El Camino College
Academic Performance Profile 2017

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). ECC tends to perform near the middle of its peer group, although the peer group itself performs objectively well on the given measures. Performance rates are comparable across peer institutions. However, ECC typically has more consistent performance rates, and it does tend to lead the peer group with regard to persistence and transfer rates as a proportion of enrollment.

Introduction

In efforts to improve the accountability of individual community colleges, reports detailing how institutions perform in relation to similar institutions have become common. For example, the Integrated Postsecondary Education Data System (IPEDS) annually provides a Data Feedback Report as a way to measure academic performance across several institutions. Peer groups based on a set of common characteristics shared by institutions are used to examine academic performance across these different institutions. This report examines El Camino College (ECC) in relation to peer institutions selected for their similarity to ECC in size, demographics, 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. These peer institutions were selected for comparison based on similarities to ECC, but 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.

Beginning in 2016, the Carnegie Classification framework for colleges was updated to include additional information regarding the enrollment, programs, size, and setting of a given institution. This includes characteristics like whether student goals are primarily transfer-focused or focused on career and technical education (CTE), or whether the student body primarily consists of traditional students (e.g., younger and enrolling directly from high school) or nontraditional students (e.g., older and enrolling after time away from school). All institutions in ECC's comparison group are public, two-year, Associate Degree-granting institutions. 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 these universities.

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). At the time of this report's publication, the latest available IPEDS data includes the Fall 2015 term, and the latest available CCCCO data includes the Fall 2016 term.

Enrollment Profile

Enrollment according to student headcounts has been gradually increasing since Fall 2011 for many colleges within the peer group, while the enrollment at ECC has remained fairly stable. It is likely the effects from previous budget cuts to California's higher education (which resulted in enrollment restrictions from 2007 to 2012) have subsided over recent years. Although there are discrepancies in enrollment reported to IPEDS versus the CCCCO, especially for larger colleges, every college in this peer group appears to have Fall 2015 enrollment that is similar to or higher than its enrollment five years earlier in Fall 2011. According to the CCCCO data, the declines across this five-year period were minimal: ECC and LBCC experienced declines of 1% and 3%, respectively.

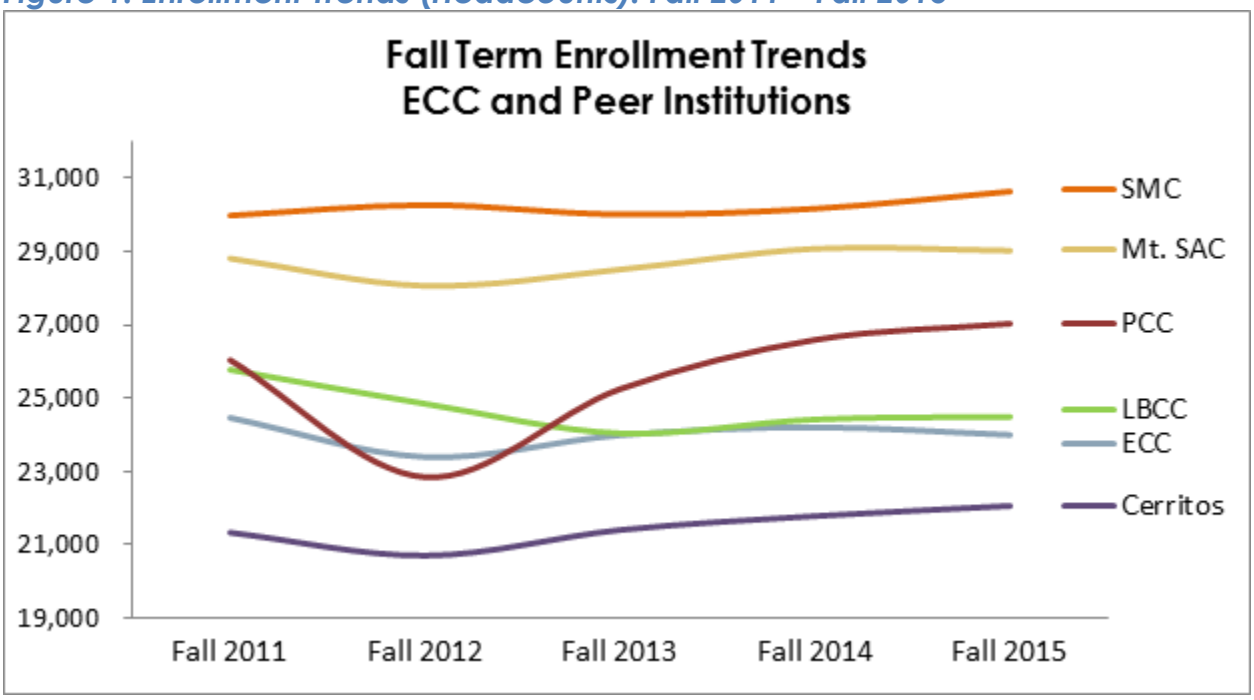
Information regarding distance education enrollment has recently been made available from IPEDS, and the Fall 2015 distance education enrollment for the peer group is shown below in Figure 2. ECC and its peer institutions have student enrollment largely focused in non-distance education courses. A number of students take "hybrid" combinations of distance education and non-distance education courses, but very few students engage solely in distance education (i.e., any given student engaging in distance education at these peer institutions would more likely be a "hybrid" student). Differences between peer institutions are fairly minimal in this respect.

Table 1. Enrollment Headcounts: Fall 2011 – Fall 2015

Institution	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cerritos	23,432	22,793	23,572	24,053	24,388
ECC	***24,224***	***23,409***	***23,992***	***24,263***	***24,000***
LBCC	26,065	24,996	24,282	24,889	25,169
Mt. SAC	34,754	34,017	34,365	35,280	35,606
PCC	28,994	25,526	26,271	29,545	30,096
SMC	31,954	32,626	31,993	32,166	32,384

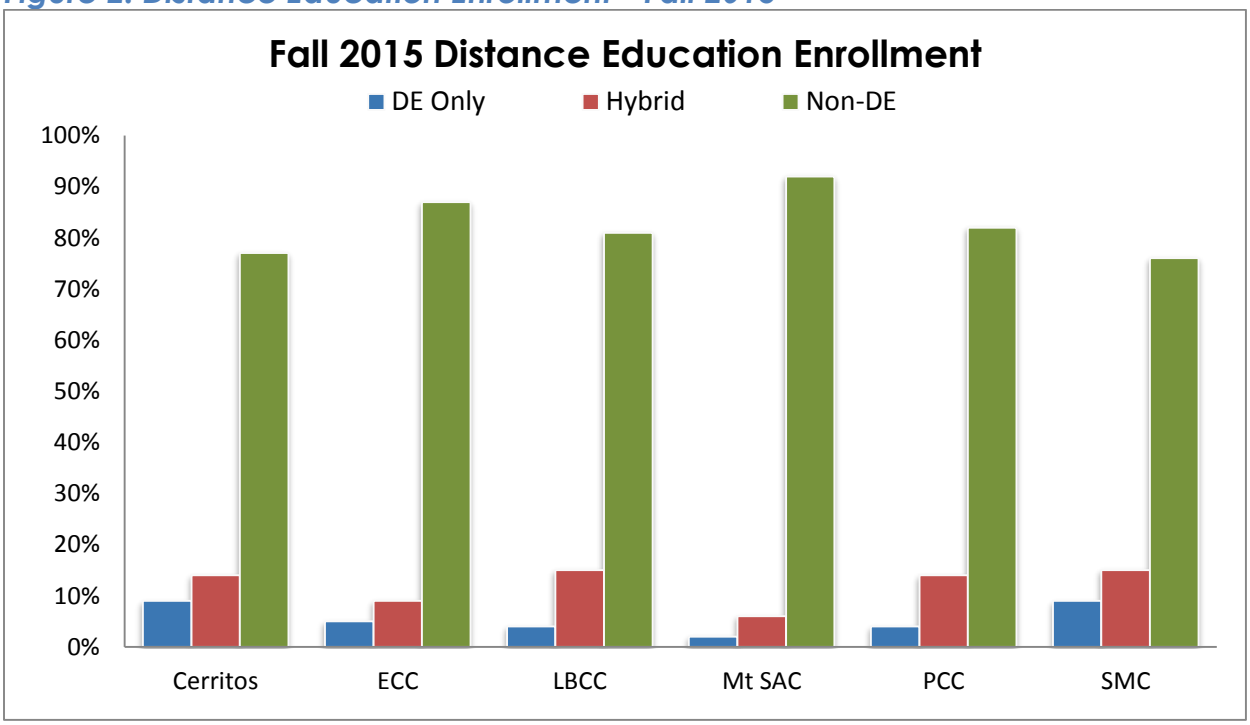
Source: California Community College Chancellor's Office (CCCCO)

Figure 1. Enrollment Trends (Headcounts): Fall 2011 – Fall 2015



Source: IPEDS

Figure 2. Distance Education Enrollment - Fall 2015



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 2012, overall success rates have slightly decreased for every institution in ECC's peer group in Fall 2016. However, nearly every peer institution exhibits the same pattern of success rates during this five-year period: success rates that decline from Fall 2012 to a low point in Fall 2014, then gradually increase from Fall 2015 onwards. Although the similarity of the pattern is striking, it is difficult to speculate on external or environmental factors that may be related to this, as external factors are typically related to uniform changes in enrollment rather than academic performance. During the past year, success rates have continued to improve for all institutions in this peer group, with the exception of SMC. The percent-increases in success rates between Fall 2015 and Fall 2016 range from 1% (Mt. SAC) to 3% (PCC). Similarly, the percent-decreases seen during the entire five-year period range from 1% (LBCC) to 3% (PCC).

Table 2. Course Success Rates: Fall 2012 – Fall 2016

Institution	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Trend
Cerritos	70.9%	69.8%	68.3%	68.5%	69.4%	
ECC	***69.7%***	***67.5%***	***67.4%***	***67.8%***	***68.7%***	
LBCC	65.2%	63.6%	63.4%	63.8%	64.9%	
Mt. SAC	69.3%	68.2%	67.4%	67.5%	68.3%	
PCC	73.6%	72.0%	69.3%	69.8%	71.7%	
SMC	68.3%	68.1%	68.0%	67.7%	67.7%	

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

Similar to the success rates, ECC's peer institutions appear to share a pattern of retention rates with each other during the five-year period, although there appear to be three distinct patterns shared by pairs of institutions rather than a singular pattern exhibited by the entire group. For ECC and Cerritos, there had been a steady decline in retention rates until 2014 or 2015, followed immediately by a sharp and/or steady increase. For LBCC and Mt. SAC, there had been increases up to Fall 2013, which was followed by steady decline. For PCC and SMC, the increases seen in Fall 2013 were followed by declines that either levelled out (in the case of SMC) or resumed increasing (in the case of PCC). Compared to four years earlier in Fall 2012, the Fall 2016 retention rates have only fallen slightly for these peer institutions, with the largest percent-decrease seen at PCC (3%). Despite the different patterns exhibited, overall retention rates are fairly high and comparable across ECC's peer institutions.

Table 3. Course Retention Rates: Fall 2012 – Fall 2016

Institution	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Trend
Cerritos	84.8%	84.1%	83.8%	83.4%	84.1%	
ECC	***84.3%***	***83.0%***	***82.1%***	***82.7%***	***83.1%***	
LBCC	84.0%	84.8%	84.7%	84.3%	83.8%	
Mt. SAC	86.9%	87.2%	87.0%	86.8%	86.6%	
PCC	88.4%	89.0%	84.8%	84.7%	85.7%	
SMC	83.1%	83.3%	83.2%	82.5%	82.5%	

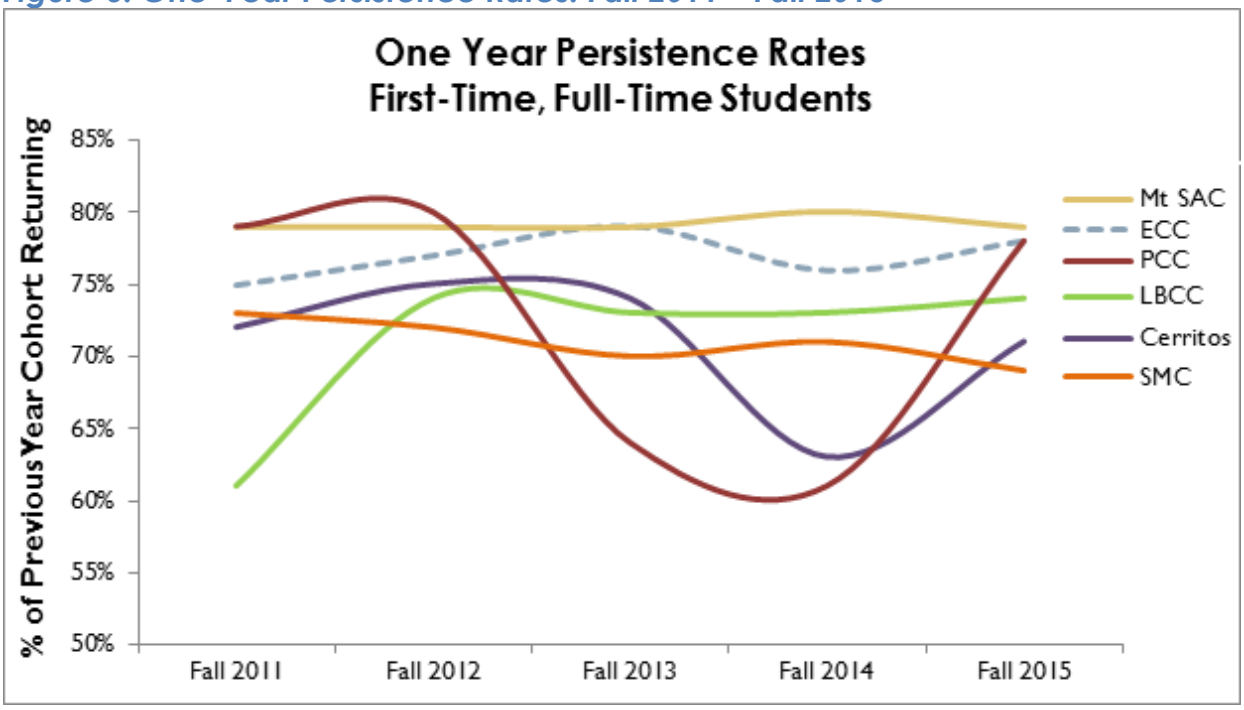
Source: CCCCO. Maximum and minimum points are indicated in green and red. Trend depictions are not to scale.

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 2014 and continues to enroll in Fall 2015 would be considered as persisting for one year.

Persistence rates have varied widely for each institution over the five-year period between Fall 2011 and Fall 2015. ECC and LBCC are the only institutions to show overall improvement during this period (percent-changes of 4% and 21%, respectively), although the overall change for other institutions is minimal. Despite large fluctuations which could possibly be reporting anomalies, Cerritos and PCC saw only a 1% change in persistence rates during this period.

Figure 3. One-Year Persistence Rates: Fall 2011 – Fall 2015



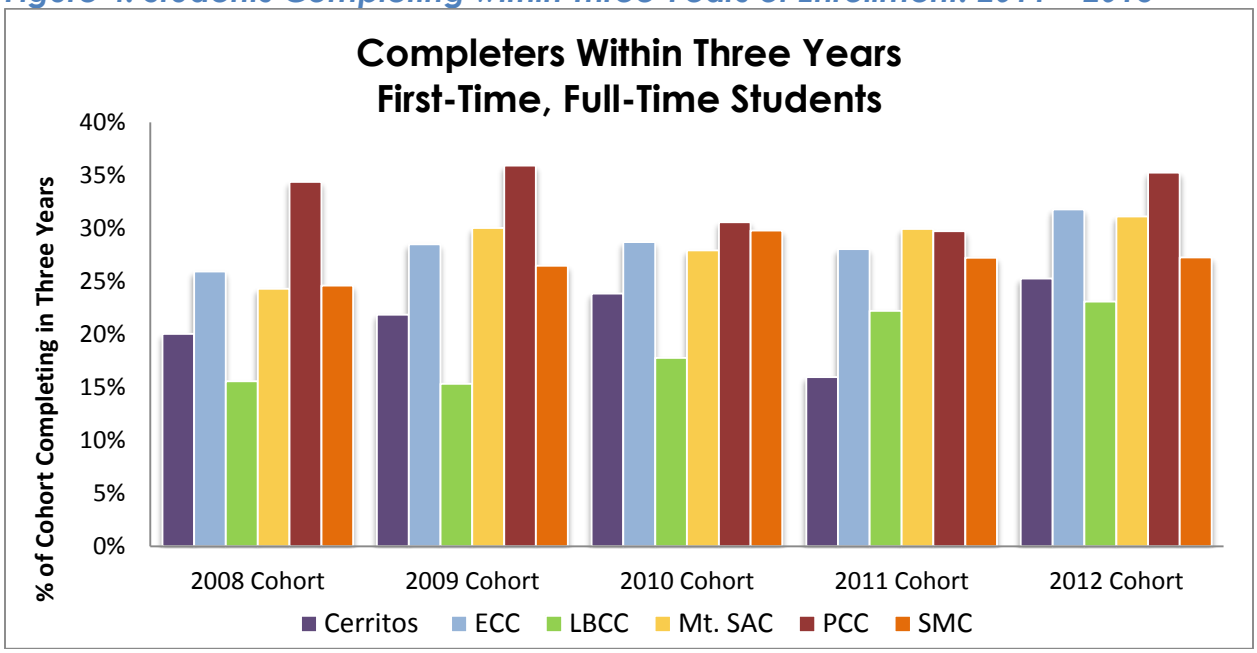
Source: IPEDS.

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. IPEDS tracks these completion rates according to cohorts of first-time, full-time students. For example, the 2008 cohort consists of students who enrolled in the 2008-2009 academic year; therefore, their completion rates are measured in the 2010-2011 year. The following data depicts cohorts that would have completed (at 150% time) from the 2010-2011 year to the 2014-2015 year.

Compared to four years earlier, completion rates have increased for every institution in the peer group, although these completion rates have also been fluctuating during the five-year period. Nonetheless, PCC's cohorts consistently have the highest completion rates in the group, followed by ECC, Mt. SAC, and SMC. PCC's completion rates are typically around 35%, while ECC and Mt. SAC's are typically around 30%. Overall, ECC tends to perform near the top of this peer group, yielding the second- or third-highest completion rate every year. Additionally, ECC and LBCC appear to be the two institutions with consistently improving completion rates across each cohort, although LBCC's improvement rates are more pronounced.

Figure 4. Students Completing within Three Years of Enrollment: 2011 – 2015



Source: IPEDS. Student cohorts are tracked such that students from the 2008 cohort complete within three years by the end of 2010-11, and students from the 2012 cohort complete within three years by the end of 2014-15 (the latest academic year of completion data available).

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 2005-06 and 2009-10, meaning their finalized transfer outcomes are calculated between the years 2010-11 and 2014-15.

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 up until the 2008-2009 cohort, each institution's transfer velocity does appear to fall within a fairly defined range. PCC and SMC tend to transfer around 50% of their transfer cohorts (down to about 45% in recent cohorts); ECC and Mt. SAC tend to transfer around 40% of their transfer cohorts; LBCC tends to transfer around 35% (down to about 30% in recent cohorts); and Cerritos tends to transfer around 30%.

Beginning with the 2007-2008 cohort, however, each peer institution experienced a substantial decline compared to its typical rates. It is possible the economic downturn in the last quarter of 2007 caused an influx of community college enrollment, increasing the size of each potential transfer cohort. Students who ultimately left community college without transferring to a four-year university (due to the improving economy) could account for the smaller percent of transfers. Because of the information required for accurate reporting, transfer rates are some of the most subject-to-change measures reported presently, so it is possible the trends will become clearer as more updated information becomes available. Likewise, some of the more recent transfer rates are likely to increase as this information becomes updated by the CCCCO.

Table 4. Transfer Velocity: 2010-2011 to 2014-2015 (Cohorts 2005-06 to 2009-10)

Institution	Transfers by Cohort Year (% of Transfer Cohort)					Trend
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
Cerritos	592 (34%)	573 (32%)	559 (28%)	672 (30%)	636 (28%)	
ECC	*802 (41%)*	*868 (40%)*	*1,036 (41%)*	*1,074 (38%)*	*1,050 (39%)*	
LBCC	496 (39%)	472 (36%)	539 (34%)	609 (32%)	191 (27%)	
Mt. SAC	1,049 (43%)	1,262 (42%)	1,117 (39%)	1,237 (39%)	1,367 (40%)	
PCC	1,243 (49%)	1,410 (50%)	1,376 (46%)	1,498 (47%)	1,405 (47%)	
SMC	1,306 (52%)	1,361 (51%)	1,276 (48%)	1,325 (45%)	1,470 (45%)	

Source: CCCCO. 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. Additionally, the UC Information Center does not differentiate between transfers from El Camino College and El Camino College Compton Center, and transfers to the CSU system are reported according to the college district of the institution. In both cases, ECC's transfers tend to reflect a combination of the ECC and Compton Center data reported to National Student Clearinghouse (NSC). Therefore, this report uses transfer information from NSC to provide an approximation of solely the ECC student transfers to the UC and CSU systems over the previous five years.

Student transfers to the UC system have remained fairly consistent across the five-year period. Although some peer institutions have seen decreases, any substantial decreases appear to have only occurred briefly, and the timing of these decreases is not uniform across the institutions. The percent-change in 2015-16 transfers compared to 2011-12 transfers ranges from as little as a 2% percent-decrease (Mt. SAC) to as much as a 41% percent-increase (ECC). Nevertheless, the 2015-16 academic year yielded substantial increases in transfers for many peer institutions. When examining the most recent transfer rates as a proportion of the community college's Fall 2015 enrollment, ECC performs near the middle of its peer group, transferring 1.5% of its enrollment 2015-16. This is compared to SMC's transfer proportion of 3.5% (i.e., the highest in the peer group) and LBCC's proportion of 0.4% (i.e., the lowest).

Table 5. System-wide Transfers to All UCs: 2011-2012 to 2015-2016

Institution	2011-12	2012-13	2013-14	2014-15	2015-16	Trend
Cerritos	154	146	157	146	171	
*ECC**	*252*	*230*	*277*	*274*	*357*	
LBCC	83	90	97	98	94	
Mt. SAC	426	398	423	408	418	
PCC	609	571	512	541	643	
SMC	1,074	1,059	1,059	1,085	1,120	

Sources: UC Information Center and National Student Clearinghouse (NSC). Trend depictions are not to scale.
*El Camino College transfers reported by the UCIC initially included students from ECC as well as Compton Center, so NSC data are used to estimate trends and comparisons solely for ECC.

Over a five-year period, transfers to the CSU system have greatly increased at almost all peer institutions. The largest increases for the entire peer group occurred during the 2013-14 academic year. This could in fact be a complement to the decreases in transfer velocity seen beginning with the 2013-14 academic year. Increased enrollment potentially increases the size of the transfer cohort, which would also increase the number of transfers. Since these

measures are simply counts of students rather than cohort-based percentages, the number of transfers could increase substantially even if the transfer velocity slightly decreases.

The five-year percent increase was as large as 45% (LBCC), although when examining the most recent transfer rates as a percentage of Fall 2015 enrollment, the proportion of 2015-2016 transfers ranges from 3.5% (Mt. SAC) to 4.4% (LBCC). With the exception of ECC, the trends for student transfers to CSUs seem fairly uniform across all peer institutions, which suggests this may be related to external factors such as the aforementioned relief of enrollment restrictions that resulted from previous budget cuts to higher education in California. ECC's transfer information as reported by National Student Clearinghouse indicates an opposite trend from its peer institutions. However, data according to CSU Analytic Studies (which combines ECC and Compton Center transfer numbers) reflect a transfer pattern almost identical to the ones depicted by Cerritos and LBCC.

Table 6. System-wide Transfers to All CSUs: 2011-2012 to 2015-2016

Institution	2011-12	2012-13	2013-14	2014-15	2015-16	Trend
Cerritos	696	644	903	893	979	
*ECC**	*930*	*935*	*923*	*866*	*860*	
LBCC	763	773	929	941	1,104	
Mt. SAC	1,180	946	1,333	1,402	1,264	
PCC	1,225	903	1,257	1,380	1,153	
SMC	1,100	854	1,022	1,195	1,167	

Sources: CSU Analytic Studies and National Student Clearinghouse (NSC). Trend depictions are not to scale.
*El Camino College transfers reported by CSU initially included students from ECC as well as Compton Center, so NSC data are used to estimate trends and comparisons solely for ECC.

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 2015-2016 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. In order to provide a concise 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. Because CSU reports transfer data combining ECC and Compton Center numbers, information depicted in Table 7 may be slightly overestimated compared to the transfer data above.

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 transfer destinations with Cerritos and LBCC, which are also the two peer institutions most geographically similar to ECC. The top degree-conferring CSU for the entire peer group is CSU Long Beach, although several of the peer institutions tend to favor a particular campus. When compared to its Fall 2015 enrollment, ECC has the largest proportion of CSU degrees conferred among these peer institutions (4.1%).

Table 7. Degrees Conferred by "Los Angeles Area" CSU Institutions to Students Transferring from Peer Group Community Colleges: 2015-2016

Institution	DH	Fullerton	LA	LB	CSUN	Pomona	SD	Total
Cerritos	185	90	169	271	24	39	3	**781**
ECC	*372*	*50*	*123*	*313*	*80*	*40*	*11*	***989***
LBCC	203	41	54	481	16	27	3	**825**
Mt. SAC	28	183	195	73	36	475	4	**994**
PCC	39	55	497	132	202	207	13	**1,145**
SMC	113	24	167	168	325	39	17	**853**
Total	**940**	**443**	**1,205**	**1,438**	**683**	**827**	**51**	**5,587**

Source: CSU. Although several CSU campuses are located throughout the state, this report focuses on institutions located in Southern California. 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 well on most measures of academic achievement. Although not usually at the top of the peer group for any given measure, ECC is consistently in the "middle of the pack" for these indicators, and the peer group performs objectively well on the given measures. Despite this, ECC's performance rates are often consistent, and ECC does tend to lead 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., examining 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 (2015)

Institution	Size (Enrollment)	Urbanization	Programs	Student Body
Cerritos	Very Large (20,000+)	Large Suburb	Mixed Transfer/CTE	High Traditional
ECC	Very Large (20,000+)	Large Suburb	High Transfer	High Traditional
LBCC	Very Large (20,000+)	Large City	High CTE	High Traditional
Mt. SAC	Very Large (20,000+)	Large Suburb	Mixed Transfer/CTE	High Traditional
PCC	Very Large (20,000+)	Midsize City	High Transfer	High Traditional
SMC	Very Large (20,000+)	Small City	High Transfer	High Traditional

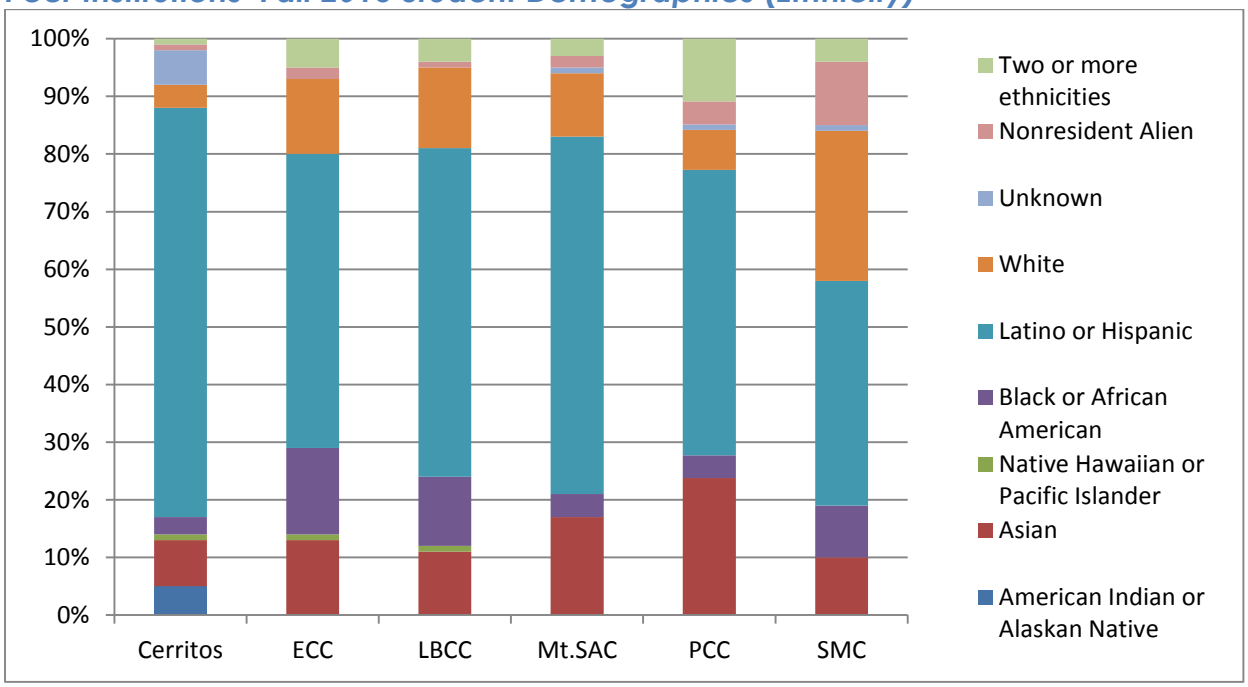
Source: IPEDS

Peer Institutions' Fall 2015 Student Demographics (Gender, Unit Load Status, Age)

Institution	Male	Female	Part	Full	<18	18-24	25-64	65+
Cerritos	45%	55%	67%	33%	2%	63%	35%	1%
ECC	48%	52%	67%	33%	4%	67%	28%	1%
LBCC	45%	55%	61%	39%	2%	65%	32%	1%
Mt. SAC	48%	52%	64%	36%	2%	69%	29%	0%
PCC	48%	52%	59%	41%	3%	69%	28%	0%
SMC	47%	53%	63%	37%	3%	68%	27%	1%

Source: IPEDS. Percentages may not add up to 100 due to rounding.

Peer Institutions' Fall 2015 Student Demographics (Ethnicity)



Source: IPEDS