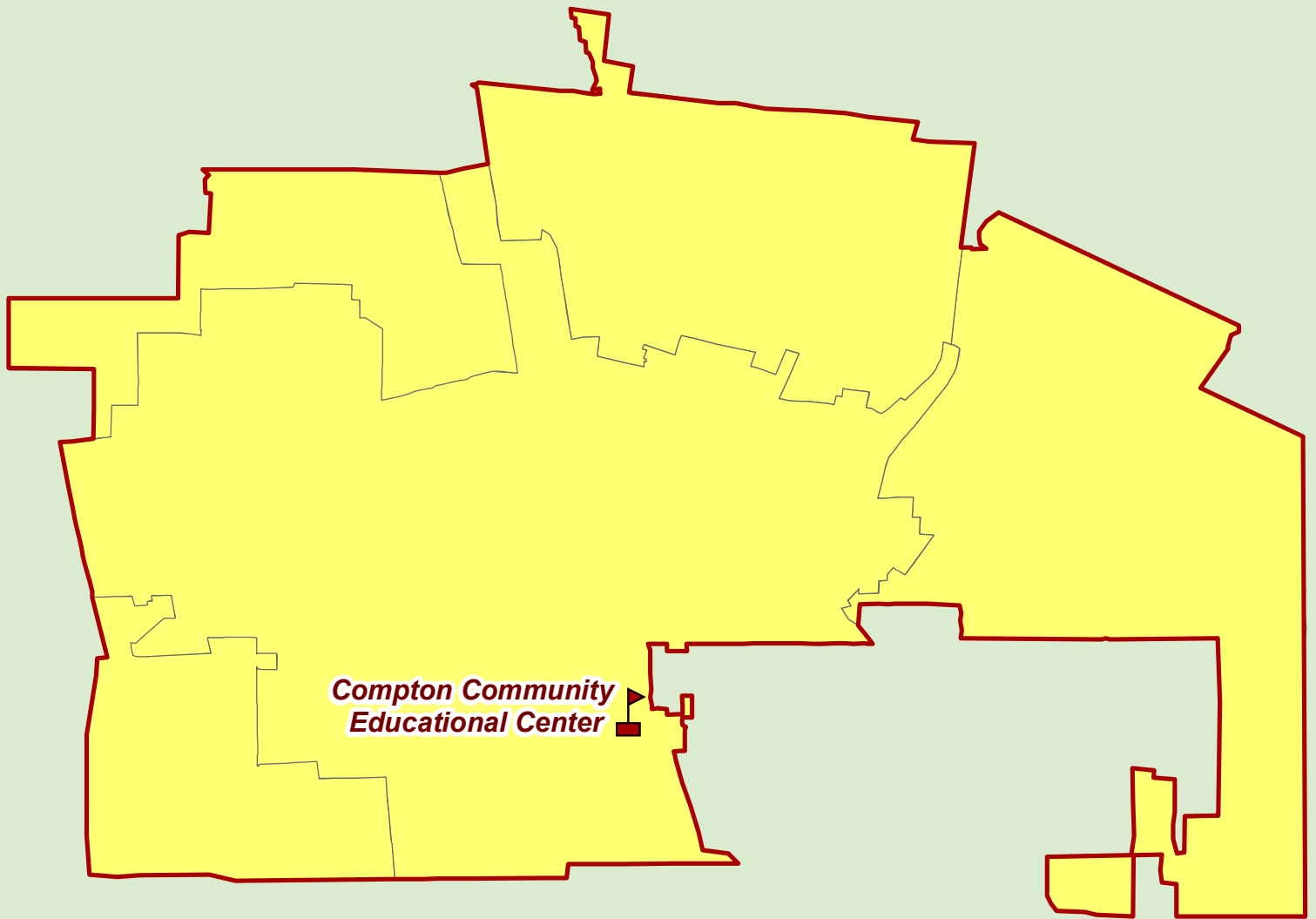


# Compton Community College District



## CENTER AND COMMUNITY PROFILES



# Table of Contents

<b>Maps</b> .....	2
<a href="#">Trustee Boundary Maps</a> .....	2
<a href="#">Compton Community College District Map</a> .....	3
<b>Profile</b> .....	4
<a href="#">Fall 2011 Facts and Figures</a> .....	4
<a href="#">2011 Annual Fact Book</a> .....	5
<b>High Schools</b> .....	40
<a href="#">2010-11 College-Going Rates and Higher Education Destinations</a> .....	40
<a href="#">High School Report Cards</a> .....	46
<a href="#">2007-2011 Assessment Test Results</a> .....	50
<b>Community</b> .....	61
<a href="#">District Demographic Profile Census 2010</a> .....	61

## Acknowledgements

We would like to acknowledge the following individuals who contributed to this center and community profile.

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

***Theresa Clifford – Secretary, First Year Experience***

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

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

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

***Carolyn Pineda – Research Analyst, Office of Institutional Research, El Camino College***

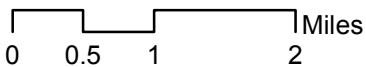
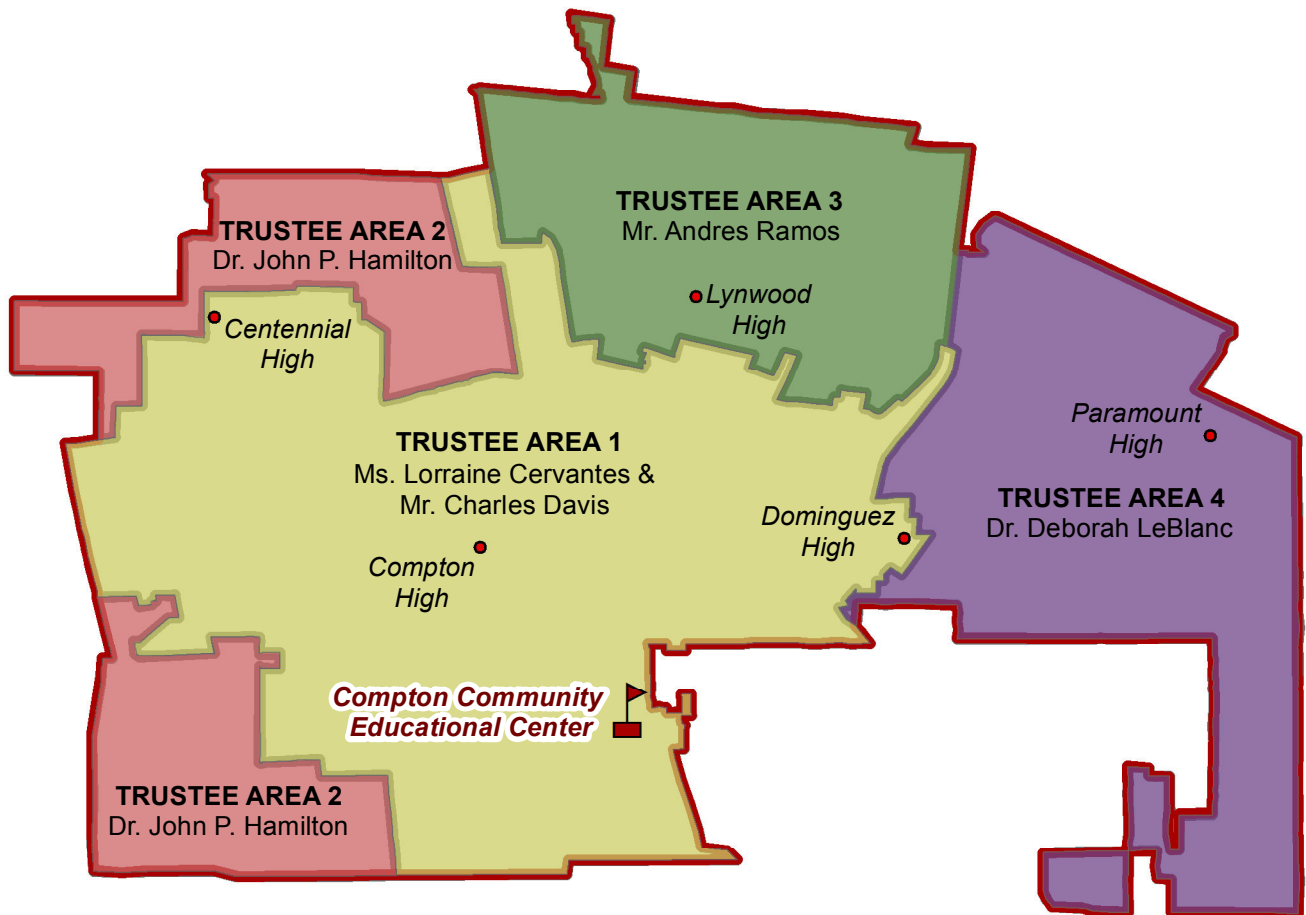
***Lisa Wang – Research Associate, Office of Institutional Research, El Camino College***

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

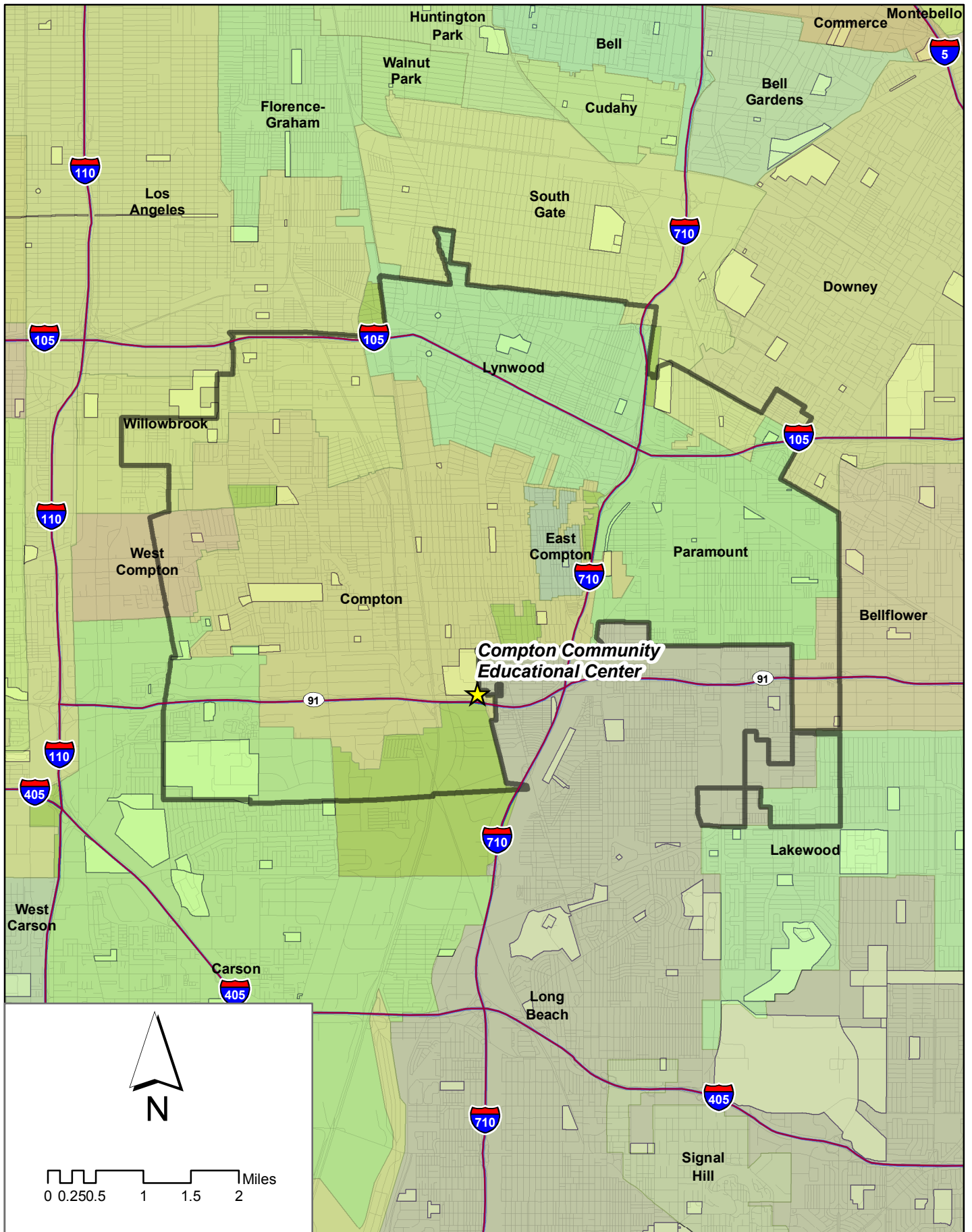
# Compton Community College District

## Trustee Areas

Special Trustee: Thomas Henry



# Compton Community College District



# Compton Center Facts and Figures - Fall 2011

**Total Students: 7,912**

### Age

17 or younger	306	3.9%
18 to 19	1,304	16.5%
20 to 24	2,917	36.9%
25 to 29	1,232	15.6%
30 to 39	1,200	15.2%
40 to 49	640	8.1%
50 or older	313	4.0%

### Educational Goal

Intend to Transfer	2,295	43.9%
Degree/Certif. Only	599	11.5%
Retrain/recertif.	360	6.9%
Basic Skills/GED	596	11.4%
Enrichment	153	2.9%
Undecided	1,219	23.3%

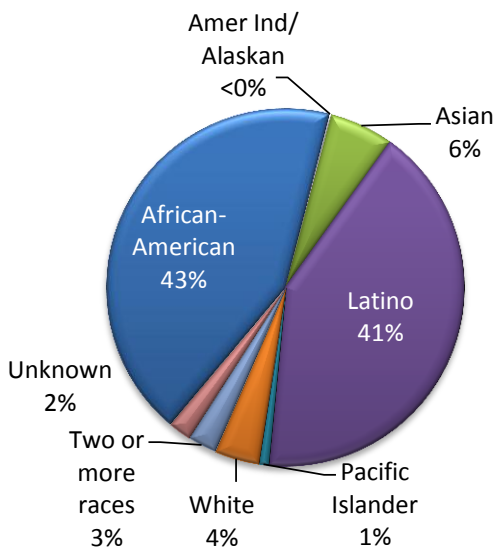
### Gender

Female	5,134	64.9%
Male	2,777	35.1%

### 2010-11 Degrees & Certificates

Associate of Arts	158	60.3%
Associate of Science	53	20.2%
Certificate	51	19.5%

### Ethnicity



### Degrees & Certificates by Division

Behavioral & Soc Sci	68	26.0%
Business	17	6.5%
Fine Arts	2	0.8%
Health Sci & Athletics	32	12.2%
Industry & Technology	37	14.1%
General Studies	104	39.7%
Natural Sciences	2	0.8%

### Where Compton Students Reside

Compton	2,386	30.2%
Long Beach	1,543	19.5%
Los Angeles	1,469	18.6%
Carson	629	7.9%
Lynwood	513	6.5%
Paramount	303	3.8%
Bellflower	264	3.3%
Gardena	286	3.6%
Inglewood	183	2.3%
Other Cal Resident	169	2.1%
Out of State	53	0.7%
Outside the US	114	1.4%

### Unit Load

Fewer than 6 units	3,213	40.6%
6 to 8.5 units	1,505	19.0%
8.6 to 11.5 units	1,277	16.1%
11.6 to 14.5 units	1,519	19.2%
14.6 units or more	398	5.0%

### Enrollment Level

Full-time	1,917	24.2%
Part-time	5,995	75.8%

### Enrollment Status

First-time Student	2,165	27.4%
Returning	960	12.2%
Continuing	4,486	56.8%
K-12 Special Admit	280	3.5%

### Faculty/Workforce

Tenured/Tenure Track	84	18.8%
Academic Temporary	221	49.4%
<i>Total Faculty</i>	<i>305</i>	<i>68.2%</i>
Educational Administrator	14	3.1%
Other Administrator	7	1.6%
Support	107	23.9%
Professional	14	3.1%



El Camino College  
Compton Center

# *2011 Annual Fact Book*



OFFICE OF  
INSTITUTIONAL RESEARCH



# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>2</b>
<b>Section 1 – El Camino College Compton Center Service Area.....</b>	<b>3</b>
<b>Section 2 – Student and Enrollment Trends.....</b>	<b>8</b>
<b>Section 3 – Special Programs.....</b>	<b>14</b>
<b>Section 4- Success and Retention.....</b>	<b>25</b>
<b>Section 5 – Student Outcomes.....</b>	<b>29</b>

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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 California Postsecondary Education Commission (CPEC) 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 Theresa Clifford, First Year Experience Secretary, for creating the cover page.

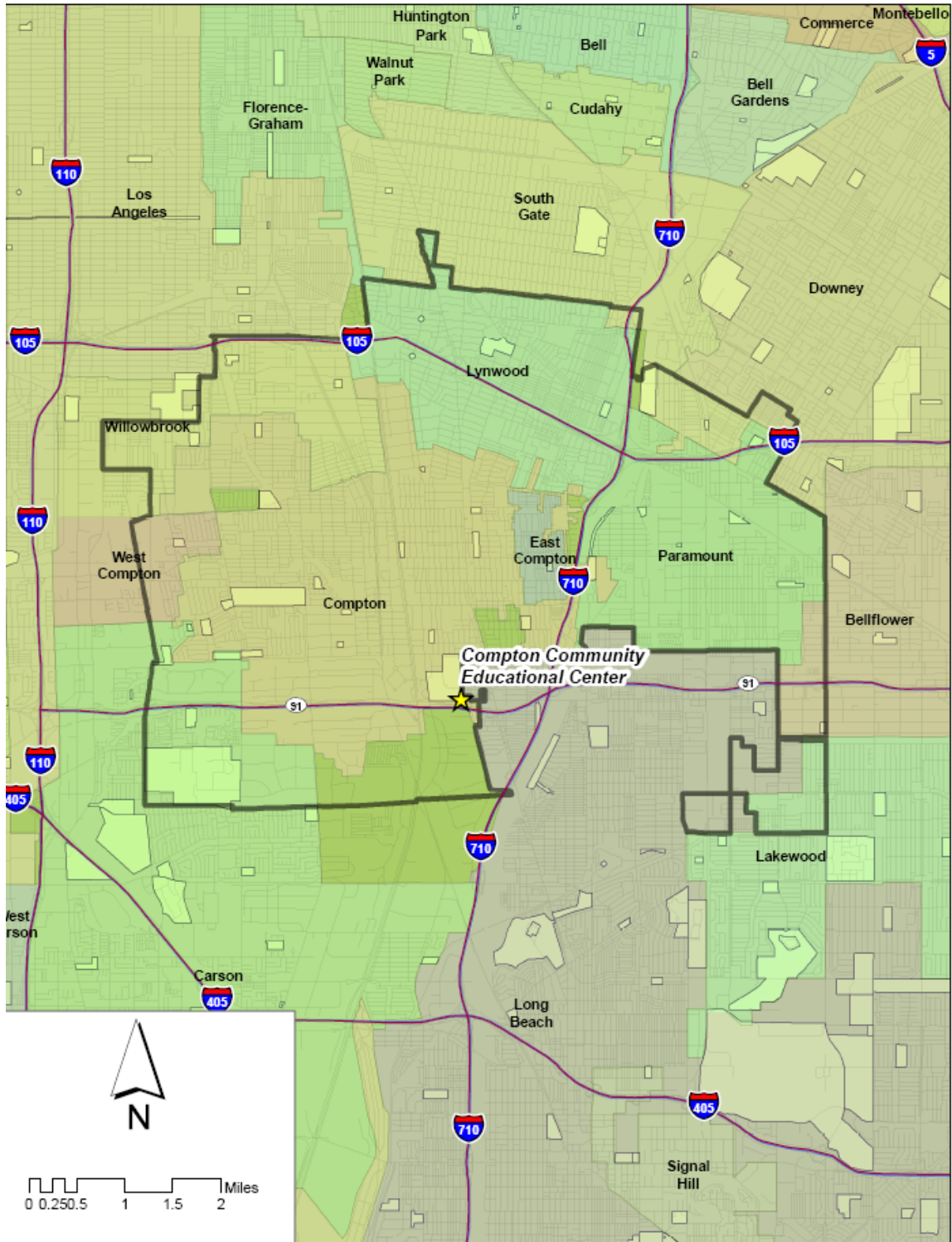
Please send any comments or feedback to the Office of Institutional Research.



**SECTION 1 – EL CAMINO COLLEGE COMPTON CENTER  
SERVICE AREA**

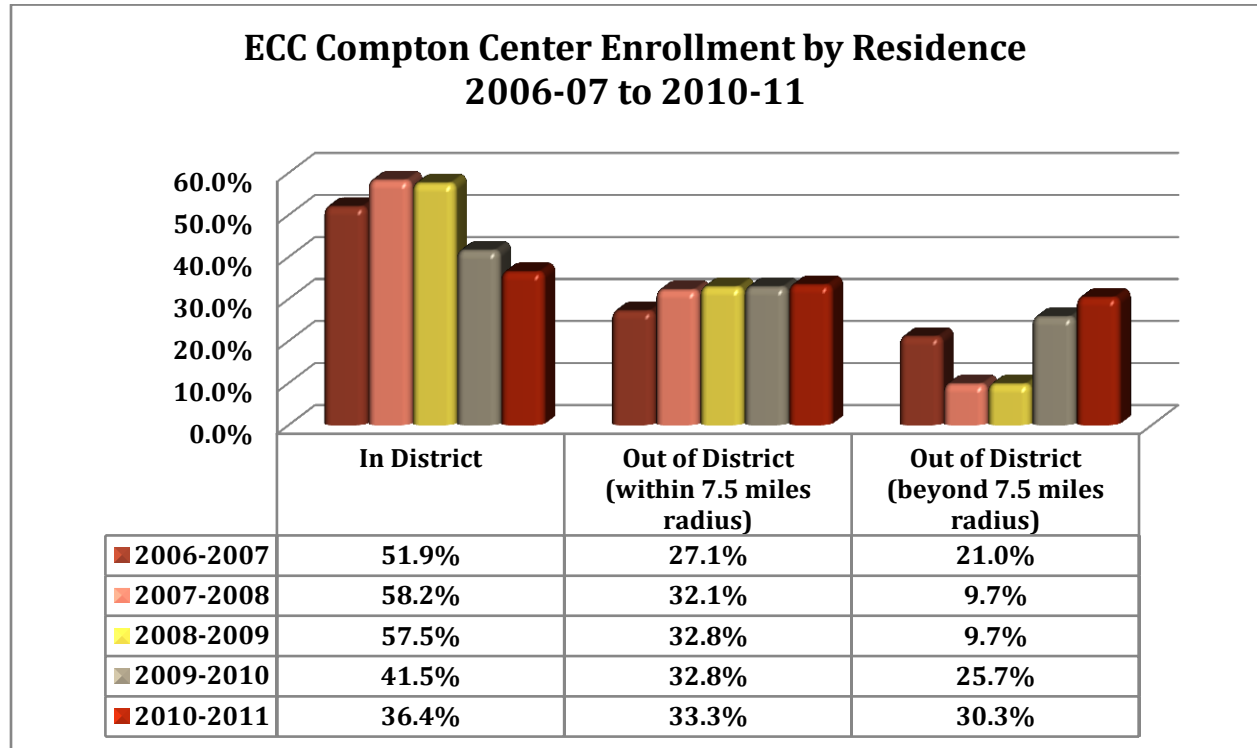


# Compton Community College District



## ENROLLMENT BY RESIDENCE

From 2006-2007 to 2008-2009, over half of students enrolled at the ECC Compton Center lived within the Compton Community College District. Beginning in 2009-2010, 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 2010-2011 academic year, 70% of the student body lived within a 7.5 mile radius from the ECC Compton Center. Of these students, 36% live within the Compton Community College district while 33% are from outside the district. Thirty percent of students enrolled in 2010-2011 live beyond the 7.5 miles radius. Starred zip codes are located within the district.

City	Zip Code	2010-11 Enrollment	Percent of 2010-11 Enrollment
		<b>16,189</b>	<b>100.0</b>
<b>Artesia</b>	90701	13	0.1
	90702	3	0.0
<b>Artesia Total</b>		<b>16</b>	<b>0.1</b>
<b>Bell Total</b>	90201	<b>76</b>	<b>0.5</b>
<b>Bell Gardens Total</b>	90202	<b>0</b>	<b>0.0</b>
<b>Bellflower</b>	90706	291	1.8
	90707	5	0.0
<b>Bellflower Total</b>		<b>296</b>	<b>1.8</b>
<b>Carson</b>	90745	529	3.3
	<b>90746*</b>	592	3.7
	90749	10	0.1
<b>Carson Total</b>		<b>1,131</b>	<b>7.0</b>
<b>Compton</b>	<b>90220*</b>	1,358	8.4
	<b>90221*</b>	1,396	8.6
	<b>90222*</b>	661	4.1
	<b>90223*</b>	5	0.0
	<b>90224*</b>	10	0.1
<b>Compton Total</b>		<b>3,430</b>	<b>21.2</b>
<b>Downey</b>	90240	29	0.2
	90241	51	0.3
	90242	87	0.5
<b>Downey Total</b>		<b>167</b>	<b>1.0</b>
<b>Gardena</b>	90247	312	1.9
	90248	74	0.5
	90249	157	1.0
<b>Gardena Total</b>		<b>543</b>	<b>3.4</b>
<b>Huntington Park Total</b>	90255	<b>70</b>	<b>0.4</b>
<b>Lakewood</b>	90711	3	0.0
	90712	110	0.7
	90713	32	0.2
	90714	4	0.0
<b>Lakewood Total</b>		<b>149</b>	<b>0.9</b>

City	Zip Code	2010-11 Enrollment	Percent of 2010-11 Enrollment
<b>Long Beach</b>	90804	93	0.6
	90805	1153	7.1
	90806	163	1.0
	90807	140	0.9
	90808	51	0.3
	90810	214	1.3
	<b>90813</b>	<b>150</b>	<b>0.9</b>
<b>Long Beach Total</b>		<b>1,964</b>	<b>12.1</b>
<b>Los Angeles</b>	90001	92	0.6
	90002	230	1.4
	90003	202	1.2
	90044	286	1.8
	<b>90059*</b>	438	2.7
	<b>90061*</b>	216	1.3
<b>Los Angeles Total</b>		<b>1,464</b>	<b>9.0</b>
<b>Lynwood Total</b>	<b>90262*</b>	<b>784</b>	<b>4.8</b>
<b>Norwalk</b>	90650	101	0.6
	90652	0	0.0
<b>Norwalk Total</b>		<b>101</b>	<b>0.6</b>
<b>Paramount Total</b>	<b>90723*</b>	<b>423</b>	<b>2.6</b>
<b>Signal Hill Total</b>	90755	32	0.2
<b>South Gate Total</b>	90280	170	1.1
<b>Torrance</b>	90501	186	1.1
	90502	65	0.4
	90504	205	1.3
<b>Torrance Total</b>		<b>456</b>	<b>2.8</b>
<b>*District Total</b>		<b>5,883</b>	<b>36.3</b>
<b>Out of District Total</b>		<b>5,389</b>	<b>33.3</b>
<b>Grand Total</b>		<b>11,272</b>	<b>69.6</b>

\*\*30% of students live beyond 7.5 mile radius

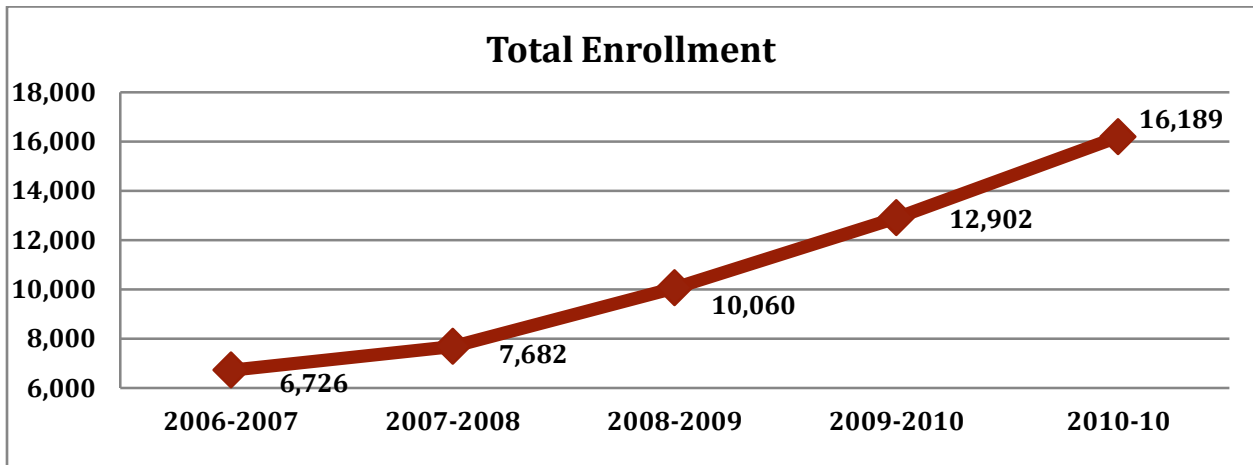


## SECTION 2 – STUDENT AND ENROLLMENT TRENDS



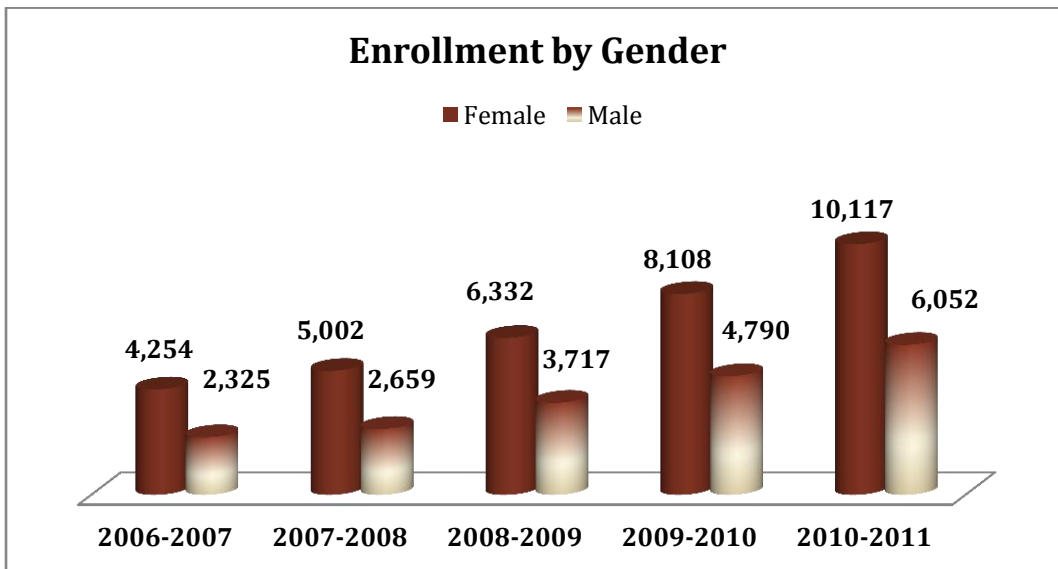
## TOTAL ENROLLMENT

Since the beginning of the partnership with El Camino College, the ECC Compton Center has experienced a significant increase in unduplicated student headcount. There was a 14% increase in enrollment from the 2006-2007 to 2007-2008 academic years. From 2009-2010 to 2010-2011, enrollment increased by 25%. It is expected that enrollment will plateau in the coming years due to growth limits on State apportionment funding.



## ENROLLMENT BY GENDER

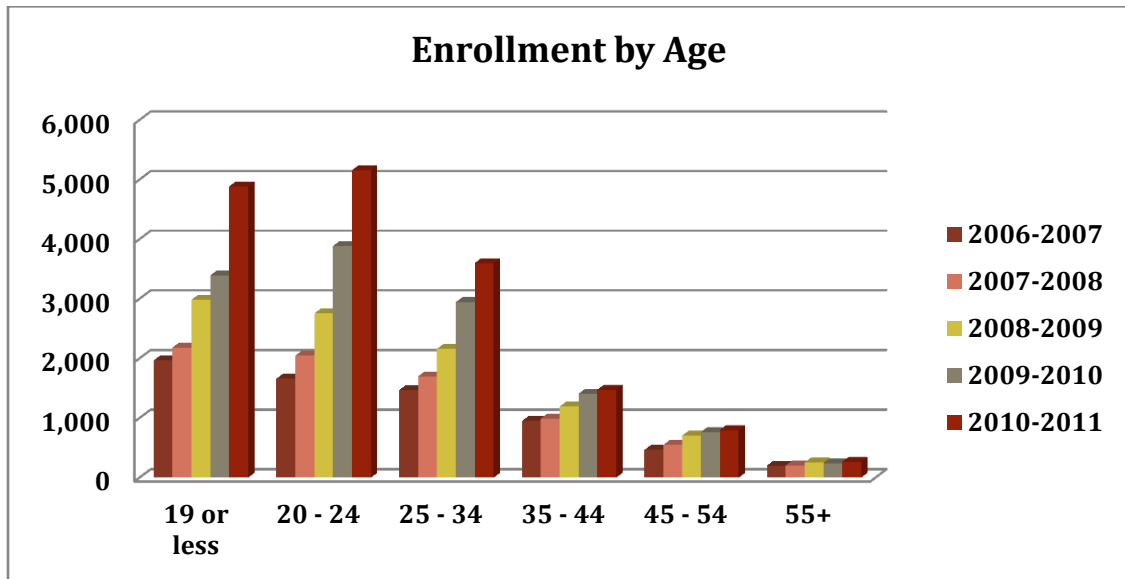
The Compton Center has a large female population. Sixty-two percent of students are female while 37% are male.





## ENROLLMENT BY AGE

Sixty-two percent of enrolled students in 2010-11 were between the ages of 18 to 24. Working adults ages 25-44 comprise 31% enrolled student while 7% of students are ages 45 and older. The majority of enrollment growth in the last year was among students age 19 or less which increased by 44%. Working adults ages 25-44 increased by 17% in 2010-11 while ages 45 and older increased by 6%.

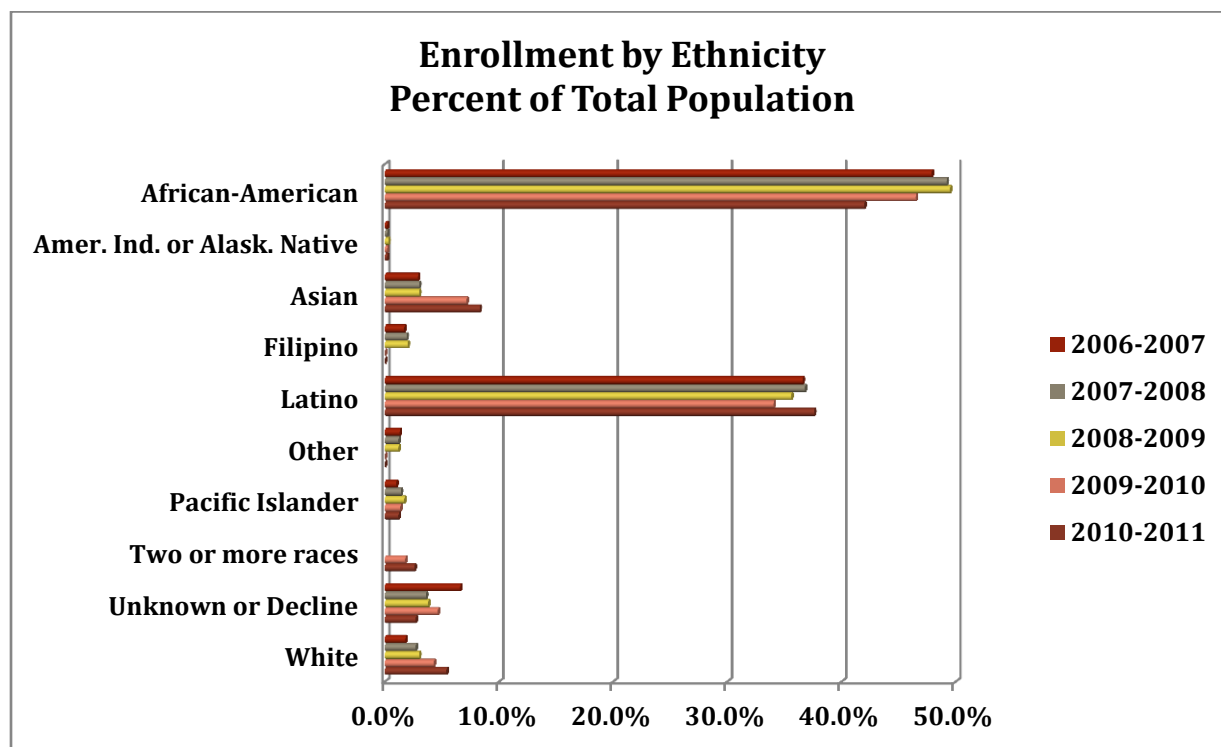


Age	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
19 or less	1,967	2,185	2,984	3,394	4,886
20 - 24	1,661	2,047	2,754	3,888	5,158
25 - 34	1,471	1,700	2,161	2,945	3,600
35 - 44	952	993	1,193	1,407	1,476
45 - 54	467	549	706	768	800
55+	203	206	255	239	269
Unknown	5	2	7	261	0

Age	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
19 or less	29.2%	28.4%	29.7%	26.3%	30.2%
20 - 24	24.7%	26.6%	27.4%	30.1%	31.9%
25 - 34	21.9%	22.1%	21.5%	22.8%	22.2%
35 - 44	14.2%	12.9%	11.9%	10.9%	9.1%
45 - 54	6.9%	7.1%	7.0%	6.0%	4.9%
55+	3.0%	2.7%	2.5%	1.9%	1.7%
Unknown	0.1%	0.0%	0.1%	2.0%	0.0%

## ENROLLMENT BY ETHNICITY

African-American and Latino students represent the largest ethnic groups on campus. African-Americans comprise 42% of the student population, a 4-point decrease from the previous year. There was a 4-point rise in Latino students in 2010-2011. This may reflect in part the changes in ethnic coding that the California Community Colleges Chancellor's Office adopted in fall 2009. Eight percent of the student population is Asian, which now includes Filipinos.



Ethnic Group	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>African-American</b>	47.9%	49.2%	49.5%	46.5%	42.0%
<b>Amer. Ind. or Alask. Native</b>	0.2%	0.2%	0.3%	0.2%	0.2%
<b>Asian</b>	2.9%	3.0%	3.0%	7.2%	8.3%
<b>Filipino</b>	1.7%	1.9%	2.0%	*	*
<b>Latino</b>	36.6%	36.8%	35.6%	34.0%	37.6%
<b>Other</b>	1.3%	1.2%	1.2%	**	**
<b>Pacific Islander</b>	1.0%	1.4%	1.7%	1.4%	1.2%
<b>Two or more races</b>	***	***	***	1.8%	2.6%
<b>Unknown or Decline</b>	6.6%	3.6%	3.8%	4.6%	2.7%
<b>White</b>	1.8%	2.7%	3.0%	4.3%	5.4%

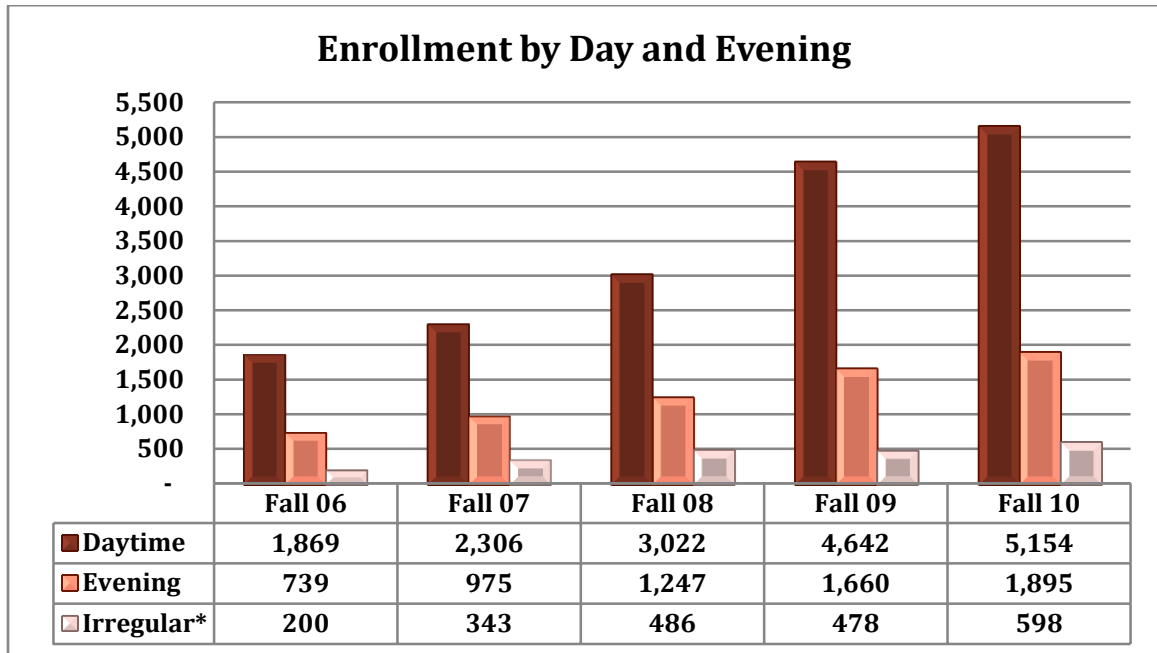
\*Filipino included in Asian count

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

\*\*\*New ethnic category as of Fall 2009

## ENROLLMENT BY DAY AND EVENING

Fifty-nine percent of students enroll in at least one daytime course while 22% are exclusively in evening courses. Student enrollment in evening courses increased by 14% in the last year while enrollment in daytime courses increased by 11%. There was also growth in irregular courses, which include distance education. In the last year, there was a 25% increase 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 Carson Senior High increased by 52% while enrollment from Paramount High and King/Drew Medical Magnet increased by 36%. Enrolled students from Dominguez High increased by 8% while there was no change in the number of students who enrolled from Centennial High.

In the last year, there was an increase in students from non-district high schools. This is partly due to increases in enrollment from some of El Camino College feeder high schools such as Gardena, North (in Torrance) and Torrance high schools. This is a reflection of El Camino College students who are simultaneously enrolling at the ECC Compton Center.

### *ECC Compton Center Feeder High Schools*

High School	2006-07	2007-08	2008-09	2009-10	2010-11
Carson Senior High*	42	55	76	105	160
Centennial High	62	65	82	110	110
Compton Senior High	223	188	258	299	309
Dominguez High	248	184	223	286	308
Jordan Senior High*	84	101	133	184	215
King/Drew Medical Magnet	17	37	55	89	121
Locke (Alain Leroy) High	10	20	25	48	56
Lynwood High	129	126	161	186	229
Paramount High	43	52	55	70	95

*\*High schools outside Compton district boundaries*

### *Other Non-District High Schools*

High School	2006-07	2007-08	2008-09	2009-10	2010-11
Non District High School	549	780	1,160	1,160	2,643

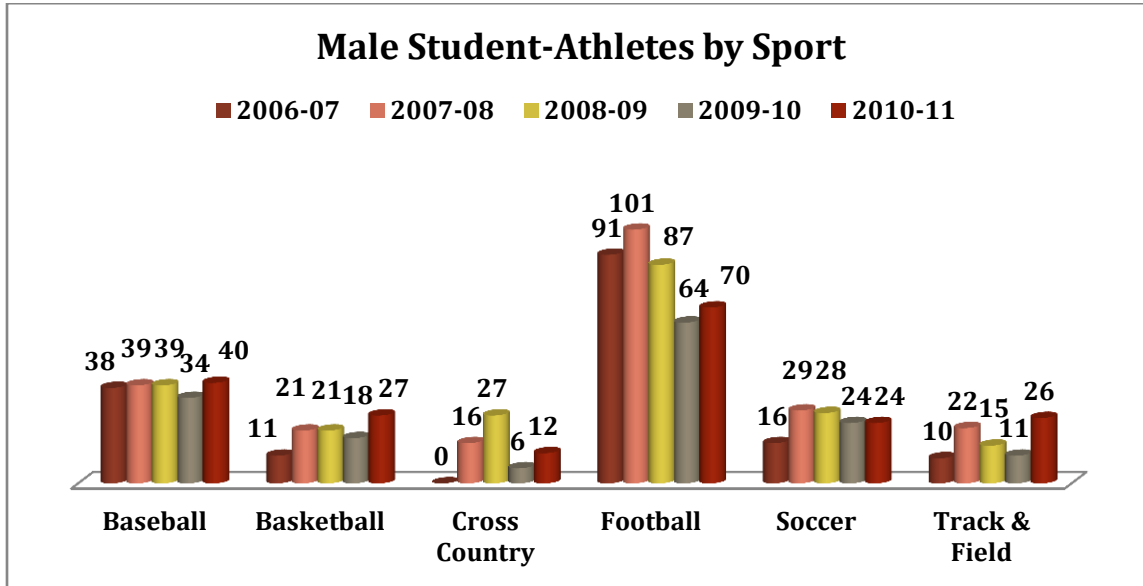
## SECTION 3 – SPECIAL PROGRAMS



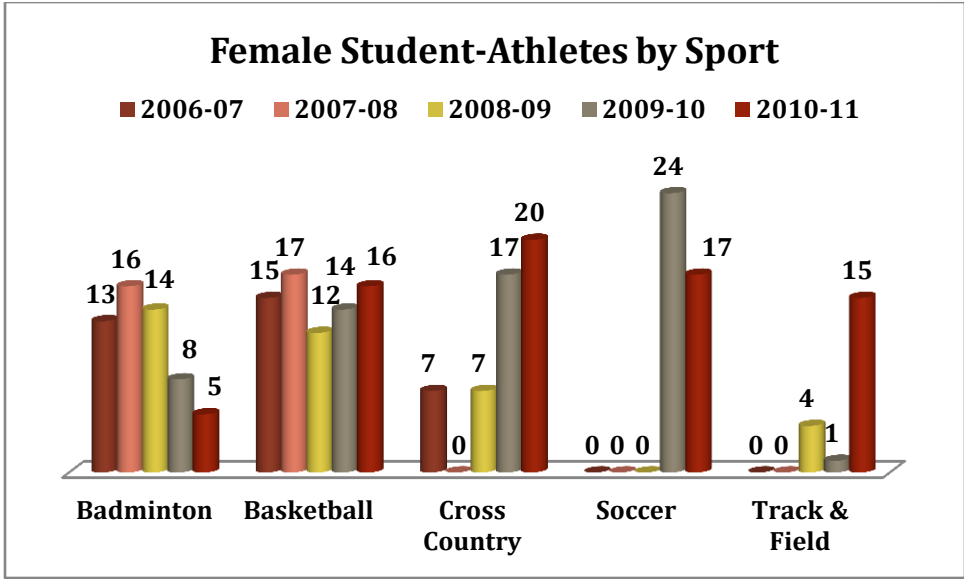
Compton Educational Center vs. El Camino College football game

## 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 83 players per year. Women's soccer started in 2009-10 and became one of the largest female sports with 17 players.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Baseball</b>	38	39	39	34	40
<b>Basketball</b>	11	21	21	18	27
<b>Cross Country</b>	0	16	27	6	12
<b>Football</b>	91	101	87	64	70
<b>Soccer</b>	16	29	28	24	24
<b>Track &amp; Field</b>	10	22	15	11	26

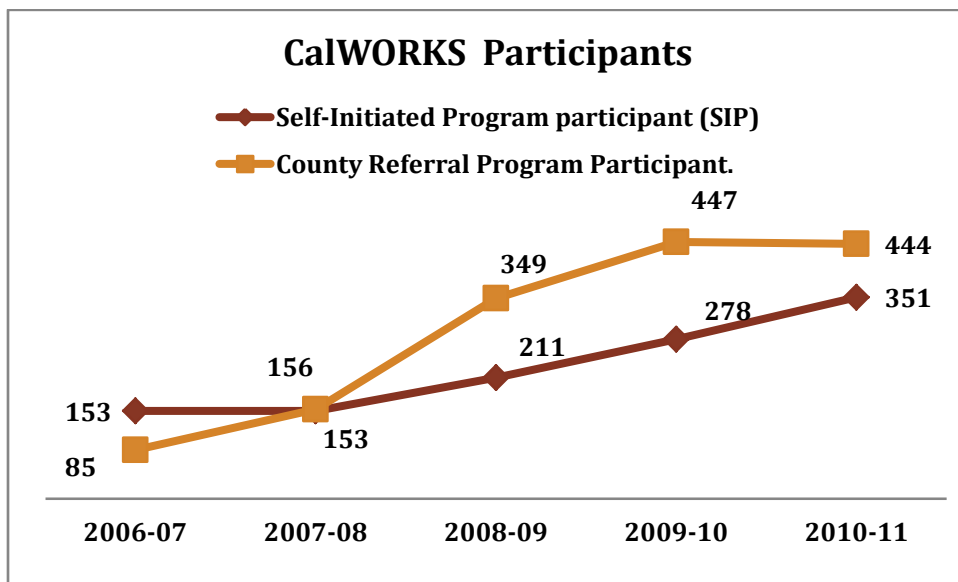


	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Badminton</b>	13	16	14	8	5
<b>Basketball</b>	15	17	12	14	16
<b>Cross Country</b>	7	0	7	17	20
<b>Soccer</b>	N/A	N/A	N/A	24	17
<b>Track &amp; Field</b>	0	0	4	1	15



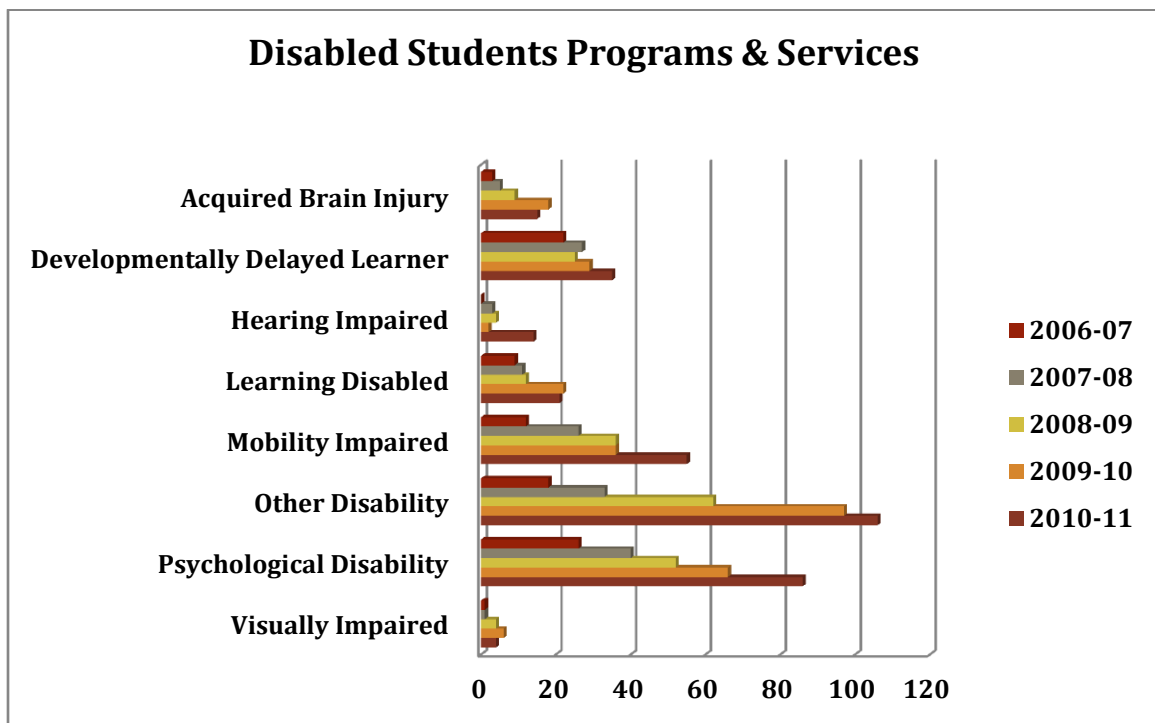
## CALWORKS

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 5% of the student population participates in CalWORKs. In the last year, the number of CalWORKs participants increased by 9%. This can be attributed to the successful community partnerships that the CalWORKs program has established. The ECC Compton Center CalWORKs program has built one of the largest work study programs in Los Angeles County which attracts both potential students and community referrals.



## DISABLED STUDENT PROGRAM AND SERVICES (DSP&S)

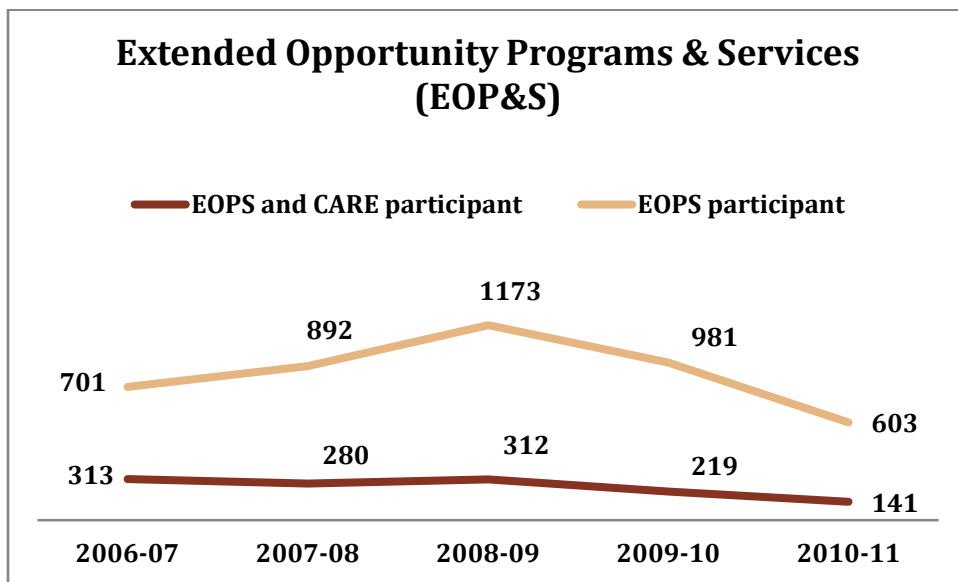
The ECC Compton Center established a special program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Since the partnership with El Camino has increased stability within the program, the number of students with registered disabilities has steadily increased. About 2% of ECC Compton Center students have a registered disability. During the 2010-11 academic year, 336 students had a registered disability. The most common disability is psychological disability followed by mobility impaired.



Primary Disability	2006-07	2007-08	2008-09	2009-10	2010-11
Acquired Brain Injury	3	5	9	18	15
Developmentally Delayed Learner	22	27	25	29	35
Hearing Impaired	0	3	4	2	14
Learning Disabled	9	11	12	22	21
Mobility Impaired	12	26	36	36	55
Other Disability	18	33	62	97	106
Psychological Disability	26	40	52	66	86
Visually Impaired	1	1	4	6	4
<b>Total</b>	<b>91</b>	<b>146</b>	<b>204</b>	<b>276</b>	<b>336</b>

## 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 5% of ECC Compton Center students are in EOP&S. In 2010-11, there was a 38% decrease in the number of students in EOP&S or CARE. This decline is due to reduced state funding the program received beginning in the 2009-10 academic year.



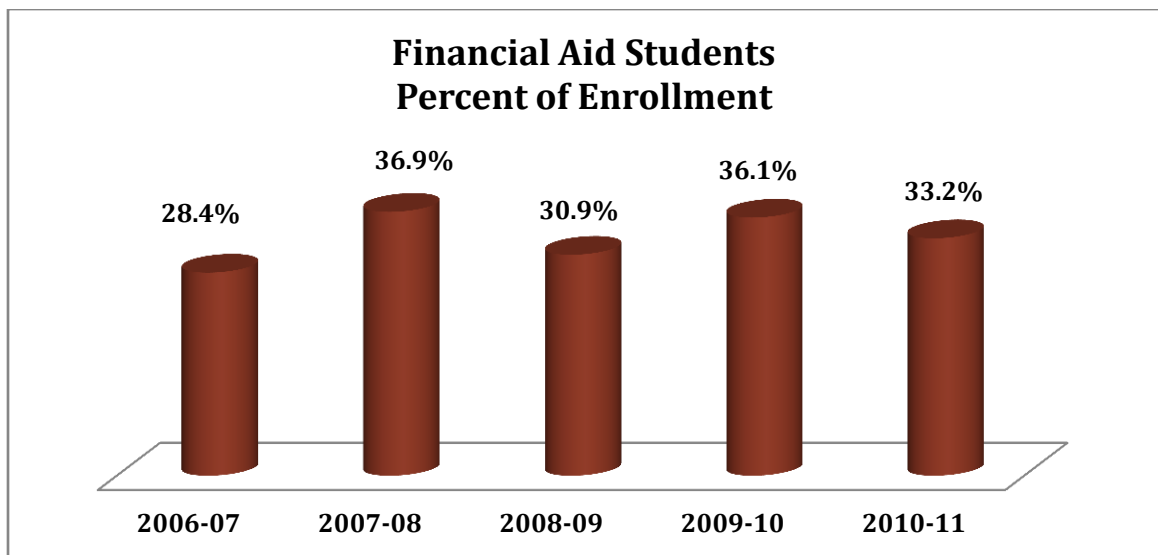
## FINANCIAL AID

An average of 33% of ECC Compton Center students received financial aid in 2010-11. Forty-three percent students who enrolled in Fall 2010 received financial aid. The largest Financial Aid program is the Board of Governor's Fee Waiver (BOGW). There were a total of 6,059 BOGW recipients in 2010-11. The second largest program is the Federal Pell Grant with 2,685 recipients in 2010-11.

The next largest program is the campus-based-Federal Work Study (FWS). 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. 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.

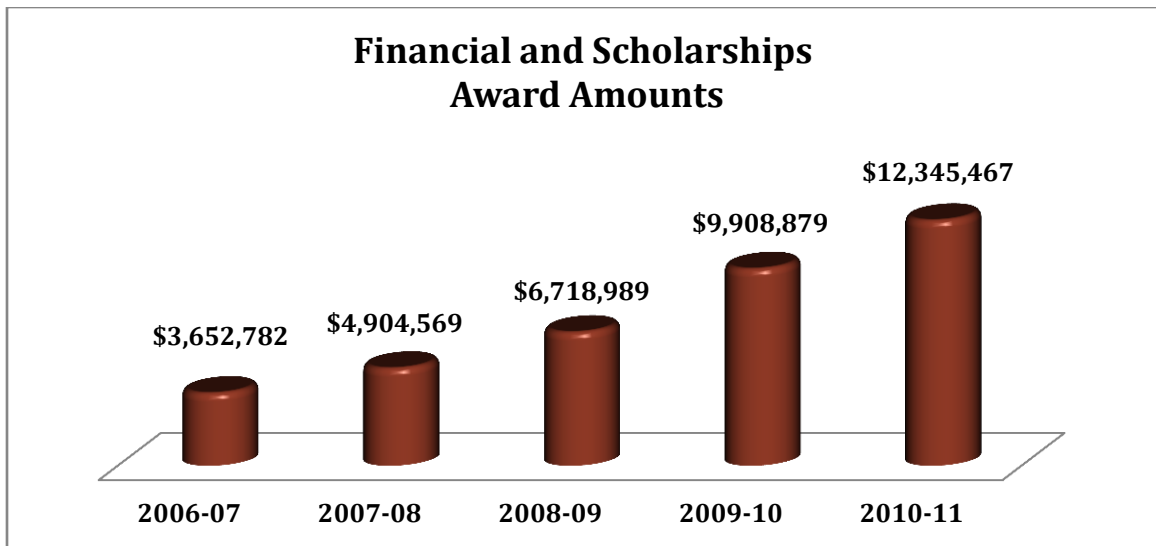
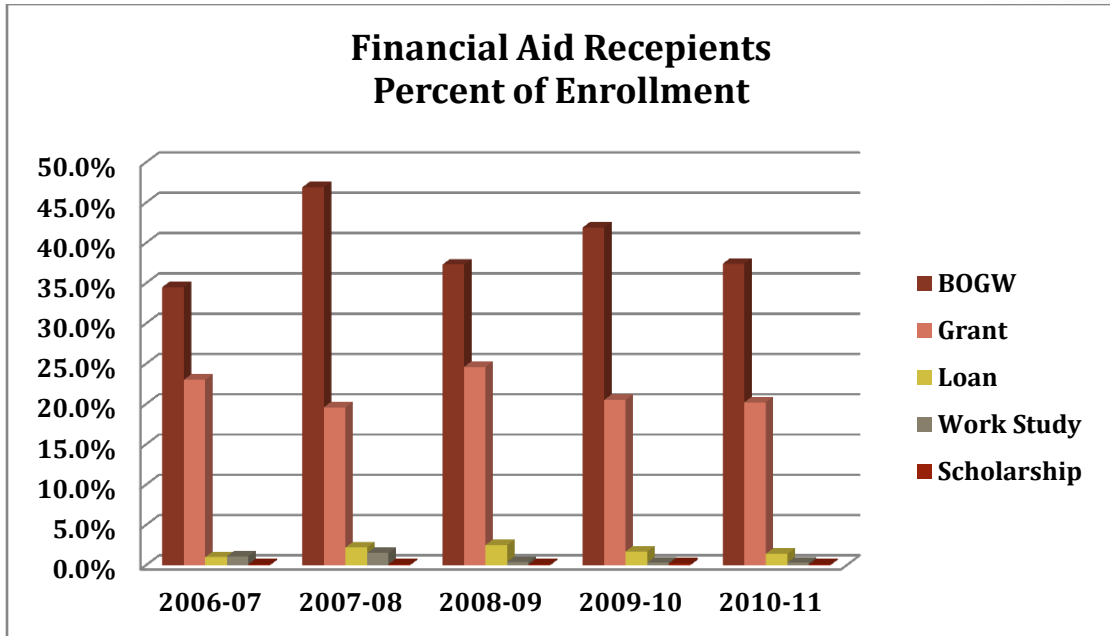
As of 2010-11, Stafford Loans are part of the Direct Loan program and now fall under the category of Federal Direct Student Loans

The average financial award increased to over \$1280 in 2010-11 while a slightly smaller percentage of students (33%) received financial aid compared to the previous year (36%).



### Financial Aid Headcount

Financial Aid	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Federal Work Study</b>	72	116	39	41	49
<i>Percent of Student Enrollment</i>	<b>1.1%</b>	<b>1.5%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>0.3%</b>
<b>Osher Scholarship</b>				2	3
<b>Scholarship: institutional source</b>	5	2	12	22	1
<b>Scholarship: non-institutional source</b>	3	9	0	5	8
<b>Scholarship Total</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>29</b>	<b>12</b>
<i>Percent of Student Enrollment</i>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.1%</b>
<b>Stafford Loan, subsidized</b>	60	121	174	176	
<b>Stafford Loan, unsubsidized</b>	7	45	77	39	
<b>Federal Direct Student Loan, subsidized</b>					171
<b>Federal Direct Student Loan, unsubsidized</b>					54
<b>Loan Total</b>	<b>67</b>	<b>166</b>	<b>251</b>	<b>215</b>	<b>225</b>
<i>Percent of Student Enrollment</i>	<b>1.0%</b>	<b>2.2%</b>	<b>2.5%</b>	<b>1.7%</b>	<b>1.4%</b>
<b>BOGW, Part A</b>	741	1,177	746	364	440
<b>BOGW, Part B</b>	1,054	1,866	2,270	4,053	4,529
<b>BOGW, Part C</b>	525	560	739	989	1,086
<b>Fee Waiver</b>	1	0	1	2	4
<b>BOGW Total</b>	<b>2,321</b>	<b>3,603</b>	<b>3,756</b>	<b>5,408</b>	<b>6,059</b>
<i>Percent of Student Enrollment</i>	<b>34.5%</b>	<b>46.9%</b>	<b>37.3%</b>	<b>41.9%</b>	<b>37.4%</b>
<b>Academic Competitiveness Grant</b>	0	11	17	20	25
<b>Cal Grant B</b>	174	151	91	155	181
<b>Cal Grant C</b>	21	10	2	7	11
<b>EOPS Grant</b>	5	103	807	183	90
<b>CARE Grant</b>	1	0	1	0	0
<b>Chafee Grant</b>	2	2	4	3	12
<b>Pell Grant</b>	812	1,004	1,400	2,060	2,685
<b>SEOG (Supplemental Educational Opportunity Grant)</b>	531	238	165	221	268
<b>Grant Total</b>	<b>1,546</b>	<b>1,508</b>	<b>2,470</b>	<b>2,649</b>	<b>3,272</b>
<i>Percent of Student Enrollment</i>	<b>23.0%</b>	<b>19.6%</b>	<b>24.6%</b>	<b>20.5%</b>	<b>20.2%</b>
<b>Grand Total</b>	<b>4,014</b>	<b>5,404</b>	<b>6,528</b>	<b>8,342</b>	<b>9,617</b>
<b>Unduplicated Student Total</b>	<b>1,913</b>	<b>2,838</b>	<b>3,111</b>	<b>4,660</b>	<b>5,376</b>
<i>Percent of Student Enrollment</i>	<b>28.4%</b>	<b>36.9%</b>	<b>30.9%</b>	<b>36.1%</b>	<b>33.2%</b>



**Average Financial Aid Amount Awarded to Students**

Financial Aid	2006-07	2007-08	2008-09	2009-10	2010-11
Federal Work Study	\$2,335.06	\$1,883.31	\$2,140.26	\$2,793.02	\$2,989.76
Scholarships	\$920.38	\$2,245.64	\$2,125.67	\$890.31	\$868.50
Loans	\$2,714.27	\$3,005.55	\$3,416.44	\$3,158.75	\$2,839.84
BOGW	\$358.04	\$310.11	\$330.98	\$376.71	\$398.26
Grants	\$1,594.07	\$2,019.34	\$1,825.63	\$2,662.21	\$2,792.34
<b>Overall Average</b>	<b>\$910.01</b>	<b>\$907.58</b>	<b>\$1,029.26</b>	<b>\$1,187.83</b>	<b>\$1,283.71</b>

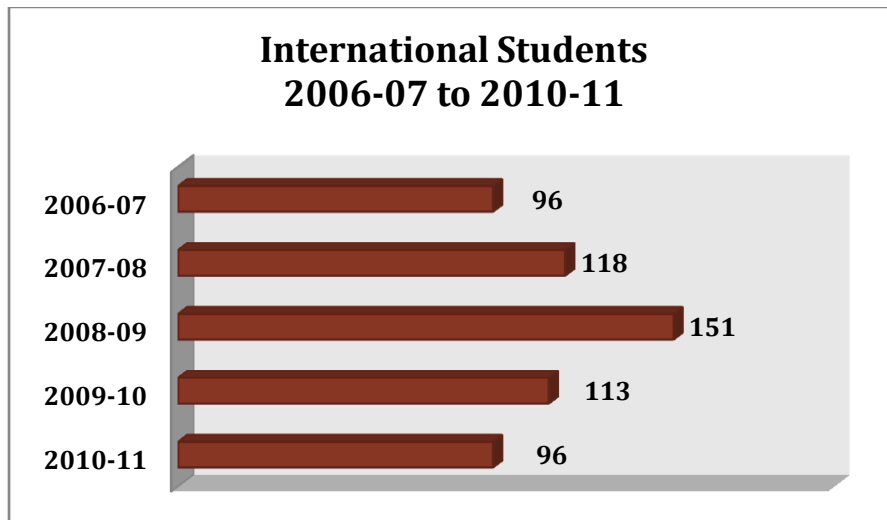
### *Financial Aid Amount Awarded*

Financial Aid	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Federal Work Study</b>	\$168,124	\$218,464	\$83,470	\$114,514	\$146,498
<b>Osher Scholarship</b>				\$750	\$1,250
<b>Scholarship: institutional source</b>	\$2,500	\$12,000	\$25,508	\$20,750	\$200
<b>Scholarship: non-institutional source</b>	\$4,863	\$12,702	\$0	\$4,319	\$8,972
<b>Scholarship Total</b>	<b>\$7,363</b>	<b>\$24,702</b>	<b>\$25,508</b>	<b>\$25,819</b>	<b>\$10,422</b>
<b>Stafford Loan, subsidized</b>	\$158,456	\$396,928	\$604,025	\$591,909	
<b>Stafford Loan, unsubsidized</b>	\$23,400	\$101,994	\$253,501	\$87,223	
<b>Federal Direct Student Loan, subsidized</b>					\$516,374
<b>Federal Direct Student Loan, unsubsidized</b>					\$122,590
<b>Loan Total</b>	<b>\$181,856</b>	<b>\$498,922</b>	<b>\$857,526</b>	<b>\$679,132</b>	<b>\$638,964</b>
<b>BOGW, Part A</b>	\$322,131	\$404,697	\$232,070	\$109,921	\$171,223
<b>BOGW, Part B</b>	\$351,515	\$571,822	\$791,810	\$1,619,478	\$1,850,722
<b>BOGW, Part C</b>	\$156,998	\$140,790	\$218,730	\$307,097	\$389,296
<b>Fee Waiver</b>	\$364	\$0	\$560	\$728	\$1,820
<b>BOGW Total</b>	<b>\$831,008</b>	<b>\$1,117,309</b>	<b>\$1,243,170</b>	<b>\$2,037,224</b>	<b>\$2,413,061</b>
<b>Academic Competitiveness Grant</b>		\$5,525	\$9,939	\$12,965	\$14,790
<b>Cal Grant B</b>	\$209,475	\$183,437	\$116,452	\$200,274	\$210,315
<b>Cal Grant C</b>	\$10,188	\$4,104	\$1,008	\$3,672	\$4,536
<b>EOPS Grant</b>	\$1,150	\$30,987	\$278,942	\$18,300	\$13,500
<b>CARE Grant</b>	\$501	\$0	\$250	\$0	\$0
<b>Chafee Grant</b>	\$10,000	\$10,000	\$20,000	\$12,500	\$35,500
<b>Pell Grant</b>	\$1,973,917	\$2,682,544	\$4,000,863	\$6,682,679	\$8,708,781
<b>SEOG (Supplemental Educational Opportunity Grant)</b>	\$259,200	\$134,100	\$91,800	\$121,800	\$149,100
<b>Grant Total</b>	<b>\$2,464,431</b>	<b>\$3,045,172</b>	<b>\$4,509,315</b>	<b>\$7,052,190</b>	<b>\$9,136,522</b>
<b>Grand Total</b>	<b>\$3,652,782</b>	<b>\$4,904,569</b>	<b>\$6,718,989</b>	<b>\$9,908,879</b>	<b>\$12,345,467</b>



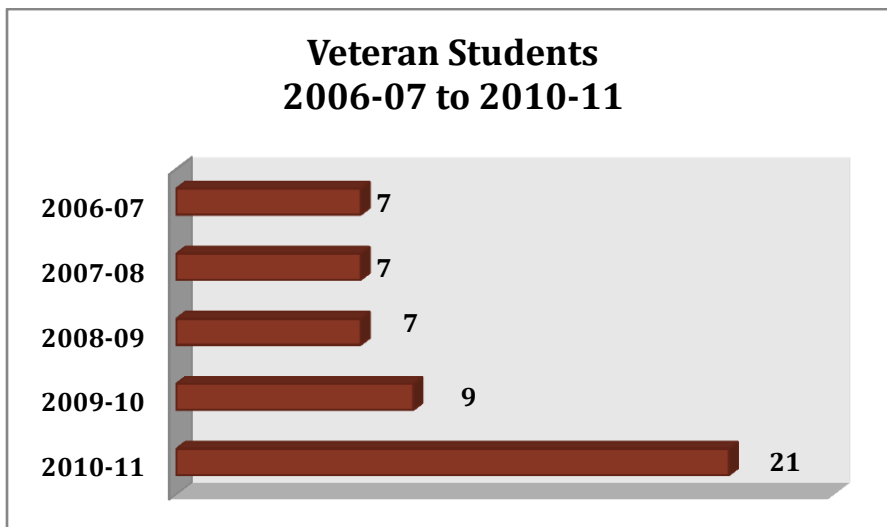
## INTERNATIONAL STUDENTS

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 slightly from 113 in 2009-2010 to 96 in 2010-2011 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 4 years, the number of veterans increased to 21 in 2010-11.

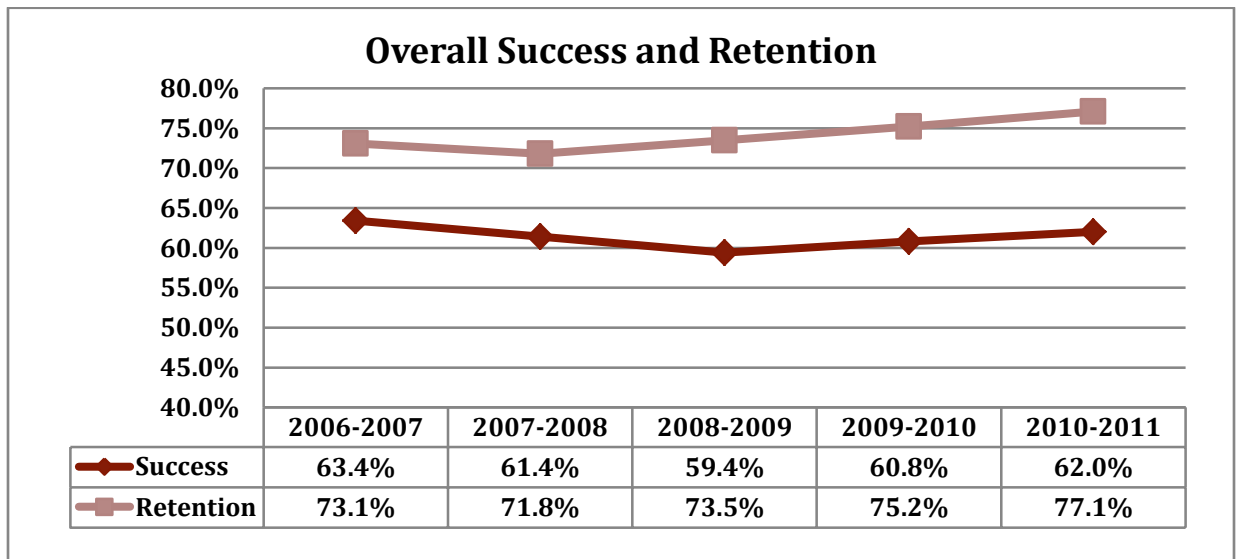


# SECTION 4 – SUCCESS AND RETENTION



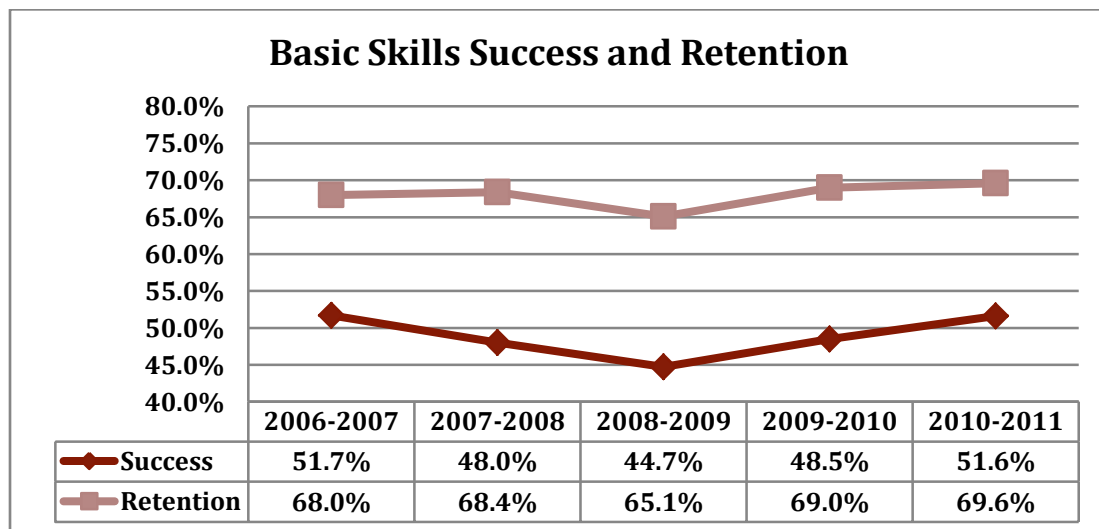
### OVERALL SUCCESS AND RETENTION

Looking at all courses across the curriculum, there is an average success rate of 61% and retention rate of 74%. Success and retention rates have increased slightly in the 2010-11 academic year.



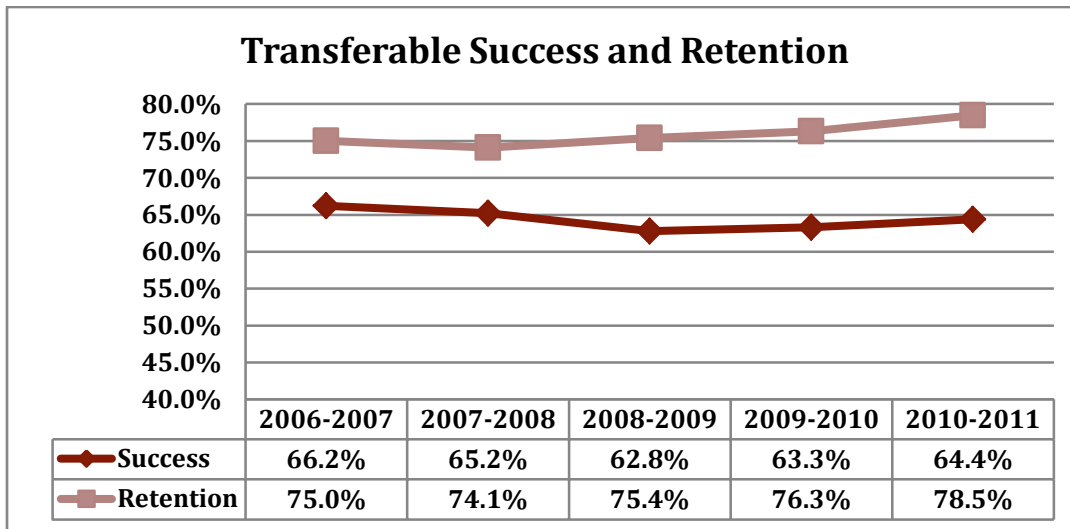
### BASIC SKILLS SUCCESS AND RETENTION

Students who take basic skills courses have an average success rate of 49% and retention rate of 68%. The average basic skills success rate is 12 percentage points below the overall success rate. On the other hand, the average basic skills retention rate is 6 percentage points below the overall retention rate. In 2010-11, success rates increased slightly from the previous year while the retention rate remained unchanged.



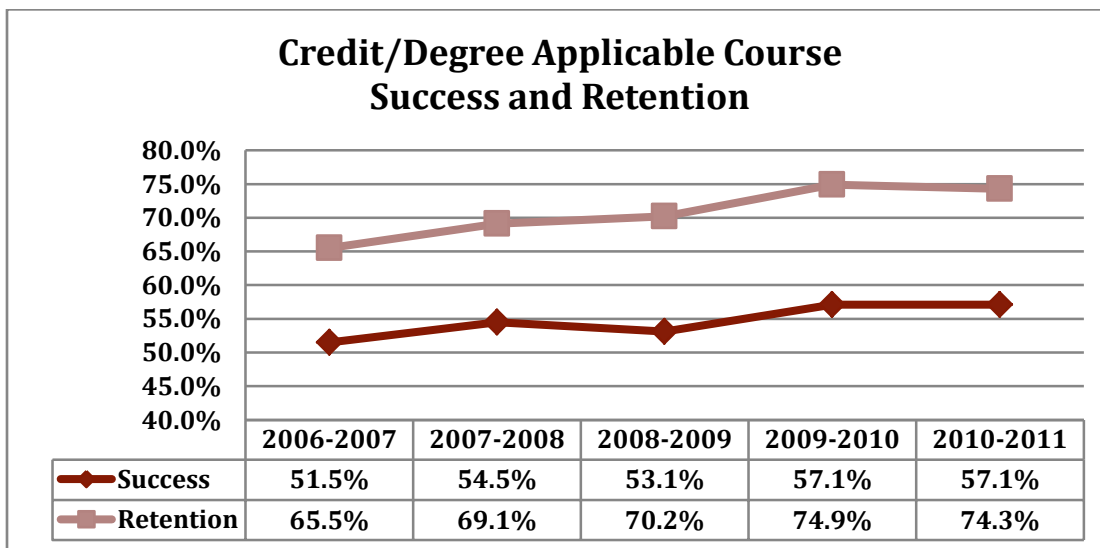
### TRANSFERABLE SUCCESS AND RETENTION

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 increased slightly in 2010-11.



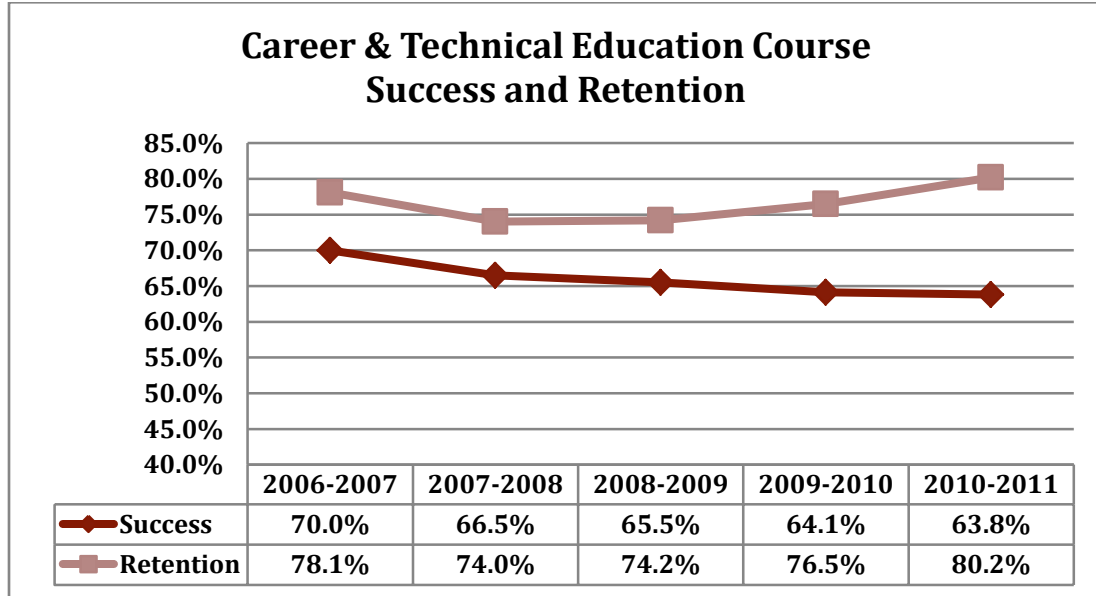
### CREDIT/DEGREE SUCCESS AND RETENTION

The average success rates for non-basic skills, non-transfer courses are lower in comparison to overall and transferable courses. The retention rates are lower in comparison to the three previous course types. Over the last five years, credit/degree applicable courses average a 55% success rate and 71% 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 66% success rate and 77% retention rate. In the past year, success rates dipped slightly while retention rates increased slightly.

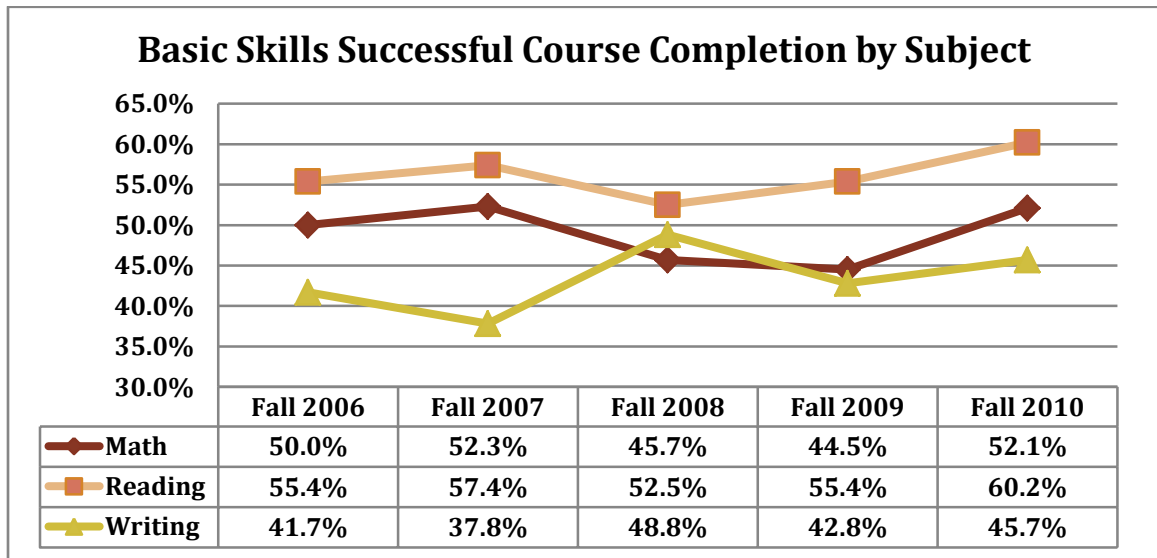


**SECTION 5 – STUDENT OUTCOMES**



## BASIC SKILLS SUCCESSFUL COURSE COMPLETION

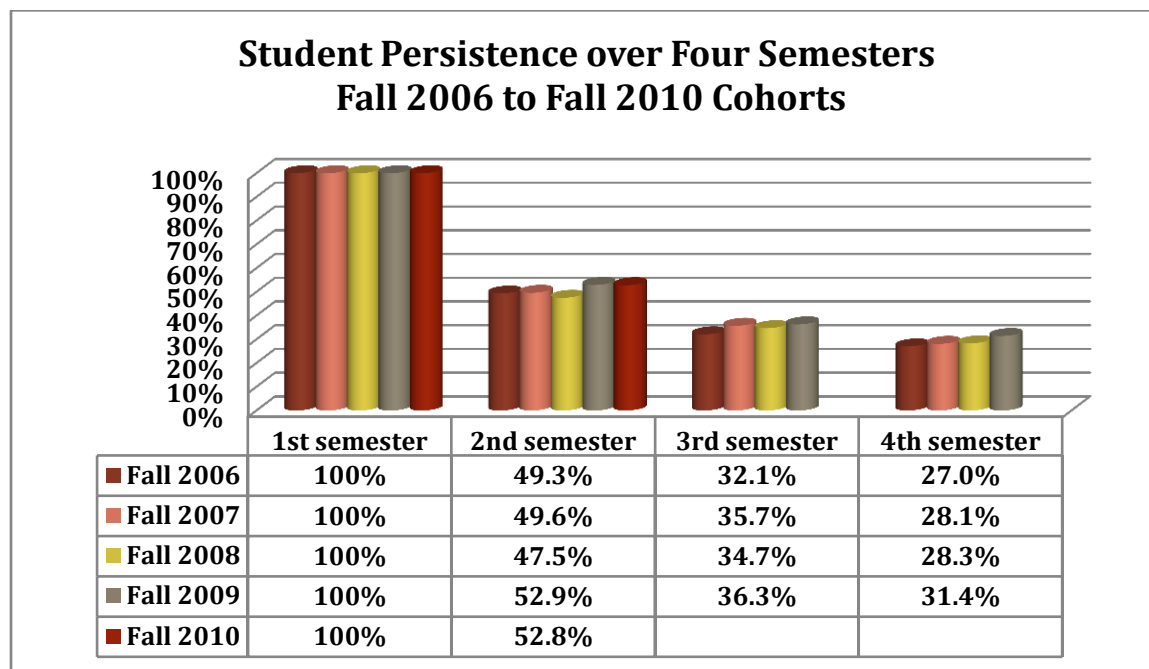
The success rates for basic skills math, reading, and writing increased from Fall 2009 to Fall 2010. In the last year, the success rate for basic skills writing and reading increased by 3 and 5 percentage-points, respectively. In addition, basic skills math success rates was 52%, a nearly 8 percentage-points increase from the previous year.



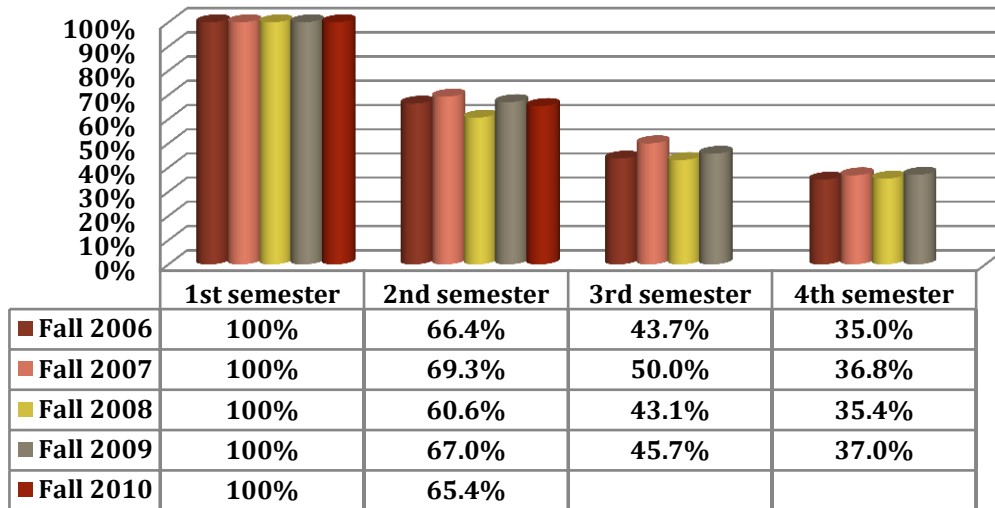


## PERSISTENCE RATES

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 2<sup>nd</sup> semester persistence rates for the Fall 2010 cohort. The 2<sup>nd</sup> 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 2006 to Fall 2010 Cohorts



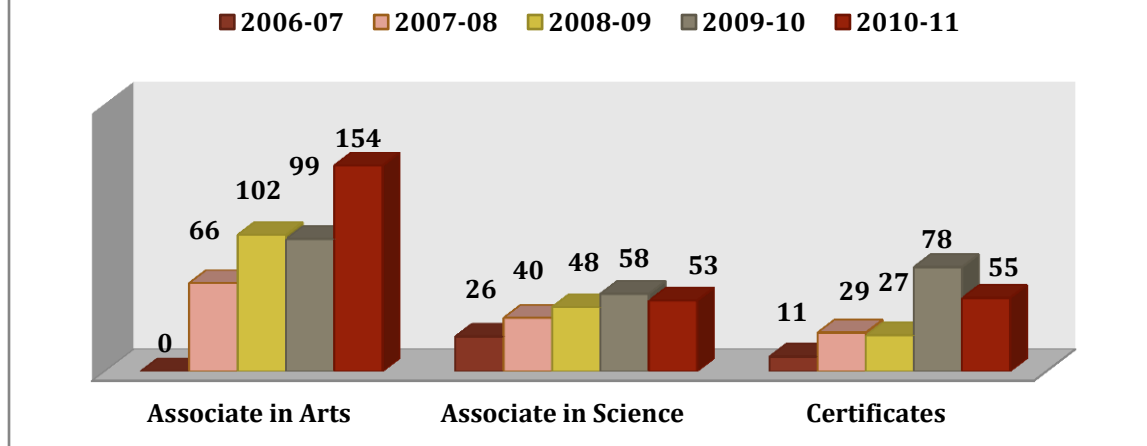
### DEGREES AWARDED

The ECC Compton Center has awarded a total of 584 degrees and certificates in the last four years. From 2008-2009 to 2009-2010, the number of degrees and certificates awarded increased by 33%. The majority of the growth was among certificates awarded which increased from 27 in 2008-09 to 78 in 2009-10. Associate in Science degrees awarded slightly increased between the 2008-09 and 2009-10 academic years while AA degrees remained about the same.

#### *Degrees and Certificates Awarded 2006-2010*

Degrees and Certificates	2006-07	2007-08	2008-09	2009-10	2010-11
Associate in Arts	0	66	102	99	154
Associate in Science	26	40	48	58	53
Certificates	11	29	27	78	55
<b>Total Degrees</b>	<b>37</b>	<b>135</b>	<b>177</b>	<b>235</b>	<b>262</b>

## Degrees and Certificates Awarded



### TRANSFER DESTINATIONS

There are a small number of students who have transferred to a 4-year university in the last five years. Two students were on record with the Department of Education as transferring to a UC institution in 2010-11. For the Cal State system, the top transfer school is Dominguez Hills with 26 students. Transfers to Long Beach dropped from 10 in 2008-09 to 4 in 2010-11. This decrease can be attributed to preferred enrollment Long Beach gives to transfer students from designated community colleges in addition to state budget cuts that have forced all Cal States to decrease the number of transfer admitted.

#### *UC System*

Name	2006-07	2007-08	2008-09	2009-10	2010-11
University of California, Berkeley	1	0	0	0	1
University of California, Los Angeles	0	1	0	0	1
University of California, Riverside	1	0	0	0	0
<b>Total UC Transfers</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>

### *Cal State System*

Name	2006-07	2007-08	2008-09	2009-10	2010-11
California State Polytechnic University, Pomona	0	2	1	0	0
California State University, Bakersfield	1	0	0	1	0
California State University, Dominguez Hills	77	74	62	44	26
California State University, East Bay	0	4	1	0	0
California State University, Fresno	1	0	0	0	0
California State University, Fullerton	3	0	0	0	1
California State University, Long Beach	20	8	10	1	4
California State University, Los Angeles	9	7	6	3	0
California State University, Northridge	1	2	0	2	0
California State University, Sacramento	1	0	0	0	1
Humboldt State	1	0	1	0	0
San Diego State University	0	1	0	0	1
San Jose State University	0	3	0	0	1
<b>Total Cal State Transfers</b>	<b>117</b>	<b>104</b>	<b>84</b>	<b>52</b>	<b>34</b>

Source: California Postsecondary Education Commission (CPEC)

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

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## 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%
<b><i>All Compton Area High Schools</i></b>		<b><i>4,797</i></b>	<b><i>2,677</i></b>	<b><i>55.8%</i></b>	<b><i>1,897</i></b>	<b><i>39.5%</i></b>	<b><i>358</i></b>	<b><i>7.5%</i></b>

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
<b>Compton Center</b>	<b>72</b>	<b>52</b>	<b>71</b>	<b>39</b>	<b>22</b>	<b>14</b>	<b>9</b>	<b>25</b>	<b>14</b>	<b>7</b>	<b>33</b>	<b>358</b>
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
<b>CC Total</b>	<b>168</b>	<b>260</b>	<b>125</b>	<b>160</b>	<b>83</b>	<b>87</b>	<b>77</b>	<b>223</b>	<b>290</b>	<b>113</b>	<b>311</b>	<b>1,897</b>
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
<b>Long Beach</b>	<b>15</b>	<b>47</b>	<b>20</b>	<b>9</b>	<b>6</b>	<b>23</b>	<b>1</b>	<b>27</b>	<b>63</b>	<b>22</b>	<b>48</b>	<b>281</b>
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
<b>CSU Total</b>	<b>24</b>	<b>58</b>	<b>49</b>	<b>46</b>	<b>23</b>	<b>75</b>	<b>24</b>	<b>62</b>	<b>90</b>	<b>47</b>	<b>84</b>	<b>582</b>
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
<b>UC, Los Angeles</b>		<b>4</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>11</b>		<b>3</b>	<b>4</b>	<b>3</b>	<b>11</b>	<b>45</b>
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
<b>UC Total</b>	<b>6</b>	<b>21</b>	<b>11</b>	<b>11</b>	<b>8</b>	<b>49</b>	<b>7</b>	<b>17</b>	<b>19</b>	<b>12</b>	<b>37</b>	<b>198</b>
<b>Grand Total</b>	<b>198</b>	<b>339</b>	<b>185</b>	<b>217</b>	<b>114</b>	<b>211</b>	<b>108</b>	<b>302</b>	<b>399</b>	<b>172</b>	<b>432</b>	<b>2,677</b>

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**

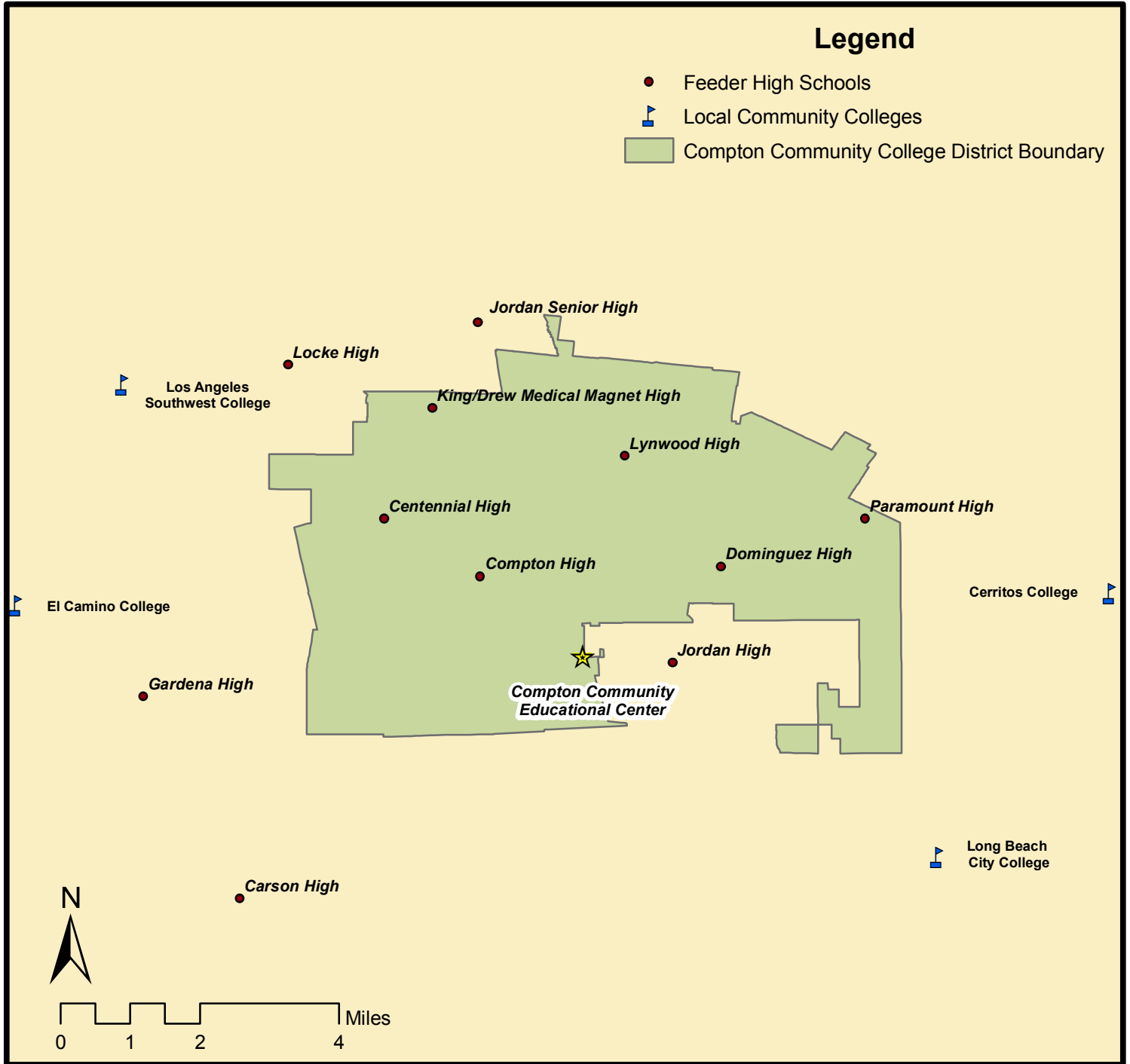
District	High School	2006**			2008**			2010			2010 - 2006
		Grad Class	To Compton	%*	Grad Class	To Compton	%*	Grad Class	To Compton	%*	
Compton USD	<i>Centennial</i>	117	10	9%	188	15	8%	195	22	11%	<b>3%</b>
	<i>Compton</i>	252	16	6%	325	37	11%	368	72	20%	<b>13%</b>
	<i>Dominguez</i>	451	27	6%	310	37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

\* 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%
<b>Total Tested</b>	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%
<b>Total Known</b>	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%
<b>Total Enrollments</b>	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%
<b>Total</b>	15	180	16	201

Persistence	CHS	All
Fall to Spring	56%	70%
<b>Total in First Fall</b>	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%
<b>Total Tested</b>	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%
<b>Total Known</b>	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%
<b>Total Enrollments</b>	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%
<b>Total</b>	47	180	43	201

Persistence	CHS	All
Fall to Spring	67%	70%
<b>Total in First Fall</b>	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%
<b>Total Tested</b>	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%
<b>Total Known</b>	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%
<b>Total Enrollments</b>	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%
<b>Total</b>	39	180	46	201

Persistence	DHS	All
Fall to Spring	67%	70%
<b>Total in First Fall</b>	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%
<b>Total Tested</b>	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%
<b>Total Known</b>	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%
<b>Total Enrollments</b>	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%
<b>Total</b>	21	180	30	201

Persistence	JHS	All
Fall to Spring	73%	70%
<b>Total in First Fall</b>	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%
<b>Total Tested</b>	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%
<b>Total Known</b>	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%
<b>Total Enrollments</b>	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%
<b>Total</b>	36	180	35	201

Persistence	LHS	All
Fall to Spring	57%	70%
<b>Total in First Fall</b>	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 2007 to Fall 2011

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This report displays course placement rates and numbers for new high school graduate-aged students entering El Camino College Compton Community Educational Center (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 29% of all examinees who enroll in fall.

Assessment tests are offered in 5 subjects at the Center: Reading Comprehension, Writing (Sentence Skills), Mathematics, Chemistry, and English as a Second Language (ESL)<sup>1</sup>. The Math test consists of 3 different levels: Arithmetic, Elementary Algebra and College-Level Math. Students are diverted to different levels of the math test depending on early pre-test questions and on performance following a computer-adaptive model. 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 decreased in 2011 after reaching a 5-year peak in 2010. This is likely due to an increase in continuing students and decrease in new students<sup>2</sup>. Table 1 includes all tests administered by El Camino College, but “tested students enrolled” (last row) represent only those enrolled at the 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 *				
		2007	2008	2009	2010	2011
Reading Comprehension	Reading	7,706	8,506	9,219	9,489	8,606
Sentence Skills	Writing	7,703	8,491	9,196	9,481	8,604
Arithmetic	Math	5,629	6,326	6,593	6,883	6,365
Elementary Algebra	Math	7,707	8,684	9,242	9,635	8,818
College-Level Math	Math	1,872	2,061	2,289	2,380	2,097
Total Tests (duplicated)		30,617	34,068	36,539	37,868	34,490
Students Tested (unduplicated)		9,504	10,621	11,633	11,431	10,272
Tested Students Enrolled in Fall		952	1,491	1,594	1,815	1,530

\* Repeats of the same test by the same student have been excluded.

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

<sup>1</sup> The number of examinees in Chemistry and ESL remain too small to include in this study (2011 count < 10).

<sup>2</sup> Compared to Fall 2010, the number of new students of all ages decreased by 25% in 2011.



## 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 2011 showed a continued rise in the rate of transfer-level placements, especially in Writing and Math. This may be due to the increase in CSU/UC-prepared students who were diverted to the Center by enrollment constraints at our California universities.

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

Test	2007 (n=293)		2008 (n=435)		2009 (n=424)		2010 (n=553)		2011 (n=437)	
	N	%	N	%	N	%	N	%	N	%
<b>Reading **</b>										
Transfer-level	41	15.4	49	12.0	86	21.6	153	29.1	130	30.8
College-prep	47	17.7	73	17.8	79	19.8	127	24.1	94	22.3
Basic Skills	178	66.9	287	70.2	233	58.5	246	46.8	198	46.9
<b>Total</b>	<b>266</b>		<b>409</b>		<b>398</b>		<b>526</b>		<b>422</b>	
<b>Writing **</b>										
Transfer-level	25	9.4	39	9.5	68	16.8	110	20.8	97	23.0
College-prep	147	55.1	188	46.0	214	53.0	288	54.5	254	60.2
Basic Skills	95	35.6	182	44.5	122	30.2	130	24.6	71	16.8
<b>Total</b>	<b>267</b>		<b>409</b>		<b>404</b>		<b>528</b>		<b>422</b>	
<b>Math</b>										
Transfer-level	1	0.4	5	1.2	5	1.3	2	0.4	15	3.5
College-prep	60	22.1	123	30.6	129	34.8	227	44.2	180	42.6
Basic Skills	210	77.5	274	68.2	237	63.9	285	55.4	228	53.9
<b>Total</b>	<b>271</b>		<b>402</b>		<b>371</b>		<b>514</b>		<b>423</b>	

Note: The “N” figures at the top represent the total number of N 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 9).

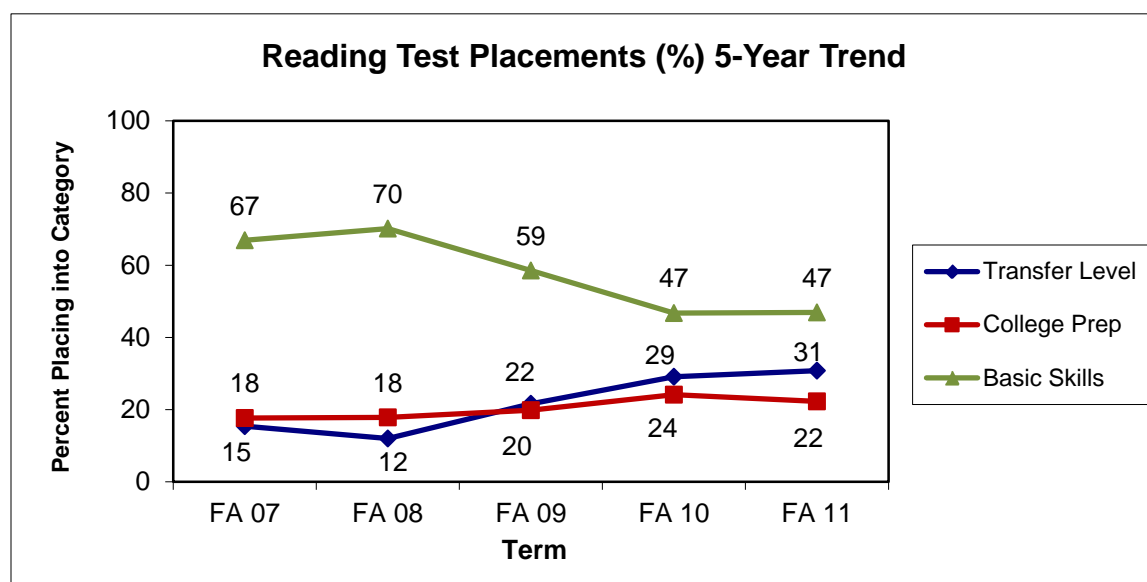
## READING

### Placement Rates

Reading placements into the transfer level (English 1A) increased by nearly 2 percentage points, while college-prep placements (English 84 or 7) decreased slightly by an equal number of points. On average during the 5-year period, 44% of 17 or 18 year old students placed into the college-prep or transfer level in reading.

The percentage of basic skills placements decreased over the previous 4 years, but remained constant in 2011 at 47%, with 9% of students placing at the English 80 level. On average, 57% of younger students place at the basic skills reading level between Fall 2007 and 2011.

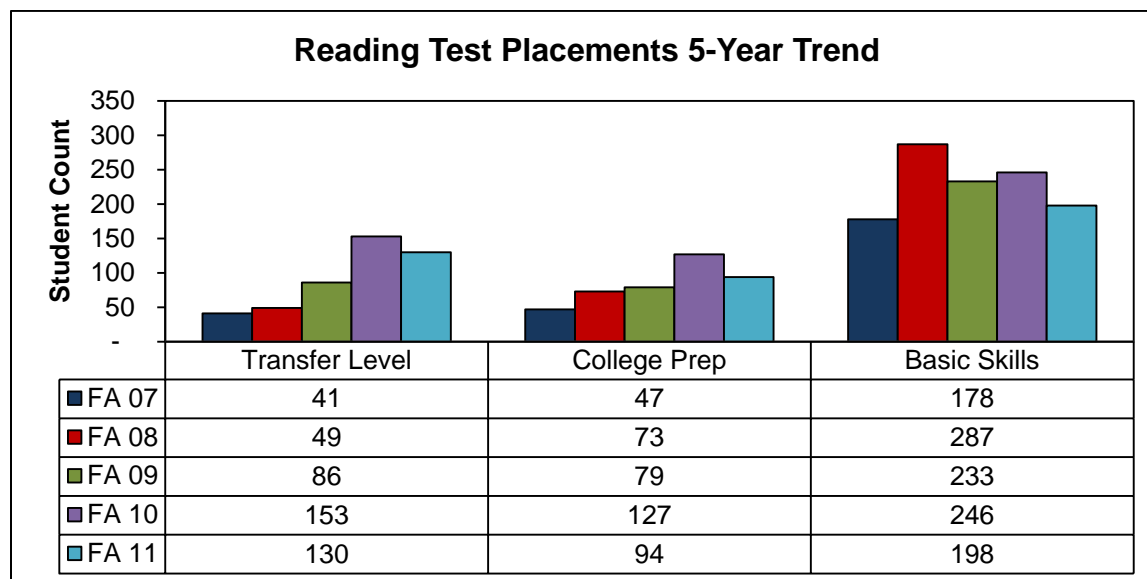
**Table 3: Reading Assessment Test Placement Rates**



### Placement Numbers

The increase in enrollment counts is reflected in the overall increasing trend in placement numbers since 2007. In 2011, however, reading placements decreased for all 3 course groups. Transfer-level placements reduced by 15% to 130, and college-prep placements diminished by 26% to 94. Basic skills placements decreased to 198, a 20% decline from 2010.

**Table 4: Reading Assessment Test Placement Numbers**



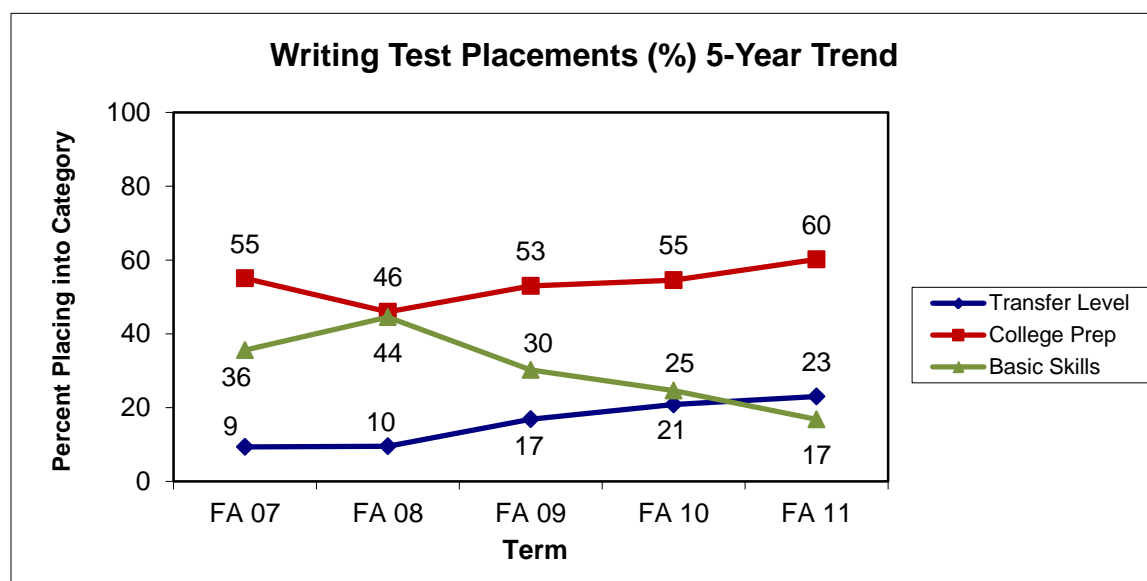
## WRITING

### Placement Rates

Across the 5-year period, placements into the transfer-level course (English 1A) gradually increased from 9% in 2007 to 23% in 2011. College-prep placements (English A) have also increased over the years with the most recent increase of 5 percentage points to 60%.

The percent of basic skills placements (English B and C) has consequently decreased in favor of transfer level and college prep. Peaking at 45% in 2008, basic skills placements decreased by almost 30 percentage points, reaching 17% in 2011.

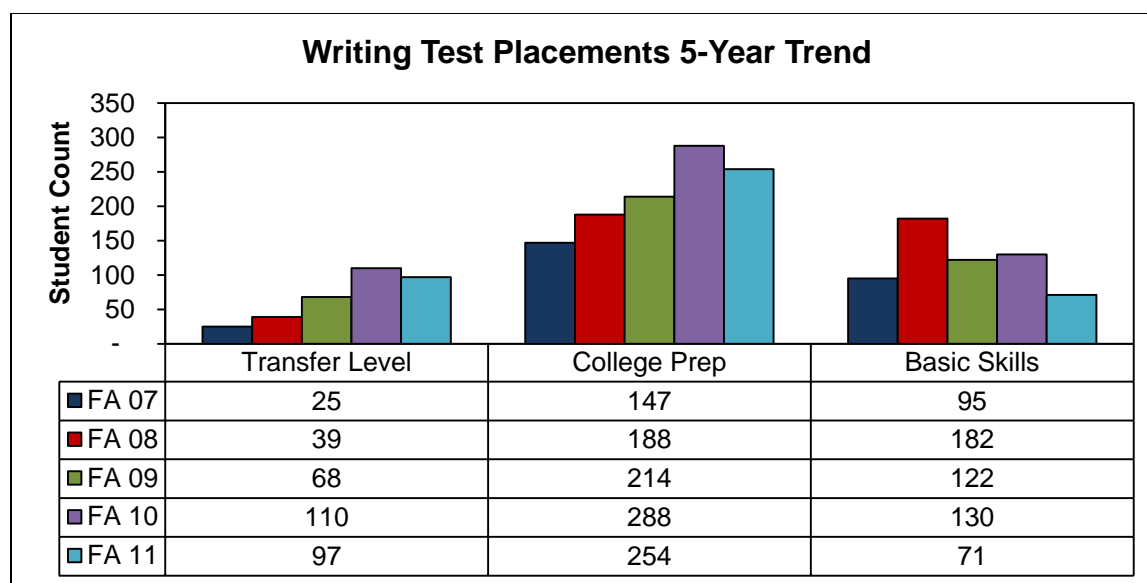
**Table 5: Writing Assessment Test Placement Rates**



## Placement Numbers

Similar to placement trends for reading, writing placements also decreased in all 3 course groups. Placements into transfer level and college prep each decreased by 12% in 2011, yielding placement counts of 97 and 254, respectively. The number of basic skills decreased more noticeably by 45%, with a placement count of 71. Although placement numbers decreased in 2011, they were still higher than their respective 5-year averages.

**Table 6: Writing Assessment Test Placement Numbers**



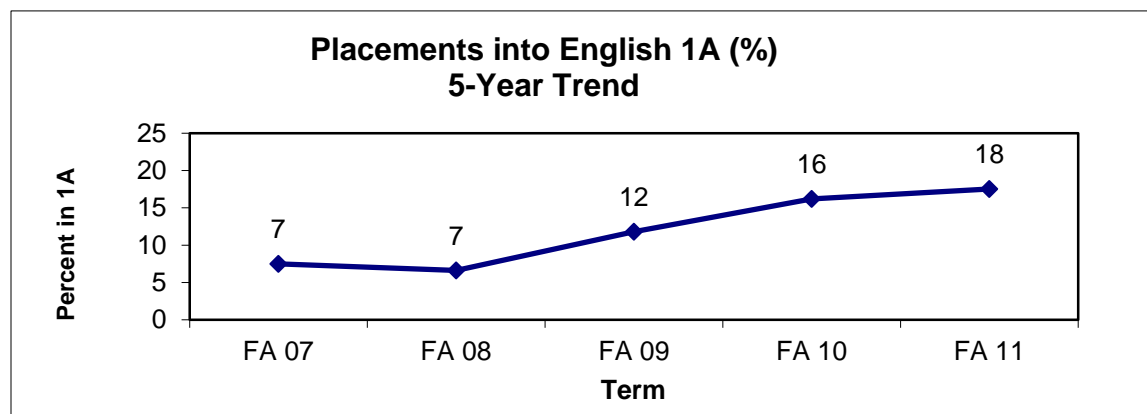
## ENGLISH 1A

### 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 in the past 5 years. In 2011, 18% of new students placed into English 1A, which is higher than the 5-year average (12%).

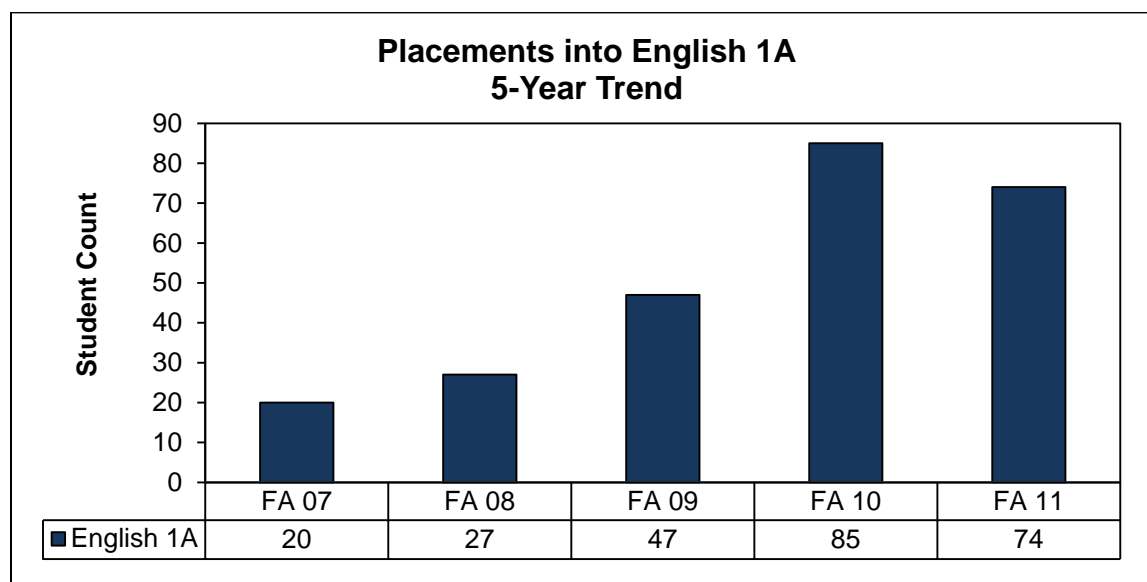
**Table 7: English 1A Placement Rates**



### Placement Numbers

Though placement rates continue to increase, counts have decreased since reaching a 5-year peak in 2010. This may be attributed to the decrease in new students. In 2011, 74 students placed into English 1A, and the 5-year average was 51.

**Table 8: English 1A Placement Numbers**



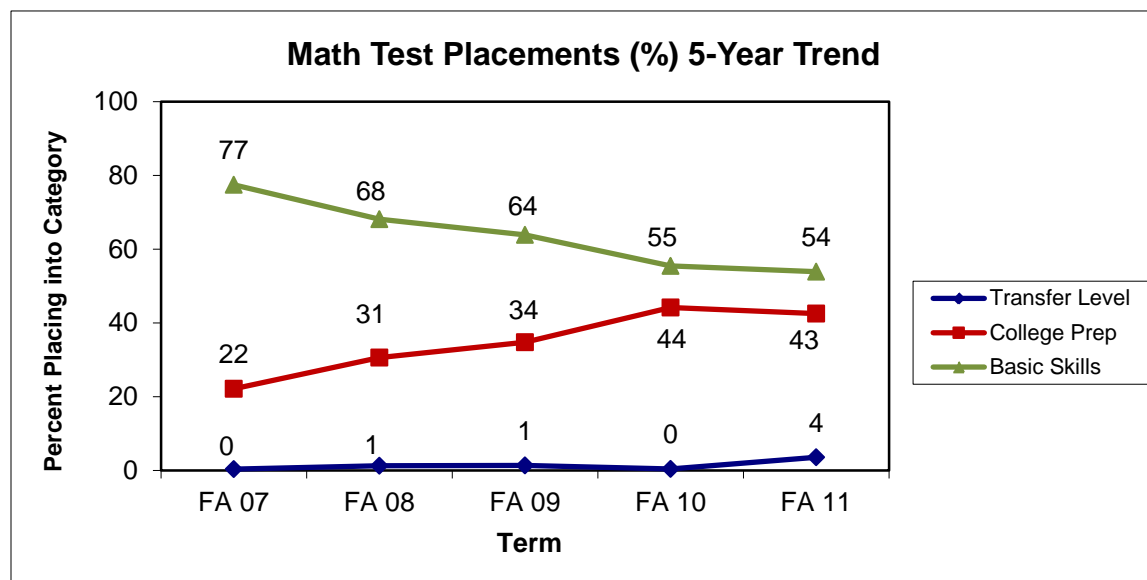
## MATHEMATICS

### Placement Rates

Placements into the transfer-level courses in 2011 increased by 3 points since last year, reaching a 5-year peak at 4% (see Appendix for a complete list of courses at this level). The period's average rate of placement is approximately 1%.

With the increase in transfer level placements, college-prep and basic skills placements both experienced a decrease of 2 percentage points. On average, 36% and 62% of students place into college-prep and basic skills math, respectively.

**Table 9: Math Assessment Test Placement Rates**

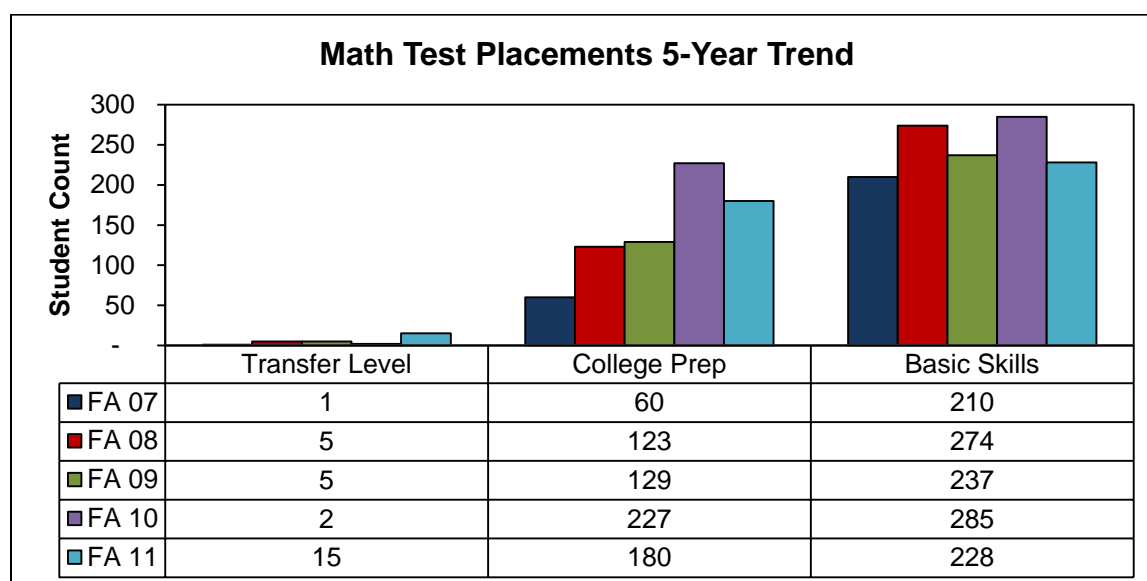


Note: New cut scores affected some basic skills and college prep courses beginning in Fall 2009.

### Placement Numbers

Of the 3 course groups, the fewest numbers of tested students placed into transfer-level math. However, this is the only course group across Reading, Writing and Mathematics that experienced an increase in placements. Placements increased by 7%, yielding 15 transfer-level placements in 2011. Most students placed into the college-prep and basic skills level, both of which decreased by approximately one-fifth to 180 and 228, 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. Close to half of tested students placed into basic skills reading and math, while 17% placed into basic skills writing. Despite the continued placement of students into basic skills, these placements have decreased if not remained constant since 2010. Meanwhile, 2011 witnessed an increase in transfer-level placements across all three subjects.

This study provided a general analysis of the Compton student 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 well prepared for college, on average, compared to students with a recent high school experience. For example, the average placement rates for all assessed students into basic skills reading, writing and math were 62%, 39% and 75%, respectively. In comparison, recent high school graduates placed into the same categories of basic skills at 57%, 30% and 62%, respectively.

With the exception of transfer-level math, placement numbers have decreased for all course groups in reading, writing and mathematics. This decrease is likely a result of a change in enrolled students' demographics. Fall 2011 experienced a decrease in the number of new students of all ages and consequent increase in continuing students.

## APPENDIX – COURSES BY GROUP

### READING & WRITING

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

### MATHEMATICS

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

\* 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)

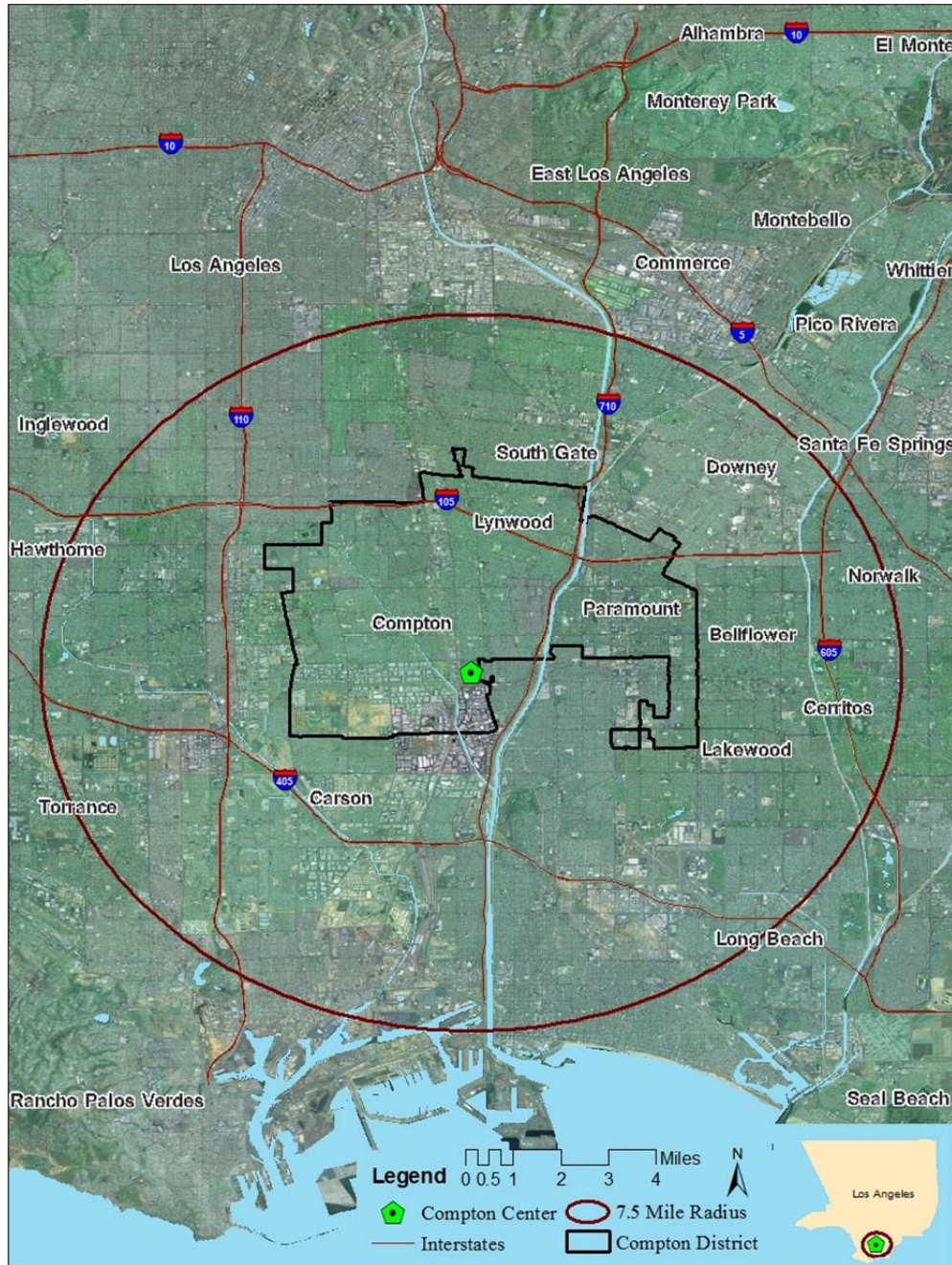
Course Group	Levels Below Transfer	Oral (Listening/Speaking) *	Reading	Writing
Transfer-level	--		<ul style="list-style-type: none"> <li>English 1AX - Reading &amp; Composition for Foreign Students</li> </ul>	<ul style="list-style-type: none"> <li>English 1AX - Reading &amp; Composition for Foreign Students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

\* 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

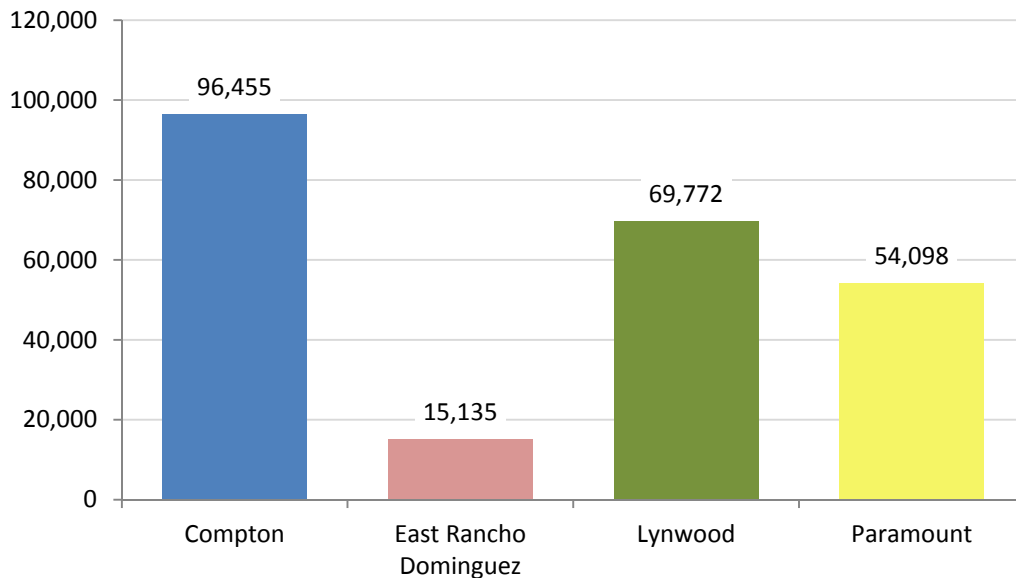


## District Demographic Profile Census 2010

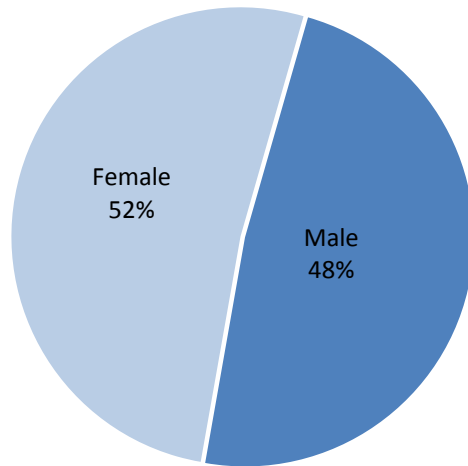


This report provides a brief demographic profile of the cities within the Compton Community College District. The district encompasses all or most of the following cities: Compton, East Rancho Dominguez (East Compton), Lynwood, and Paramount. Data presented comes from the 2010 US Census and is available online for free at [www.census.gov](http://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.

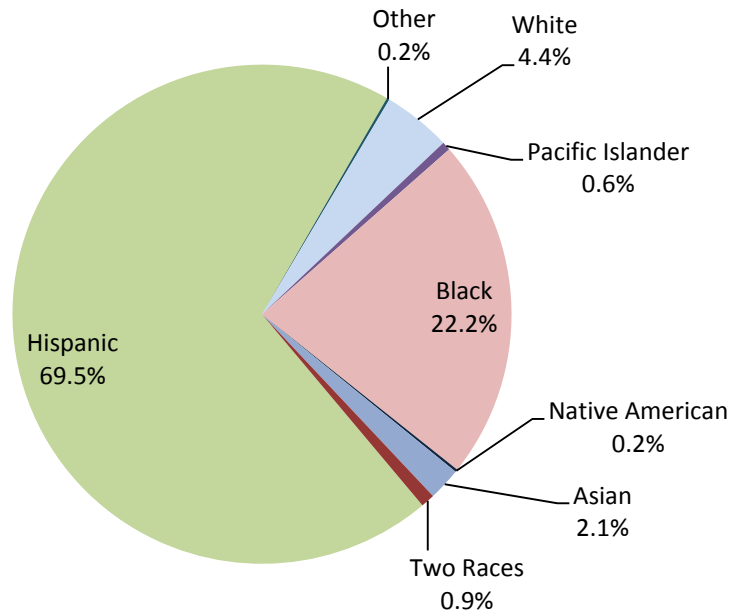
**Compton District Population by City**



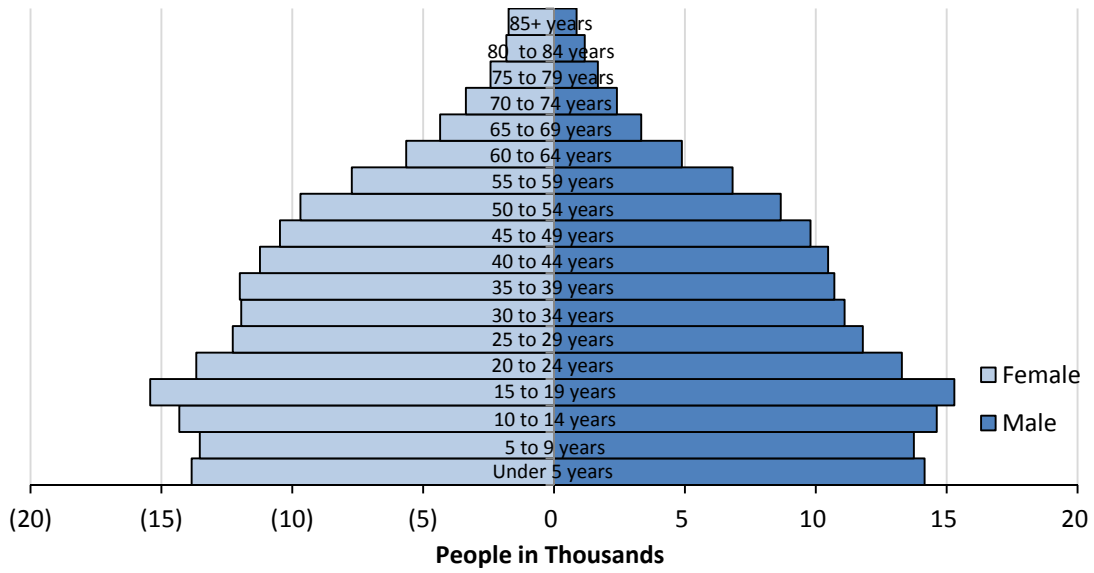
## District Population by Gender



## District Population by Ethnicity



### District Population by Age/Gender



### Median Age by City

