

El Camino College

Academic Performance Profile 2014



Executive Summary

This report examines El Camino College (ECC) in terms of academic performance measures compared with five peer institutions (i.e., other California community colleges similar to ECC in size, demographics, geography, and other institutional characteristics). With the exception of course success and retention rates, ECC tends to perform near the middle of its peer group rather than at the top or bottom. Although the success and retention rates are comparable among peer institutions, ECC appears to have some of the lowest rates for the 2013-2014 academic year. However, ECC also transferred a higher proportion of its enrollment to the CSUs than any of its peer institutions during this same time frame.

Introduction

In efforts to improve the accountability of individual community colleges, reports detailing how institutions perform in relation to similar institutions have become increasingly common. For example, the California Community College Chancellor's Office (CCCCO) employs the Student Success Scorecard as a way to measure academic performance across the system. Although comparisons are often made system-wide, peer groups based on a set of common characteristics shared by institutions are also used to examine academic performance across different institutions. This report examines El Camino College (ECC) in relation to peer institutions selected for their similarity to ECC in size, demographics, geographic region, and/or other institutional characteristics.

The five institutions included in the peer group for the current report are: Cerritos College, Long Beach City College (LBCC), Mount San Antonio College (Mt. SAC), Pasadena City College (PCC), and Santa Monica College (SMC). These colleges all have large, urban/suburban, ethnically diverse student populations, and are located in single-college districts. Although these peer institutions were selected for comparison based on similarities to ECC, it is important to acknowledge that no two community colleges are exactly alike, and even these peer institutions can only offer an approximation of what the unique range for ECC's academic performance should look like. For an overview of each college's institutional characteristics, consult the Appendix.

The academic performance measures provided in this report include course retention and success rates, one-year persistence rates, and completion rates in terms of: transfer-preparedness or degrees awarded; transfer to the University of California (UC) and California State University (CSU) systems; and four-year degree completion at UCs and CSUs.

This report first introduces enrollment trend information in order to provide context for the academic measures presented later. The sources of data for this report are: the federal Integrated Postsecondary Education Data System (IPEDS), California State University (CSU), the University of California (UC), and the California Community College Chancellor’s Office (CCCCO).

Enrollment Profile

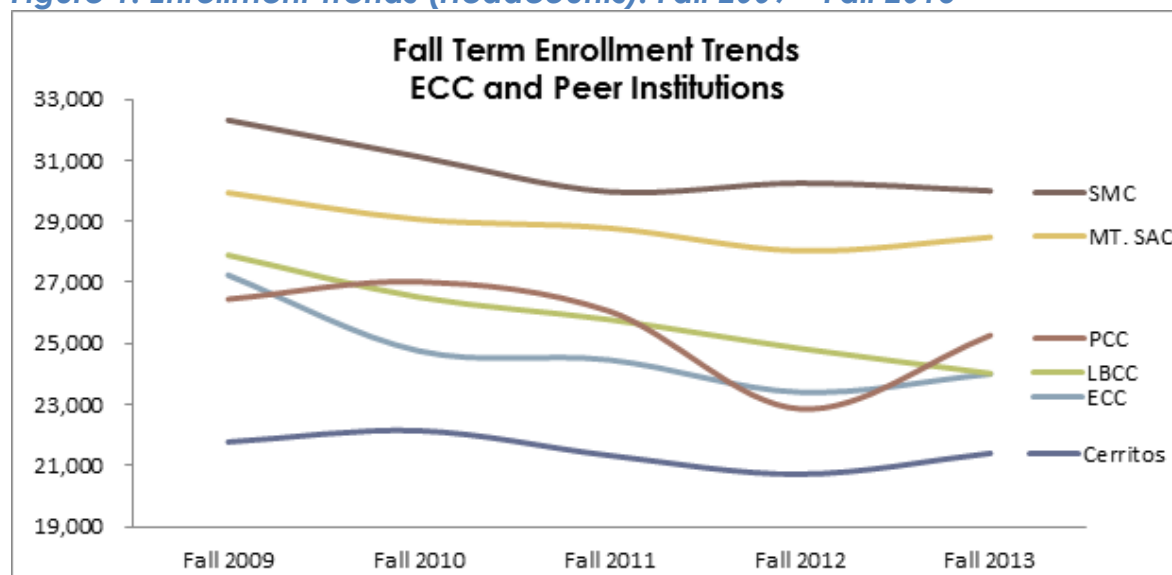
Enrollment according to student headcounts for each college within the peer group has been gradually declining since Fall 2009. This trend may be explained by the budget cuts to California’s higher education that required enrollment restrictions over the years ranging from 2007-08 to 2011-2012. Despite enrollment fluctuations seen at Cerritos and Pasadena (PCC), every college in this peer group faced lower enrollment in Fall 2013 than five years earlier in Fall 2009. ECC and Long Beach (LBCC) experienced the largest declines within this time period (12% and 14%, respectively). ECC, Cerritos, Mt. San Antonio, and Pasadena all experienced growth in the past year’s enrollment (with PCC having the largest increase of 11%). Cerritos’s enrollment remained the most consistent during this five year period, although it is also the smallest campus in terms of enrollment.

Table 1. Enrollment Headcounts: Fall 2009 – Fall 2013

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Cerritos	21,776	22,142	21,335	20,719	21,404
ECC	27,237	24,756	24,463	23,405	23,996
LBCC	27,894	26,517	25,782	24,839	24,020
Mt. SAC	29,935	29,064	28,780	28,036	28,481
PCC	26,453	27,023	26,057	22,859	25,268
SMC	32,313	31,118	29,971	30,254	29,999

Source: IPEDS

Figure 1. Enrollment Trends (Headcounts): Fall 2009 – Fall 2013



Source: IPEDS

Course Success and Retention

Course success and retention rates are commonly used to indicate academic achievement. Course success rates refer to the percentage of students who receive a passing grade (i.e., A, B, C or P) out of all students enrolled at the time of census. Retention rates refer to the percentage of students who are enrolled in courses at census and complete the course without withdrawing (including all letter grades and non-W incompletes).

Compared to five years earlier in Fall 2009, success rates have increased for nearly every institution in ECC's peer group in Fall 2013. However, during the past year, success rates declined for all institutions in this peer group, with ECC yielding the largest decline (2.2%). Unlike the other colleges in this peer group, 2013 was the first decrease in success rates at ECC over the past five years, even though all peer institutions faced a decrease in Fall 2013.

Table 2. Course Success Rates: Fall 2009 – Fall 2013

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Trend
Cerritos	66.2%	67.8%	70.4%	70.8%	69.8%	
ECC	66.3%	67.0%	67.4%	69.7%	67.5%	
LBCC	63.6%	66.3%	67.3%	65.2%	63.6%	
Mt. SAC	67.9%	69.3%	68.7%	69.3%	68.2%	
PCC	71.0%	71.2%	71.3%	73.6%	72.0%	
SMC	66.7%	68.3%	68.8%	68.3%	68.1%	

Source: CCCC. Maximum and minimum points are indicated in green and red. Trend depictions are not to scale.

Compared to five years earlier in Fall 2009, retention rates have also increased for nearly every institution in ECC's peer group in Fall 2013. However, there does not appear to be a uniform decline in retention rates for Fall 2013, as was the case for success rates in the same time period. ECC and Cerritos are the only two colleges indicating a decrease in retention rates over the past year, and although the retention rates are fairly comparable across all of the peer institutions, there appears to be more variation among the retention rate trends than the success rate trends. Interestingly, retention rates never appear to decline for two consecutive years at any of the peer institutions during this five year period.

Table 3. Course Retention Rates: Fall 2009 – Fall 2013

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Trend
Cerritos	81.2%	81.5%	84.1%	84.8%	84.1%	
ECC	81.6%	81.3%	81.7%	84.3%	83.0%	
LBCC	82.3%	83.1%	84.4%	84.0%	84.8%	
Mt. SAC	86.1%	87.5%	86.2%	86.9%	87.2%	
PCC	87.2%	86.5%	86.7%	88.4%	89.0%	
SMC	83.3%	84.4%	85.3%	83.1%	83.3%	

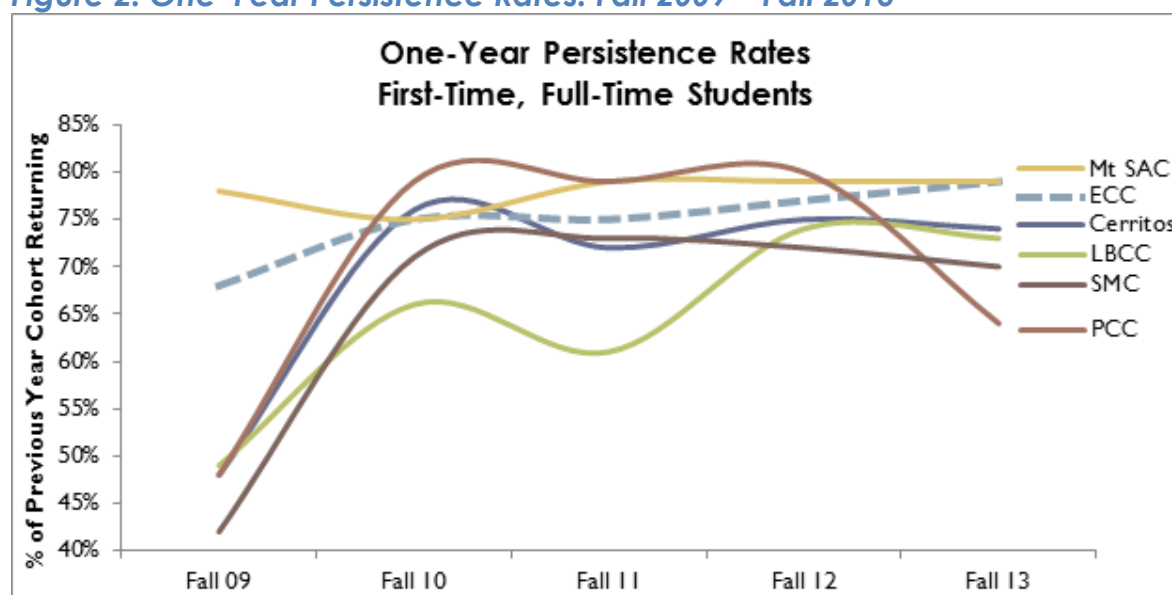
Source: CCCC. Maximum and minimum points are indicated in green and red. Trend depictions are not to scale.

One-Year Persistence

The one-year persistence rate is the percentage of first-time, full-time students—students with degree-, certificate- or transfer-oriented educational goals—who enroll in classes for a given Fall term and continue to enroll during the subsequent Fall term. For example, such a student who enrolls in Fall 2012 and continues to enroll in Fall 2013 would be considered as persisting for one year. The five-year data from IPEDS is presented currently; however, data from 2009 appear to be flawed. Several schools show a presumably inaccurate 25-point decrease in persistence for Fall 2009, but this decrease does not appear in other contemporary data sources (e.g., the CCCCO’s Student Success Scorecard).

With the exception of the 2009 data, persistence rates have remained fairly consistent over a four-year period. ECC and Mount San Antonio (Mt. SAC) yielded the highest one-year persistence rates for the Fall 2013 academic year. In fact, ECC is technically the only institution in this peer group to maintain an increasing persistence rate throughout the past four years (Mt. SAC’s persistence rate has been stable at 79% since Fall 2011).

Figure 2. One-Year Persistence Rates: Fall 2009 – Fall 2013



Source: IPEDS. Fall 2009 source data is potentially inaccurate for some institutions.

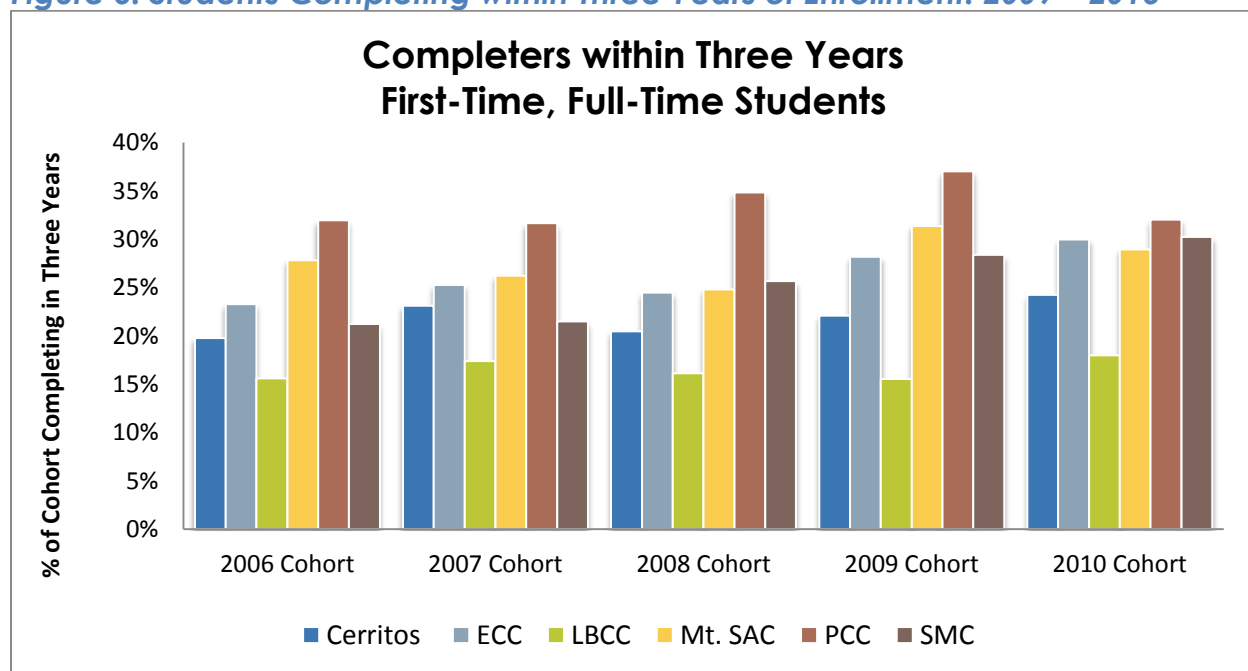
Completion within Three Years (150% Time)

IPEDS defines “completers” as students who enter college on full-time status and eventually meet their goal to receive a degree or certificate, or to transfer to a 4-year institution. The present data concerns students who meet their goals within three years of initial enrollment. Although most programs are designed to be completed within two years, students often do not complete within two years (i.e., 100% time). Measuring students who complete within three years (i.e., 150% time) often provides a more realistic interpretation of completion. To provide a frame of reference for this data, approximately 30% of all ECC students who completed their programs during the 2013-2014 academic year did so within three years of enrolling. However,

IPEDS tracks completion rates according to cohorts of first-time, full-time students. For example, the 2006 cohort consists of students who enrolled in the 2006-2007 academic year; therefore, their completion rates are measured in the 2009-2010 year. The following data depicts cohorts that would have completed (at 150% time) from the 2009-2010 year to the 2013-2014 year.

Compared to five years ago, completion rates have increased at almost every institution in the peer group, although these completion rates have also been fluctuating during the five-year period. ECC exhibited the second largest increase in completion rates (7%), while Santa Monica (SMC) yielded the largest increase (9%) compared to five years ago. Overall, ECC tends to perform near the middle of this peer group, yielding the third-highest completion rate almost every year. PCC consistently yields the highest completion rates (e.g., 32% for the 2010 cohort), while LBCC consistently yields the lowest (e.g., 18% for the 2010 cohort).

Figure 3. Students Completing within Three Years of Enrollment: 2009 – 2013



Source: IPEDS. Student cohorts are tracked such that students from the 2006 cohort complete within three years by the end of 2009-10, and students from the 2010 cohort complete within three years by the end of 2013-14.

Transfer Velocity

The following data concerns the number of first-time students from peer institutions who transfer to any four-year institution. The transfer cohort consists of students enrolling for the first time at a California Community College who complete twelve units and attempt transfer-level math or English courses within six years of their initial enrollment. The transfer outcome is measured as any student from the transfer cohort who transfers to a four-year institution within those six years. Unlike the data related to transfer destinations, transfer velocity examines a specific subset of first-time students among those who are eligible and/or likely to

transfer to four-year institutions. Data is presently reported for the annual transfer cohorts enrolling between 2003-04 and 2007-08, meaning their finalized transfer outcomes are calculated between the years 2009-10 and 2013-14.

Across the five year period, ECC appears to perform at the middle of its peer group, typically yielding the third- or fourth-highest transfer velocity. While ECC appears to have the most consistent transfer velocity (i.e., the annual change is no greater than 2%), each institution’s transfer velocity tends to fall within a fairly defined range. PCC and SMC tend to transfer around 50% of their transfer cohorts; ECC and Mt. SAC tend to transfer around 40% of their transfer cohorts; LBCC tends to transfer around 35%; and Cerritos tends to transfer around 30%. With the exception of PCC and SMC, the 2005-2006 transfer cohort (i.e., cohort data finalized in 2011-2012) yielded the highest transfer velocity in this five-year period. Most institutions experienced a decline with the following two cohorts, however.

Table 4. Transfer Velocity: Cohorts from 2003-2004 to 2007-2008

Institution	Transfers by Cohort Year (% of Transfer Cohort)					Trend
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
Cerritos	525 (32%)	522 (32%)	586 (34%)	564 (31%)	557 (28%)	
ECC	771 (38%)	775 (40%)	788 (40%)	854 (40%)	991 (39%)	
LBCC	438 (37%)	398 (36%)	493 (39%)	470 (36%)	527 (34%)	
Mt. SAC	959 (41%)	925 (40%)	1,047 (43%)	1,241 (41%)	1,106 (39%)	
PCC	1,193 (48%)	1,154 (47%)	1,237 (49%)	1,405 (50%)	1,369 (46%)	
SMC	1,216 (59%)	1,300 (52%)	1,292 (52%)	1,368 (52%)	1,270 (47%)	

Source: CCCC. Percentages represent the percent of students within a given transfer cohort who successfully transferred to four-year institutions. Trends depict these percentages but are not to scale.

Transfer Destinations

The following data concerns the number of students from peer institutions who transfer to either the UC or CSU systems. Unlike transfer velocity, these data are not based on student cohorts; rather, any student who transferred to these institutions in the given timeframe is counted. This data is provided by the UC Information Center, the CSU Chancellor’s Office, and the California Community College Chancellor’s Office, where appropriate. Private university information was not consistently available and, therefore, not reported presently.

Student transfers to the UC system have remained fairly consistent across the past five years. Although some peer institutions (i.e., Cerritos and PCC) saw a decrease in Fall 2013 transfers compared to five years ago, most institutions’ transfer rates have increased over this period. The percent-change in Fall 2013 enrollment compared to Fall 2009 enrollment ranges from as little as 5% (SMC) to as much as 39% (Mt. SAC). When examining these transfer rates as a proportion of the community college’s Fall 2013 enrollment, ECC performs at the middle of its peer group, transferring 1.6% of its enrollment in Fall 2013. This is compared to SMC’s transfer

proportion of 3.5% (i.e., the highest in the peer group) and Cerritos’s proportion of 0.7% (i.e., the lowest).

Table 5. System-wide Transfers to All UCs: 2009-2010 to 2013-2014

Institution	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Trend
Cerritos	185	164	151	144	157	
ECC	355	369	350	333	379	
LBCC	90	77	80	87	95	
Mt. SAC	297	387	420	391	414	
PCC	573	623	597	564	505	
SMC	989	976	1,035	1,032	1,041	

Sources: UC Information Center. Trend depictions are not to scale.

Compared to five years earlier, transfers to the CSU system have greatly increased at all peer institutions. There was a large increase during the 2010-2011 academic year, followed by periods of decline, until the 2013-2014 year yielded a number of transfers comparable to the 2010-2011 year. As a percentage of its Fall 2013 enrollment, ECC yielded the largest proportion of 2013-2014 transfers (5.1%). Unlike most of the measures presently reported, the trends for student transfers to CSUs seem fairly uniform across all peer institutions, with little variability. This may be related to the aforementioned budget cuts to higher education in California: as this reduced funding required enrollment restrictions at the community colleges, CSU’s enrollment restrictions likely limited the number of transfer students from these peer institutions during the same time period.

Table 6. System-wide Transfers to All CSUs: 2009-2010 to 2013-2014

Institution	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Trend
Cerritos	594	851	696	644	903	
ECC	871	1,181	1,047	1,032	1,223	
LBCC	813	1,057	763	773	929	
Mt. SAC	759	1,350	1,180	946	1,333	
PCC	808	1,278	1,225	903	1,257	
SMC	780	1,054	1,100	854	1,022	

Source: CSU. Trend depictions are not to scale.

Four-Year Degree Completion

The CSU system tracks the number of degrees conferred to students who initially enrolled in community colleges, and the following data represents degrees conferred to students from the given peer institutions during the 2013-2014 academic year. No student cohorts are presently indicated; rather, the data concerns the number of awards given to students from peer colleges within a given school year (meaning completion rates cannot be reliably calculated). In order to provide a simplified interpretation of realistic transfer destinations for this peer group (and

because there are more than twenty CSU campuses), only the CSU campuses in Los Angeles and the surrounding regions are presently reported.

The majority of students who transfer from ECC to CSU enroll at the Dominguez Hills or Long Beach campuses. ECC shares a similar pattern of student transfer destinations with Cerritos and LBCC, which happen to be the two peer institutions most geographically similar to ECC. The top degree-conferring CSU for the entire peer group is the Long Beach campus, followed by Dominguez Hills. Although these degree conferrals are not tracked based on cohorts, they can still be calculated as a proportion of the Fall 2013 enrollment. In this sense, ECC has the second-largest proportion of CSU degrees conferred compared to its contemporary enrollment (3.7%), while PCC has the largest (3.8%).

Table 7. Degrees Conferred by “Los Angeles Area” CSU Institutions to Students Transferring from Peer Group Community Colleges: 2013-2014

Institution	DH	Fullerton	LA	LB	CSUN	Pomona	SD	Total
Cerritos	165	96	96	220	15	25	2	619
ECC	398	59	49	279	74	27	9	895
LBCC	187	37	32	426	12	15	6	715
Mt. SAC	21	216	117	75	36	407	6	878
PCC	31	50	356	107	208	198	15	965
SMC	89	13	112	149	388	23	9	783
Total	891	471	762	1,256	733	695	47	4,855

Source: CSU. Some CSU campus names are abbreviated: DH = Dominguez Hills; LA = Los Angeles; LB = Long Beach; CSUN = Northridge; SD = San Diego.

Conclusion

Compared to colleges that are similar in size, geography, student demographics, and institutional mission, El Camino College (ECC) tends to perform moderately on most measures of academic achievement. ECC is often in the “middle of the pack” for these indicators, although the peer group may be considered to be performing objectively well on the given measures. ECC is towards the lower end of the peer group with regard to course success and retention rates; however, ECC leads the peer group with regard to persistence and transfer rates as a proportion of enrollment.

Again, it is important to acknowledge that no two community colleges are exactly alike, and even these peer institutions can only offer an approximation of what the unique range for ECC’s academic performance should look like. Local conditions vary, and many uncontrollable, external factors contribute to differences in academic performance measures and outcomes. This report should only serve 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), the Integrated Postsecondary Education Data System (IPEDS) is compiled by the National Center for Educational Statistics (NCES), and the IPEDS contains a variety of demographic, enrollment, and performance data on US institutions of higher education beyond what is presently reported.

Automatic as well as customizable data downloads and reports are available (e.g., for studies of the various pathways students take in their education). Likewise, data are compiled by the University of California (UC), California State University (CSU), and California Community College Chancellor's Office (CCCCO) systems directly. Linked web addresses for each of these alternative data sources are provided below:

California State University Community College Transfers

<http://www.calstate.edu/as/ccct/index.shtml>

University of California Community College Transfers

<http://www.universityofcalifornia.edu/infocenter/admissions-source-school>

California Community College Chancellors Office Transfer Data

<http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx>

California Community College Chancellors Office Course Data

<http://datamart.cccco.edu/Courses/Default.aspx>

IPEDS Data Center

<http://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>

Appendix – Peer Group Institutional Characteristics

Peer Institutions' Official Carnegie Classifications (2010)

Institution	Urbanization	Size	Classification
Cerritos	Large Suburb	Very Large (20,000+)	Public, Suburban-serving Single Campus
ECC	Large Suburb	Very Large (20,000+)	Public, Suburban-serving Single Campus
LBCC	Large City	Very Large (20,000+)	Public, Urban-serving Multicampus
Mt. SAC	Large Suburb	Very Large (20,000+)	Public, Suburban-serving Single Campus
PCC	Midsized City	Very Large (20,000+)	Public, Suburban-serving Single Campus
SMC	Small City	Very Large (20,000+)	Public, Suburban-serving Multicampus

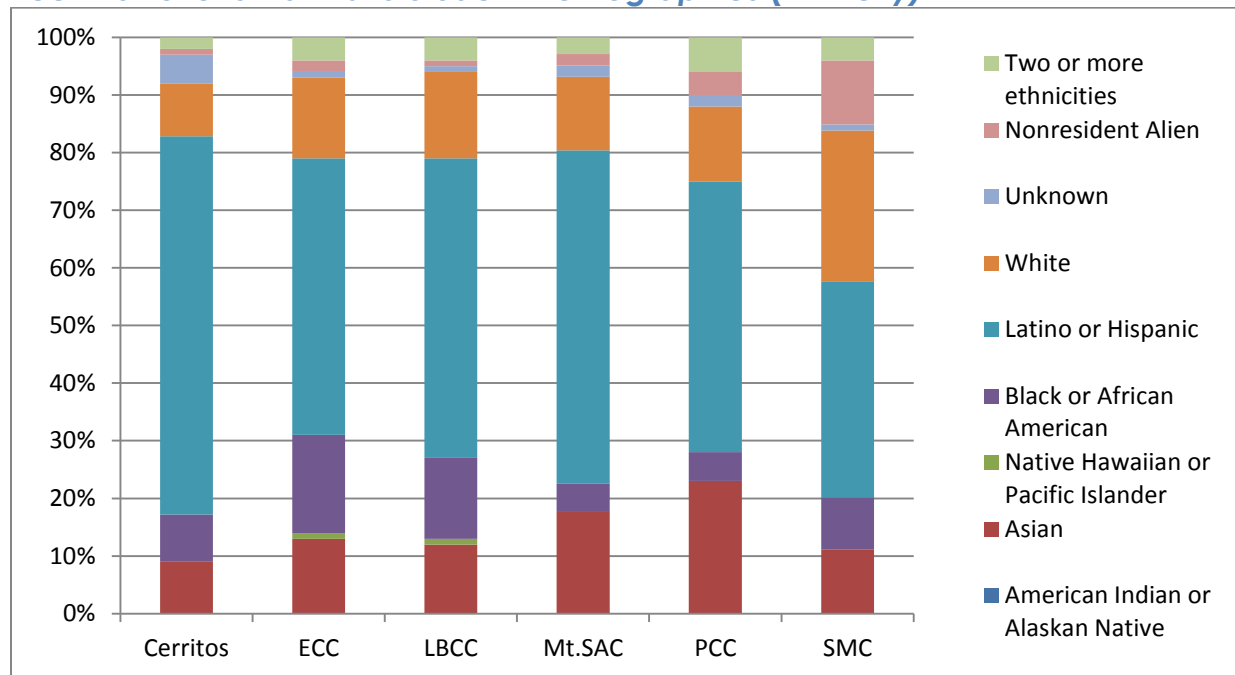
Source: IPEDS

Peer Institutions' Fall 2013 Student Demographics (Gender, Status, Age)

Institution	Male	Female	Part	Full	<18	18-24	25-64	65+
Cerritos	45%	55%	67%	33%	2%	65%	33%	1%
ECC	49%	51%	67%	33%	2%	68%	29%	1%
LBCC	45%	55%	60%	40%	2%	64%	34%	1%
Mt. SAC	49%	51%	63%	37%	2%	69%	29%	0%
PCC	48%	52%	63%	37%	3%	69%	28%	0%
SMC	48%	52%	64%	36%	2%	70%	27%	0%

Source: IPEDS

Peer Institutions' Fall 2013 Student Demographics (Ethnicity)



Source: IPEDS