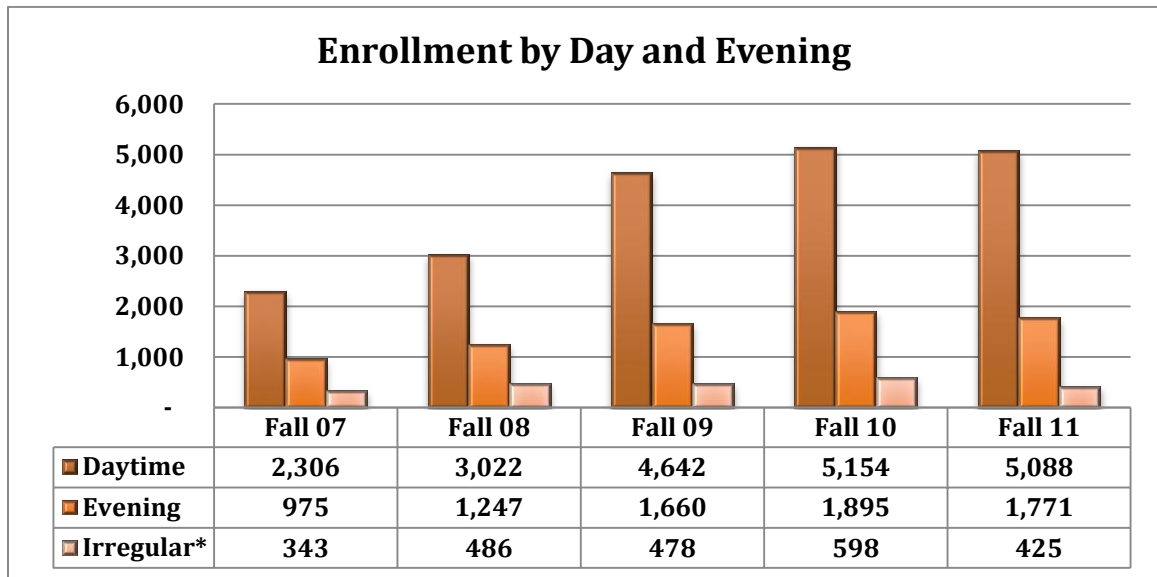
*Filipino included in Asian count

**As of Fall 2009, "Other" no longer reported

***New ethnic category as of Fall 2009

Enrollment by Day and Evening

Sixty-four percent of students enroll in at least one daytime course while 22% are exclusively in evening courses. Student enrollment in evening courses decreased by 7% in the last year while enrollment in daytime courses decreased only by 1%. There was also a decrease in irregular courses, which include distance education. In the last year, there was a 29% decrease in students who enrolled in irregular courses.



*Irregular meeting times, including distance education.

Enrollment by High School

The majority of enrolled students come from local high schools within the Compton district. The top three high schools are Compton High, Dominguez High (in Compton) and Lynwood High School. In the last year, enrollment from Lynwood High decreased by 25% while enrollment from Paramount High increased by 19%.

ECC Compton Center Feeder High Schools

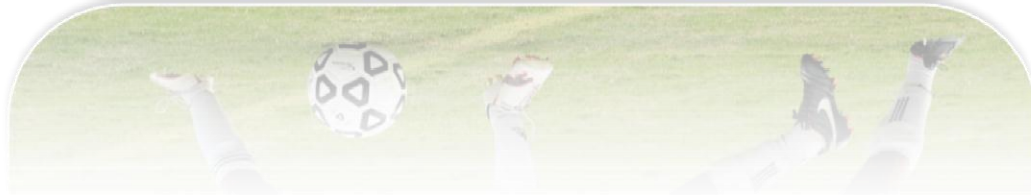
High School	2007-08	2008-09	2009-10	2010-11	2011-12
Carson Senior High*	55	76	105	160	166
Centennial High	65	82	110	110	110
Compton Senior High	188	258	299	309	299
Dominguez High	184	223	286	308	299
Jordan Senior High*	101	133	184	215	196
King/Drew Medical Magnet	37	55	89	121	116
Locke (Alain Leroy) High	20	25	48	56	57
Lynwood High	126	161	186	229	171
Paramount High	52	55	70	95	113

**High schools outside Compton district boundaries*

Other Non-District High Schools

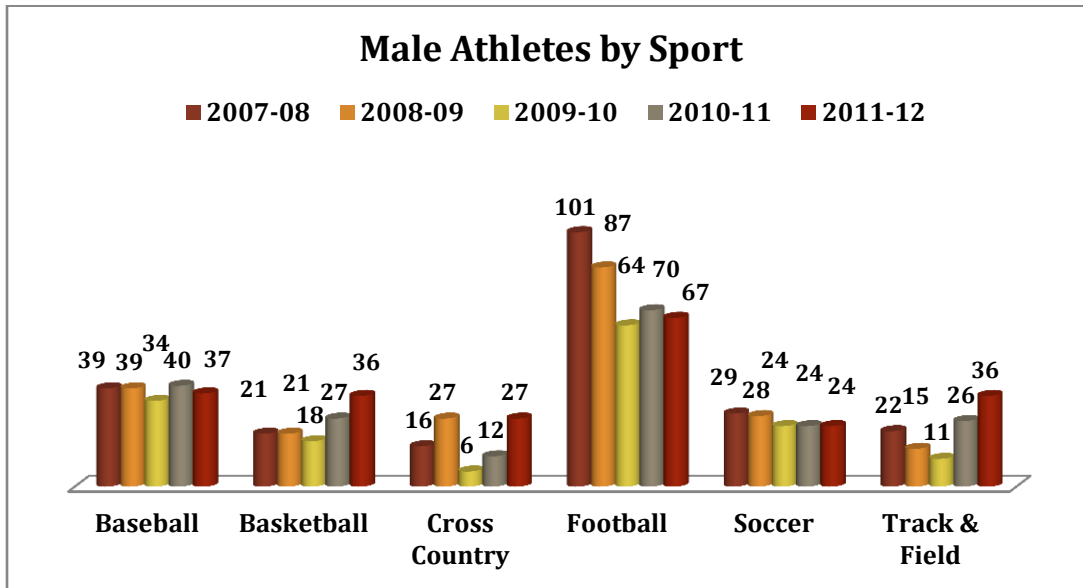
High School	2007-08	2008-09	2009-10	2010-11	2011-12
Non District High Schools	780	1,160	1,787	2,643	2,423

Special Programs

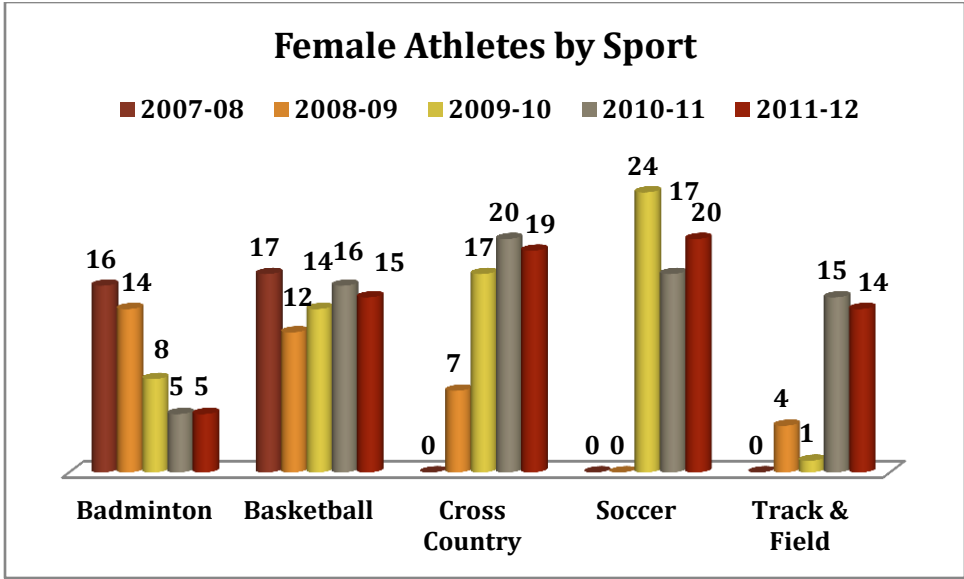


Athletics

The ECC Compton Center offers a variety of intercollegiate sports team. Approximately 1% of the student population participates in intercollegiate sports. The largest male sport is football with an average 79 players per year. Women's soccer started in 2009-10 and became one of the largest female sports with 20 players in 2011-12.



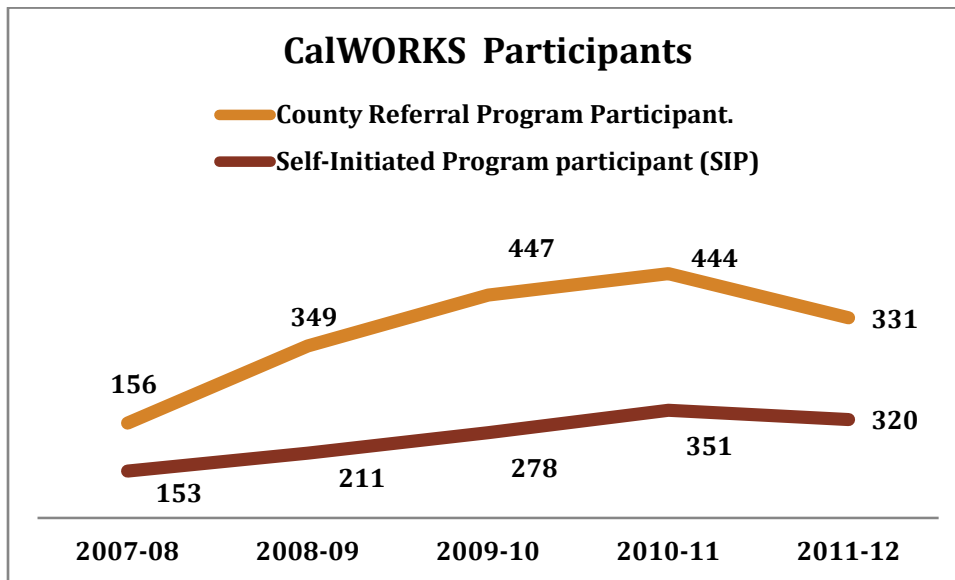
	2007-08	2008-09	2009-10	2010-11	2011-12
Baseball	39	39	34	40	37
Basketball	21	21	18	27	36
Cross Country	16	27	6	12	27
Football	101	87	64	70	67
Soccer	29	28	24	24	24
Track & Field	22	15	11	26	36



	2007-08	2008-09	2009-10	2010-11	2011-12
Badminton	16	14	8	5	5
Basketball	17	12	14	16	15
Cross Country	0	7	17	20	19
Soccer	N/A	N/A	24	17	20
Track & Field	0	4	1	15	14

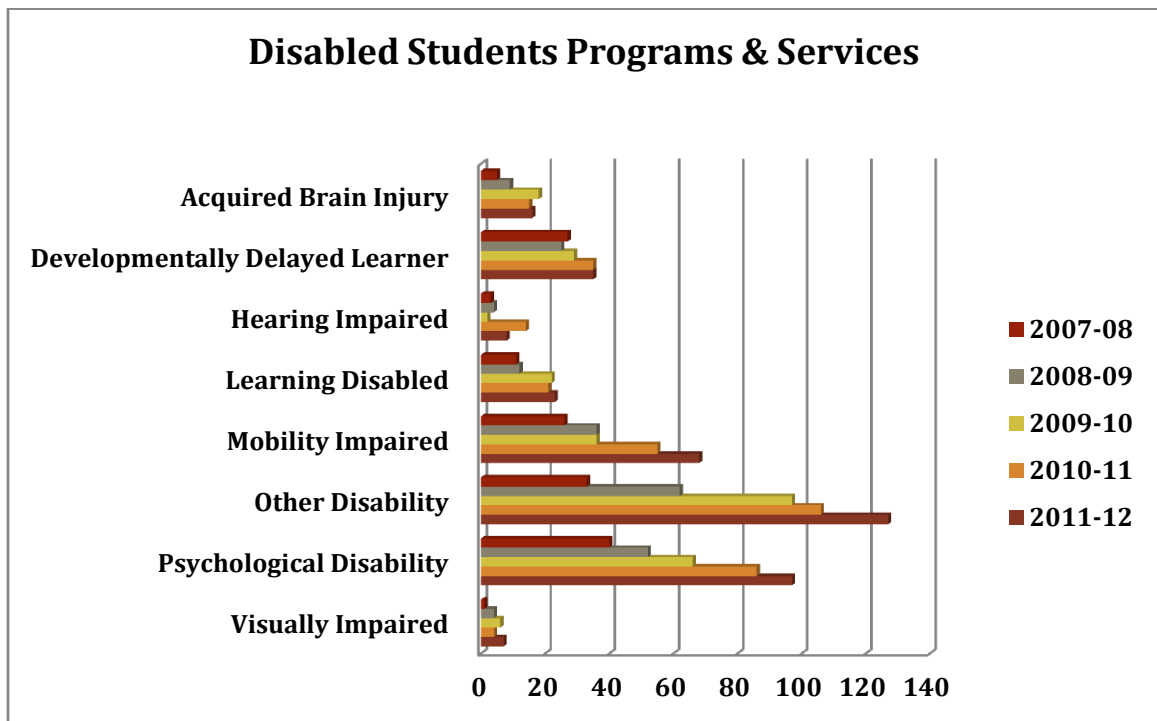
CalWORKS

CalWORKS is the community portion of the California Work Opportunity and Responsibility to Kids Act. CalWORKS funds assist single parents receiving Temporary Assistance for Needy Families (TANF) to transition off welfare and achieve long-term self-sufficiency through specialized career ladder services, including case management and on campus work study, in coordination with the Los Angeles Department of Public Social Services. Approximately 4% of the student population participates in CalWORKS. In the last year, the number of CalWORKS participants decreased by 18%.



Disabled Student Program and Services (DSP&S)

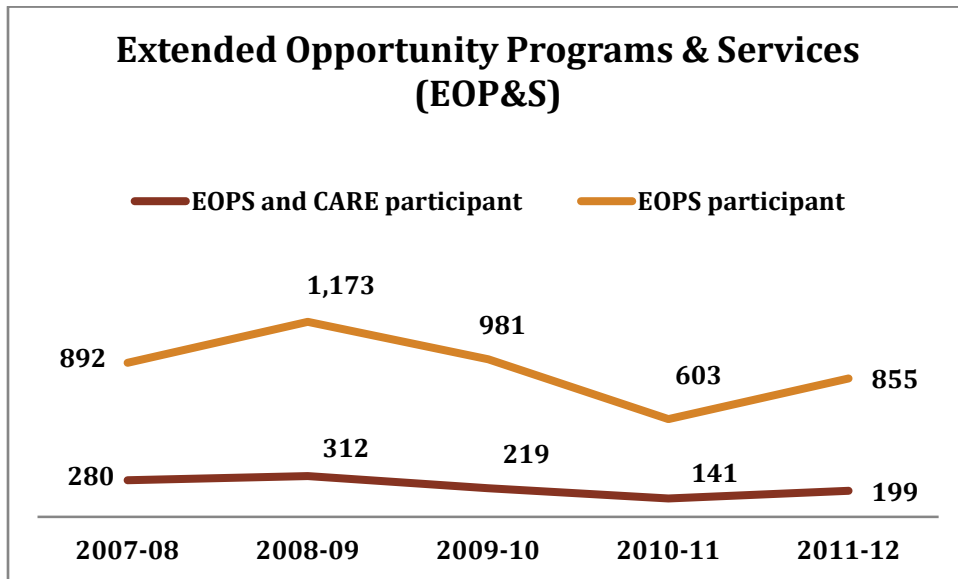
The ECC Compton Center established a special program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Since the partnership with El Camino has increased stability within the program, the number of students with registered disabilities has steadily increased. During the 2011-12 academic year, 381 (2%) of the ECC Compton Center students had registered disability. The most common disability is psychological disability followed by mobility impaired.



Primary Disability	2007-08	2008-09	2009-10	2010-11	2011-12
Acquired Brain Injury	5	9	18	15	16
Developmentally Delayed Learner	27	25	29	35	35
Hearing Impaired	3	4	2	14	8
Learning Disabled	11	12	22	21	23
Mobility Impaired	26	36	36	55	68
Other Disability	33	62	97	106	127
Psychological Disability	40	52	66	86	97
Visually Impaired	1	4	6	4	7
Total	146	204	276	336	381

Extended Opportunity Program and Services (EOP&S)

Extended Opportunity Program and Services (EOP&S) is designed to assist low income and educationally disadvantaged students achieve their educational goals at the ECC Compton Center. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. Approximately 7% of ECC Compton Center students are in EOP&S. In 2011-12, there was a 42% increase in the number of students in EOP&S or CARE.



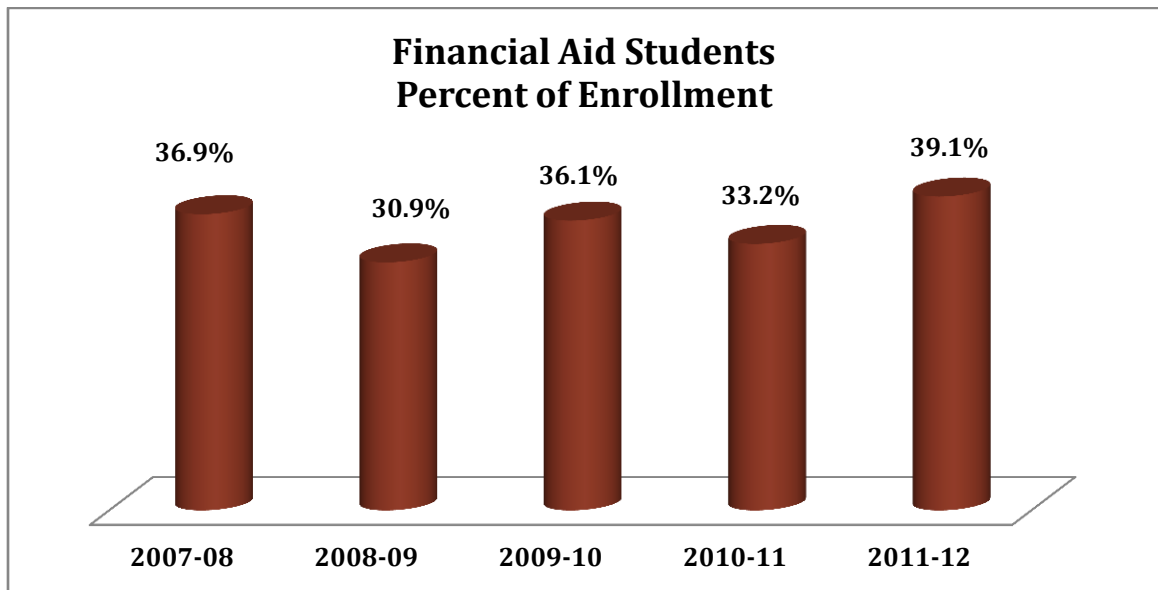
Financial Aid

An average of 39% of ECC Compton Center students received financial aid in 2011-12. The largest Financial Aid program is the Board of Governor's Fee Waiver (BOGW). There were a total of 6,370 BOGW recipients in 2011-12. The second largest program is the Federal Pell Grant with 2,769 recipients in 2011-12.

In 2006-07, the first year of the partnership between El Camino College and the ECC Compton Center, the campus-based awards were distributed between the two colleges. As a result, there was a drastic drop in allocation of Federal Work Study from 2007-08 to 2008-09 resulting in a 66% decrease in number of students who received FWS. But starting in 2008-09, the number of students who received FWS stabilized.

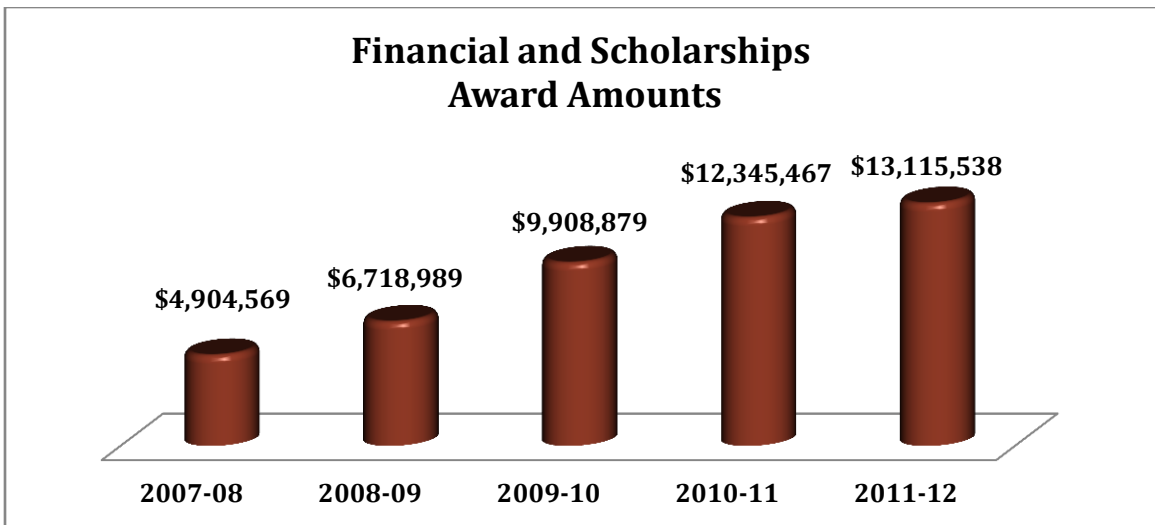
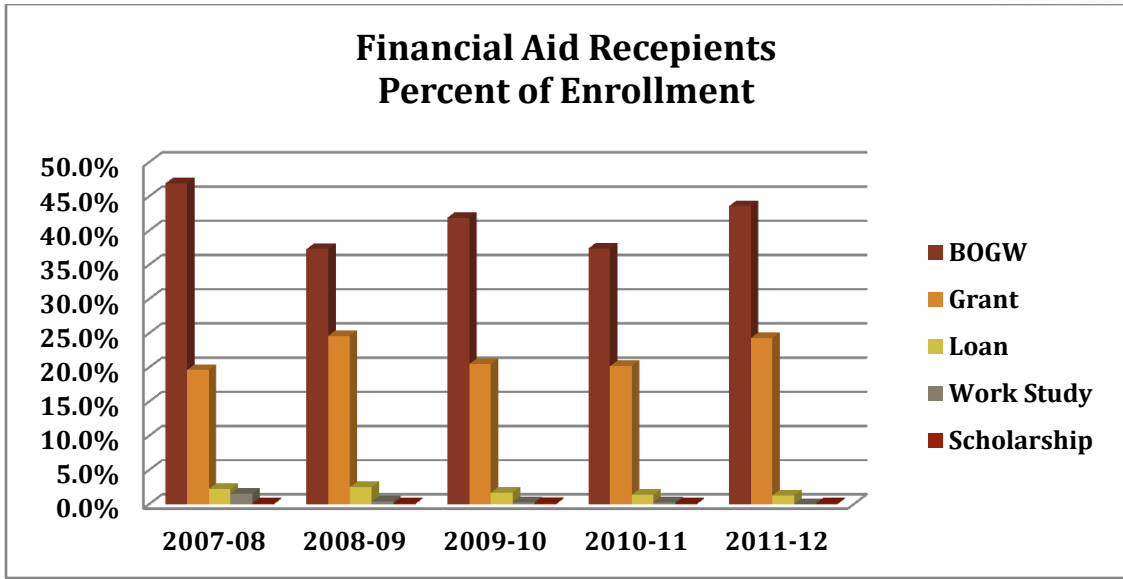
In the last two years, there was no Standard Loan reported. As of 2010-11, Stafford Loans are part of the Direct Loan program and now fall under the category of Federal Direct Student Loans.

Also there are no Academic Competitiveness Grant recipients reported in 2011-12, due to the fact that this federal grant is no longer being awarded.



Financial Aid Headcount

Financial Aid	2007-08	2008-09	2009-10	2010-11	2011-12
Federal Work Study	116	39	41	49	50
<i>Percent of Student Enrollment</i>	1.5%	0.4%	0.3%	0.3%	0.3%
Osher Scholarship			2	3	7
Scholarship: institutional source	2	12	22	1	2
Scholarship: non-institutional source	9	0	5	8	8
Scholarship Total	11	12	29	12	17
<i>Percent of Student Enrollment</i>	0.1%	0.1%	0.2%	0.1%	0.1%
Stafford Loan, subsidized	121	174	176		
Stafford Loan, unsubsidized	45	77	39		
Federal Direct Student Loan, subsidized				171	157
Federal Direct Student Loan, unsubsidized				54	28
Loan Total	166	251	215	225	185
<i>Percent of Student Enrollment</i>	2.2%	2.5%	1.7%	1.4%	1.3%
BOGW, Part A	1,177	746	364	440	285
BOGW, Part B	1,866	2,270	4,053	4,529	5,036
BOGW, Part C	560	739	989	1,086	1,048
Fee Waiver	0	1	2	4	1
BOGW Total	3,603	3,756	5,408	6,059	6,370
<i>Percent of Student Enrollment</i>	46.9%	37.3%	41.9%	37.4%	43.6%
Academic Competitiveness Grant	11	17	20	25	*
Cal Grant B	151	91	155	181	251
Cal Grant C	10	2	7	11	15
EOPS Grant	103	807	183	90	142
CARE Grant	0	1	0	0	0
Chafee Grant	2	4	3	12	21
Pell Grant	1,004	1,400	2,060	2,685	2,769
SEOG (Supplemental Educational Opportunity Grant)	238	165	221	268	345
Grant Total	1,508	2,470	2,649	3,272	3,543
<i>Percent of Student Enrollment</i>	19.6%	24.6%	20.5%	20.2%	24.3%
Grand Total	5,404	6,528	8,342	9,617	10,116
Unduplicated Student Total	2,838	3,111	4,660	5,376	5,708
<i>Percent of Student Enrollment</i>	36.9%	30.9%	36.1%	33.2%	39.1%



Average Financial Aid Amount Awarded to Students

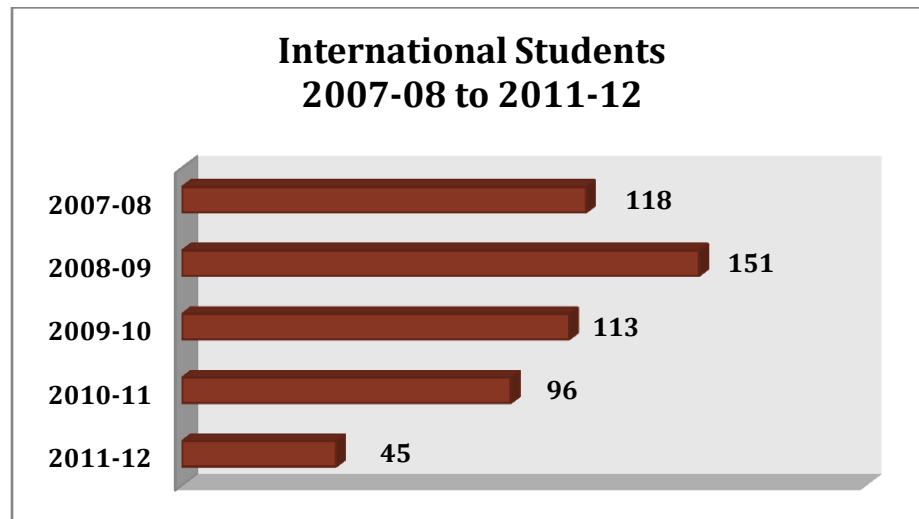
Financial Aid	2007-08	2008-09	2009-10	2010-11	2011-12
Federal Work Study	\$1,883.31	\$2,140.26	\$2,793.02	\$2,989.76	\$2,930.00
Scholarships	\$2,245.64	\$2,125.67	\$890.31	\$868.50	\$991.65
Loans	\$3,005.55	\$3,416.44	\$3,158.75	\$2,839.84	\$3,012.31
BOGW	\$310.11	\$330.98	\$376.71	\$398.26	\$517.26
Grants	\$2,019.34	\$1,825.63	\$2,662.21	\$2,792.34	\$2,609.78
Overall Average	\$907.58	\$1,029.26	\$1,187.83	\$1,283.71	\$1,296.51

Financial Aid Amount Awarded

Financial Aid	2007-08	2008-09	2009-10	2010-11	2011-12
Federal Work Study	\$218,464	\$83,470	\$114,514	\$146,498	\$146,500
Osher Scholarship			\$750	\$1,250	\$7,000
Scholarship: institutional source	\$12,000	\$25,508	\$20,750	\$200	\$2,500
Scholarship: non-institutional source	\$12,702	\$0	\$4,319	\$8,972	\$7,358
Scholarship Total	\$24,702	\$25,508	\$25,819	\$10,422	\$16,858
Stafford Loan, subsidized	\$396,928	\$604,025	\$591,909		
Stafford Loan, unsubsidized	\$101,994	\$253,501	\$87,223		
Federal Direct Student Loan, subsidized				\$516,374	\$462,782
Federal Direct Student Loan, unsubsidized				\$122,590	\$64,495
Loan Total	\$498,922	\$857,526	\$679,132	\$638,964	\$557,277
BOGW, Part A	\$404,697	\$232,070	\$109,921	\$171,223	\$129,207
BOGW, Part B	\$571,822	\$791,810	\$1,619,478	\$1,850,722	\$2,670,841
BOGW, Part C	\$140,790	\$218,730	\$307,097	\$389,296	\$493,900
Fee Waiver	\$0	\$560	\$728	\$1,820	\$1,008
BOGW Total	\$1,117,309	\$1,243,170	\$2,037,224	\$2,413,061	\$3,294,956
Academic Competitiveness Grant	\$5,525	\$9,939	\$12,965	\$14,790	
Cal Grant B	\$183,437	\$116,452	\$200,274	\$210,315	\$282,614
Cal Grant C	\$4,104	\$1,008	\$3,672	\$4,536	\$6,840
EOPS Grant	\$30,987	\$278,942	\$18,300	\$13,500	\$17,040
CARE Grant	\$0	\$250	\$0	\$0	\$0
Chafee Grant	\$10,000	\$20,000	\$12,500	\$35,500	\$61,000
Pell Grant	\$2,682,544	\$4,000,863	\$6,682,679	\$8,708,781	\$8,726,468
SEOG (Supplemental Educational Opportunity Grant)	\$134,100	\$91,800	\$121,800	\$149,100	\$152,485
Grant Total	\$3,045,172	\$4,509,315	\$7,052,190	\$9,136,522	\$9,246,447
Grand Total	\$4,904,569	\$6,718,989	\$9,908,879	\$12,345,467	\$13,115,538

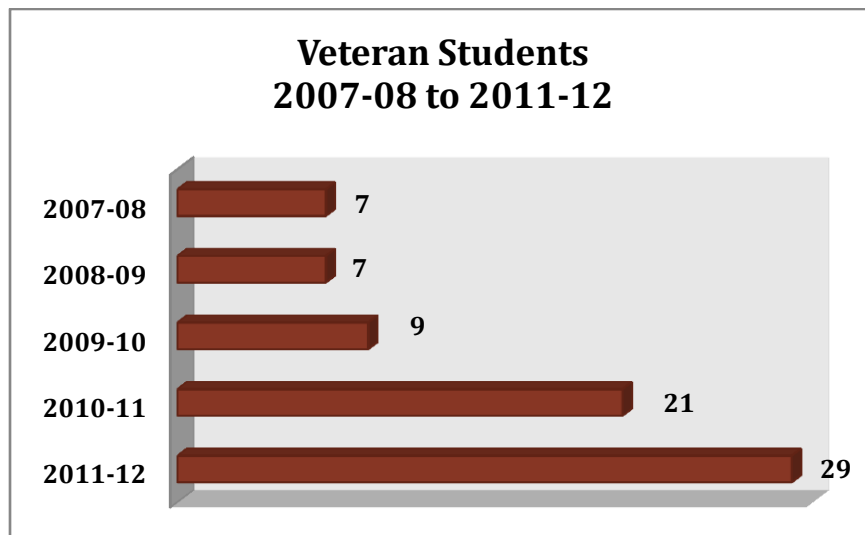
International Students

The ECC Compton Center international student program enrolls students originating from countries in Latin America, Europe, Africa, and the Pacific Rim. The number of international students decreased from 96 in 2010-11 to 45 in 2011-12 academic year.



Veterans

The ECC Compton Center is an approved institution of higher learning for veterans. Assistance is provided to veterans in planning educational programs and maintaining compliance with Veterans administration regulations. After remaining relatively unchanged for 3 years, the number of veterans increased to 21 in 2010-11 and 29 in 2011-12.

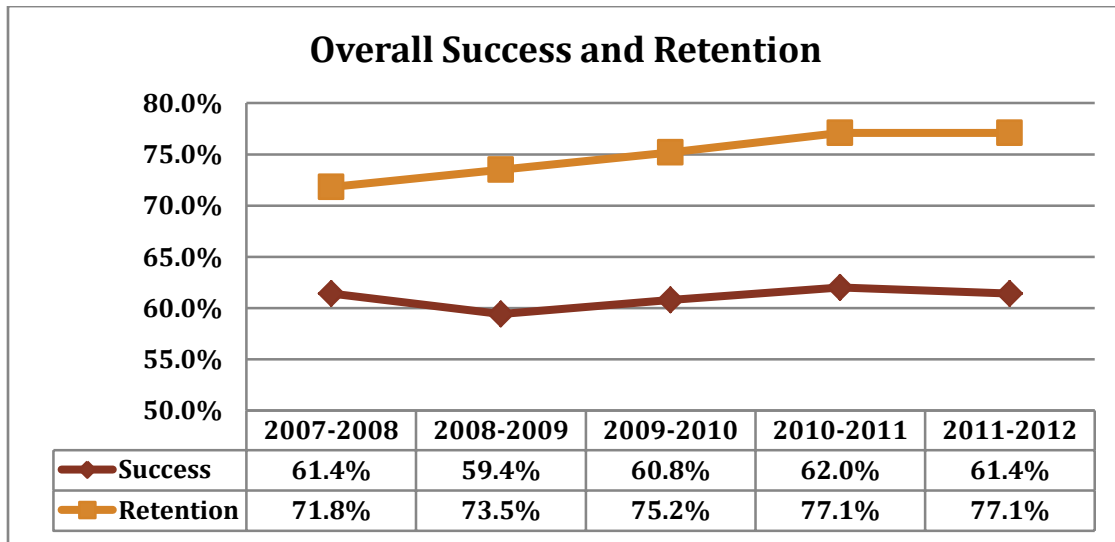


Success and Retention



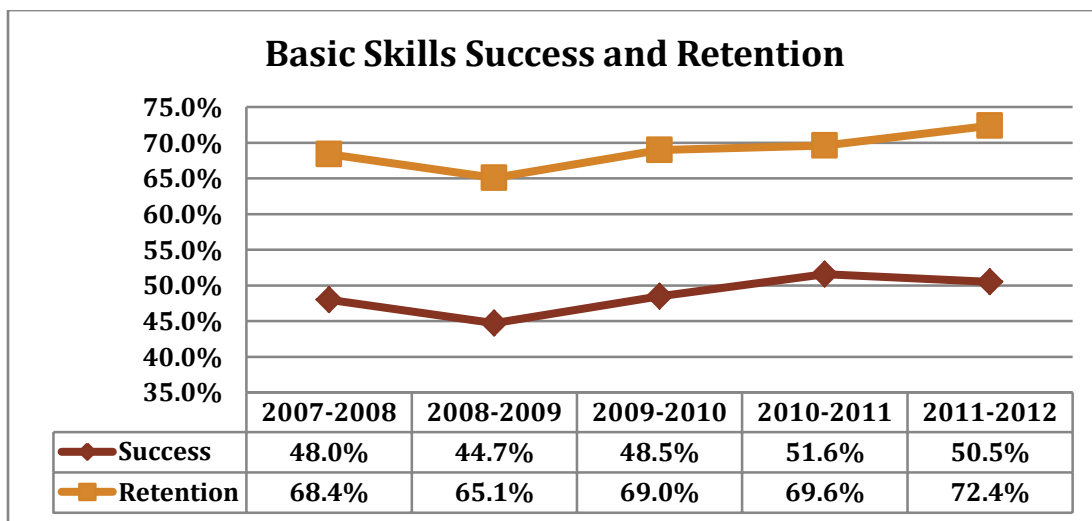
Overall Success and Retention

Looking at all courses across the curriculum, there is an average success rate of 61% and retention rate of 75%. Success and retention rates remained stable in the last year.



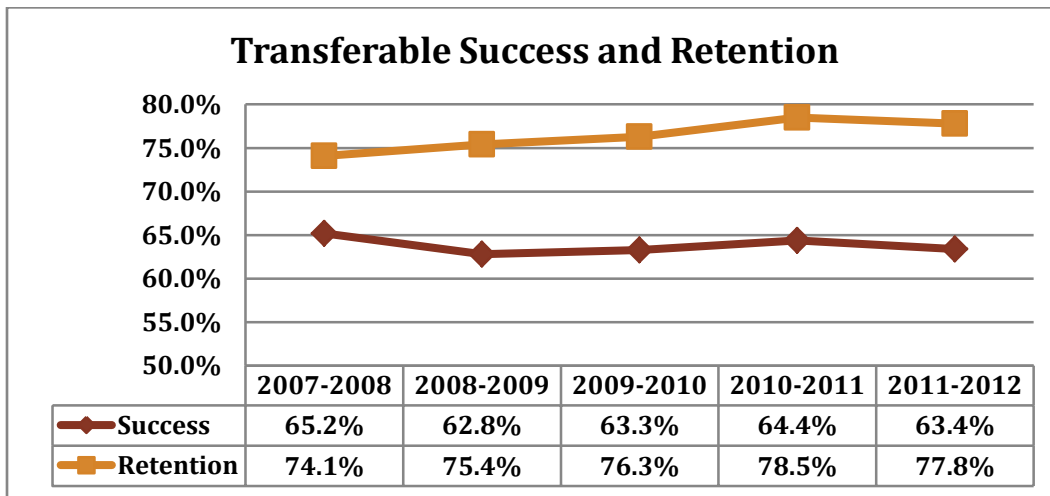
Basic Skills Success and Retention

Students who take basic skills courses have an average success rate of 49% and retention rate of 69%. The average basic skills success rate is 12 percentage points below the overall success rate and the basic skills retention rate is 6 percentage points below the overall retention rate. In 2011-12, success rates remained unchanged from the previous year while the retention rate increased by 3 percentage points.



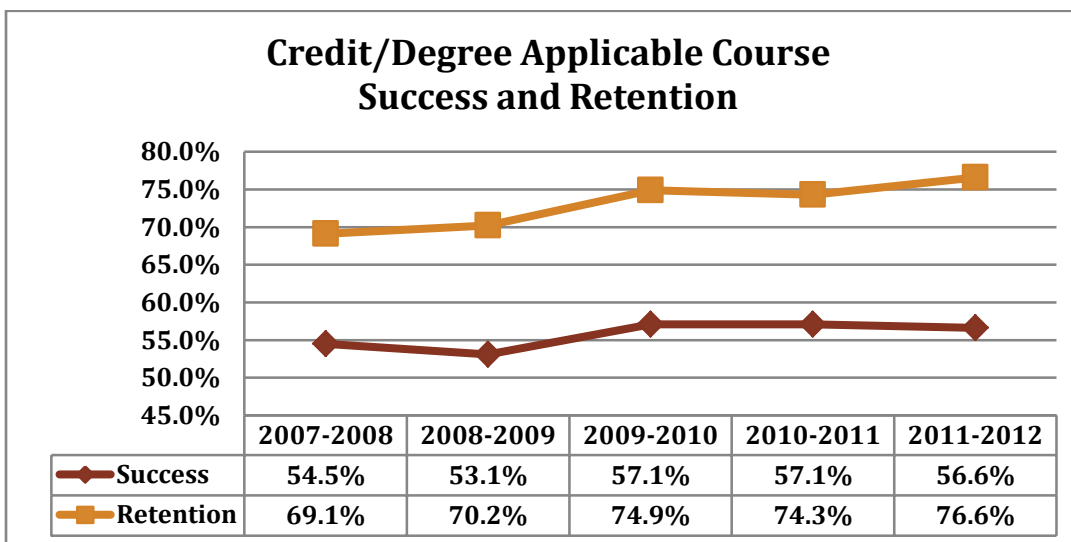
Transferable Success and Retention

The success rate for transfer-level courses averages 64%, slightly higher than the overall and basic skills success rates. The average retention rate for transfer level courses, 76%, is also slightly higher than the overall and basic skills rates. Success and retention rates were stable in the last year.



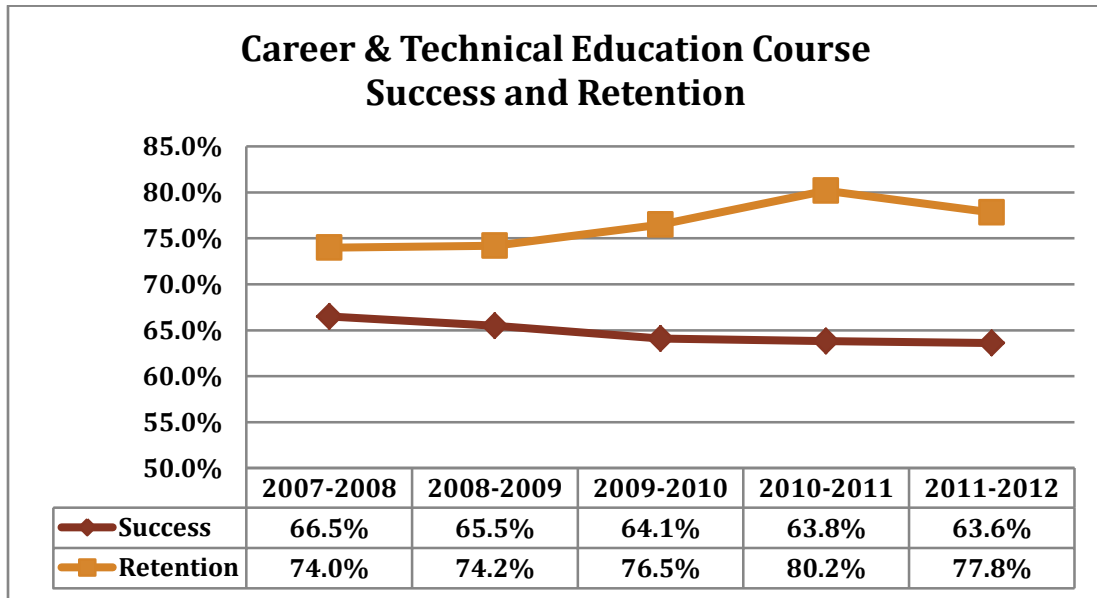
Credit/Degree Success and Retention

The average success and retention rates for non-basic skills, non-transfer courses are lower in comparison to overall and transferable courses. Over the last five years, credit/degree applicable courses average a 56% success rate and 73% retention rate.



Career and Technical Education Success and Retention

The average success and retention rates for vocational courses are higher in comparison to the basic skills and credit/degree applicable courses. In the last five years, career and technical education courses average a 65% success rate and 77% retention rate. In the past year, success rates remained unchanged while retention rates decreased slightly.

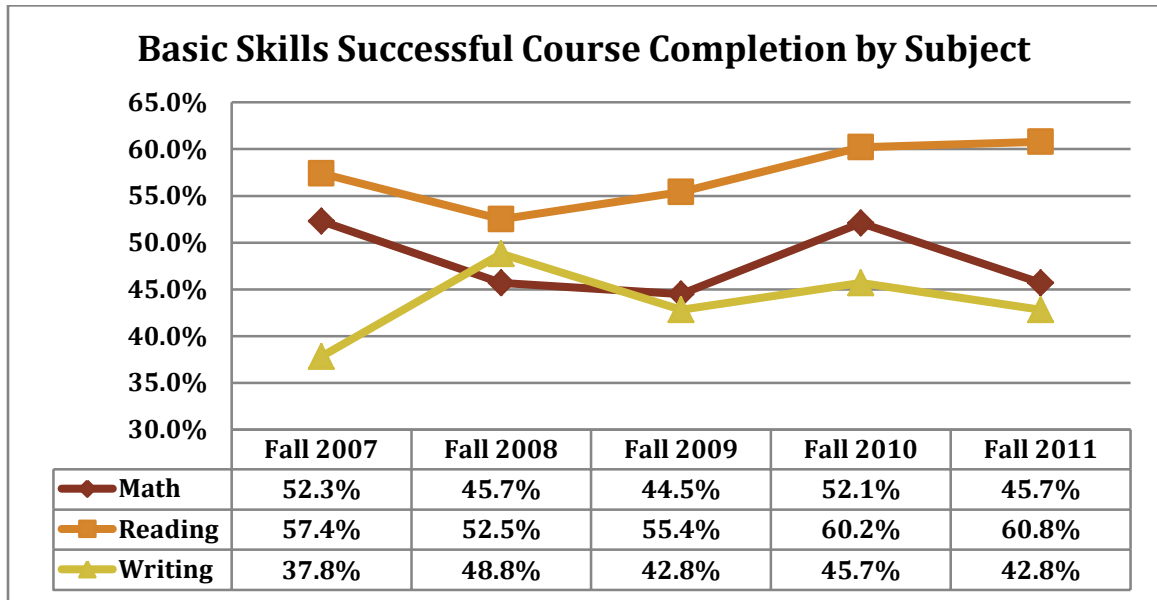


Student Outcomes



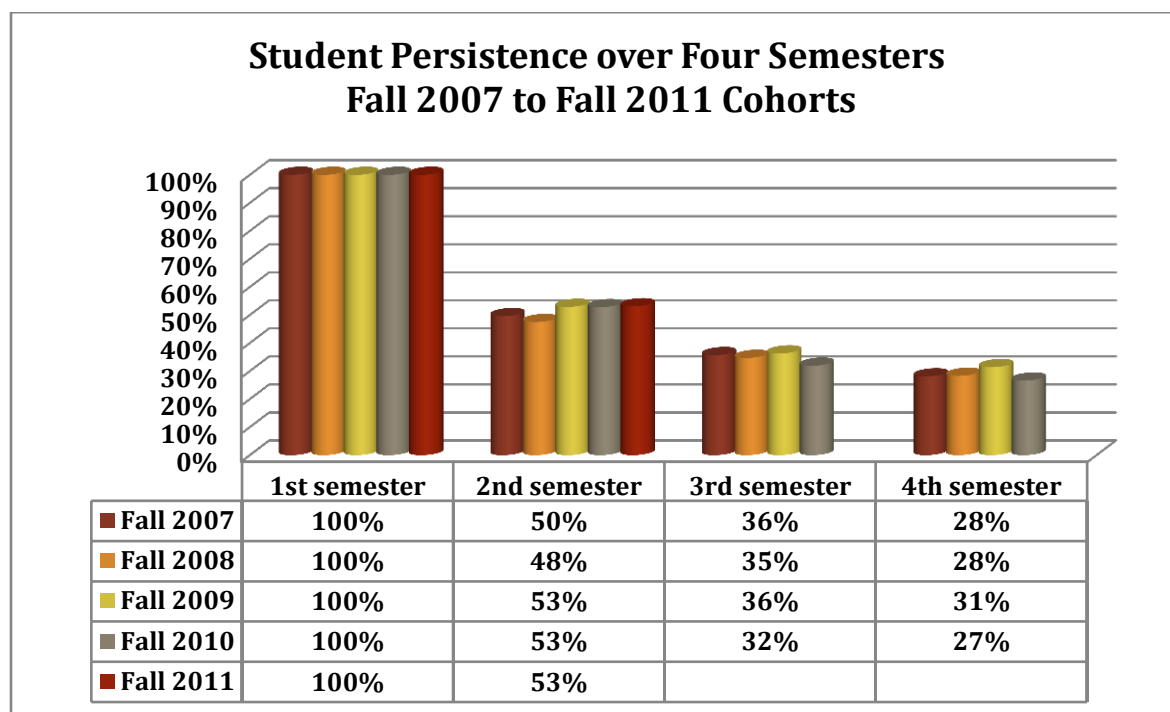
Basic Skills Successful Course Completion

In the last year, the success rate for basic skills writing and math decreased by 3 and 6 percentage-points, respectively. After an 8 percentage-point increase between Fall 2009 and Fall 2010, basic skills reading success rates remained stable in the last year at 61%.

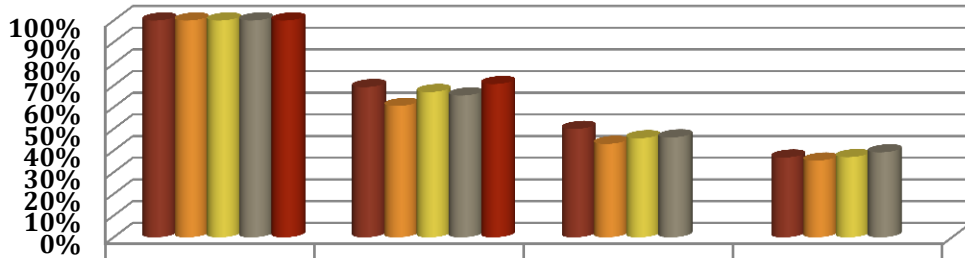


Persistence Rates

Student persistence refers to the tracking of students over several terms. Persistence rates are based on fall cohorts over four semesters, looking only at fall and spring enrollment. For the fall cohorts, the tracked trends are stable for all the cohort groups. For the first-time, full-time cohorts, there was a 2 percentage-point decrease in 2nd semester persistence rates for the Fall 2010 cohort. The 2nd semester persistence rate remained unchanged for the overall cohort. Overall, the first-time, full-time cohorts have a higher persistence rate than overall fall cohorts.



First Time Full Time Student Persistence over Four Semesters Fall 2007 to Fall 2011 Cohorts



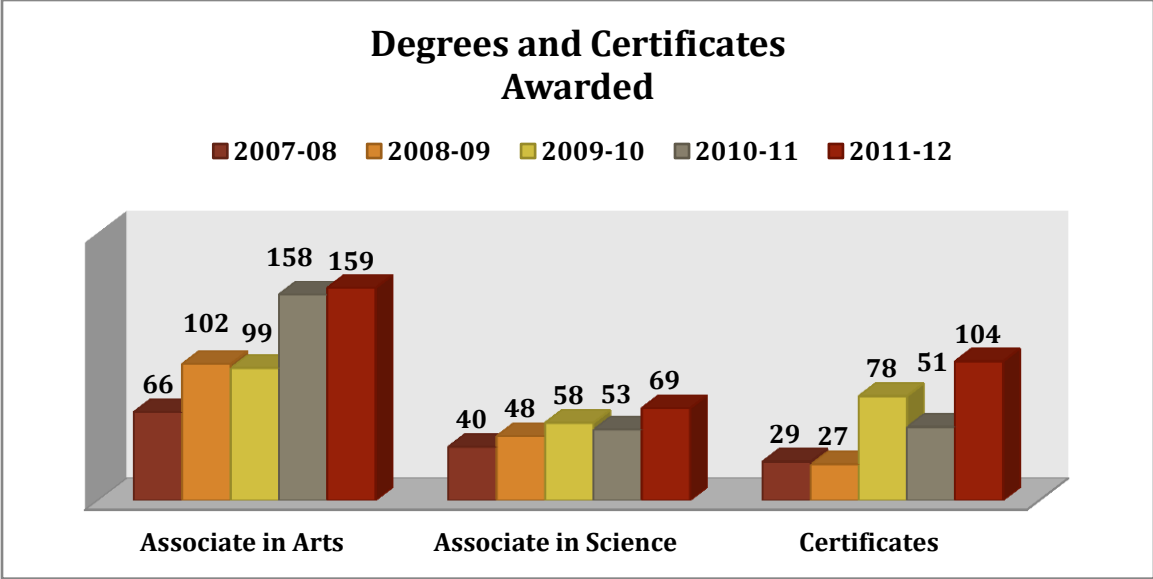
	1st semester	2nd semester	3rd semester	4th semester
■ Fall 2007	100%	69%	50%	37%
■ Fall 2008	100%	61%	43%	35%
■ Fall 2009	100%	67%	46%	37%
■ Fall 2010	100%	65%	46%	39%
■ Fall 2011	100%	71%		

Degrees Awarded

The ECC Compton Center has awarded a total of 1,141 degrees and certificates in the last five years. From 2010-11 to 2011-12, the number of degrees and certificates awarded increased by 27%. The majority of the growth was among certificates awarded which nearly doubled from 51 in 2010-11 to 102 in 2011-12. Associate in Science and Associate in Arts degrees awarded slightly increased between the 2010-11 and 2011-12 academic years.

Degrees and Certificates Awarded 2007-2011

Degrees and Certificates	2007-08	2008-09	2009-10	2010-11	2011-12
Associate in Arts	66	102	99	158	161
Associate in Science	40	48	58	53	69
Certificates	29	27	78	51	102
Total Degrees	135	177	235	262	332



Transfer Destinations

The number of ECC Compton Center students who transferred to a 4- year institution has steadily increased since the beginning of the partnership with El Camino College. The number of UC transfer students increased from 8 in 2007-08 to 55 in 2011-12. The top UC destinations for ECC Compton Center students are UCLA and UC Irvine. For the Cal State system, transfer students increased from 79 in 2007-08 to 326 in 2011-12. The top Cal State destinations in 2011-12 are Dominguez Hills and Long Beach with 143 and 78 transfers, respectively. In 2011-12, there were 38 ECC Compton Center students who transferred to a private institution while 44 transfers attended an out of state institution.

UC System

Name	2007-08	2008-09	2009-10	2010-11	2011-12
University of California, Berkeley	1	0	1	7	7
University of California Davis	1	0	3	7	0
University of California, Irvine	2	4	6	9	13
University of California, Los Angeles	2	3	3	19	18
University of California, Merced	0	0	0	3	2
University of California, Riverside	0	0	1	0	0
University of California, San Diego	1	2	5	8	7
University of California, Santa Barbara	1	1	6	8	3
University of California, Santa Cruz	0	1	2	2	5
Total UC Transfers	8	11	27	63	55

Cal State System

Name	2007-08	2008-09	2009-10	2010-11	2011-12
California Maritime Academy	0	0	0	0	1
Cal Poly, San Luis Obispo	0	0	0	5	3
Cal Poly, Pomona	0	2	2	3	9
California State University, Bakersfield	0	1	3	2	1
California State University, Channel Islands	0	0	0	0	3
California State University, Chico	0	0	0	0	3
California State University, Dominguez Hills	54	54	75	116	143
California State University, East Bay	0	0	1	2	4
California State University, Fresno	0	0	2	2	1
California State University, Fullerton	4	4	1	4	13
California State University, Long Beach	12	10	22	37	78
California State University, Los Angeles	3	12	10	27	26
California State University, Monterey Bay	0	0	1	0	0
California State University, Northridge	2	3	10	17	27
California State University, Sacramento	1	1	0	1	4
California State University, San Bernardino	2	0	0	1	0
California State University, San Marcos	0	0	0	1	0
California State University, Stanislaus	0	0	0	1	0
Humboldt State University	1	0	2	1	2
San Diego State University	0	0	0	4	6
San Francisco State University	0	0	1	1	0
San Jose State University	0	1	2	2	0
Sonoma State University	0	0	1	0	2
Total Cal State Transfers	79	88	133	227	326

Private Institutions

Name	2007-08	2008-09	2009-10	2010-11	2011-12
Biola University	0	1	1	0	4
Chapman University	0	0	0	0	0
Devry University	0	0	4	2	0
Loyola Marymount University	0	1	1	3	3
Mount St. Mary's College	3	0	4	7	9
National University	0	1	1	1	0
Otis College of Art and Design	0	0	0	2	0
Pepperdine University	0	0	0	0	0
University of Phoenix	7	3	7	9	2
University of Southern California	0	0	6	4	6
Other Private Institutions	1	3	6	15	14
Total Private Transfers	11	9	30	43	38

Out of State Transfers

Name	2007-08	2008-09	2009-10	2010-11	2011-12
Total Out of State Transfers	30	42	54	71	44

Source: National Student Clearinghouse¹

¹ Beginning in 2011-12, the California Postsecondary Education Commission (CPEC) will no longer be used to report UC and Cal State transfers. National Student Clearinghouse (NSC) data will now be the source for all transfer numbers and was the source of all transfer counts in this report. More details on transfer data methodology can be found in the *UC and CSU Transfer Counts: CPEC vs. NSC Research Brief*.

College-going Rates and Higher Education Destinations High Schools in the Vicinity of Compton Center 2010-11

Introduction

The accompanying tables are produced annually to track higher education destinations for students from El Camino College Compton Center's local feeder high schools. The source of the data is the California Postsecondary Education Commission (CPEC). The tables in this report show the number of students who graduated in 2010 and enrolled at any California public college in the 2010-11 academic year. This data does not include out of state or private college or university enrollments; therefore, references to college or university attendance in this report refer only to those that are within the University of California (UC), California State University (CSU) and California Community College (CCC) systems.

College-going Rates in 2010

Table 1 highlights California Public College-Going Rates and educational destinations for 11 high schools in the region, 5 of which are within the Compton Community College District (CCCD). Columns include spring 2010 graduating class size, and the number and percentage of each graduating class that attended a college or university, attended a community college, and attended the Compton Center. Summary counts and percentages are provided for each school district or region.

Of 2010 graduates from feeder high schools, 56% attend a California public college or university. The highest enrollment rate was from Carson (70%), while the lowest was from Locke (44%). Forty percent of graduating students attend community college. The school with the largest share going to community college was Carson (50%). The school least likely to send students to community college was King/Drew Medical Magnet (28%), which sent more students to the CSUs and UCs.

The last column in table 1 represents the yield rate for Compton Center from each high school. Here, the average yield is 7.5%, with a high of 21% (Dominguez) and a low of 2% (Paramount and Locke). High schools sending a higher than average percentage of graduating students include Centennial, Compton, Dominguez, Lynwood, and Jordan.

Higher Education Destinations in 2010

Table 2 provides the number of students by high school attending each college or university. Only community colleges and CSUs that consistently draw students from the region are included in the table; all UCs are included. System and grand totals are provided, with the top receiver shaded for each system. The top receivers in the CSU and UC systems were Long Beach and Los Angeles, respectively.

Compton Center was the top receiver overall for the region, followed by Long Beach City College and El Camino College. El Camino College attracts a large number of students from Carson and Gardena High Schools. Students from Lynwood and Paramount are more frequently attracted to Cerritos College. While students from Jordan High School are drawn to Long Beach City College (LBCC) in large numbers despite the fact that the Compton Center is closer in miles than LBCC. As shown in the map at the end of this report, Jordan High is located 2 miles from the Compton Center; on the other hand LBCC is 6 miles away from the high school.

Trends in Enrollment Yield – 2006 to 2010

The final table (table 3) examines enrollment yield rates for 2006, 2008, and 2010 (2007 and 2009 were not included due to incomplete data reported). The last column (2010 - 2006) compares 2010 enrollment yields with 2006. Overall yield from high schools in the region were 5 points higher in 2010 than 2006. Bolded figures reflect gains in yield of 1 point or more.

High schools that have experienced the largest gains since 2006 are Compton and Dominguez. All other schools showed gains, except for Locke High, which had no change in enrollment yields.

Conclusion

Overall, El Camino College Compton Center received 358 local area high school graduates bound for higher education; more than doubling the number of students received in 2006. Unlike past years, Compton Center has become one of the top attended community colleges by recent high school grads from Compton Community College District high schools and high schools within close proximity.

**Table 1: California College-Going Rates (2010)
High Schools from Compton Community College District and Surrounding Areas**

District	High School	Graduating Class Size	To Coll/Univ *		To Cal. CC		To Compton	
			n	%	n	% **	n	% ***
Compton USD	<i>Centennial</i>	195	114	58.5%	83	42.6%	22	11.3%
	<i>Compton</i>	368	198	53.8%	168	45.7%	72	19.6%
	<i>Dominguez</i>	346	185	53.5%	125	36.1%	71	20.5%
<i>Compton District Totals</i>		<i>909</i>	<i>497</i>	<i>54.7%</i>	<i>376</i>	<i>41.4%</i>	<i>165</i>	<i>18.2%</i>
Lynwood USD	<i>Lynwood</i>	419	217	51.8%	160	38.2%	39	9.3%
Paramount USD	<i>Paramount</i>	778	399	51.3%	290	37.3%	14	1.8%
LAUSD	Carson	621	432	69.6%	311	50.1%	33	5.3%
	Gardena	465	302	64.9%	223	48.0%	25	5.4%
	D. S. Jordan	223	108	48.4%	77	34.5%	9	4.0%
	<i>King/Drew</i>	315	211	67.0%	87	27.6%	14	4.4%
	Locke	390	172	44.1%	113	29.0%	7	1.8%
<i>LA District Totals</i>		<i>2,014</i>	<i>1,225</i>	<i>60.8%</i>	<i>811</i>	<i>40.3%</i>	<i>88</i>	<i>4.4%</i>
Long Beach USD	Jordan	677	339	50.1%	260	38.4%	52	7.7%
<i>All Compton Area High Schools</i>		<i>4,797</i>	<i>2,677</i>	<i>55.8%</i>	<i>1,897</i>	<i>39.5%</i>	<i>358</i>	<i>7.5%</i>

Source: California Postsecondary Education Commission (CPEC) On-Line Data System

* Includes all students tracked at California public institutions of higher education in 2010-11.

** Represents the percentage of *college-going students* who selected a community college in 2010-11.

*** Represents the percentage of *CC students* who selected the Compton Center in 2010-11.

Highlighted schools are located within the Compton Community College District

Table 2: Higher Education Destinations (2010)
High Schools from Compton Community college District and Surrounding Areas

Destinations	Compton	Jordan (LB)	Dominguez	Lynwood	Centennial	King/Drew	Jordan (LA)	Gardena	Paramount	Locke	Carson	Total
Distance from CEC	2 Miles	2 Miles	3 Miles	3 Miles	4 Miles	4 Miles	5 Miles	5 Miles	5 Miles	6 Miles	6 Miles	
Cerritos College	24	35	18	43	7	4	7	8	98	2	8	254
Compton Center	72	52	71	39	22	14	9	25	14	7	33	358
Cypress College		16	1	6					11		6	40
East LA College	1	1	3	39		3	21		6	8	2	84
El Camino College	28	3		2	6	21	4	104	10	29	95	302
LA City	1					1	1		1	2		6
LA Harbor	1	7	4	1	5	4	1	25	1	6	108	163
LA Southwest	2		2	5	10	17	9	26	2	23	2	98
LA Trade-Tech	10	4	1	6	7	1	11	6	3	8	3	60
Long Beach City	20	136	16		13			8	127		32	352
Santa Monica	3		2	9	1	16	12	9	1	19	8	80
Other	6	6	7	10	12	6	2	12	16	9	14	100
CC Total	168	260	125	160	83	87	77	223	290	113	311	1,897
Bakersfield				2	1					1		4
Dominguez Hills	3	3	19	18	7	11	9	7	17	11	12	117
Fullerton		1	1	3	1		1				7	14
Long Beach	15	47	20	9	6	23	1	27	63	22	48	281
Los Angeles				4		5	7	6		4	2	28
Northridge	3	2	7	5	4	22	4	17	2	6	8	80
Pomona		1	1		1	1			4		1	9
Other	3	4	1	5	3	13	2	5	4	3	6	49
CSU Total	24	58	49	46	23	75	24	62	90	47	84	582
UC, Berkeley		2			1	7		1			4	15
UC, Davis		1	1	1				2	2	1		8
UC, Irvine		8	3			10	2	4	8	2	6	43
UC, Los Angeles		4	2	3	4	11		3	4	3	11	45
UC, Riverside	3	5		6		17	1	2		2	8	44
UC, San Diego		1	4		1	1			1	1	3	12
UC, Santa Barbara	1			1	2	1	3	3	4	1	3	19
UC, Santa Cruz	2					1	1	2		2	2	10
Other			1			1						2
UC Total	6	21	11	11	8	49	7	17	19	12	37	198
Grand Total	198	339	185	217	114	211	108	302	399	172	432	2,677

Source: California Postsecondary Education Commission (CPEC) On-Line Data System

*Top receiving institution in each system is highlighted in yellow
Schools highlighted in red are located within the CCCD*

**Table 3: Enrollment Yield Rates
High Schools from CCD and Surrounding Areas
2006 to 2010**

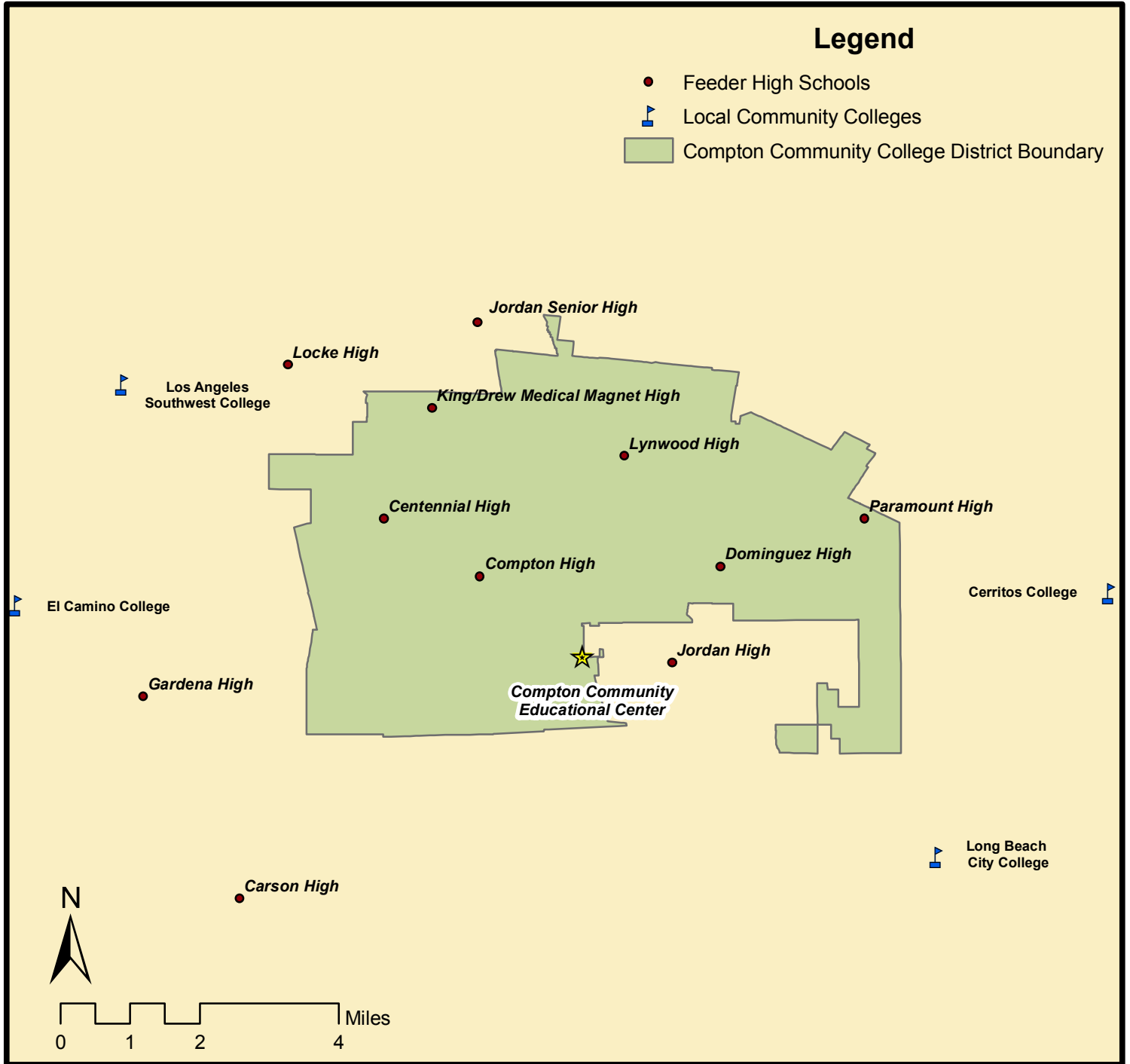
District	High School	2006**			2008**			2010			2010 - 2006
		Grad Class	To Compton	%*	Grad Class	To Compton	%*	Grad Class	To Compton	%*	
Compton USD	<i>Centennial</i>	117	10	9%	188	15	8%	195	22	11%	3%
	<i>Compton</i>	252	16	6%	325	37	11%	368	72	20%	13%
	<i>Dominguez</i>	451	27	6%	310	37	12%	346	71	21%	15%
<i>Compton District Totals</i>		820	53	6%	823	89	11%	909	165	18%	12%
Lynwood USD	<i>Lynwood</i>	672	10	1%	649	26	4%	419	39	9%	8%
Paramount USD	<i>Paramount</i>	630	8	1%	692	9	1%	778	14	2%	1%
LAUSD	Carson	564	5	1%	582	7	1%	621	33	5%	4%
	Gardena	498	5	1%	441	8	2%	465	25	5%	4%
	D.S. Jordan	267	5	2%	277	5	2%	223	9	4%	2%
	<i>King/Drew</i>	331	4	1%	284	2	1%	315	14	4%	3%
	Locke	332	5	2%	261	1	0%	390	7	2%	0%
<i>LA District Totals</i>		1,992	24	1%	1,845	23	1%	2,014	88	4%	3%
Long Beach USD	Jordan	607	21	3%	616	25	4%	677	52	8%	4%
Total of Feeder Schools		4,721	116	2%	4,625	172	4%	4,797	358	7%	5%

* Represents the percentage of new graduates who enrolled each year.

** 2007 & 2009 not included due to incomplete data.

Source: California Postsecondary Education Commission (CPEC) On-Line Data System

Compton Community Educational Center Feeder High Schools





El Camino College Compton Center Centennial High School Report Card, 2008 Graduates

Graduating class size = 188

Enrolled at CEC = 18 (10%)

Course Placements

Levels Below Transfer	CHS			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
0	0%	0%	0%	15%	10%	1%
1	13%	40%	7%	17%	50%	14%
2	87%	60%	7%	59%	40%	16%
3	0%	–	0%	10%	–	13%
4	–	–	87%	–	–	56%
Total Tested	15	15	15	157	157	149

Goals and Success

Educational Goal	CHS	All
Intend to Transfer	50%	66%
Degree/Certif Only	19%	10%
Retrain/recertif	0%	2%
Basic Skills/GED	13%	8%
Enrichment	0%	0%
Undecided	19%	15%
Total Known	16	172

Success by Course (FA08, SP09)	% Retained		% Successful (C or better)	
	CHS	All	CHS	All
All Courses	79%	80%	49%	59%
Transferable Course	78%	78%	45%	60%
Basic Skills	77%	79%	44%	60%
English Courses	90%	86%	65%	61%
Math Courses	71%	78%	46%	51%
Voc Ed Courses	89%	75%	44%	64%
Total Enrollments	126	1683	126	1683

Academic Progress

Units per Term	Fall 2008		Spring 2009	
	CHS	All	CHS	All
15+	33%	12%	6%	10%
12-14.5	27%	32%	13%	29%
9-11.5	13%	22%	44%	22%
6-8.5	13%	19%	19%	22%
3-5.5	7%	13%	19%	14%
<3	7%	2%	0%	1%
Total	15	180	16	201

Persistence	CHS	All
Fall to Spring	56%	70%
Total in First Fall	18	175

*Percentages do not always add up to 100 due to rounding.



El Camino College Compton Center

Compton High School Report Card, 2008 Graduates

Graduating class size = 325

Enrolled at CEC = 51 (16%)

Course Placements

Levels Below Transfer	CHS			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
0	23%	16%	0%	15%	10%	1%
1	14%	60%	24%	17%	50%	14%
2	58%	23%	17%	59%	40%	16%
3	5%	–	17%	10%	–	13%
4	–	–	41%	–	–	56%
Total Tested	43	43	41	157	157	149

Goals and Success

Educational Goal	CHS	All
Intend to Transfer	62%	66%
Degree/Certif Only	11%	10%
Retrain/recertif	4%	2%
Basic Skills/GED	11%	8%
Enrichment	0%	0%
Undecided	13%	15%
Total Known	47	172

Success by Course (FA08, SP09)	% Retained		% Successful (C or better)	
	CHS	All	CHS	All
All Courses	78%	80%	60%	59%
Transferable Course	77%	78%	62%	60%
Basic Skills	78%	79%	64%	60%
English Courses	79%	86%	61%	61%
Math Courses	78%	78%	54%	51%
Voc Ed Courses	71%	75%	66%	64%
Total Enrollments	423	1683	423	1683

Academic Progress

Units per Term	Fall 2008		Spring 2009	
	CHS	All	CHS	All
15+	4%	12%	9%	10%
12-14.5	28%	32%	30%	29%
9-11.5	32%	22%	14%	22%
6-8.5	19%	19%	26%	22%
3-5.5	17%	13%	21%	14%
<3	0%	2%	0%	1%
Total	47	180	43	201

Persistence	CHS	All
Fall to Spring	67%	70%
Total in First Fall	51	175

*Percentages do not always add up to 100 due to rounding.



El Camino College Compton Center

Dominguez High School Report Card, 2008 Graduates

Graduating class size = 310

Enrolled at CEC = 46 (15%)

Course Placements

Levels Below Transfer	DHS			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
0	24%	6%	3%	15%	10%	1%
1	15%	50%	6%	17%	50%	14%
2	50%	44%	18%	59%	40%	16%
3	12%	–	15%	10%	–	13%
4	–	–	58%	–	–	56%
Total Tested	34	34	33	157	157	149

Goals and Success

Educational Goal	DHS	All
Intend to Transfer	65%	66%
Degree/Certif Only	5%	10%
Retrain/recertif	0%	2%
Basic Skills/GED	10%	8%
Enrichment	0%	0%
Undecided	20%	15%
Total Known	40	172

Success by Course (FA08, SP09)	% Retained		% Successful (C or better)	
	DHS	All	DHS	All
All Courses	85%	80%	63%	59%
Transferable Course	82%	78%	69%	60%
Basic Skills	83%	79%	65%	60%
English Courses	86%	86%	61%	61%
Math Courses	91%	78%	51%	51%
Voc Ed Courses	85%	75%	70%	64%
Total Enrollments	402	1683	402	1683

Academic Progress

Units per Term	Fall 2008		Spring 2009	
	DHS	All	DHS	All
15+	15%	12%	9%	10%
12-14.5	31%	32%	28%	29%
9-11.5	21%	22%	22%	22%
6-8.5	23%	19%	17%	22%
3-5.5	10%	13%	22%	14%
<3	0%	2%	2%	1%
Total	39	180	46	201

Persistence	DHS	All
Fall to Spring	67%	70%
Total in First Fall	46	175

*Percentages do not always add up to 100 due to rounding.



El Camino College Compton Center

Jordan High School Report Card, 2008 Graduates

Graduating class size = 616

Enrolled at CEC = 22 (4%)

Course Placements

Levels Below Transfer	JHS			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
0	7%	13%	0%	15%	10%	1%
1	27%	60%	42%	17%	50%	14%
2	60%	27%	8%	59%	40%	16%
3	7%	–	8%	10%	–	13%
4	–	–	42%	–	–	56%
Total Tested	15	15	12	157	157	149

Goals and Success

Educational Goal	JHS	All
Intend to Transfer	78%	66%
Degree/Certif Only	11%	10%
Retrain/recertif	0%	2%
Basic Skills/GED	0%	8%
Enrichment	0%	0%
Undecided	11%	15%
Total Known	18	172

Success by Course (FA08, SP09)	% Retained		% Successful (C or better)	
	JHS	All	JHS	All
All Courses	74%	80%	51%	59%
Transferable Course	72%	78%	51%	60%
Basic Skills	76%	79%	54%	60%
English Courses	89%	86%	59%	61%
Math Courses	68%	78%	40%	51%
Voc Ed Courses	70%	75%	63%	64%
Total Enrollments	215	1683	215	1683

Academic Progress

Units per Term	Fall 2008		Spring 2009	
	JHS	All	JHS	All
15+	5%	12%	17%	10%
12-14.5	33%	32%	37%	29%
9-11.5	43%	22%	27%	22%
6-8.5	19%	19%	17%	22%
3-5.5	0%	13%	3%	14%
<3	0%	2%	0%	1%
Total	21	180	30	201

Persistence	JHS	All
Fall to Spring	73%	70%
Total in First Fall	22	175

*Percentages do not always add up to 100 due to rounding.



El Camino College Compton Center

Lynwood High School Report Card, 2008 Graduates

Graduating class size = 649

Enrolled at CEC = 37 (6%)

Course Placements

Levels Below Transfer	LHS			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
0	10%	10%	0%	15%	10%	1%
1	13%	39%	3%	17%	50%	14%
2	61%	52%	16%	59%	40%	16%
3	16%	–	13%	10%	–	13%
4	–	–	68%	–	–	56%
Total Tested	31	31	31	157	157	149

Goals and Success

Educational Goal	LHS	All
Intend to Transfer	73%	66%
Degree/Certif Only	9%	10%
Retrain/recertif	0%	2%
Basic Skills/GED	6%	8%
Enrichment	0%	0%
Undecided	12%	15%
Total Known	33	172

Success by Course (FA08, SP09)	% Retained		% Successful (C or better)	
	LHS	All	LHS	All
All Courses	80%	80%	63%	59%
Transferable Course	80%	78%	60%	60%
Basic Skills	79%	79%	60%	60%
English Courses	90%	86%	64%	61%
Math Courses	73%	78%	67%	51%
Voc Ed Courses	73%	75%	66%	64%
Total Enrollments	291	1683	291	1683

Academic Progress

Units per Term	Fall 2008		Spring 2009	
	LHS	All	LHS	All
15+	8%	12%	11%	10%
12-14.5	36%	32%	31%	29%
9-11.5	14%	22%	9%	22%
6-8.5	17%	19%	34%	22%
3-5.5	19%	13%	9%	14%
<3	6%	2%	6%	1%
Total	36	180	35	201

Persistence	LHS	All
Fall to Spring	57%	70%
Total in First Fall	37	175

*Percentages do not always add up to 100 due to rounding.

El Camino College Compton Center

Assessment Test Results

New Students from High School, Fall 2008 to Fall 2012

This report displays course placement rates and numbers for new high school graduate-aged students entering El Camino College Compton Center over 5 years. Because graduation date information is not complete and new students to Compton Center can be of any age, the “direct from high school” cohort is approximated as students aged 17 or 18 with a recent test score. Students aged 17-18 represent about 30% of all examinees who enroll in Fall.

Assessment tests are offered in 5 subjects at Compton Center: Reading Comprehension, Writing (Sentence Skills), Mathematics, Chemistry, and English as a Second Language (ESL)¹. The Math test consists of 3 different levels: Arithmetic, Elementary Algebra and College-Level Math. Accuplacer’s computer-adaptive model diverts students to different levels of the math test depending on early pre-test questions and on performance. Two different ESL assessments are offered at Compton Center placing students into either non-credit or credit-level ESL courses.

Table 1 highlights the number of students, regardless of age, taking each test between March 1 and the September census date of each year listed. Students repeating the same test are counted only once in the unduplicated counts. These test counts overall typically mirror fluctuations in college enrollment. The number of tests continued to decrease in 2012 after reaching a 5-year peak in 2010. This is likely due to a decrease in first-time students². Table 1 includes all tests administered at both ECC and Compton Center, but “tested students enrolled” (last row) represent only those enrolled at Compton Center. The decline in “tested students enrolled” may be influenced by the shift in student demographics (fewer new students) and a reduction in related course sections.

Table 1: Number of Students Taking Placement Tests by Test, March-September

Test	Subject	Number of Students Taking Each Test or Level				
		2008	2009	2010	2011	2012
Reading Comprehension	Reading	8,506	9,219	9,489	8,606	8,386
Sentence Skills	Writing	8,491	9,196	9,481	8,604	8,406
Arithmetic	Math	6,326	6,593	6,883	6,365	5,944
Algebra	Math	8,684	9,242	9,635	8,818	8,565
College-level Math	Math	2,061	2,289	2,380	2,097	2,245
Total Tests (duplicated)		34,068	36,539	37,868	34,490	33,546
Students Tested (unduplicated)		10,621	11,633	11,431	10,272	9,945
Tested Students Enrolled in Fall (Compton)		1,491	1,594	1,815	1,530	1,451

* Slight changes in cut scores within the college-prep and basic skills math categories in Fall 2009

¹ The number of examinees in Chemistry and ESL remain too small to include in this study (2012 count < 10).

² Compared to Fall 2011, the number of new students of all ages decreased by 4% in 2012.

RESULTS

The Reading, Writing and Mathematics tests place students in a variety of levels depending on test performance. For this study, placements are grouped into categories of similarly-leveled courses. These groups are 1) transfer-level—courses that are equivalent to courses at a 4-year institution, 2) college-preparatory—courses that immediately precede transfer-level courses, and 3) basic skills—courses defined by El Camino College as developmental or basic skills courses (in most cases, more than one level below transfer). The specific ECC courses within each group and their levels below transfer-level are listed in the appendix of this report.

Compton Center assessment results for the 5 years of this study are summarized below in Table 2 by number and percentage in each subject and course group. Charts tracking the placement percentages and numbers of each subject begin on page 3. Overall, Fall 2012 showed an increase in basic skills placements, especially in Writing.

Table 2: Assessment Test Results by Test and Course Group* for “New Freshmen”

Test	2008 (N=435)		2009 (N=424)		2010 (N=553)		2011 (N=437)		2012 (N=438)	
	n	%	n	%	n	%	n	%	n	%
Reading **										
Transfer-level	49	12.0	86	21.6	153	29.1	130	30.8	125	29.6
College-prep	73	17.8	79	19.8	127	24.1	94	22.3	92	21.7
Basic Skills	287	70.2	233	58.5	246	46.8	198	46.9	206	48.7
Total	409		398		526		422		423	
Writing **										
Transfer-level	39	9.5	68	16.8	110	20.8	97	23.0	94	22.2
College-prep	188	46.0	214	53.0	288	54.5	254	60.2	229	54.1
Basic Skills	182	44.5	122	30.2	130	24.6	71	16.8	100	23.6
Total	409		404		528		422		423	
Math										
Transfer-level	5	1.2	5	1.3	2	0.4	15	3.5	18	4.3
College-prep	123	30.6	129	34.8	227	44.2	180	42.6	170	40.5
Basic Skills	274	68.2	237	63.9	285	55.4	228	53.9	232	55.2
Total	402		371		514		423		420	

Note: The “N” figures at the top represent the total number of students aged 17 or 18 who took assessment tests between March 1 and the September census date in the year noted.

* Specific courses under each “Course Group” are listed in the Appendix of this report.

** Transfer-level placements for Reading and Writing reflect only that portion of the test, and thus, general preparation in reading and writing. To qualify for *enrollment* in English 1A, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see page 10).

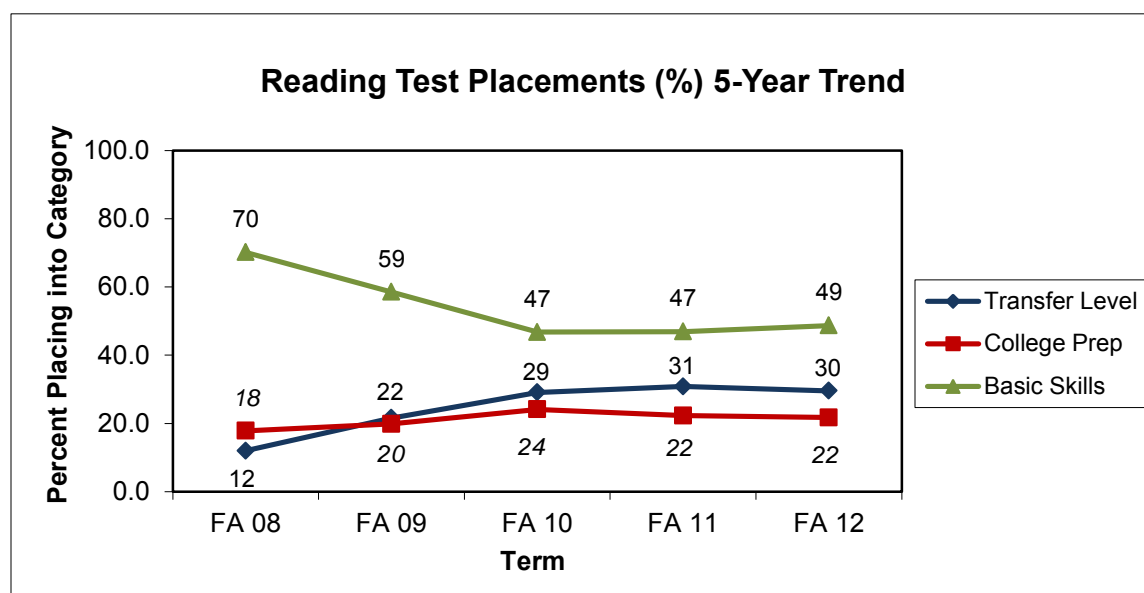
READING

Placement Rates

Reading placements overall remain stable over the last three years. On average during the 5-year period, 46% of 17 or 18 year-old students placed into the college-prep or transfer-level in reading.

Between 2008 and 2010, basic skills placements decreased by 23 percentage points and have since remained level. In 2012, 49% placed into basic skills, with one out of five placing at the English 80 level. On average, 54% of younger students placed at the basic skills reading level between 2007 and 2011.

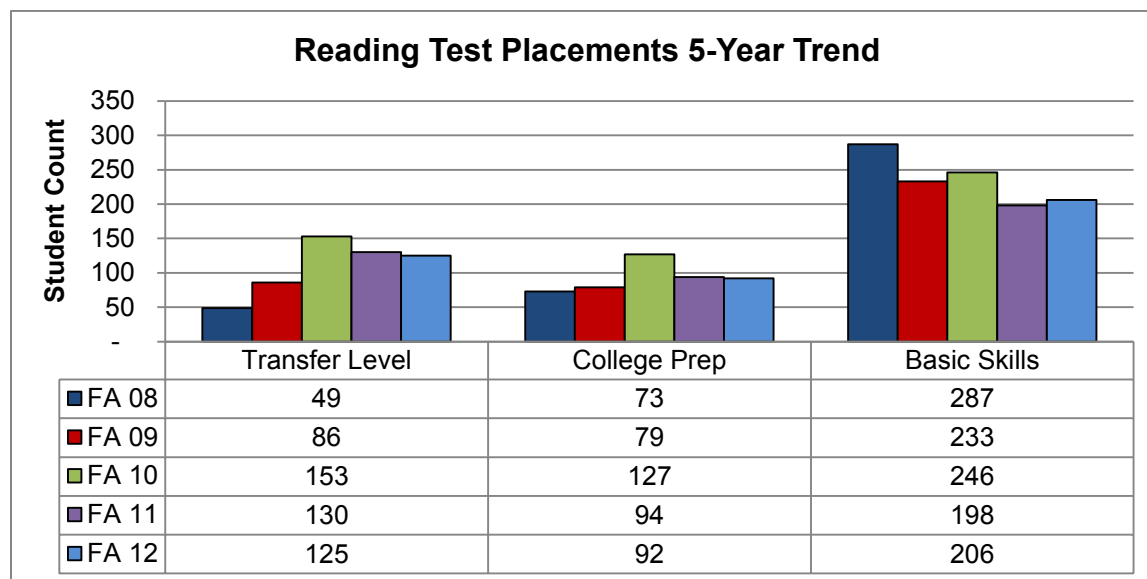
Table 3: Reading Assessment Test Placement Rates



Placement Numbers

As evident in Table 4, placement counts peaked, for the most part, in 2010. Since the decrease in 2011, however, reading placements have remained level. Transfer-level and college prep placements experienced small percent decreases—4% and 2%, respectively. Conversely, basic skills placements increased to 206, a 4% increase from 2011.

Table 4: Reading Assessment Test Placement Numbers



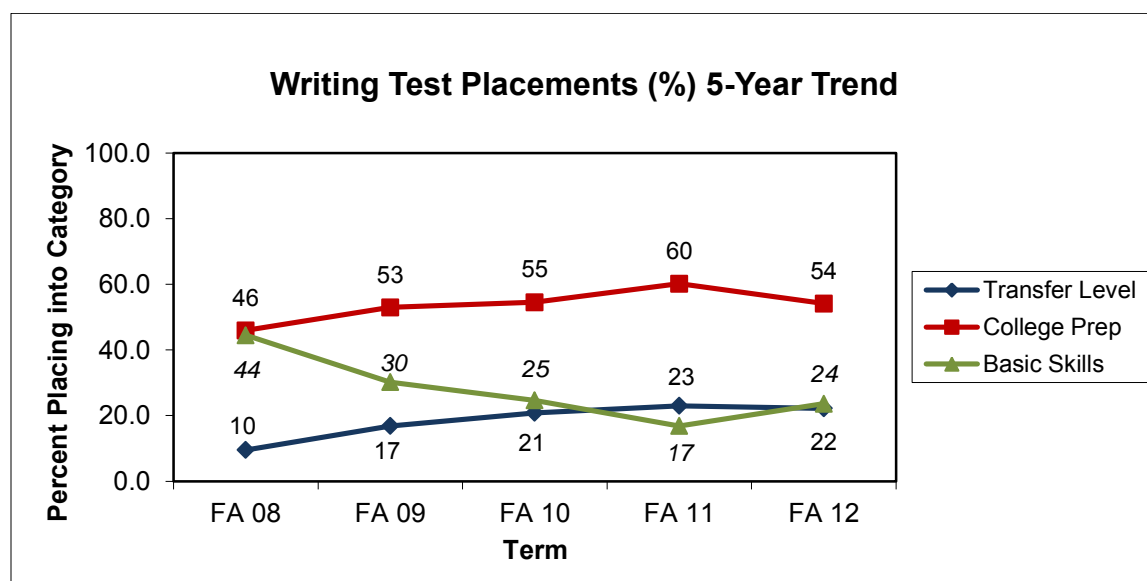
WRITING

Placement Rates

Across the 5-year period, placements into the transfer-level (English 1A) gradually increased from 10% in 2008 to 22% in 2012. College-prep placements (English A) have also increased over the years, but decreased by 6 percentage points in 2012 to 54%.

With the decrease in college-prep, the percent of basic skills placements (English B and C) consequently increased in the last year. From a 5-year low point of 17% in 2011, placements increased by 7 percentage points to 24% in 2012.

Table 5: Writing Assessment Test Placement Rates

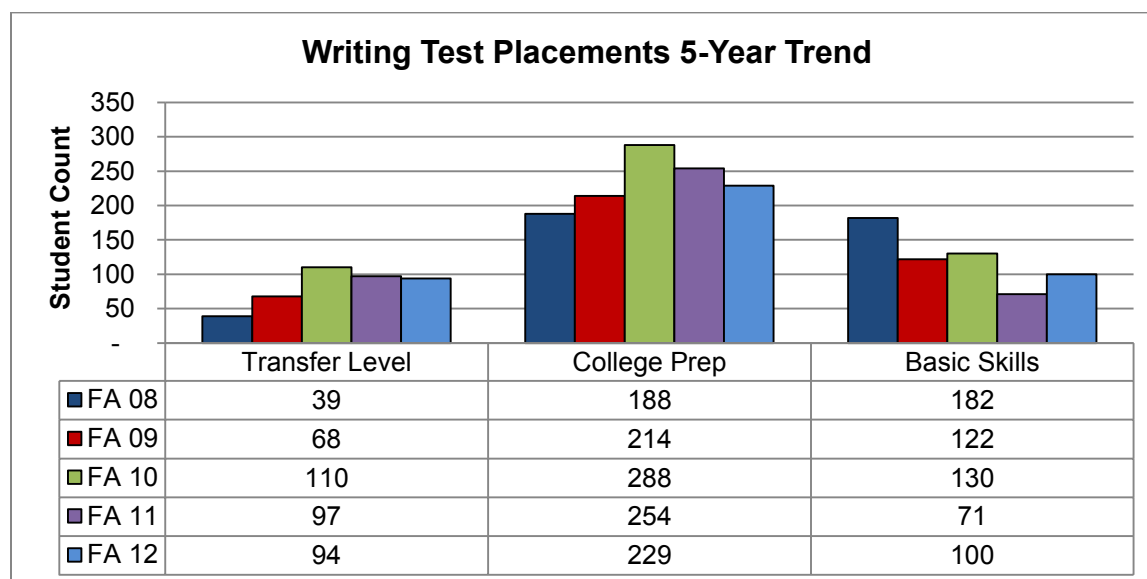


Placement Numbers

Similar to placement trends for reading, writing placements also decreased slightly in transfer-level and college prep placements but increased in basic skills. In 2012, placements into transfer-level and college prep each decreased by 3% and 10%, yielding placement counts of 97 and 254, respectively.

Basic skills did not continue its decreasing trend. Instead, placements increased by 41% with a placement count of 100. Despite this increase in 2012, the student count was lower than its respective 5-year average of 121.

Table 6: Writing Assessment Test Placement Numbers



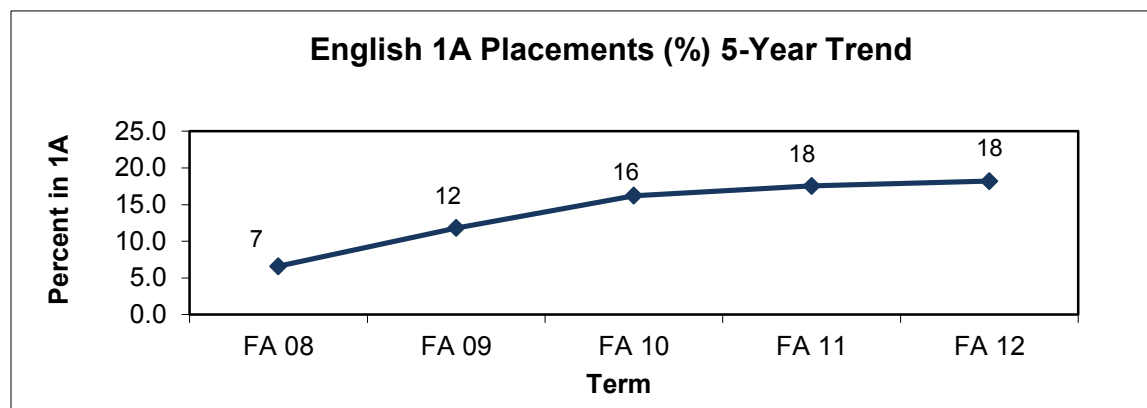
ENGLISH 1A

Placement Rates

To qualify for English 1A (transfer-level reading and writing), examinees must pass both the Reading and the Writing portions of the assessment test. The two tables above reflected placement rates into the transfer-level course (English 1A) based only on one of these two criteria in order to reflect academic preparation by subject. The table below shows actual course placement rates using both the reading and writing qualifying test scores.

The rate of new entering students qualifying for English 1A has more than doubled compared to 5 years ago. In 2012, 18% of new students placed into English 1A, which is higher than the 5-year average (13%).

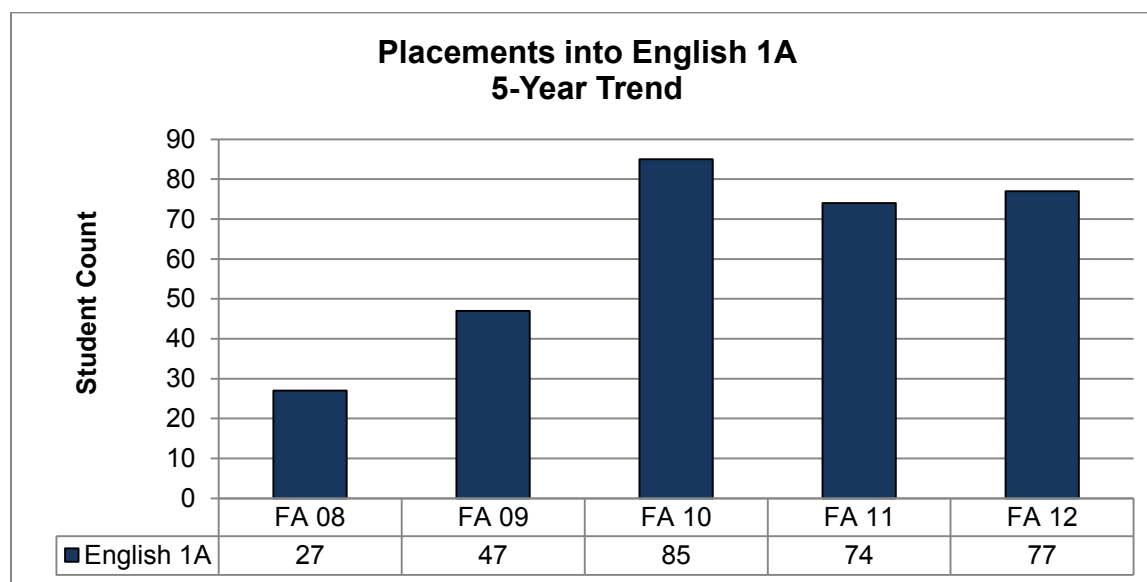
Table 7: English 1A Placement Rates



Placement Numbers

Similar to the placement rates, counts have also progressively increased over the last five years. In 2012, English 1A placements increased by 4%, yielding a count of 77 students. The 5-year average was 62.

Table 8: English 1A Placement Numbers



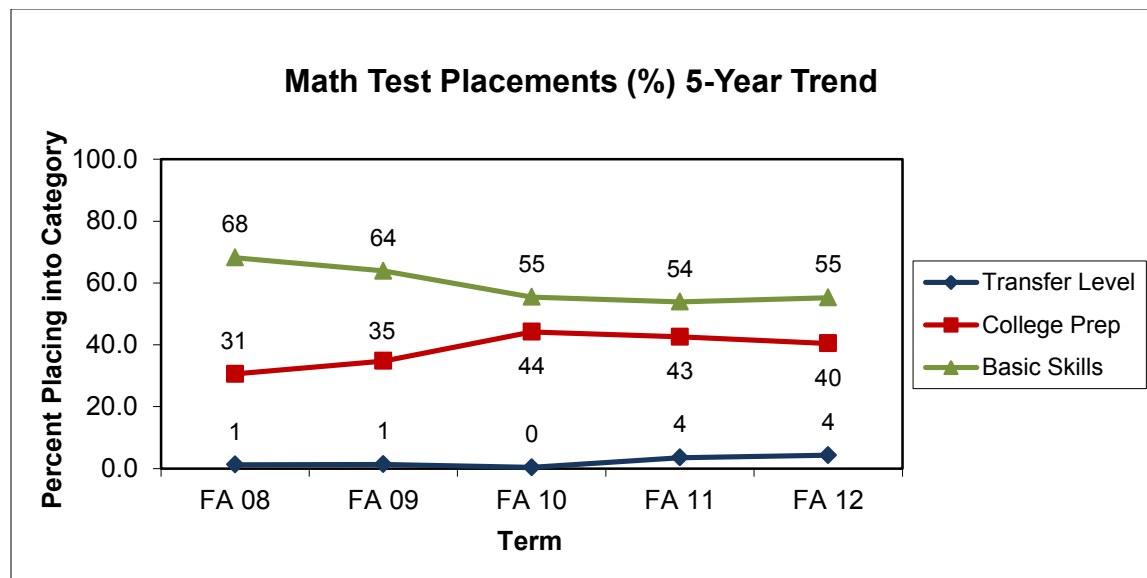
MATHEMATICS

Placement Rates

Placements into the transfer-level courses in 2012 remained the same compared to the previous year. New students continue to place into transfer-level math at 4% (see Appendix for a complete list of courses at this level). The period's average rate of placement is approximately 2%.

As with reading and writing placements, math also experienced a decrease in college-prep and a slight increase in basic skills placements. On average, 39% and 59% of students place into college-prep and basic skills math, respectively.

Table 9: Math Assessment Test Placement Rates

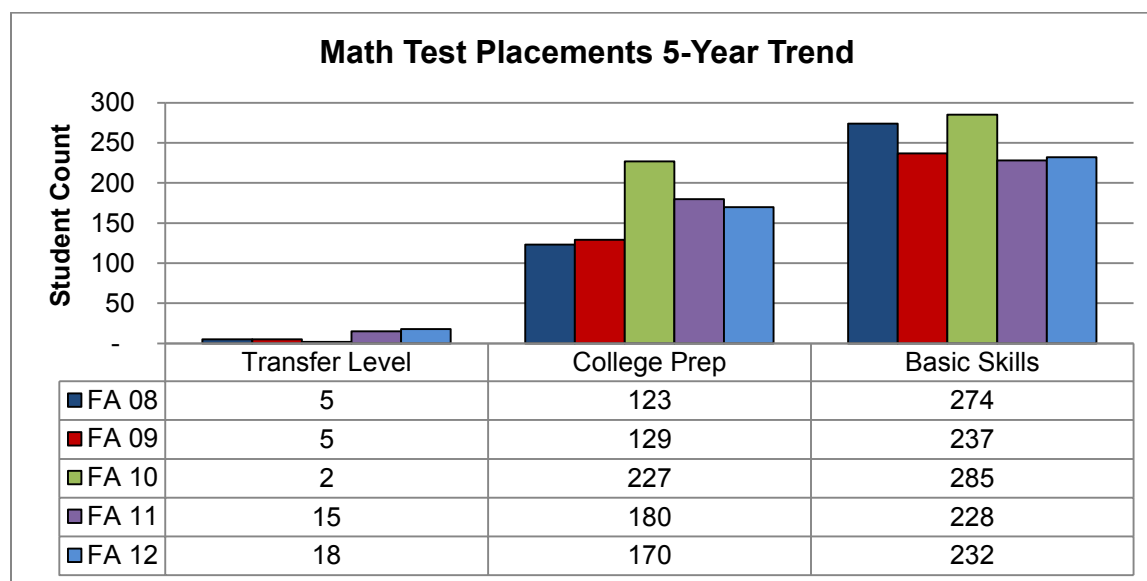


Note: New cut scores affected some basic skills and college prep courses beginning in Fall 2009.

Placement Numbers

Of the three course groups (reading, writing and mathematics), the fewest number of tested students placed into transfer-level math. However, this is the only course group that experienced an increase in transfer-level placements. Placements increased by 3%, yielding a 5-year high of 18 in 2012. Most students placed into the college-prep and basic skills level at a 5-year average of 166 and 251, respectively.

Table 10: Math Assessment Test Placement Numbers



ENGLISH AS A SECOND LANGUAGE

Two different ESL assessments are offered at Compton Center. The Combined English Language Skills Assessment (CELSA) is used for placement into the non-credit ESL series. The English as a Second Language (ESL) assessment is used for placement into the *credit* ESL course series and consists of a computerized reading skills test, a questionnaire, an English writing sample, an oral interview, and an orientation to the College. However, only a very small percentage of students aged 17-18 take the two ESL tests and are thus not included in this study.

CONCLUSION

A large percentage of younger students entering Compton Center demonstrate a need for courses at the basic skills level. Approximately half of tested students placed into basic skills reading and math, while 24% placed into basic skills writing. Overall, basic skills placements have decreased over the last five years. It is unclear, however, why 2012 experienced a decrease in college-prep and an increase in basic skills. A possible explanation may be the relaxed enrollment restrictions at CSUs; as more students enroll at a 4-year university immediately following high school, a greater percentage of basic skills students are diverted to Compton Center.

This study provided a general analysis of Compton Center students coming directly from high school (or shortly thereafter). This group tends to perform the best on average than any other age group, so older students tend to be less prepared for college compared to students with a recent high school experience. For example, the 5-year average placement rates for all assessed students into basic skills reading, writing and math were 59%, 37% and 73%, respectively. In comparison, recent high school graduates placed into the same categories of basic skills at 54%, 28% and 59%, respectively. Placement numbers overall decreased slightly for transfer-level and college prep but increased respectively for basic skills in all three course groups.

APPENDIX – COURSES BY GROUP

READING & WRITING

Course Group	Levels Below Transfer	Reading	Writing
Transfer-level	--	<ul style="list-style-type: none"> English 1A – Reading & Composition 	<ul style="list-style-type: none"> English 1A – Reading & Composition
College-preparatory	1	<ul style="list-style-type: none"> English 84 (formerly Engl-2R) – Developmental Reading & Writing English 7 – Speed & Power Reading 	<ul style="list-style-type: none"> English A – Writing the College Essay
Basic Skills	2	<ul style="list-style-type: none"> English 82 (formerly Engl-R) – Introduction to Reading Skills 	<ul style="list-style-type: none"> English B – Introduction to the Composing Process
	3	<ul style="list-style-type: none"> English 80 – Basic Language Skills 	<ul style="list-style-type: none"> English C – Basic English Skills

MATHEMATICS

Course Group	Levels Below Transfer	Course
Transfer-level	--	<ul style="list-style-type: none"> Math 190 – Calculus Math 160 – Business Calculus Math 180 – Pre-Calculus Math 170 – Trigonometry Math 150 – Elem. Probability & Statistics Math 140 – Finite Math Math 130 – College Algebra Math 120 – Nature of Math Math 115 – Prob. & Stats for Elementary Teachers Math 110 & 111 – Math for Elem. Teachers Computer Science 1, 5, 10
	--	
	--	
College-preparatory	1	<ul style="list-style-type: none"> Math 80* – Intermediate Algebra for Science, Technology, Engineering, and Mathematics Math 73* – Intermediate Algebra for General Education Math 60 – Elementary Geometry
	2	<ul style="list-style-type: none"> Math 40 or 41B/43* – Elementary Algebra
Basic Skills	3	<ul style="list-style-type: none"> Math 41A – Elementary Algebra, Part I Math 33* – Extended Elementary Algebra, Part I Math 25 – Pre-Algebra Review Math 23 – Pre-Algebra
	4	<ul style="list-style-type: none"> Math 10A-10B/12 – Basic Arithmetic Skills

* Math 80 replaced Math 70 (Intermediate Algebra) in Fall 2009. It is a Calculus-track algebra course.

* Math 73 was inaugurated in Fall 2009. It is a non-Calculus track algebra course.

* Math 33 and 43 (Extended Elementary Algebra, Parts I and II) replaced Math 41A and 41B (Elementary Algebra, Parts I and II) in Fall 2009.

ENGLISH AS A SECOND LANGUAGE (ESL)

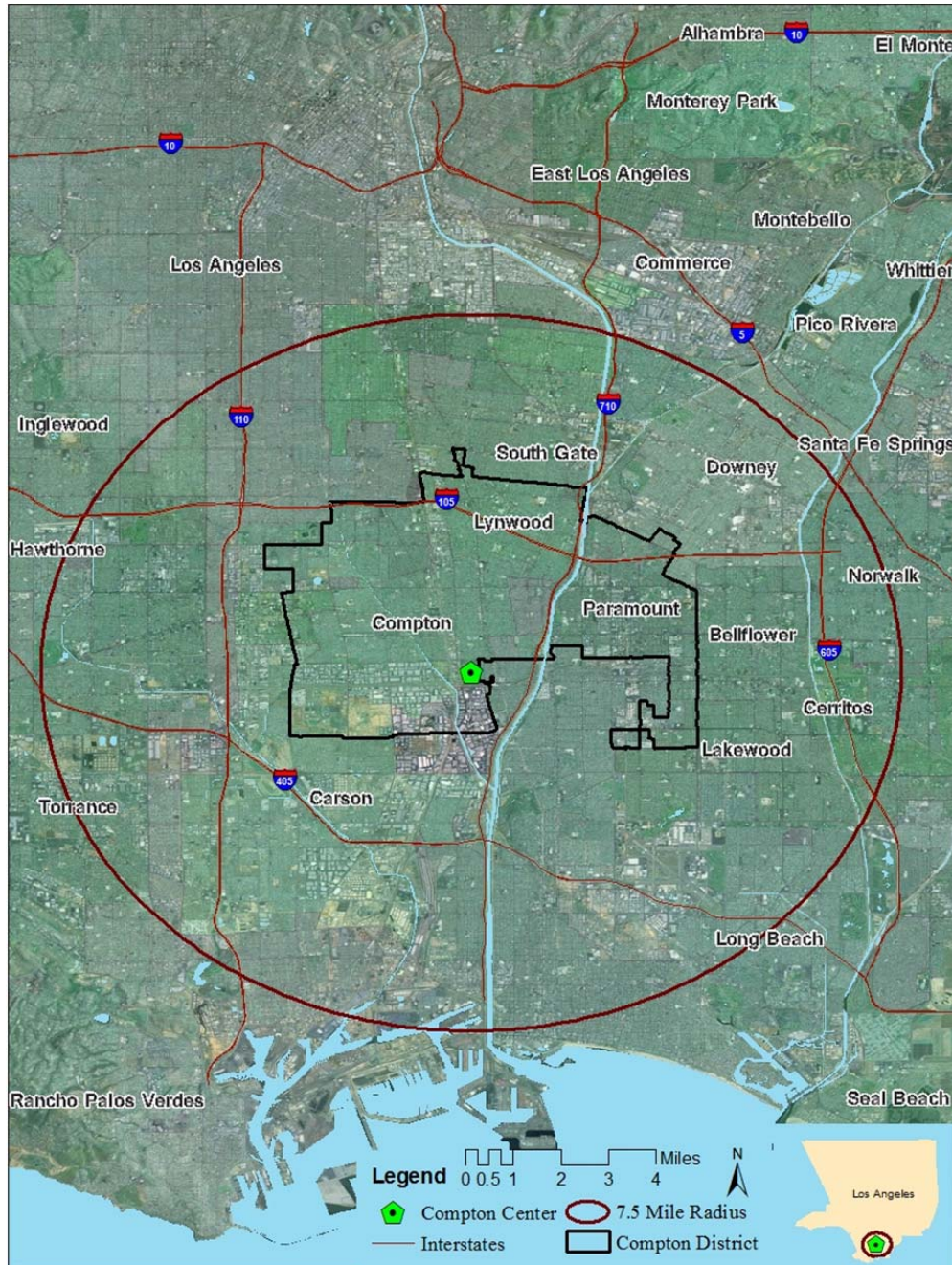
Course Group	Levels Below Transfer	Oral (Listening/ Speaking) *	Reading	Writing
Transfer-level	--		<ul style="list-style-type: none"> English 1AX - Reading & Composition for Foreign Students 	<ul style="list-style-type: none"> English 1AX - Reading & Composition for Foreign Students
College-preparatory	1	<ul style="list-style-type: none"> ESL 51C – (Advanced) ESL 51B – (Intermediate) 	<ul style="list-style-type: none"> ESL 52C – (Advanced) ESL 52B – (Intermediate) 	<ul style="list-style-type: none"> English A-X – Writing the College Essay ESL 53B – (Intermediate)
Basic Skills	2	<ul style="list-style-type: none"> ESL 51A – Intro to English Conversation 	<ul style="list-style-type: none"> ESL 52A – Intro to Reading and Vocab. Building 	<ul style="list-style-type: none"> ESL 53A – Elementary Grammar/Writing
Non-Credit Basic Skills	--	<ul style="list-style-type: none"> ESL 02A, 02B, 02C, 02D – Conversation and Grammar 	<ul style="list-style-type: none"> ESL 03A, 03B, 03C, 03D – Reading & Writing 	

* Although Listening/Speaking courses indicate “levels below transfer,” they do not directly lead to a transfer-level course such as English 1A.

Compton Community College District

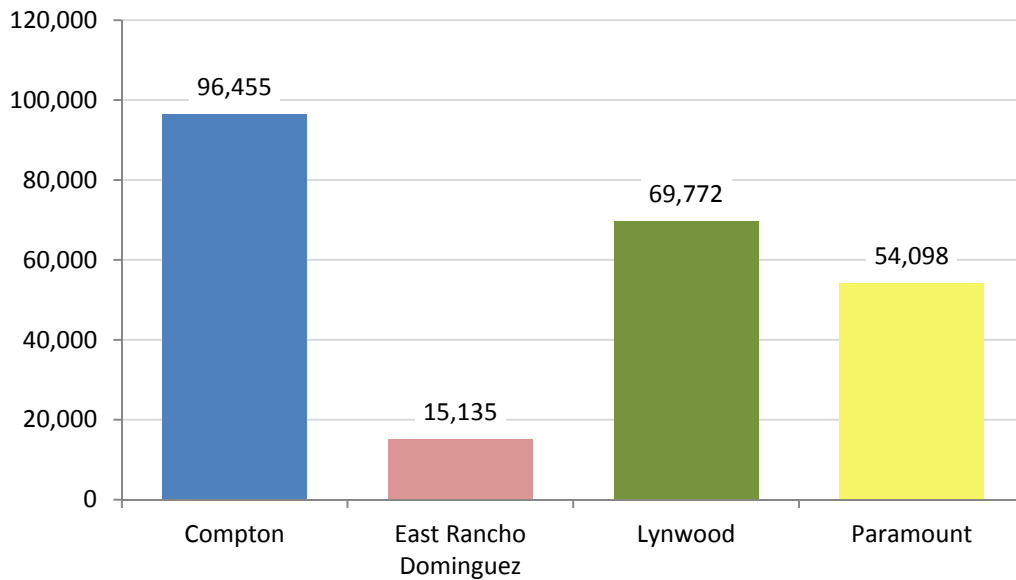


District Demographic Profile Census 2010

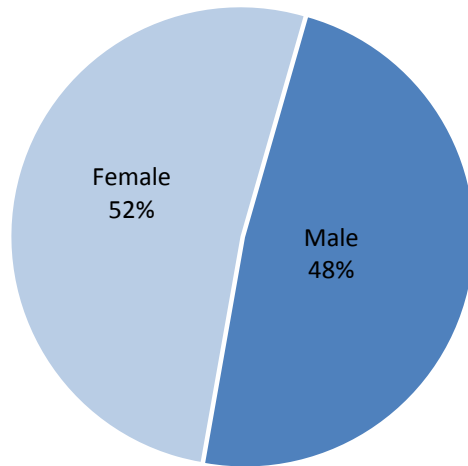


This report provides a brief demographic profile of the cities within the Compton Community College District. The district encompasses all or most of the following cities: Compton, East Rancho Dominguez (East Compton), Lynwood, and Paramount. Data presented comes from the 2010 US Census and is available online for free at www.census.gov. The estimated population of the Compton Community College District based on 2010 Census Tract Data is 320,280. The charts provided include percentages of the district population as a whole by gender and race/ethnicity. A chart showing age counts by gender is also provided. Charts which show data by city do not include data for cities which are only partially located within the district boundaries. Additional population characteristics are available by request. Please contact Institutional Research for more information.

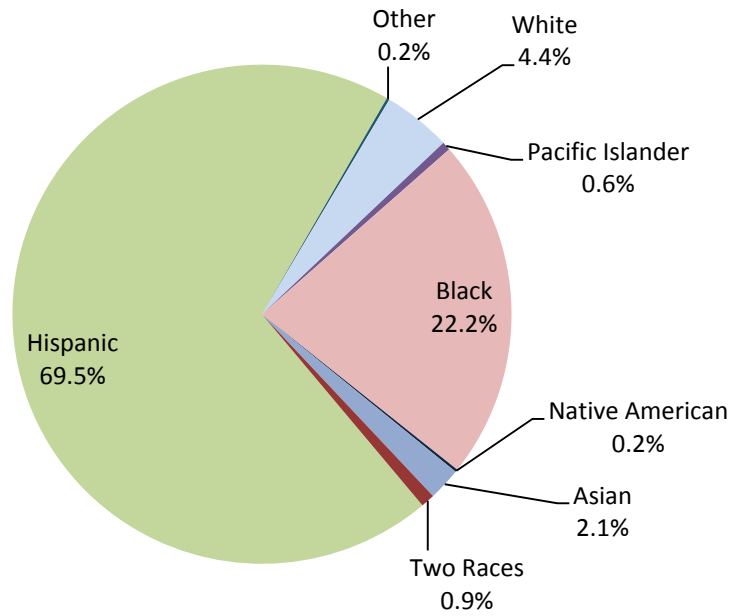
Compton District Population by City



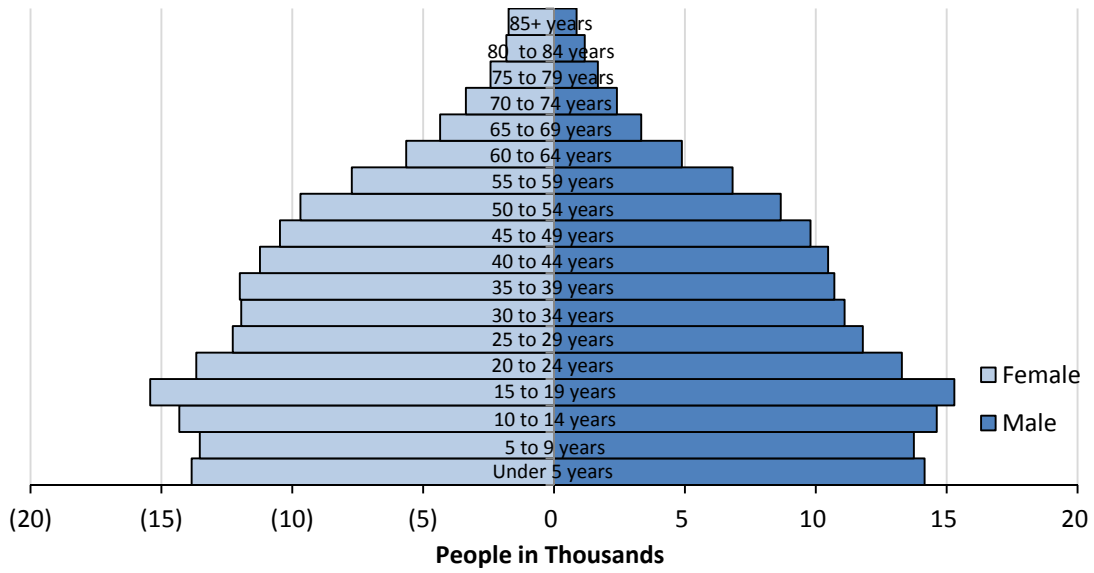
District Population by Gender



District Population by Ethnicity



District Population by Age/Gender



Median Age by City

