Academic Performance Profile 2013

El Camino College Compton Center
and
Peer Institutions

Institutional Research and Planning
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Introduction

Accountability has created an atmosphere which seeks to measure how institutions perform in relation to other institutions. From US News and World Report rankings to California's Student Success Scorecard (formerly the Accountability Reporting for the Community Colleges, or ARCC) as well as private sites which seek to compare colleges, measuring colleges against each other is now a common practice. These comparisons are often made system wide or else create Peer Groups based on a set of common characteristics. The following report profiles El Camino College Compton Center on several academic performance measures compared with four other California community colleges that are similar in size, composition, and regional setting. These institutions are:

- Cerritos College (Cerritos)
- Los Angeles Southwest College (LASW)
- Merritt College (Merritt) in Oakland, California
- West Lost Angeles College (West LA)

The academic performance measures provided in this report include the following:
- Course Retention and Success
- One Year Persistence
- Completions (degrees or transfer-preparedness)

The report begins with enrollment trend information to serve as a backdrop for the academic measures. Compton Center is highlighted in red in each table and represents the red diamonds in each chart. The sources of data are the federal Integrated Postsecondary Education Data System (IPEDS), California State University (CSU), California Postsecondary Education Commission (CPEC), and the California Community College Chancellor's Office (CCCCO).

Executive Summary

The academic performance of Compton Center students compared with those of its closest peers is fairly consistent. On most measures, Compton Center performs lower than the other colleges in the peer group. Exceptions to this general observation include persistence rate (where Compton Center ranks above Merritt) and completion rate (where Compton Center ranks above LASW).
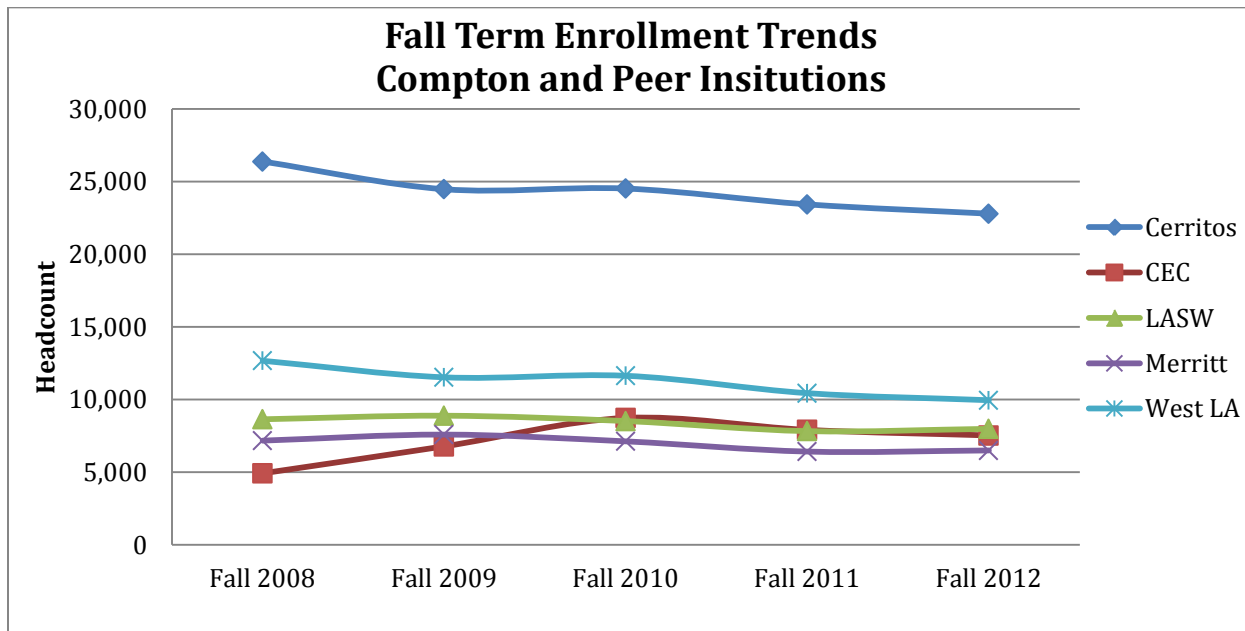
Enrollment Profile

Amongst peer group colleges, Compton Center experienced the largest overall increase in headcount enrollment in the past five years increasing by 53%. All of the other colleges have experienced a decrease in headcount enrollment from Fall 2008 to Fall 2012. In the past year, Fall 2011 to Fall 2012, headcount enrollment at Compton Center decreased by 5%, the largest decrease amongst the peer group.

Enrollment Trends (Headcount): Fall 2008 to Fall 2012

Institution	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Cerritos	26,382	24,476	24,521	23,432	22,793
Compton Center	*4,923*	*6,780*	*8,734*	*7,912*	*7,531*
LASW	8,642	8,888	8,518	7,826	7,984
Merritt	7,173	7,588	7,122	6,419	6,497
West LA	12,670	11,530	11,635	10,439	9,954

Source: CCC Chancellor's Office

Success & Retention in Courses

Success and Retention are common indicators of general academic success in courses. Retention is defined as the percentage of students enrolled in courses at census who complete the course without withdrawing (includes all grades and non-W incompletes). Success, as defined by the California Community College Chancellor's Office is the

percentage of students who receive a grade of A, B, C or P out of all students enrolled at census. In the tables below, the peer group low is indicated with a red highlight and the peer group high is indicated with a blue shaded background for each term.

Peer group rates have shown steady and consistent growth for each institution over the last five years. Compton Center success rates have risen 7% in this time frame.

Over the past five years all of the peer group colleges have improved or maintained their retention rates. However, Compton still ranks below its peers on this measure.

Course Success Rates: Fall 2008 to Fall 2012

Institution	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Trend
Compton Center	*55%*	*58%*	*60%*	*59%*	*63%*	
Cerritos	63%	66%	68%	70%	71%	
LASW	53%	55%	58%	59%	63%	
Merritt	62%	61%	63%	63%	66%	
West LA	54%	58%	58%	59%	63%	

Source: CCCCO MIS
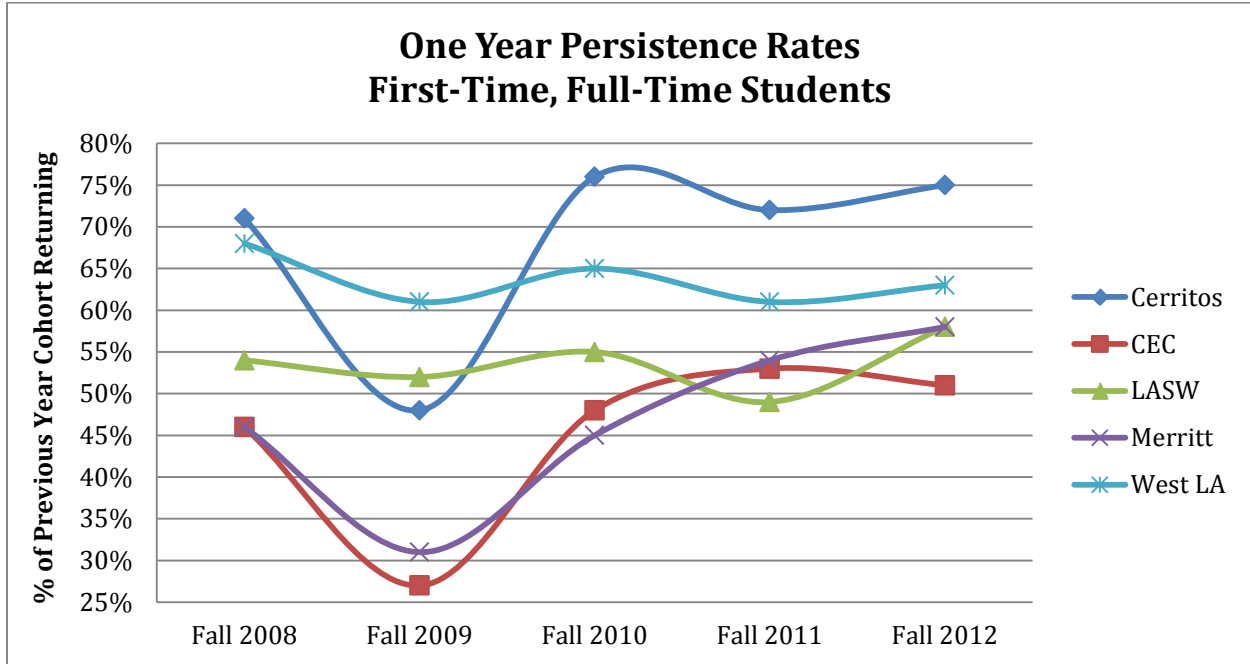
Course Retention Rates: Fall 2008 to Fall 2012

Institution	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Trend
Compton Center	*71%*	*72%*	*75%*	*75%*	*79%*	
Cerritos	79%	81%	81%	84%	85%	
LASW	80%	82%	82%	81%	84%	
Merritt	78%	80%	79%	80%	81%	
West LA	73%	80%	79%	78%	81%	

Source: CCCCO MIS

One Year Persistence

The one year persistence rate is the percentage of fall term first-time, full-time degree, certificate or transfer-oriented students who enroll in classes the subsequent fall term. Data from IPEDS is presented for five years of our study; however, data for 2009 appears to be flawed as several schools show a 25-point decline in persistence.

Compton Center, LASW, and Merritt consistently have the lowest one year persistence rates of the peer group. The entire peer group (excluding West LA) show increased persistence rates compared to rates five years earlier.
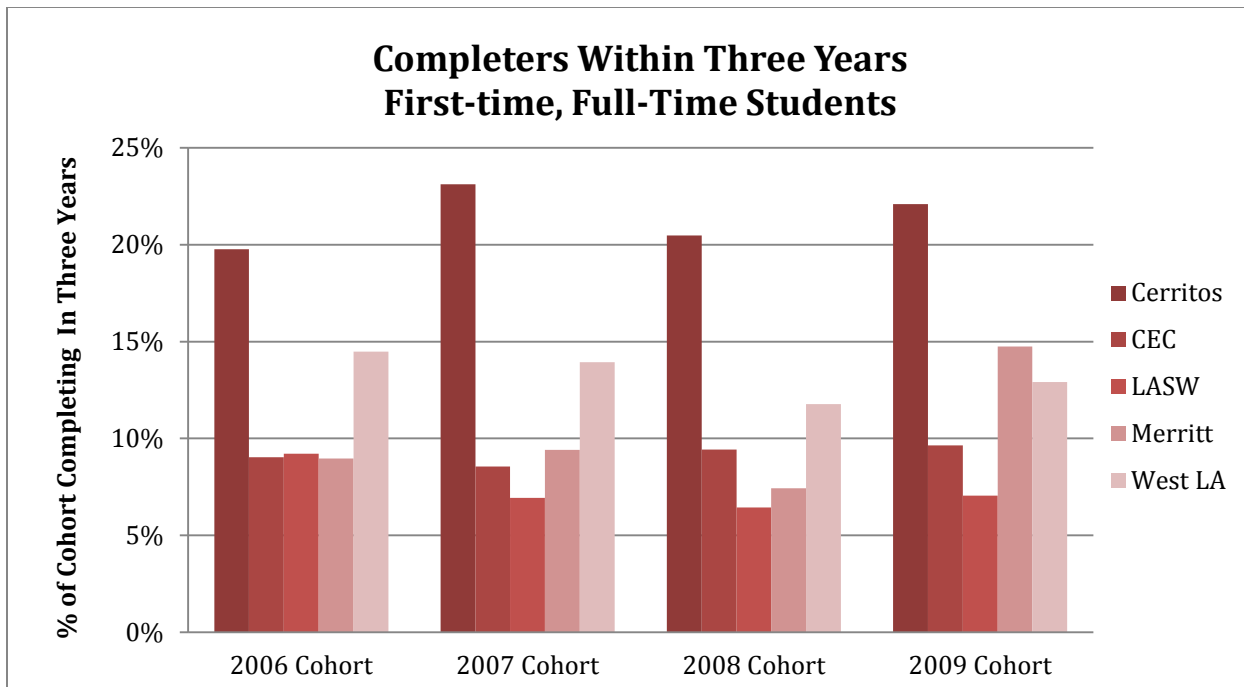
One Year Persistence Rates
First-Time, Full-Time Students

Source: IPEDS

Completion (150% Time)

The IPEDS definition of a "completer" is a student who entered college on full-time status with a goal to receive a degree, certificate or transfer to a 4-year institution *and* who met this goal within 3 years of initial enrollment.

The table below calculates the completion rate based on the size of the Fall 2006 through Fall 2009 cohort and the number of these students who met their goal Within three years.[1] Compton Center's completion rate is similar to LASW and Merritt, but Cerritos was considerably higher than all others.

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[1]Fall 2006 was the first term of the partnership with El Camino College (with a dramatically smaller entering class of students).

Completers Within Three Years
First-time, Full-Time Students

Source: IPEDS

Transfer Destinations

Transfer numbers to CSU and UC schools were available through the California Postsecondary Education Commission (CPEC) through the 2009-10 academic year when it was defunded. Since the Compton Center students receive El Camino College transcripts, data reported by these systems do not differentiate Compton Center students. Because of this, a comparison with peers using a standard data source is unavailable.

Conclusion

This report provides a brief overview of common enrollment and performance indicators for Compton Center and several colleges that are similar in size, organization, student body, and institutional mission. In general, Compton Center performs below the average of the group of its peers.

Local conditions vary and many external factors that are uncontrollable by individual institutions contribute to differences in academic performance and outcomes measures. Therefore, this report serves only as a general indicator of comparative performance among these colleges.

Data Sources

The data sources used for this report are web-accessible and available to the public. Compiled by the National Center for Educational Statistics (NCES), IPEDS data contains a variety of demographic, enrollment, performance and staffing data on US institutions of higher education.

The CPEC website also has a wealth of information on high school graduates, and college and university destinations. Automatic as well as customizable data downloads and reports are available. The data is useful for studies of pathways students take in their education. CPEC funding has been discontinued so newer data must be compiled from the UC, CSU, and CCCCO systems directly.

Links for all of these features are below:

CSU Community College Transfers
http://www.calstate.edu/as/ccct/index.shtml

CCCCO MIS Transfer Data
http://extranet.cccco.edu/Divisions/StudentServices/Transfer/TransferData.aspx

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