DISTRICT & STUDENT PROFILES
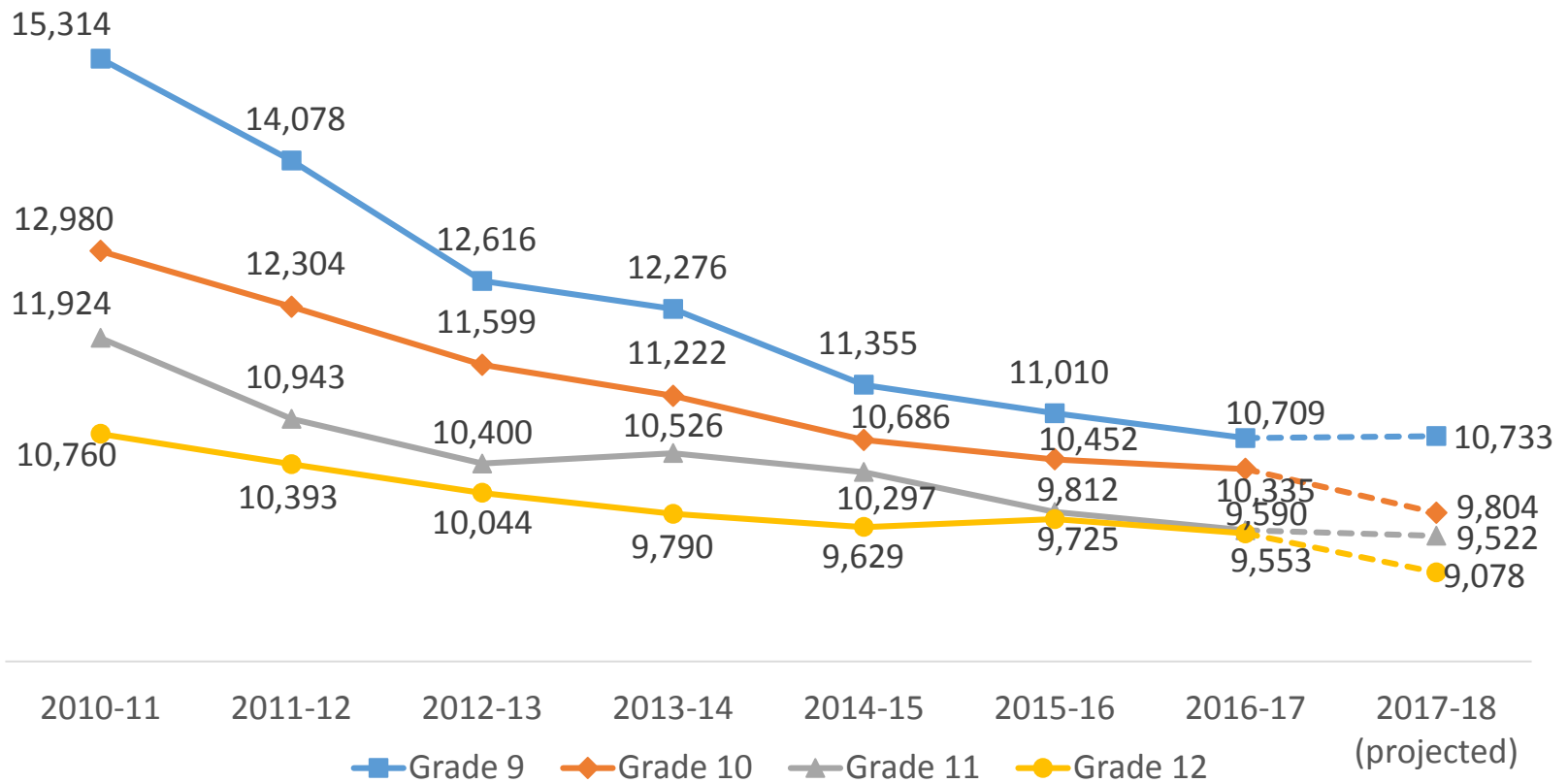
Institutional Research & Planning   August 2017

Community Profiles

Source: CDE DataQuest

Featured school districts: Centinela Valley (Hawthorne area), Inglewood, Manhattan Beach, Redondo Beach, Torrance, and El Segundo. Select high schools from southern Los Angeles USD and Palos Verdes Peninsula USD are also included in these trends.

ECC Local Area High School Enrollment Trends

3
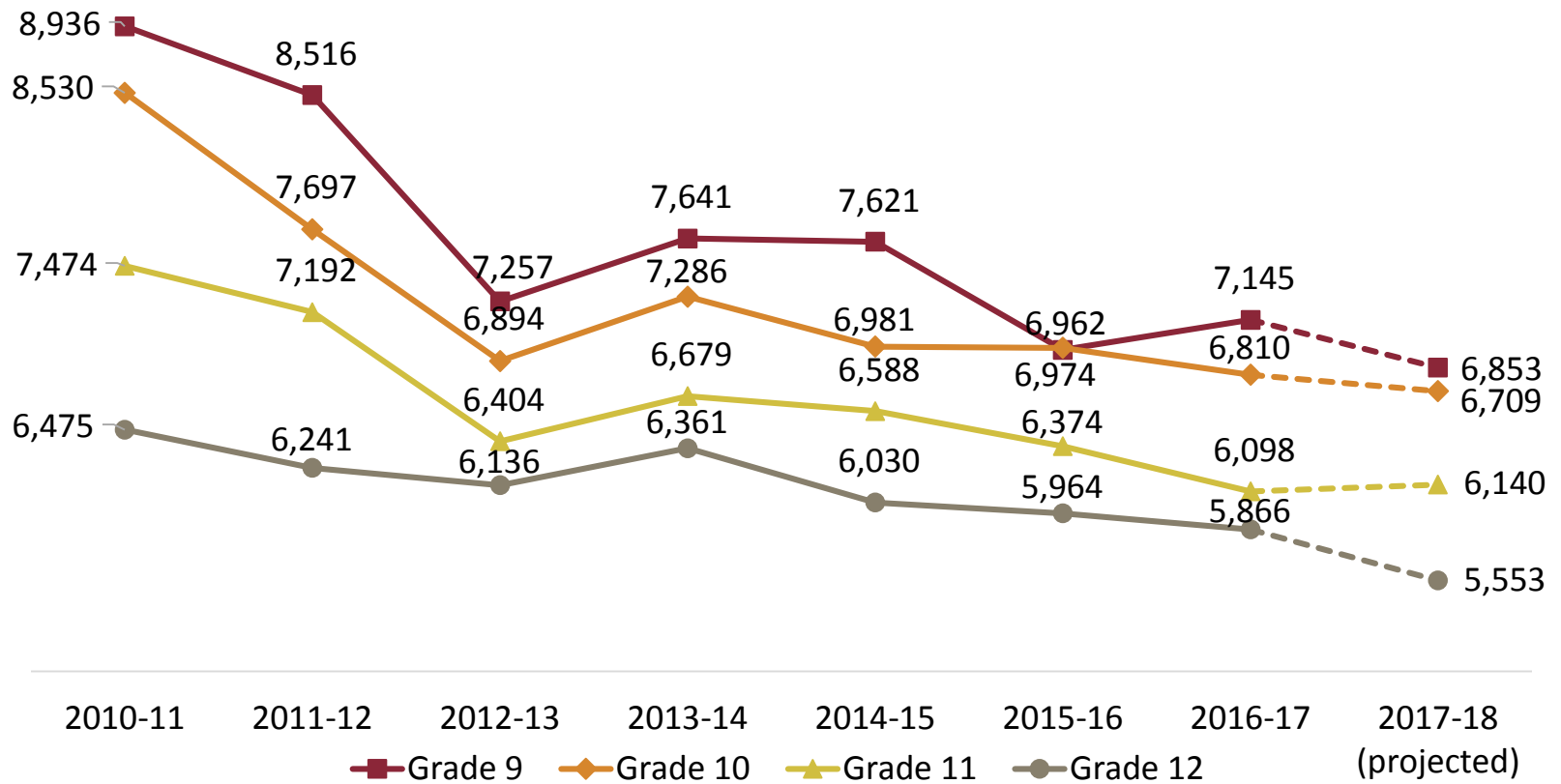
Source: CDE DataQuest

Featured school districts: Compton, Lynwood, and Paramount. Select schools from southern Los Angeles USD, Long Beach USD, was well as Locke College Preparatory Academy are also included in these trends.

Compton College Local Area High School Enrollment Trends

Fall 2014
12 Students
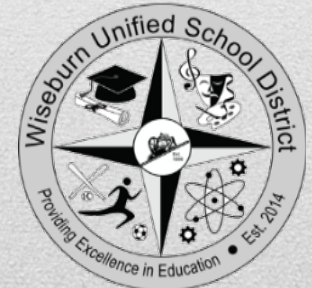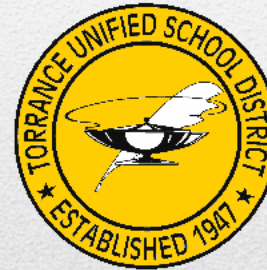
Fall 2015
24 Students

Fall 2016
60 Students

Fall 2017
90 Students
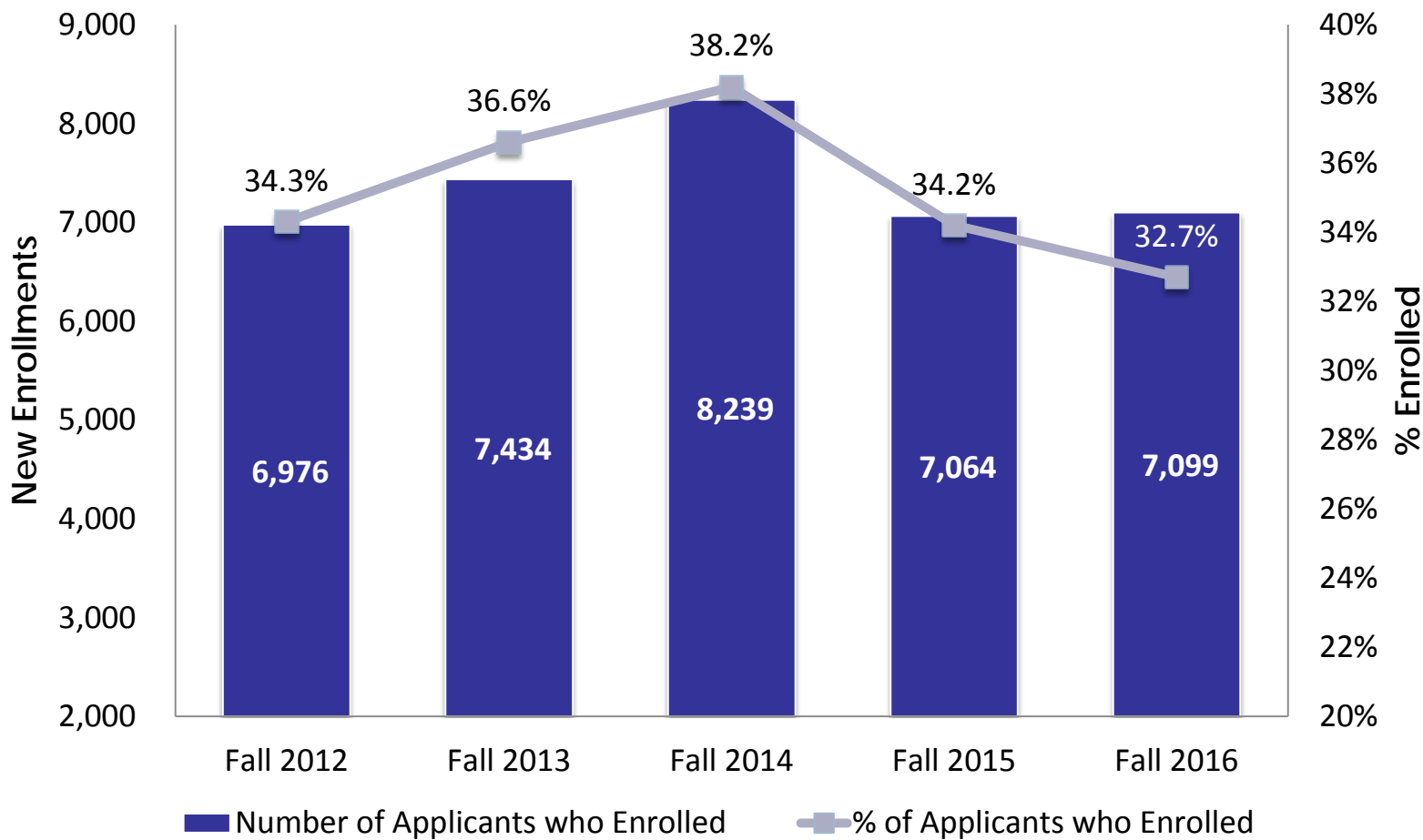
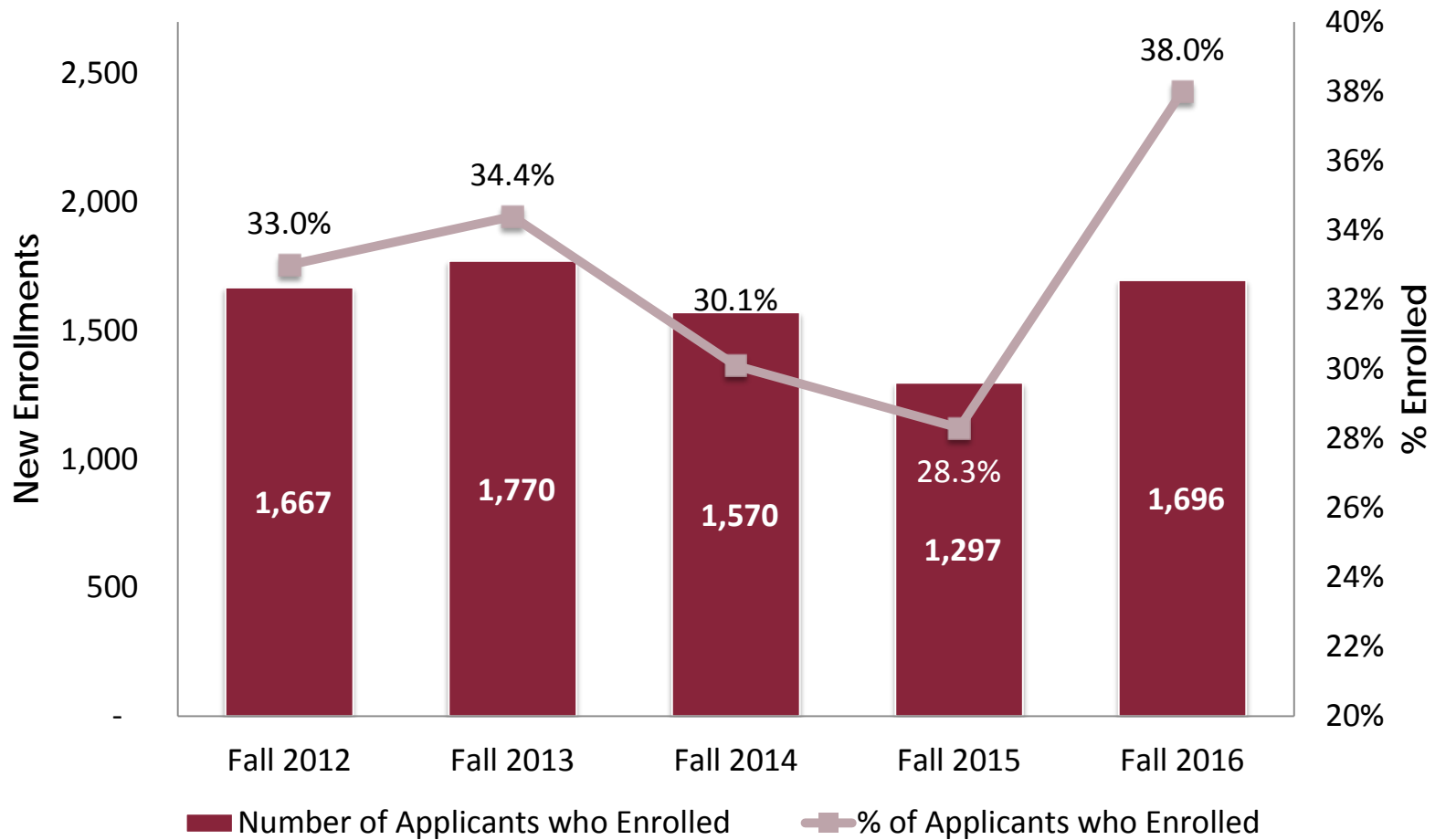**Fall 2018**
Goal:
500 Students

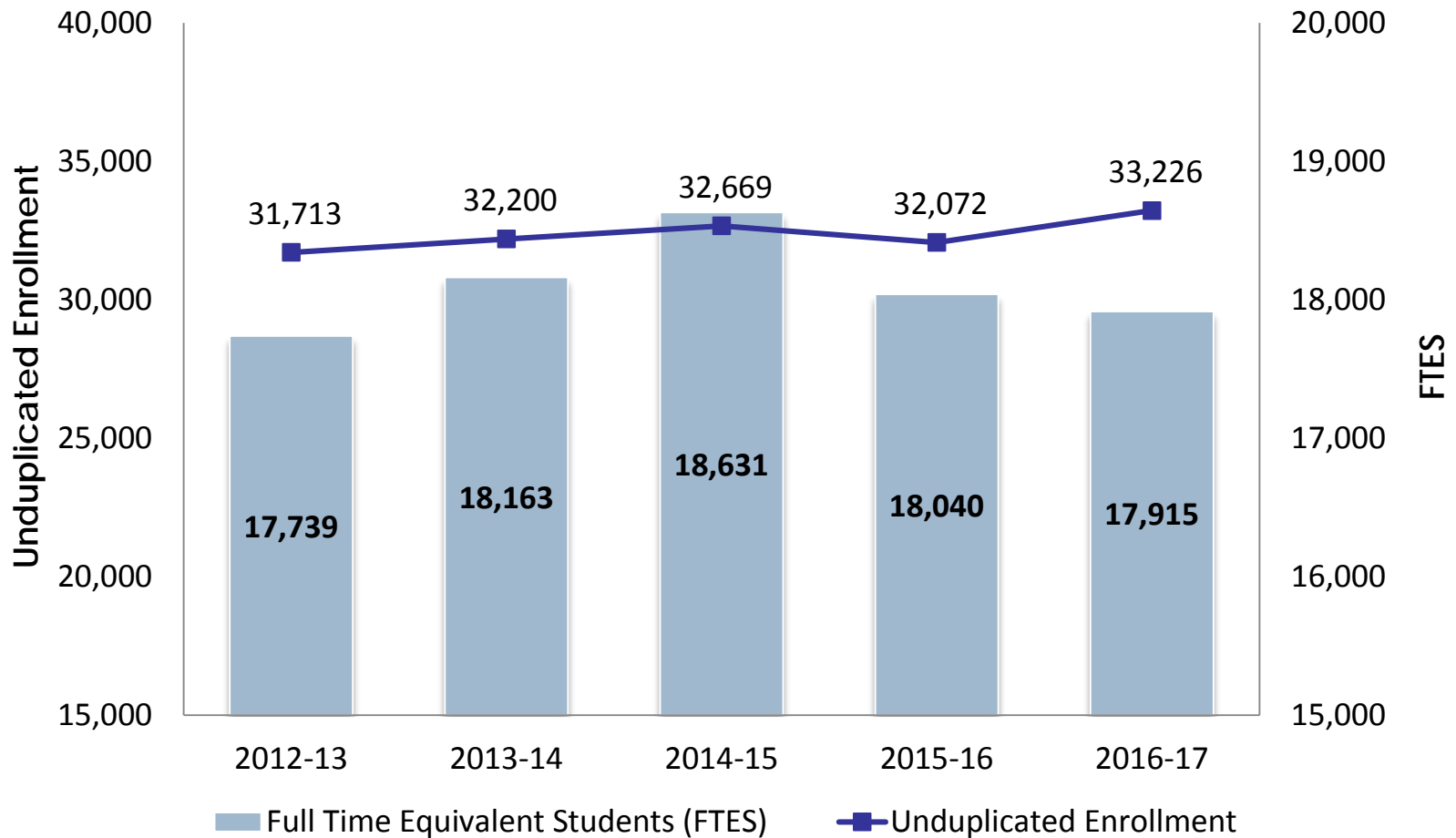# High School Districts Participating in South Bay Promise
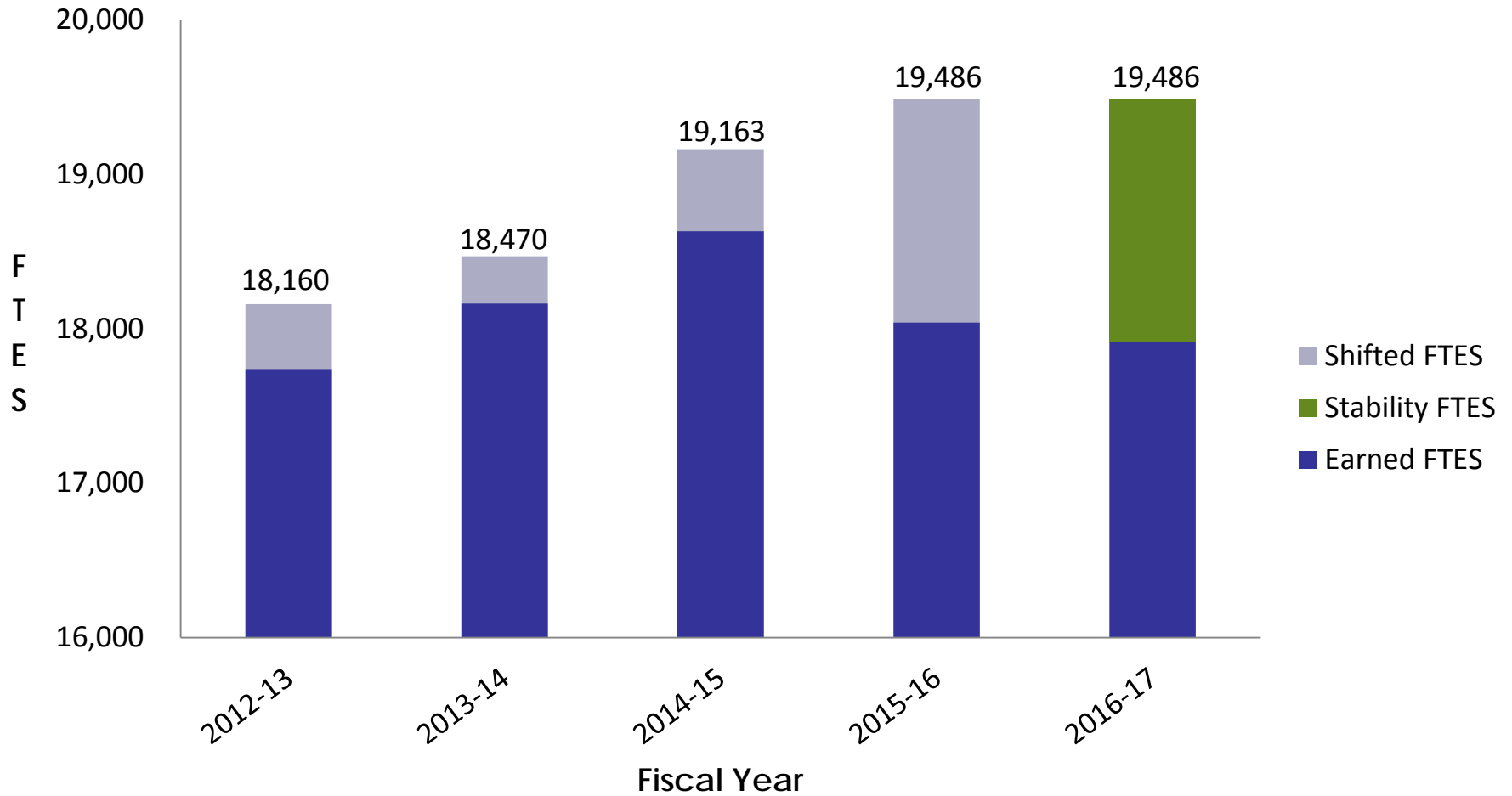
Enrollment Trends

% of ECC Applicants who Enrolled

% of Compton College Applicants who Enrolled

ECC Annual Enrollment & Earned FTES

ECC Funded FTES
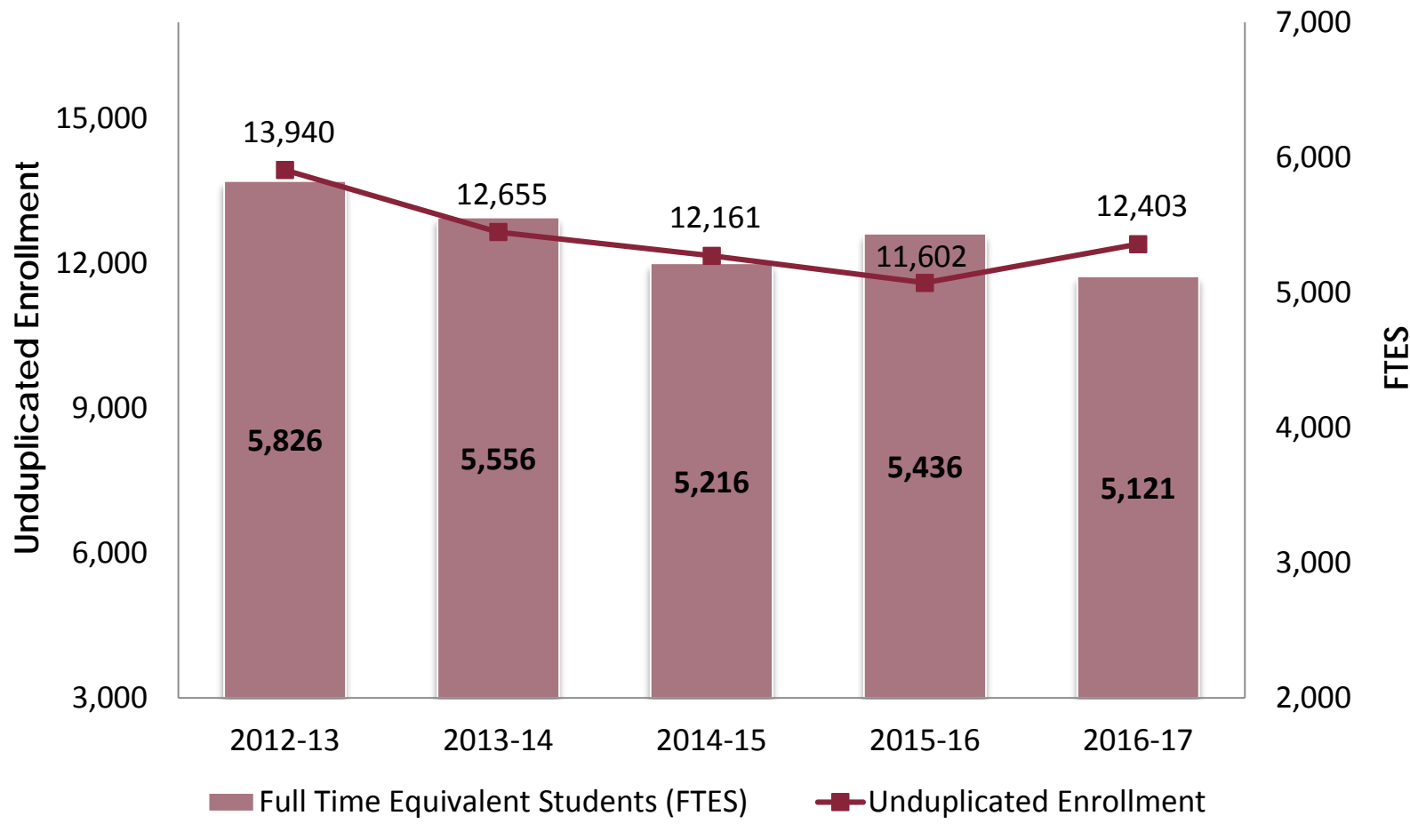
Compton College Annual Enrollment & Earned FTES
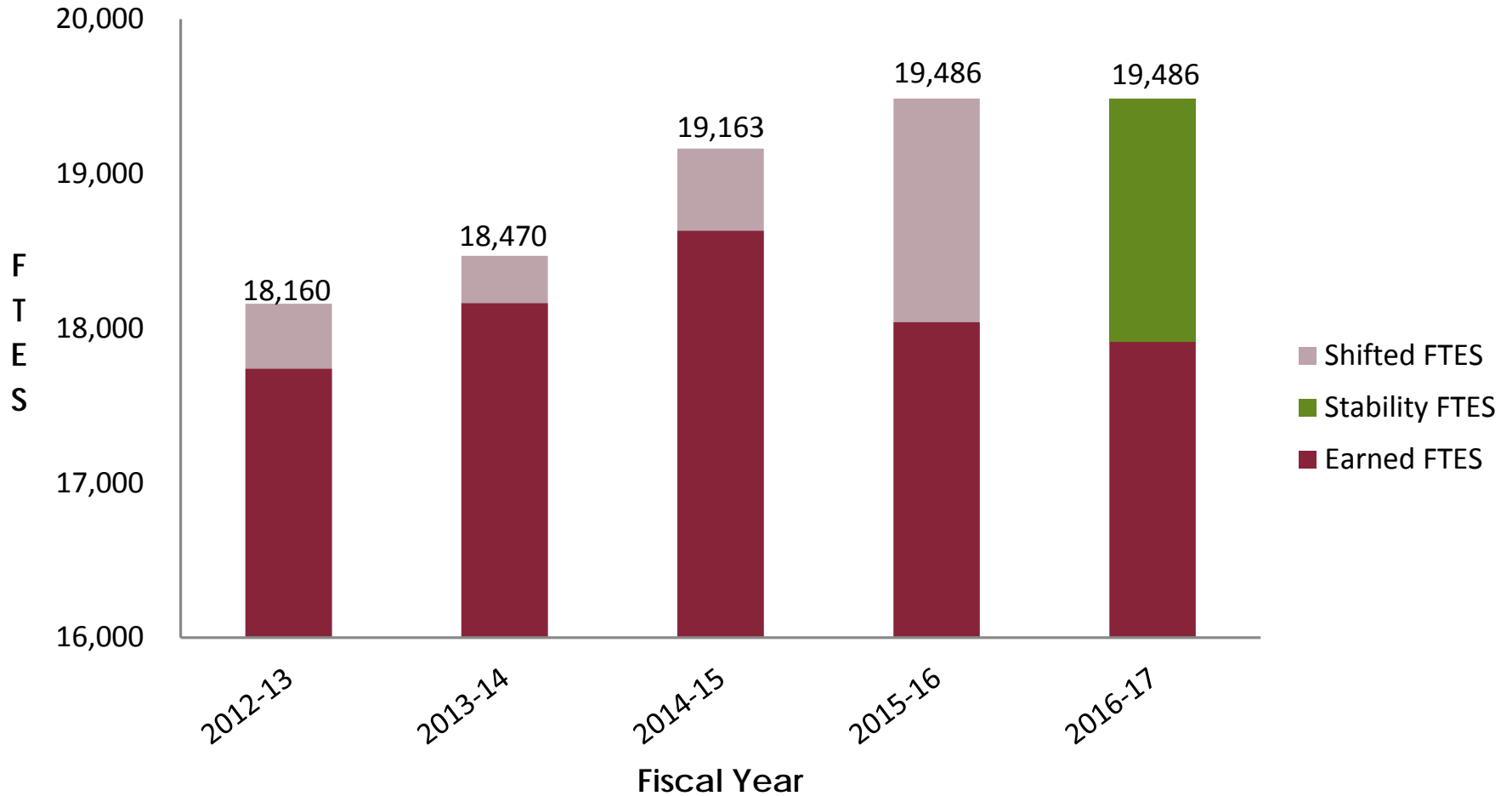
Funded FTES — Compton College Funded FTES

Student Profiles

Age

5%	27%	40%	13%	8%	3%	4%
17 or younger	18 to 19	20 to 24	25 to 29	30 to 39	40 to 49	50 or older

Race/Ethnicity

Two or more races 5%
Unknown <1%
American Indian <1%
Pacific Islander <1%
White 13%
African-American 15%
Asian 15%
Latino 52%

Gender

Female 52%
Male 48%

Enrollment Level

Part-Time 67%
Full-Time 33%
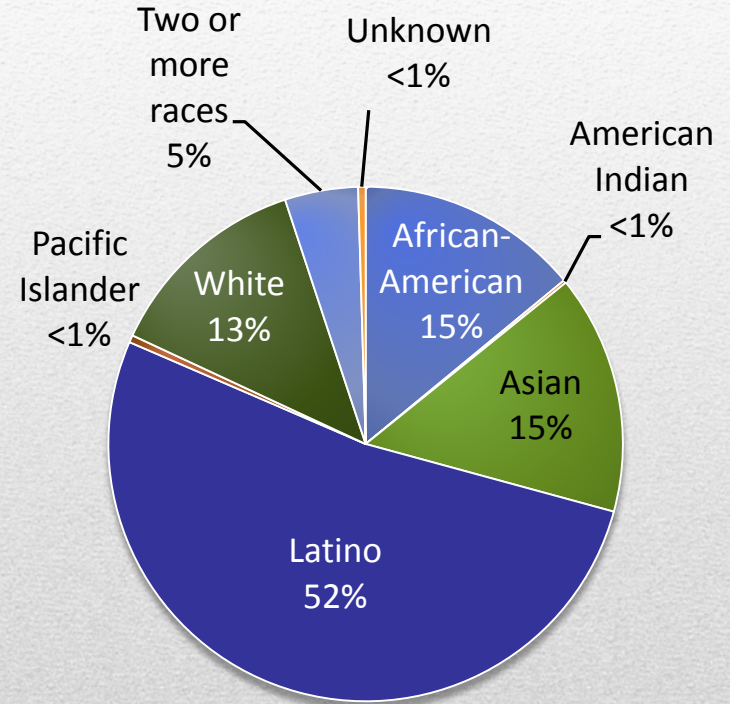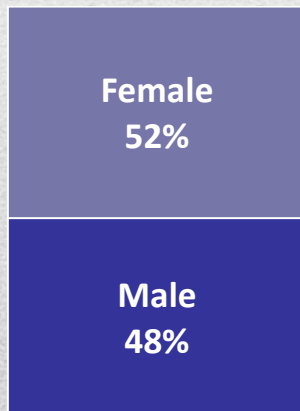
ECC Student Body
Fall 2016 Enrollment: 24,092

51% Percent of respondents indicated that <u>neither</u> parent has college experience

33% Percent of respondents indicated that English was <u>not</u> their first language

Educational Goal (choose all that apply)

Certificate	62%
Associate Degree	77%
Transfer	94%

<u>Survey of Entering Student Engagement</u>
2016 ECC Entering Students Profile

Benchmark Scores Compared to *SENSE* Cohort

■ 2014 ■ 2016 — SENSE Cohort

	Early Connections	High Expectations & Aspirations	Clear Academic Plan & Pathway	Effective Track to College Readiness	Engaged Learning	Academic & Social Support Network
2014	39%	48%	40%	53%	46%	45%
2016	42%	51%	47%	56%	48%	47%

SENSE Cohort line: 50%*

* Each benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean always is 50% and the standard deviation is 25%

Survey of Entering Student Engagement Benchmark Scores

Age

9% — 17 or younger
18% — 18 to 19
35% — 20 to 24
17% — 25 to 29
12% — 30 to 39
5% — 40 to 49
4% — 50 or older

Race/Ethnicity

Pacific Islander 0%
White 3%
Two or more races 3%
Unknown 0%
African-American 30%
Latino 59%
American Indian 0%
Asian 5%

Gender
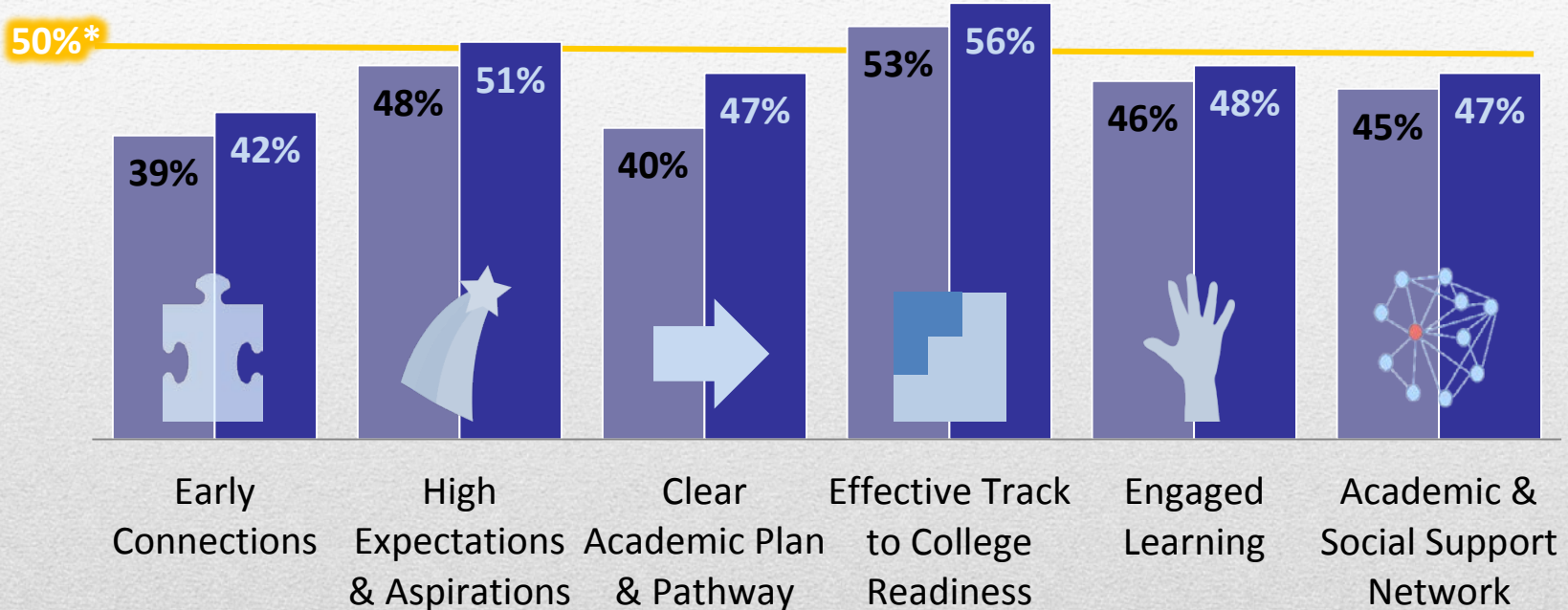
Female 64%
Male 36%

Enrollment Level

Part-Time 76%
Full-Time 24%
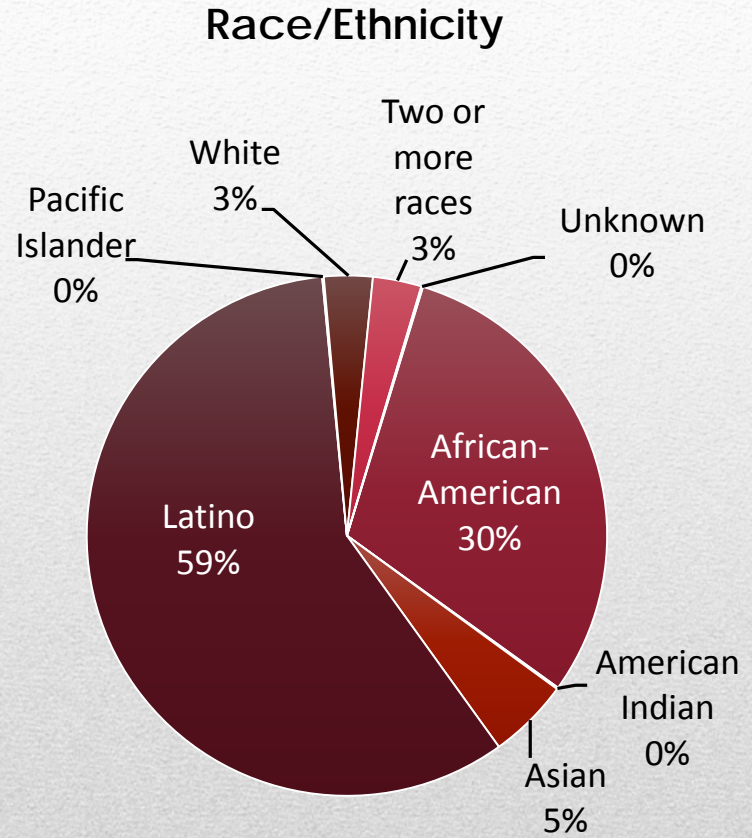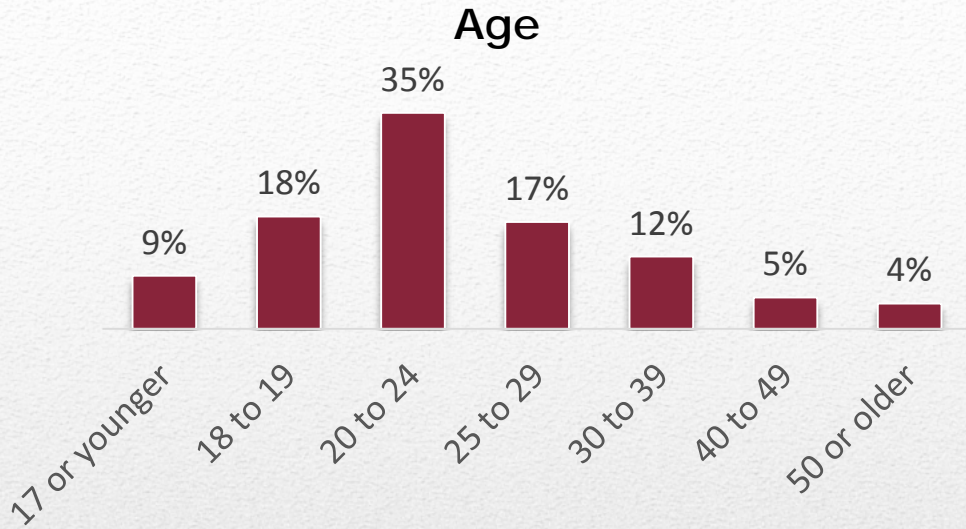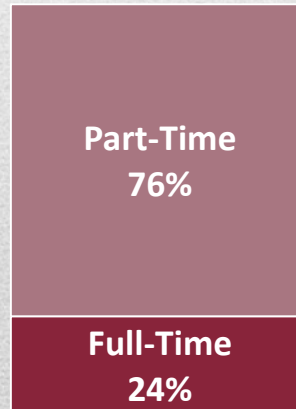
Compton College Student Body
Fall 2016 Enrollment: 7,548

70% Percent of respondents indicated that <u>neither</u> parent has college experience

40% Percent of respondents indicated that English was <u>not</u> their first language

Educational Goal (choose all that apply)

Certificate	**57%**
Associate Degree	**82%**
Transfer	**86%**

Survey of Entering Student Engagement
2016 Compton College Entering Students Profile

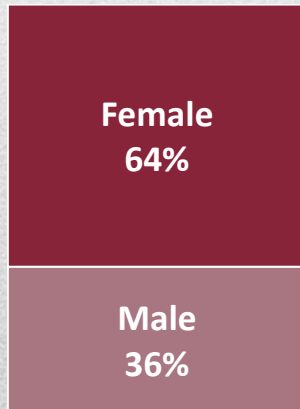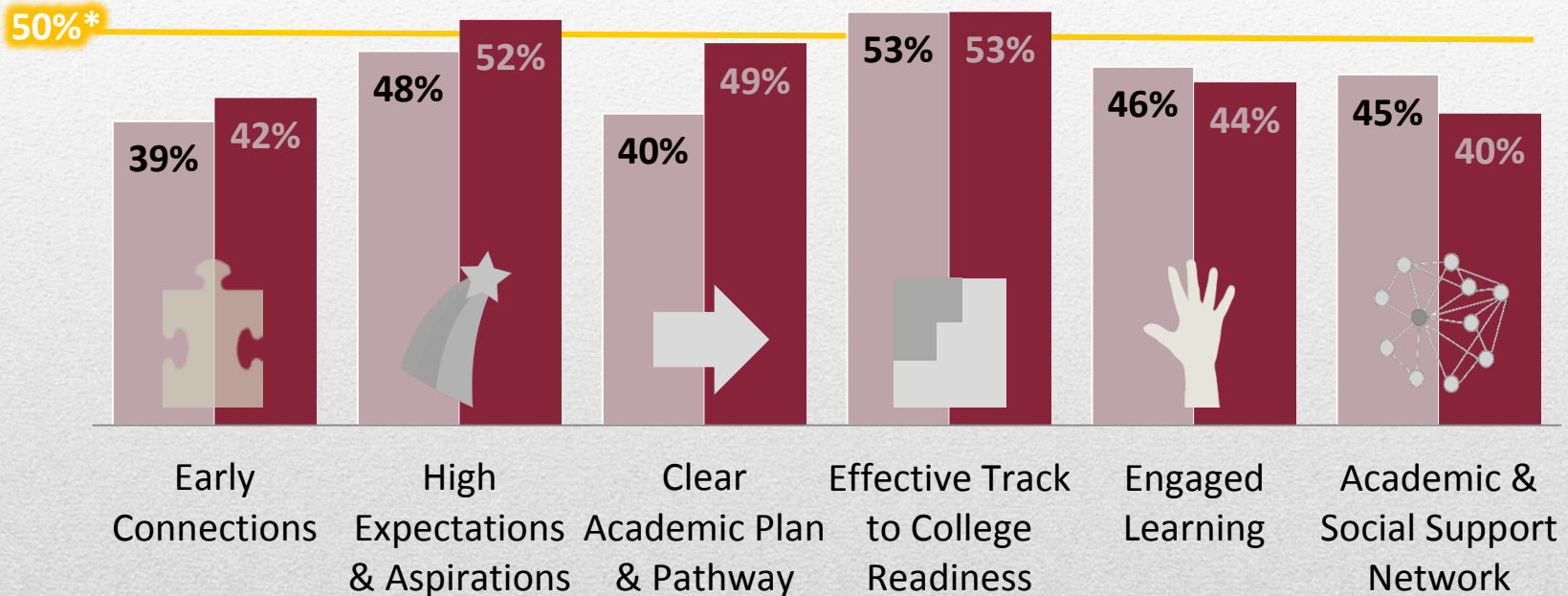# Benchmark Scores Compared to *SENSE* Cohort

■ 2014 ■ 2016 — SENSE Cohort

|	Early Connections	High Expectations & Aspirations	Clear Academic Plan & Pathway	Effective Track to College Readiness	Engaged Learning	Academic & Social Support Network
2014	39%	48%	40%	53%	46%	45%
2016	42%	52%	49%	53%	44%	40%

SENSE Cohort: 50%*

* Each benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean always is 50% and the standard deviation is 25%

Survey of Entering Student Engagement Benchmark Scores

Unprepared for College

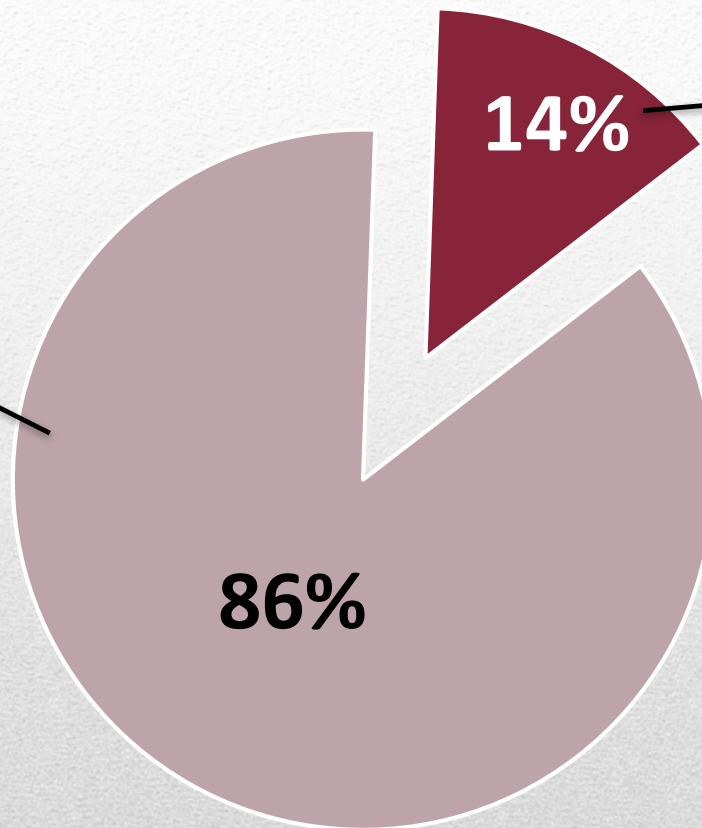Student's lowest course attempted in Math and/or English was remedial level

College Prepared

Student's lowest course attempted in math and/or English was college level

29%

71%
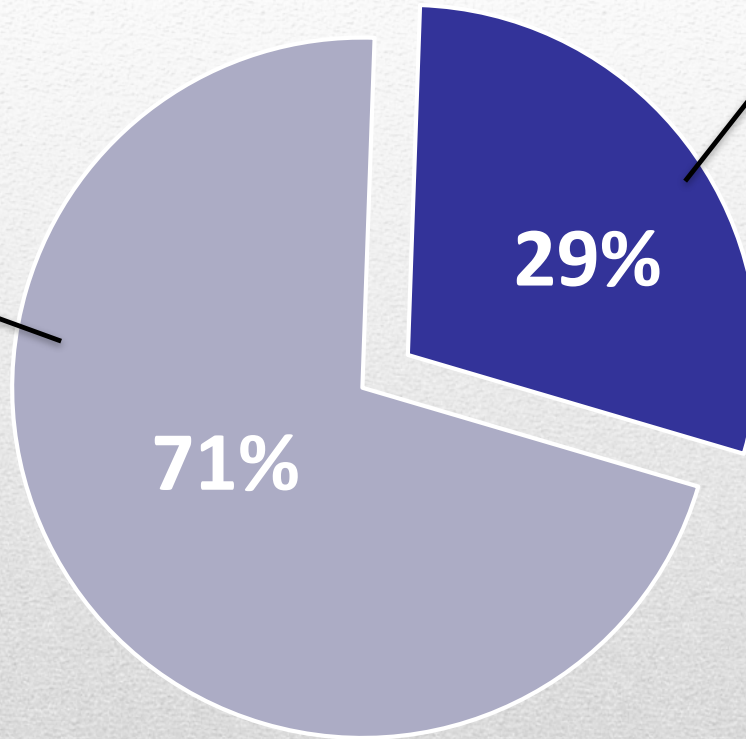
Percentage of New ECC Students Unprepared for College

14%

College Prepared

Student's lowest course attempted in math and/or English was college level
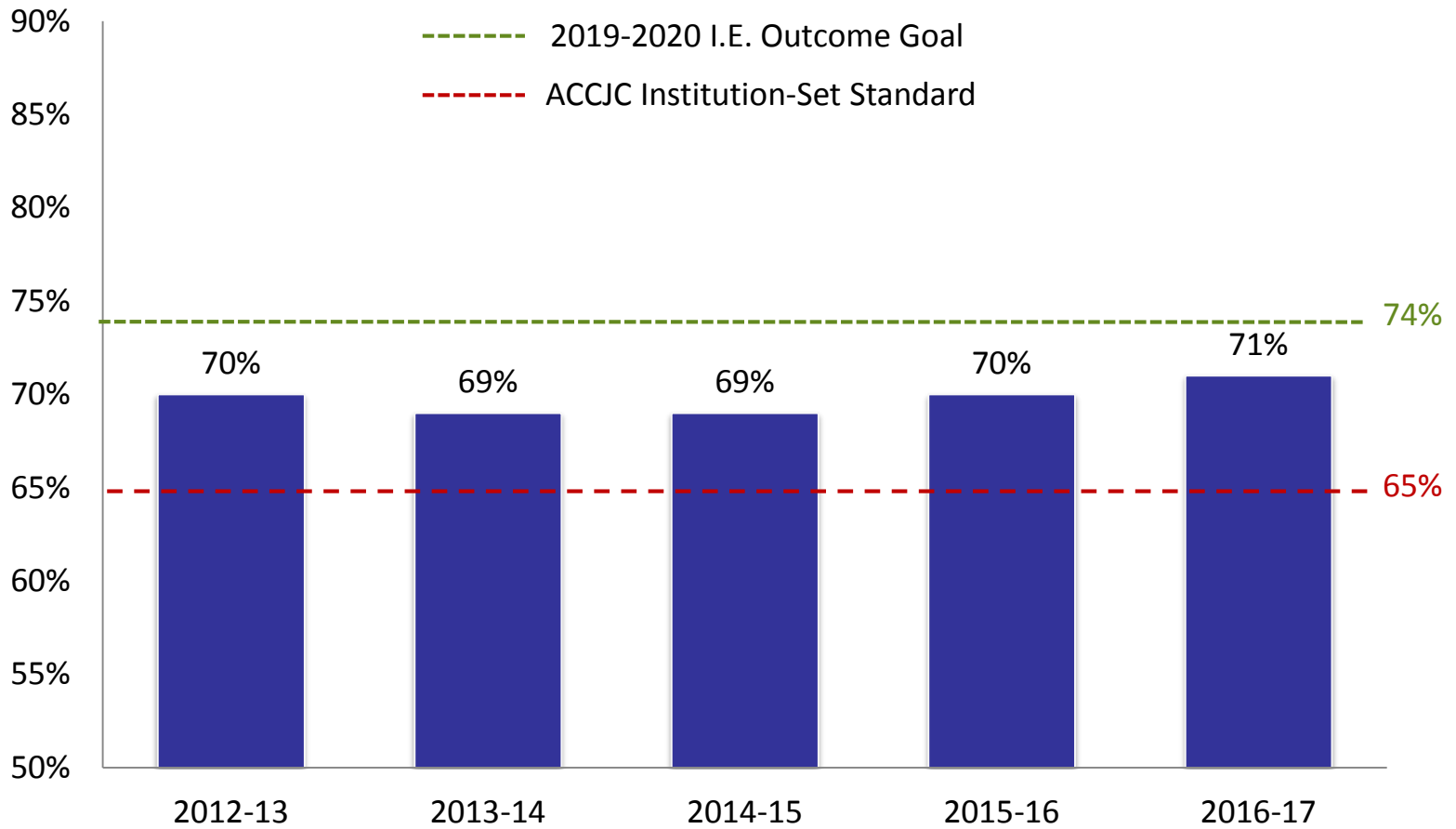
Unprepared for College

Student's lowest course attempted in Math and/or English was remedial level
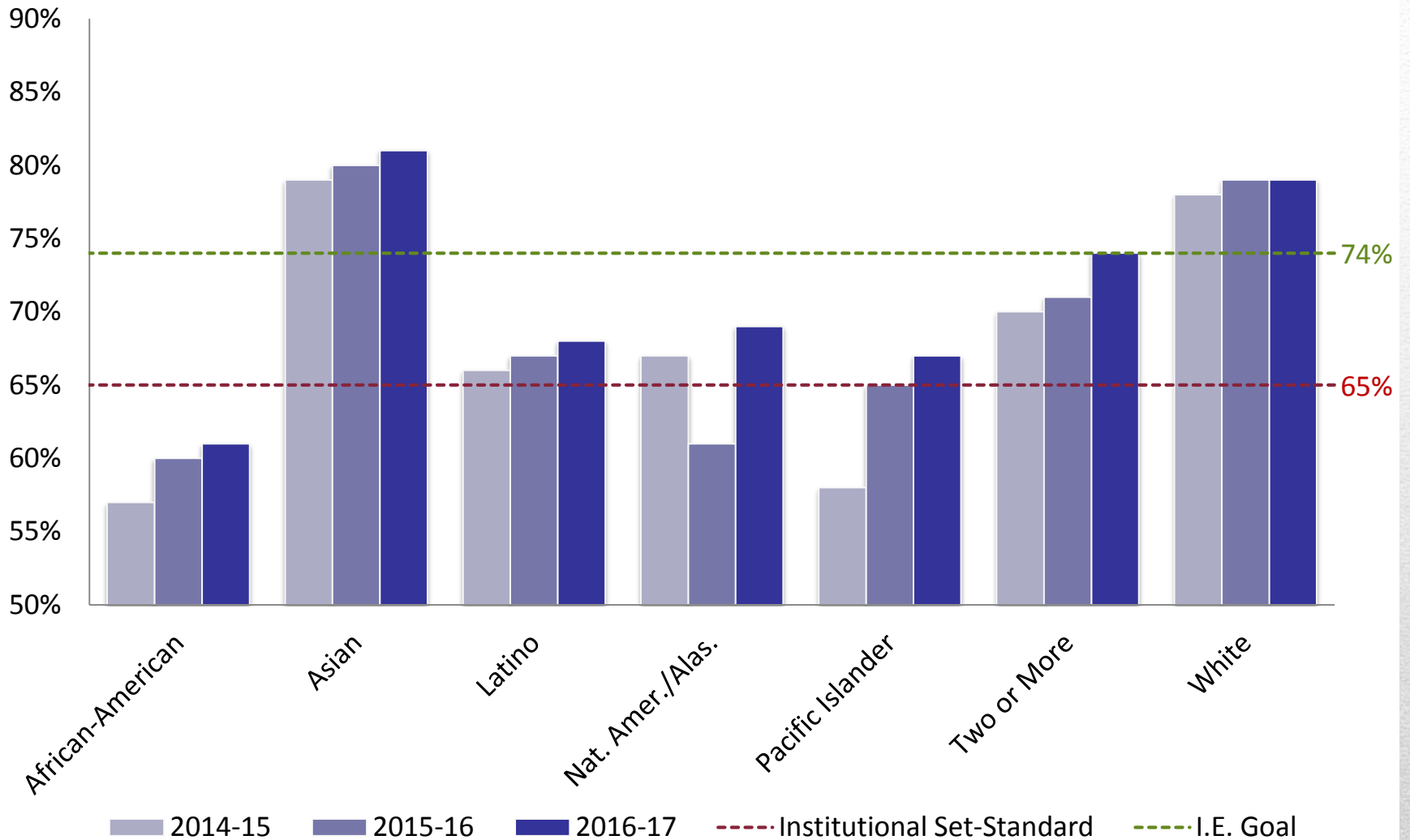
86%

Percentage of New Compton College Students Unprepared for College
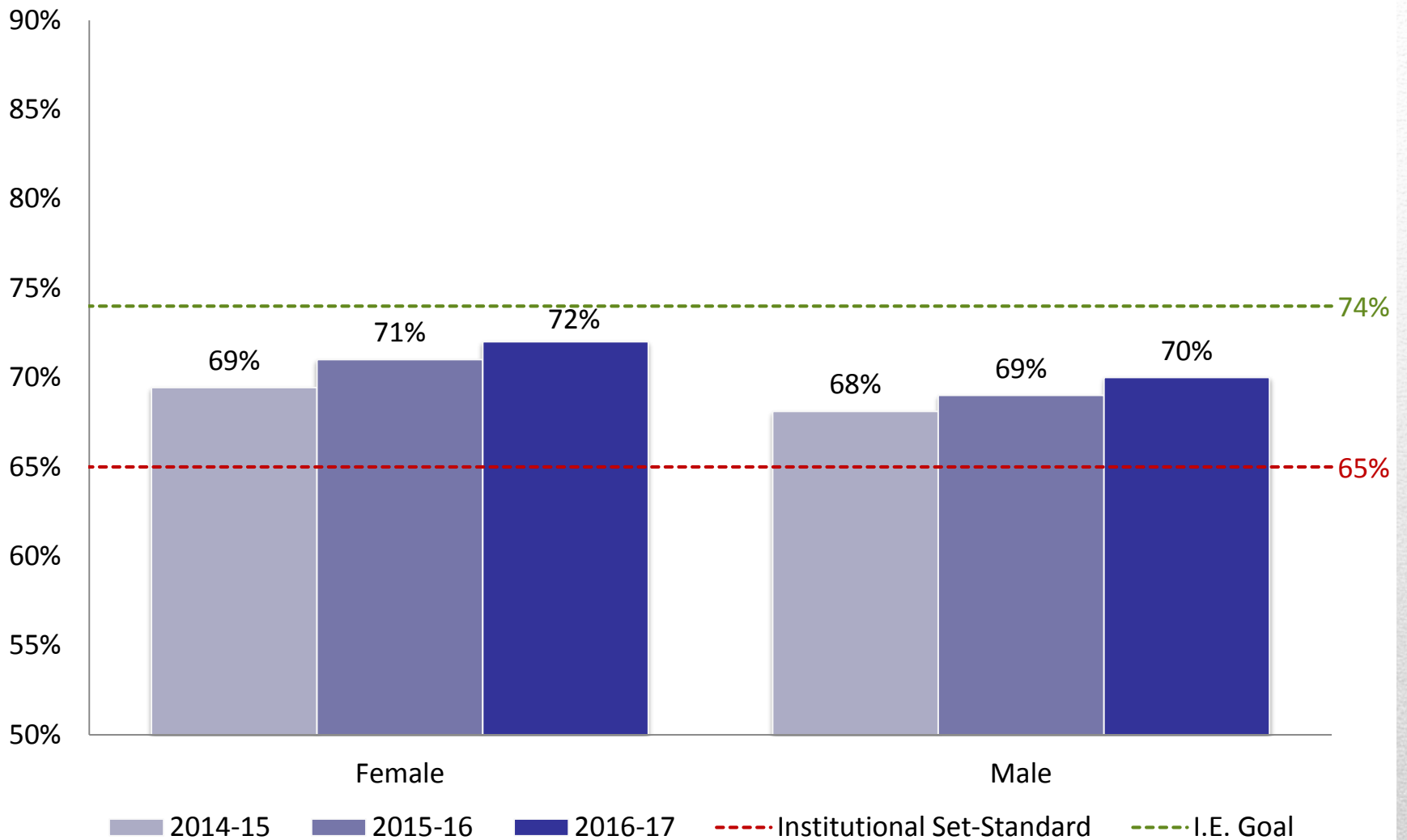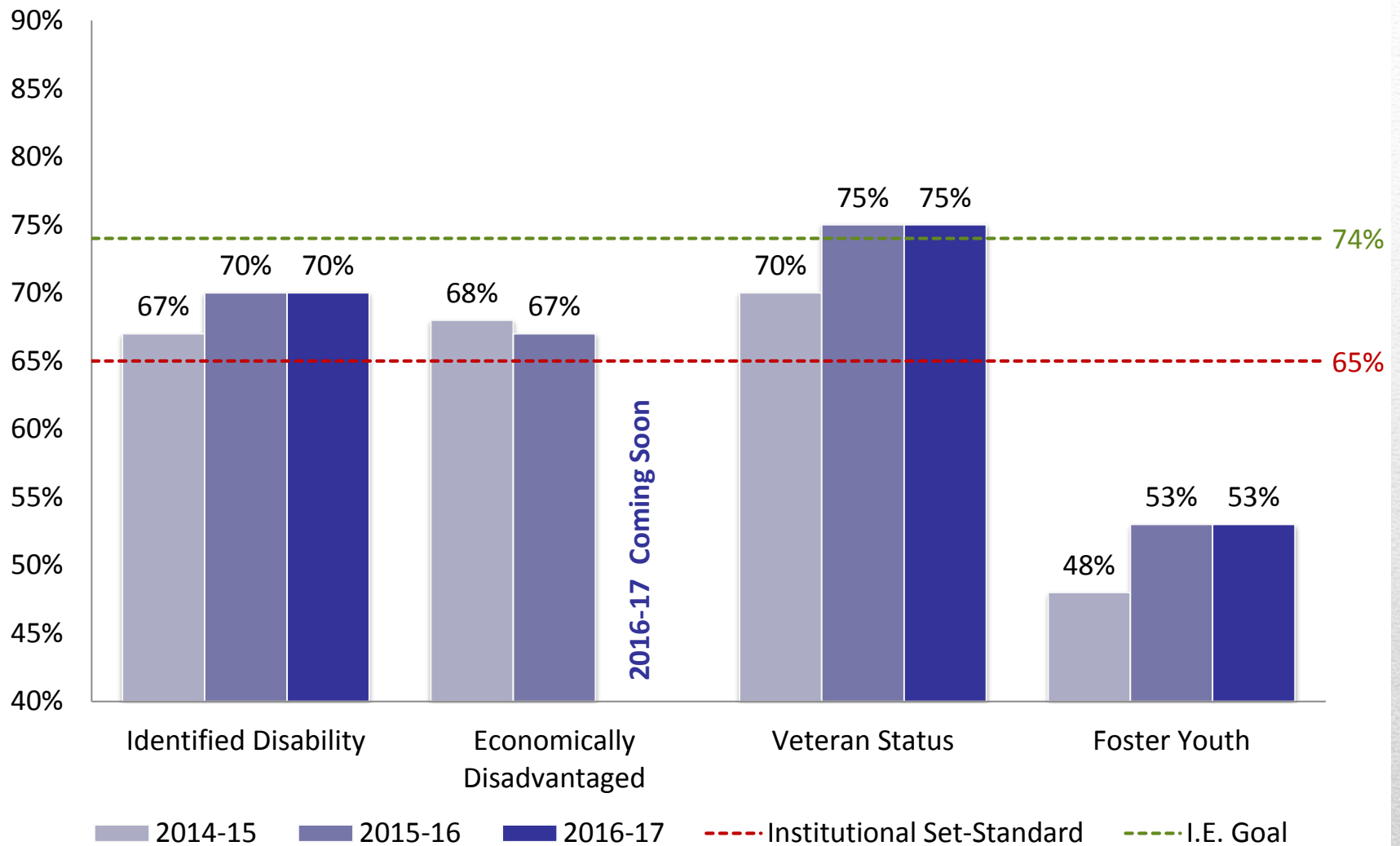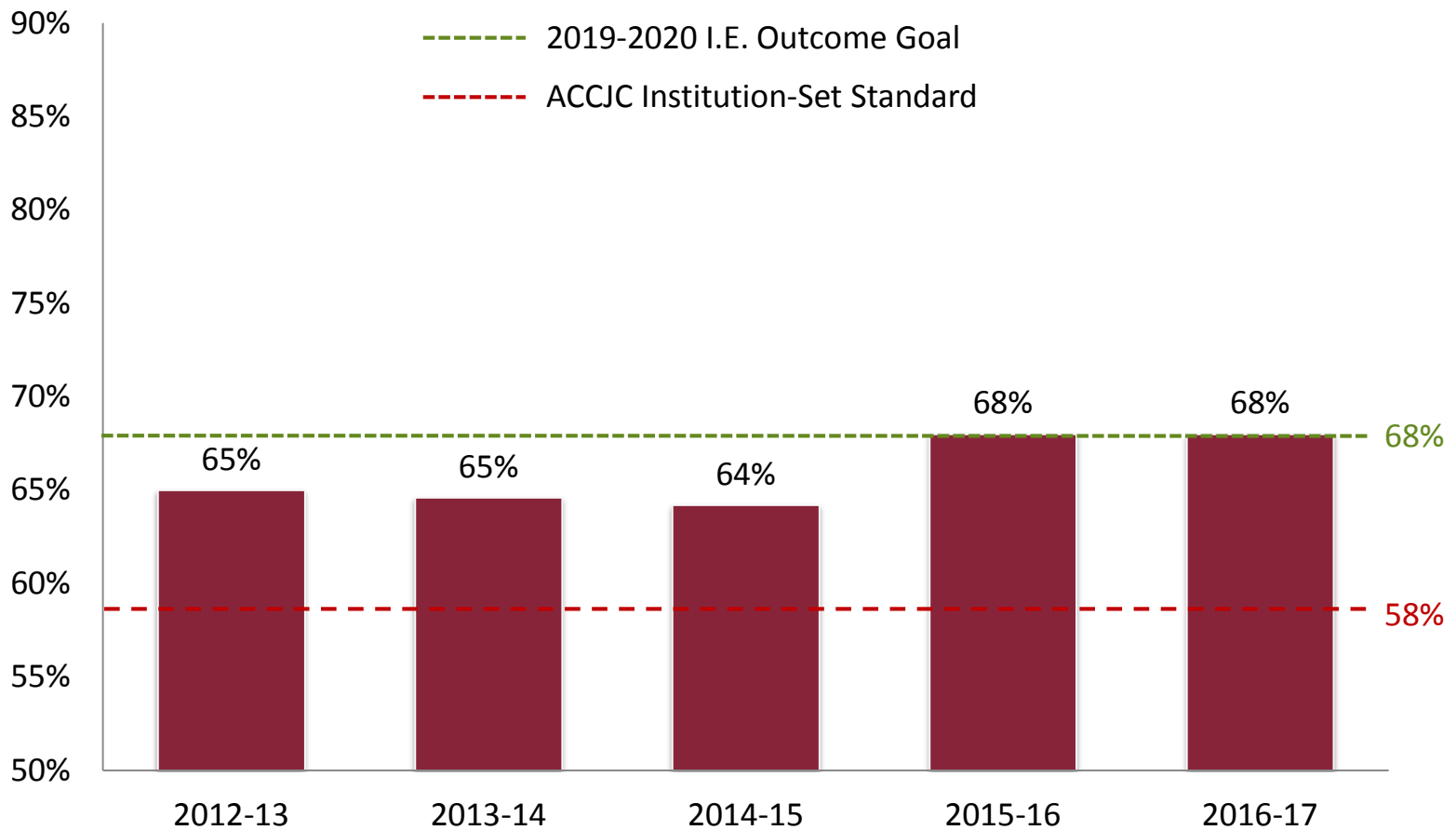
Student Outcomes

ECC Course Success Rate

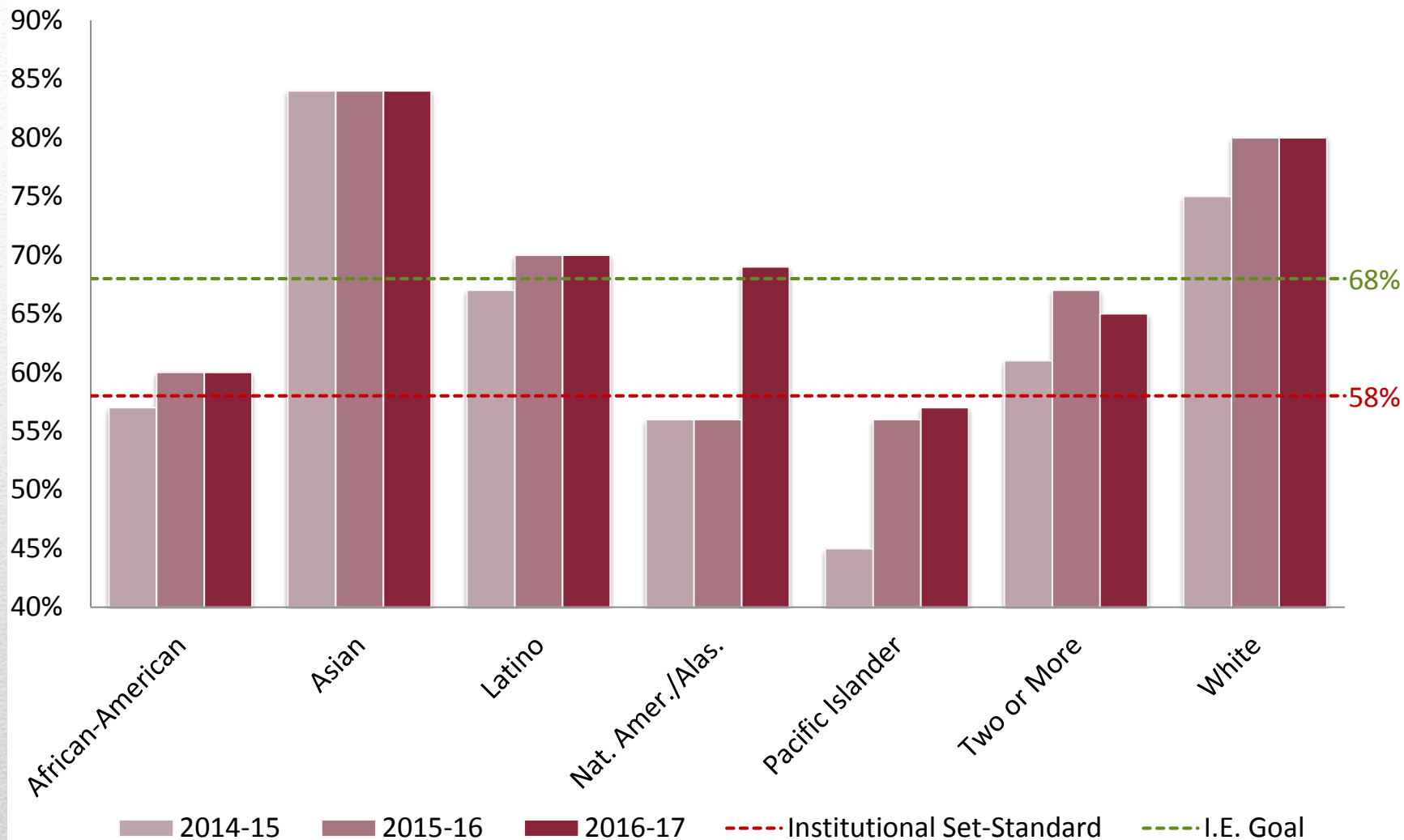# ECC Course Success Rate by Ethnicity

ECC Course Success Rate by Gender

ECC Course Success Rate by Mandated Groups

Compton College Course Success Rate

Compton College Course Success Rate by Ethnicity
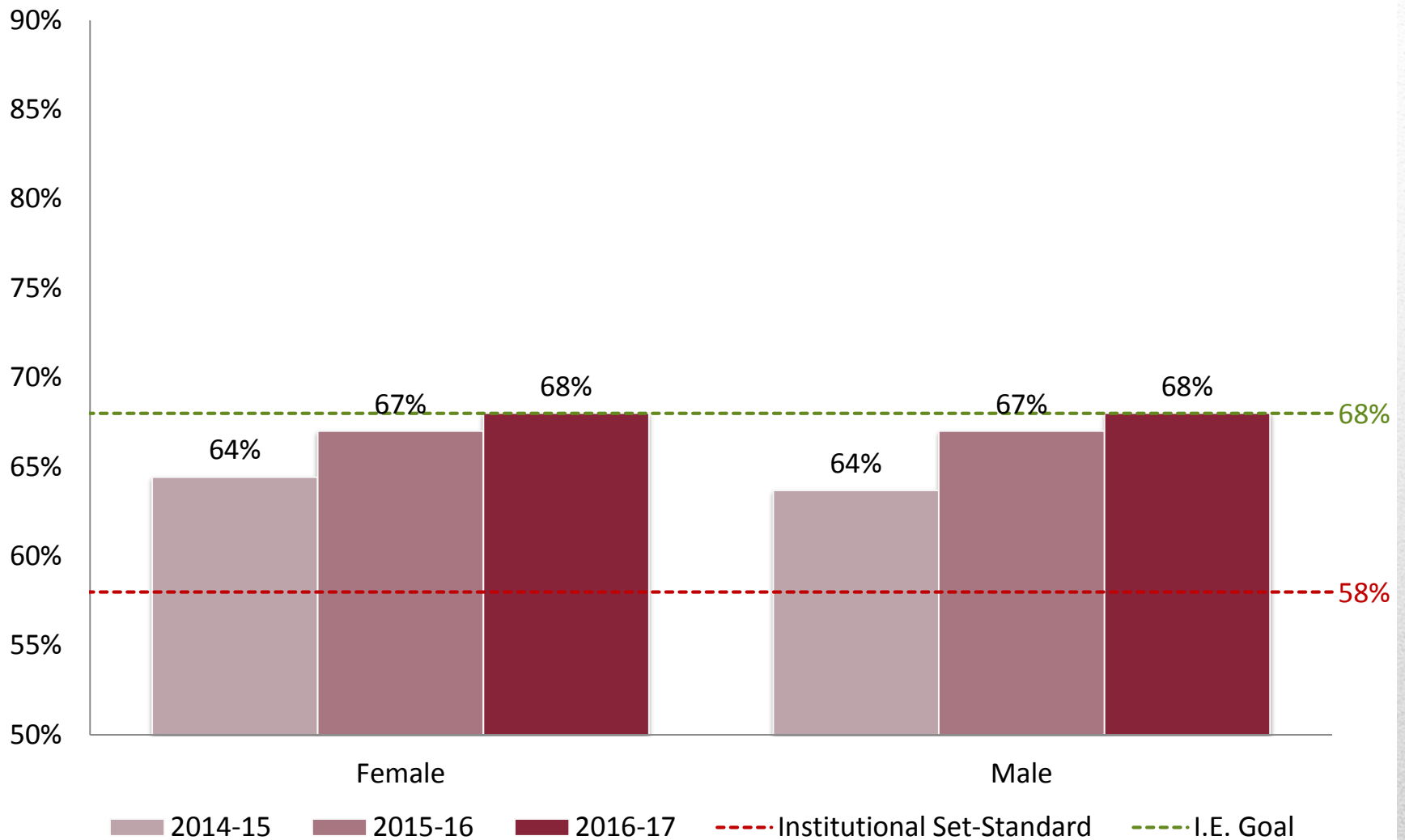
Compton College Course Success Rate by Gender
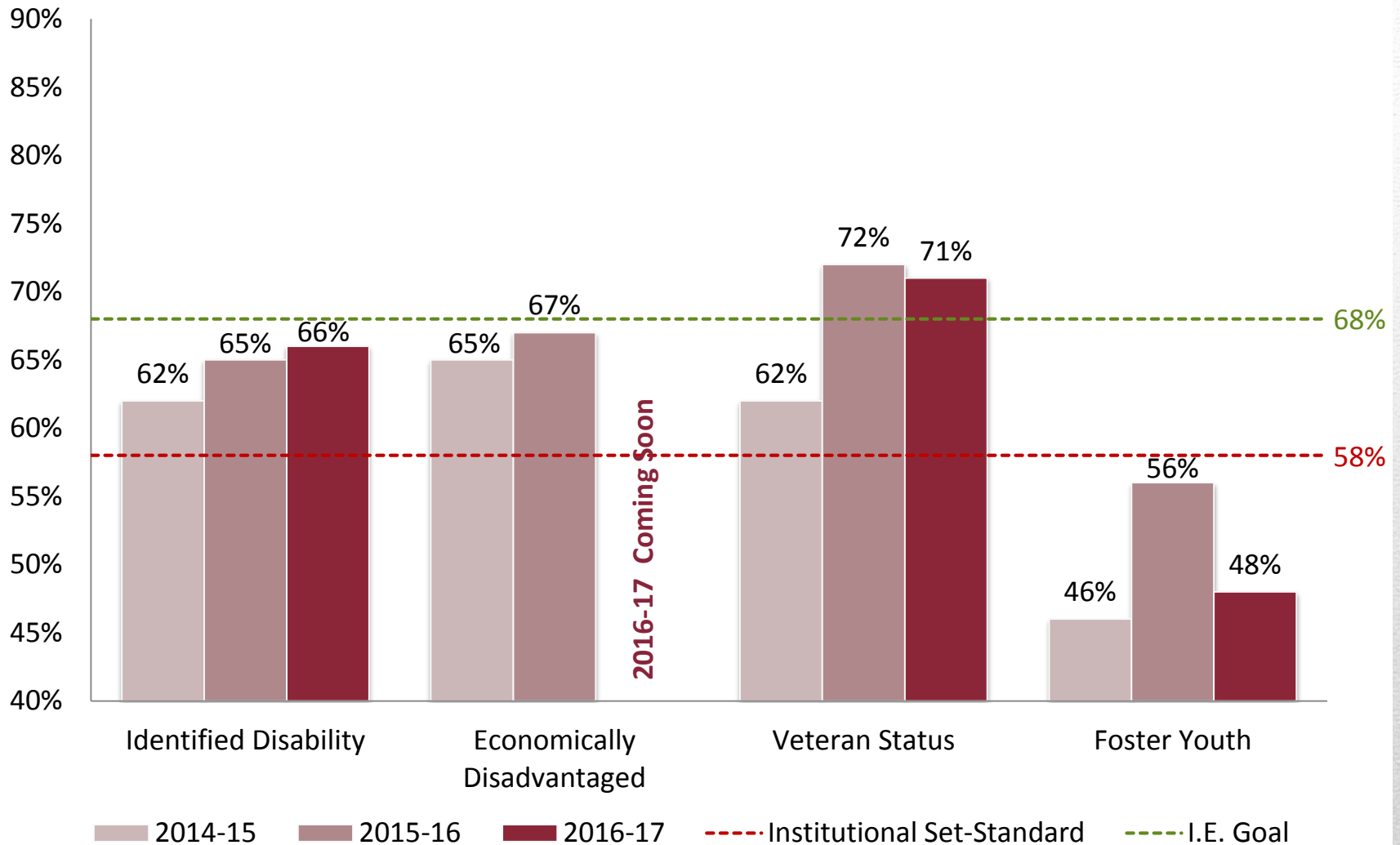
Compton College Course Success Rate by Mandated Groups

Completion Rates
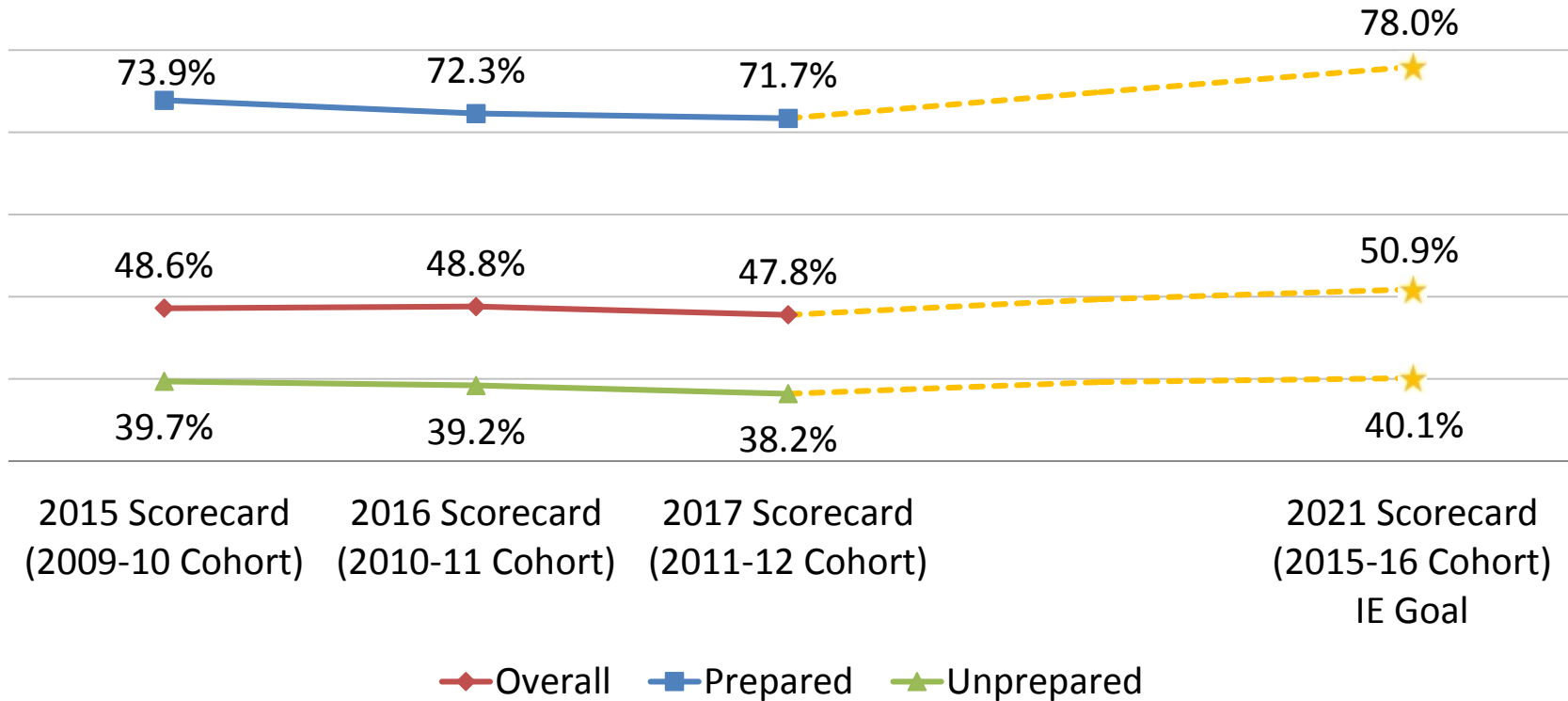
	2015 Scorecard (2009-10 Cohort)	2016 Scorecard (2010-11 Cohort)	2017 Scorecard (2011-12 Cohort)	2021 Scorecard (2015-16 Cohort) IE Goal
Prepared	73.9%	72.3%	71.7%	78.0%
Overall	48.6%	48.8%	47.8%	50.9%
Unprepared	39.7%	39.2%	38.2%	40.1%

Legend: Overall · Prepared · Unprepared

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.

ECC Scorecard Completion Rates

Remedial Progress Rates

- 49.4%
- 51.6%
- 50.5%
- 54.3%
- 32.6%
- 30.0%
- 37.0%
- 27.8%
- 30.1%
- 32.7%
- 29.6%

| 2015 Scorecard (2009-10 Cohort) | 2016 Scorecard (2010-11 Cohort) | 2017 Scorecard (2011-12 Cohort) | 2021 Scorecard (2015-16 Cohort) IE Goal |

Legend: ◆ Writing ■ Math ▲ ESL

Percentage of credit students who first enrolled in a course below transfer level in writing, math, and/or ESL during the cohort year at ECC and completed a college-level course in the same discipline anywhere in the CCC system within six years.

ECC Scorecard Remedial Progress Rates

Completion Rates

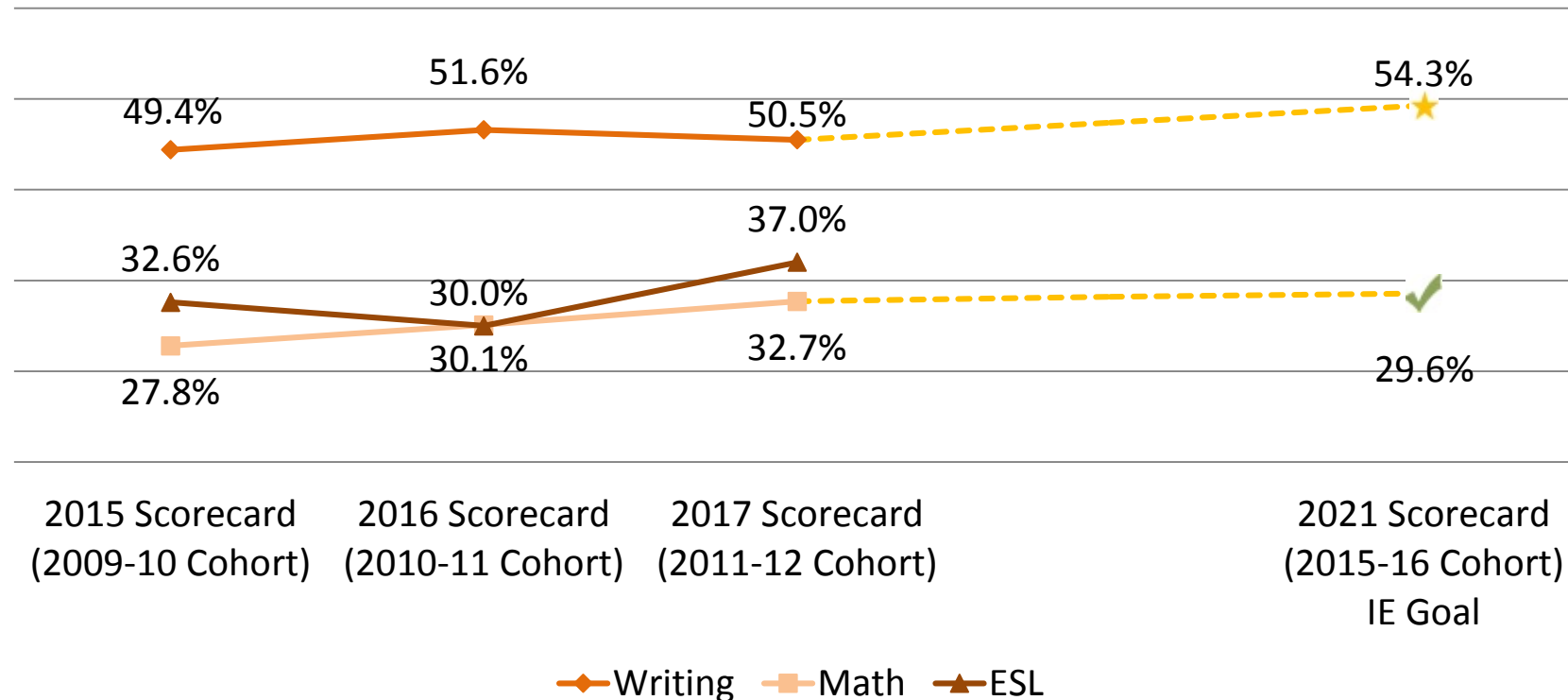|	2015 Scorecard (2009-10 Cohort)	2016 Scorecard (2010-11 Cohort)	2017 Scorecard (2011-12 Cohort)	2021 Scorecard (2015-16 Cohort) IE Goal
Prepared	55.1%	63.2%	67.1%	74.4%
Overall	29.7%	30.9%	34.2%	31.1%
Unprepared	27.2%	27.5%	28.9%	29.0%

Overall ◆ — Prepared ■ — Unprepared ▲

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.
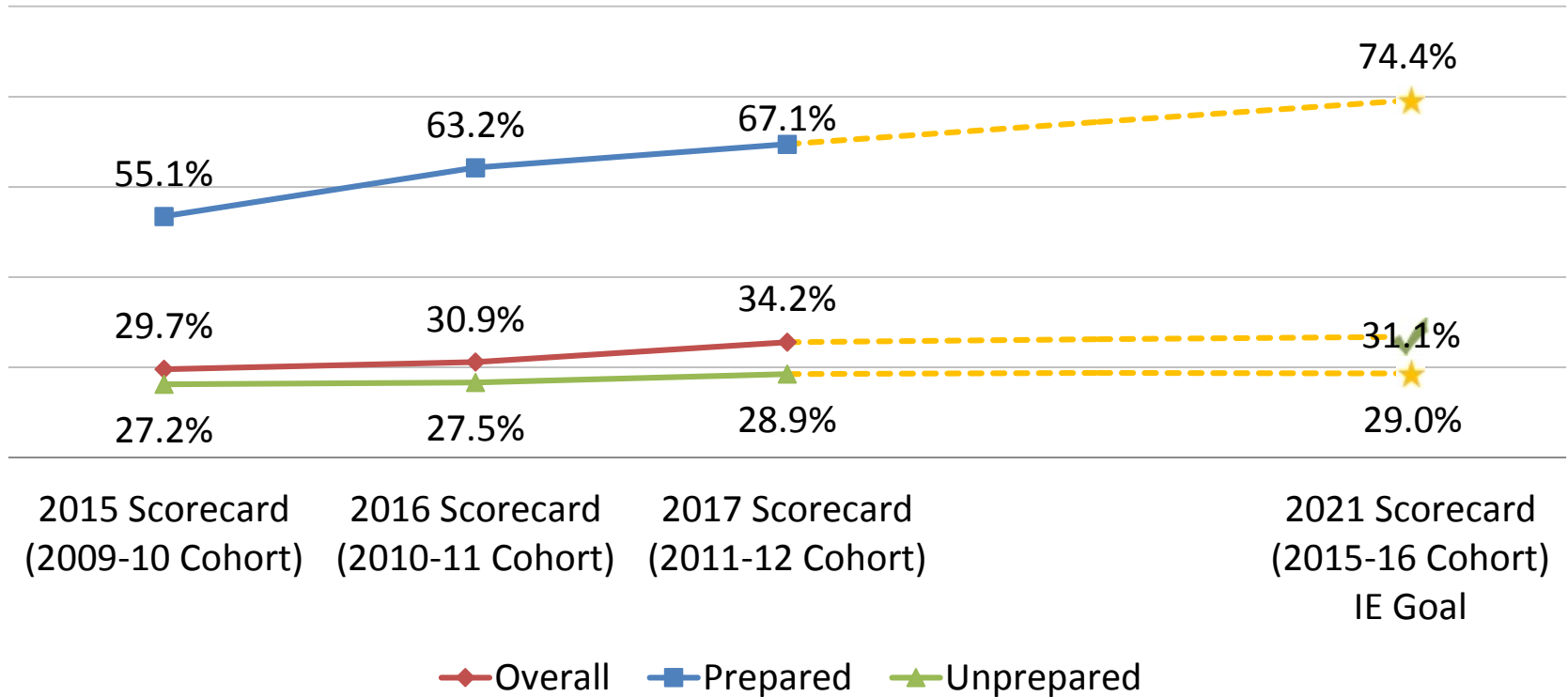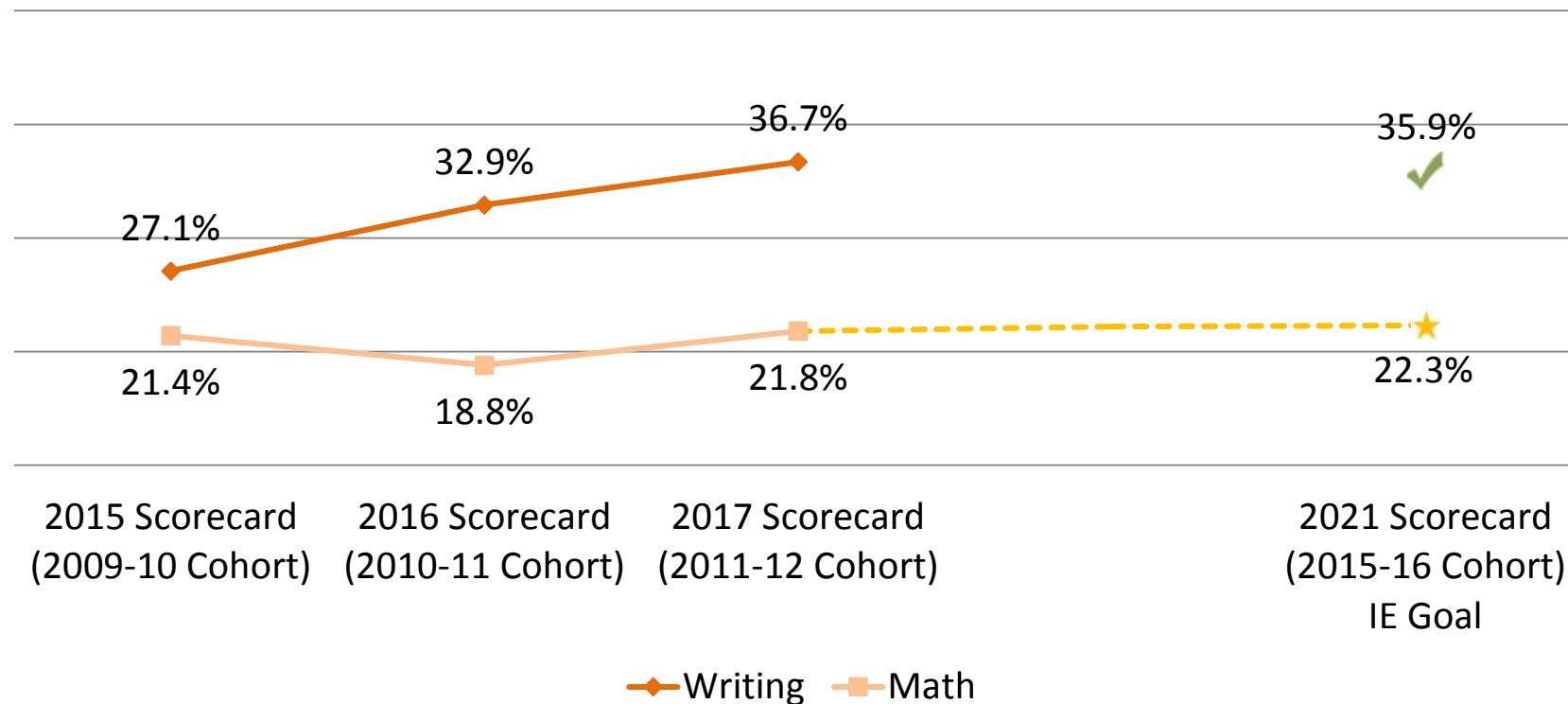
Compton College Scorecard Completion Rates

Remedial Progress Rates

Percentage of credit students who first enrolled in a course below transfer level in writing, math, and/or ESL during the cohort year at ECC and completed a college-level course in the same discipline anywhere in the CCC system within six years.

Compton College Scorecard
Remedial Progress Rates

34

Five-Year Degrees Trend
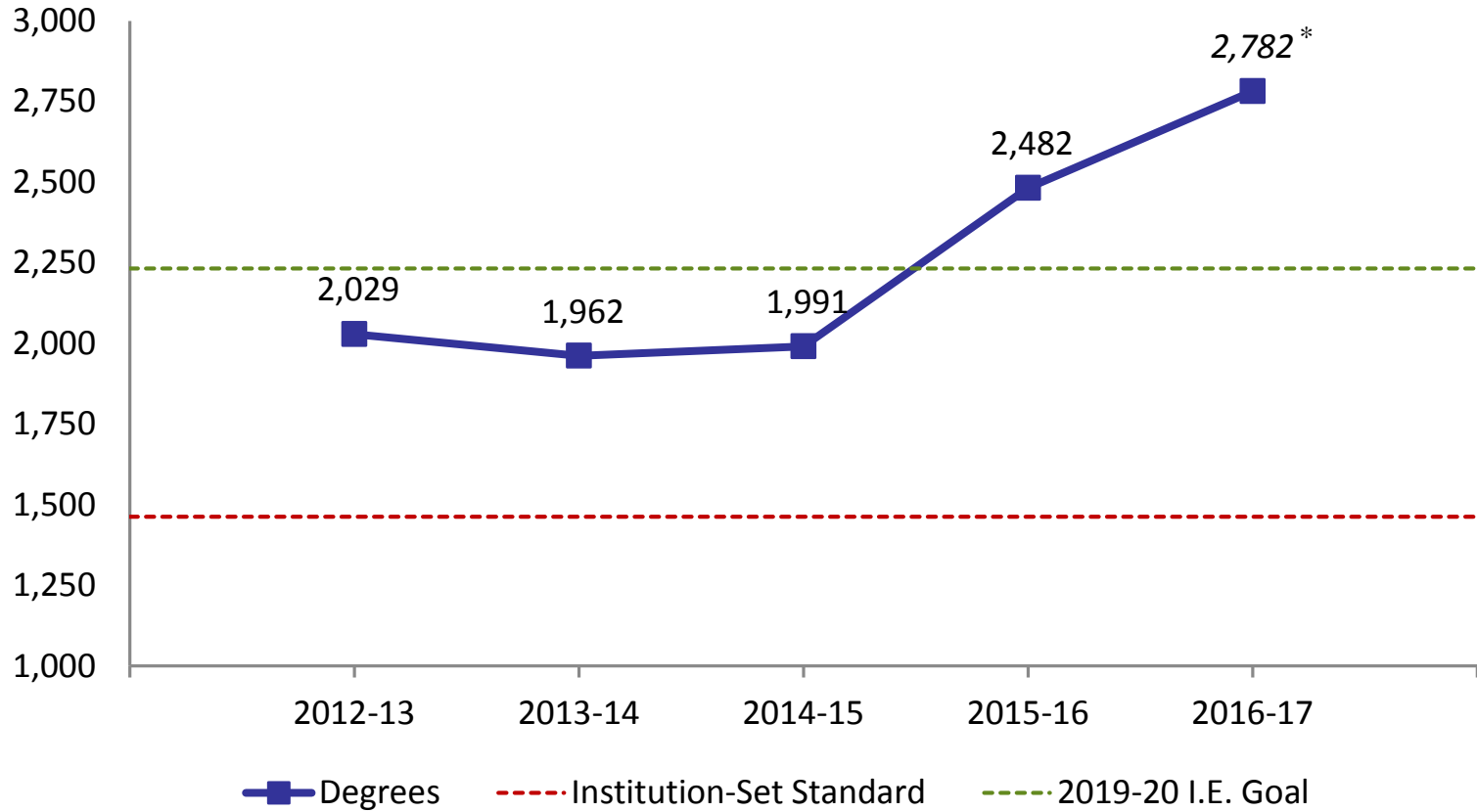
*Estimate

ECC Degrees

Five-Year Certificates Trend
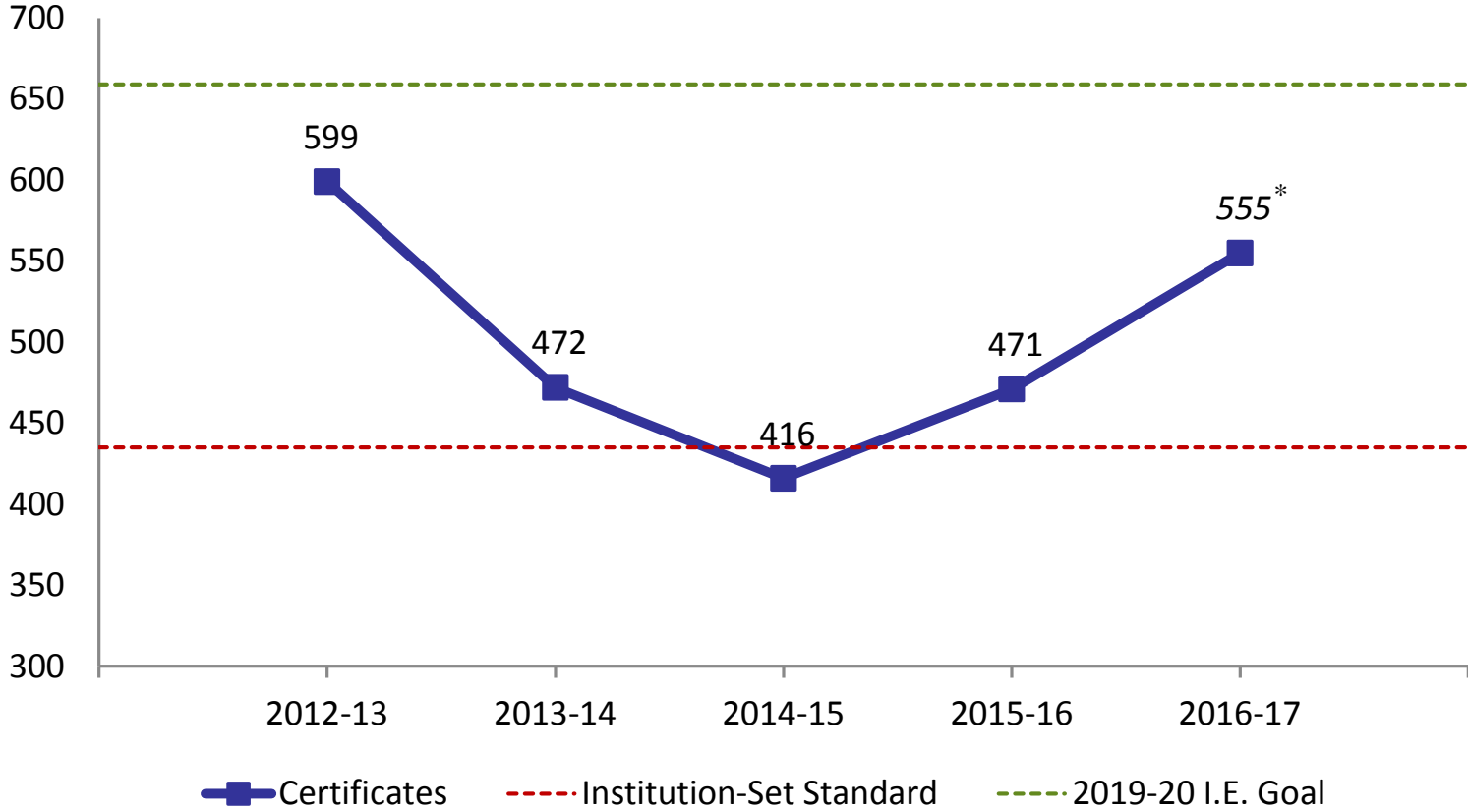
*Estimate

ECC Certificates

Five-Year Degrees Trend
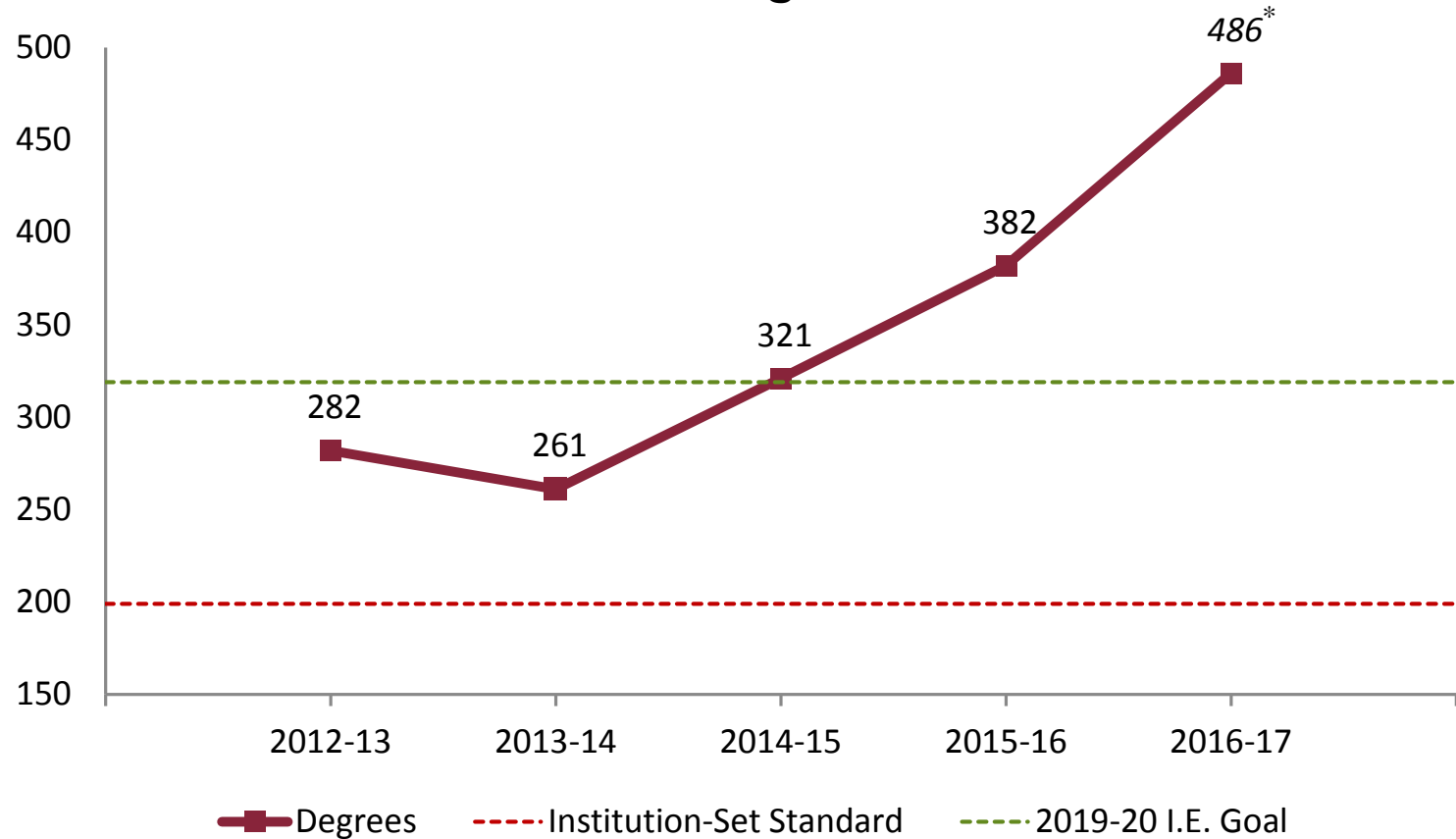
Estimate

Compton College Degrees

Five-Year Certificates Trend

Legend: Certificates — Institution-Set Standard — 2019-20 I.E. Goal

Data points: 2012-13: 98, 2013-14: 98, 2014-15: 104, 2015-16: 182, 2016-17: 161*
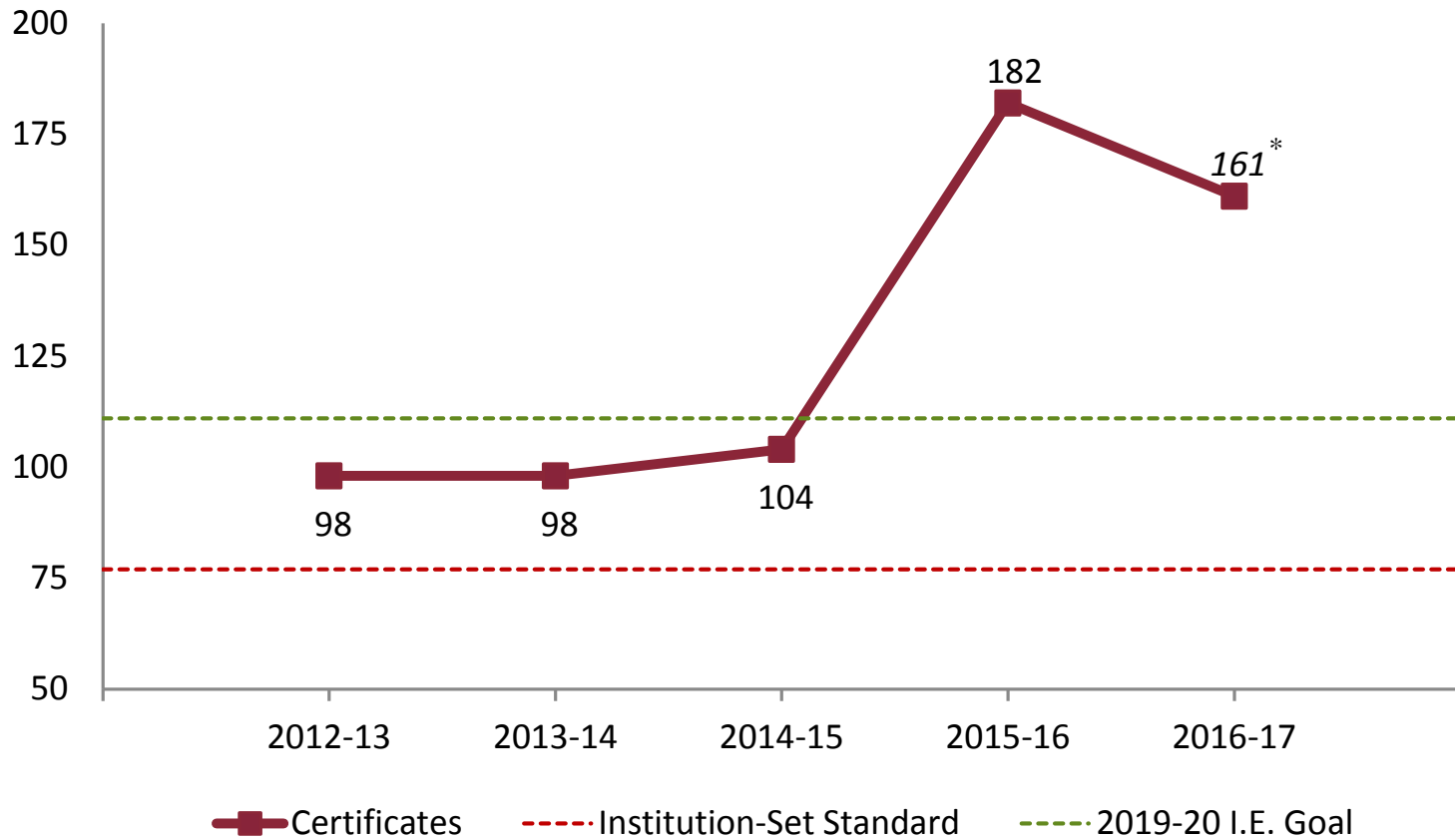
*Estimate

Compton College Certificates
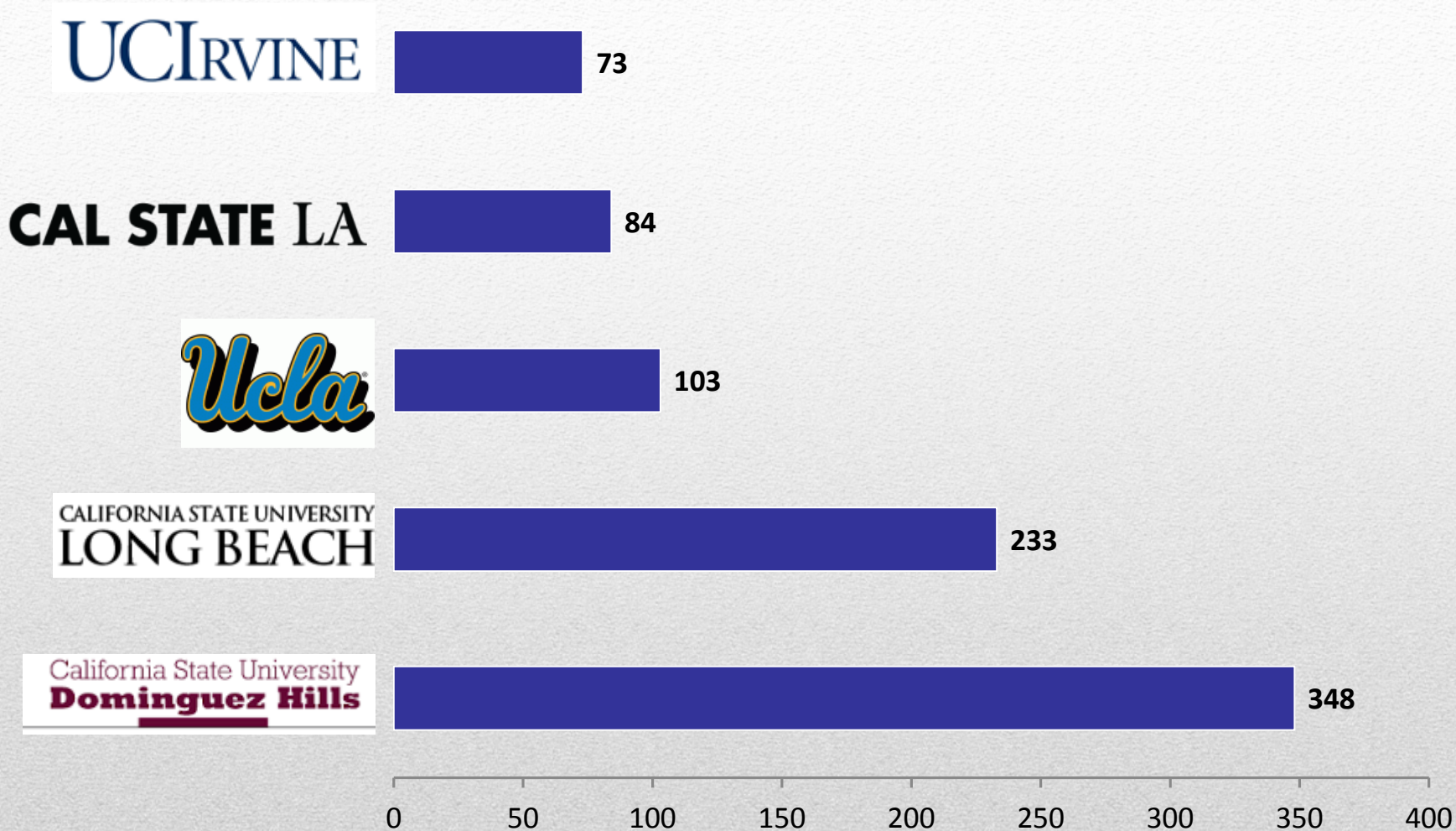
ECC Top Transfer Destinations 2015-16

Compton College Top Transfer
Destinations 2015-2016

Guided Pathways

- Clarify Pathways

- Get Students on the Pathway

- Help Students Stay on the Pathway

- Ensure Students are Learning

Initiatives of Guided Pathways

Goal: Reduce the **time to completion** of awards.

Award Type	Total Awards			Median Years			Cumulative Percent 150%		
Year	13–14	14–15	15–16	13–14	14–15	15–16	13–14	14–15	15–16
Degrees	1,968	1,977	2,463	4.4	3.5	4.0	31%	46%	29%
Certificates	410	410	474	4.5	3.5	4.3	25%	46%	30%
Total	2,378	2,387	2,937	4.4	3.5	4.3	30%	46%	29%

Source: CCCCO MIS

Since degree and certificate programs vary in length, time to completion is reported as a cumulative percentage of the "normal time" required for the degree or certificate.
- "100%" refers to students completing within the normal time
- "150%" refers to all students requiring up to 1.5 times the length of normal time.

ECC Time to Completion

Goal: Reduce the **time to completion** of awards.

Award Type	Total Awards			Median Years			Cumulative Percent 150%		
Year	13–14	14–15	15–16	13–14	14–15	15–16	13–14	14–15	15–16
Degrees	261	316	386	4.0	4.9	3.9	31%	38%	34%
Certificates	87	104	179	4.5	2.4	2.7	26%	61%	56%
Total	348	420	565	4.4	3.9	3.7	30%	45%	42%

Source: CCCCO MIS

Since degree and certificate programs vary in length, time to completion is reported as a cumulative percentage of the "normal time" required for the degree or certificate.
- "100%" refers to students completing within the normal time
- "150%" refers to all students requiring up to 1.5 times the length of normal time.

Compton College Time to Completion

Goal: Increase the rate of completion of 30 units in one year AND reduce the time to completion of 30 units

Entering Student 30 Units Completed by the End of First Year

|	Fall 2014 Entering Student Cohort (N=4,367)	Fall 2015 Entering Student Cohort (N=3,778)
Entering Students Completed 30 Units by End of First Year	(N=503) 11.5%	(N=266) 7.0%

Source: CCCCO MIS and SIS (Colleague)

Entering Students Definition:

- New to El Camino College
- Attempted 9 units during 1st semester at the time of census

ECC Completion of 30 Units

Goal: Increase the rate of completion of 30 units in one year AND reduce the time to completion of 30 units

Completion of 30 Units - Ready vs. Not Ready Students
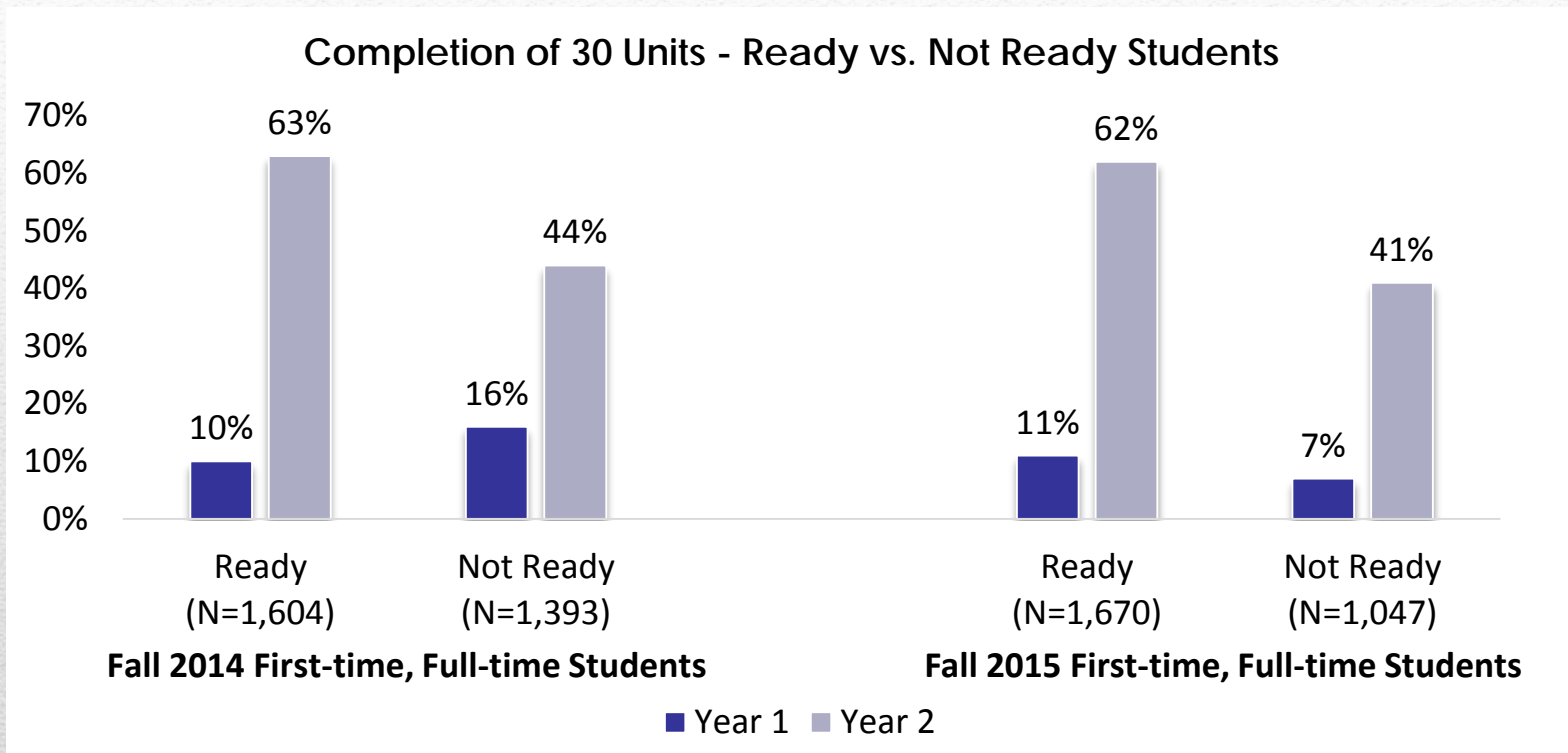
"Ready" students are students who completed all three core services (Orientation, Assessment, and Ed. Plan) by the end of their first semester

ECC Completion of 30 Units
Ready vs. Not Ready Students

Goal: *Increase the rate of completion of 30 units in one year AND reduce the time to completion of 30 units*

Entering Student 30 Units Completed by the End of First Year

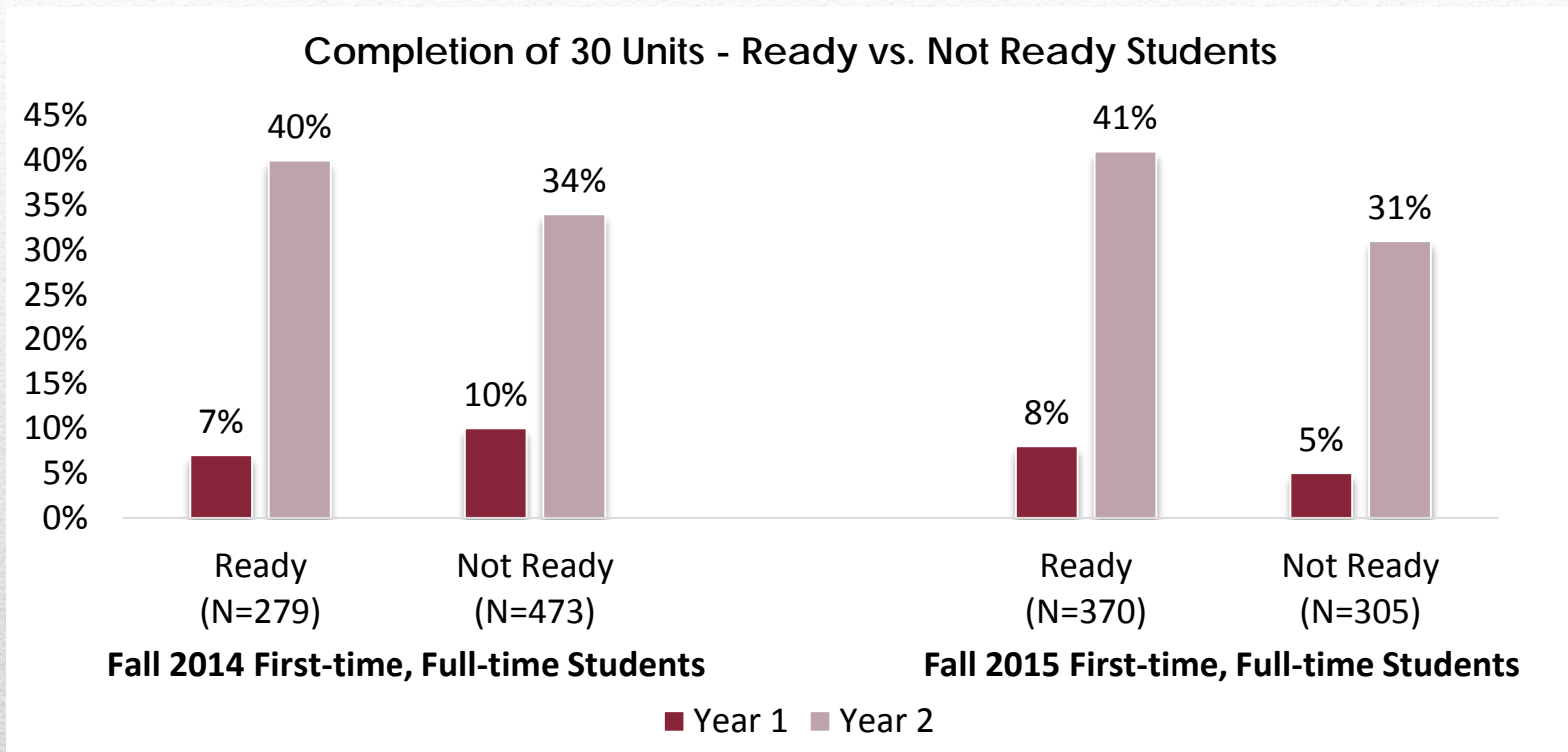|	Fall 2014 Entering Student Cohort (N=1,284)	Fall 2015 Entering Student Cohort (N=966)
Entering Students Completed 30 Units by End of First Year	(N= 113) 8.8%	(N=49) 5.1%

Source: CCCCO MIS and SIS (Colleague)

Entering Students Definition:

- New to El Camino College
- Attempted 9 units during 1st semester at the time of census

Compton College Completion of 30 Units

Goal: Increase the rate of completion of 30 units in one year AND reduce the time to completion of 30 units

Completion of 30 Units - Ready vs. Not Ready Students

Fall 2014 First-time, Full-time Students
- Ready (N=279): Year 1 = 7%, Year 2 = 40%
- Not Ready (N=473): Year 1 = 10%, Year 2 = 34%

Fall 2015 First-time, Full-time Students
- Ready (N=370): Year 1 = 8%, Year 2 = 41%
- Not Ready (N=305): Year 1 = 5%, Year 2 = 31%

■ Year 1 ■ Year 2

"Ready" students are students who completed all three core services (Orientation, Assessment, and Ed. Plan) by the end of their first semester

Compton College Completion of 30 Units
Ready vs. Not Ready Students

48

Goal: Increase the average number of units earned per semester

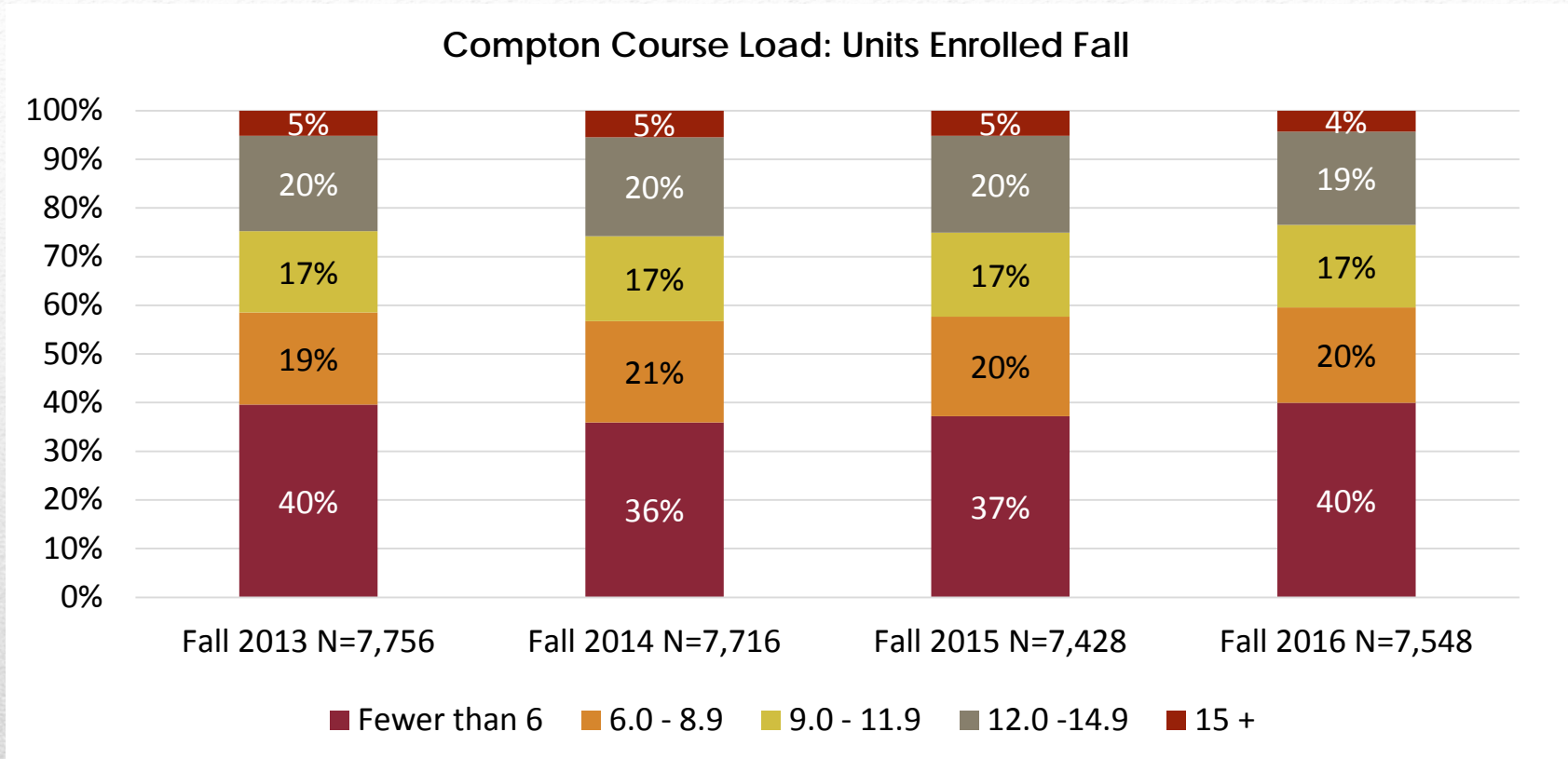ECC Course Load: Units Enrolled Fall
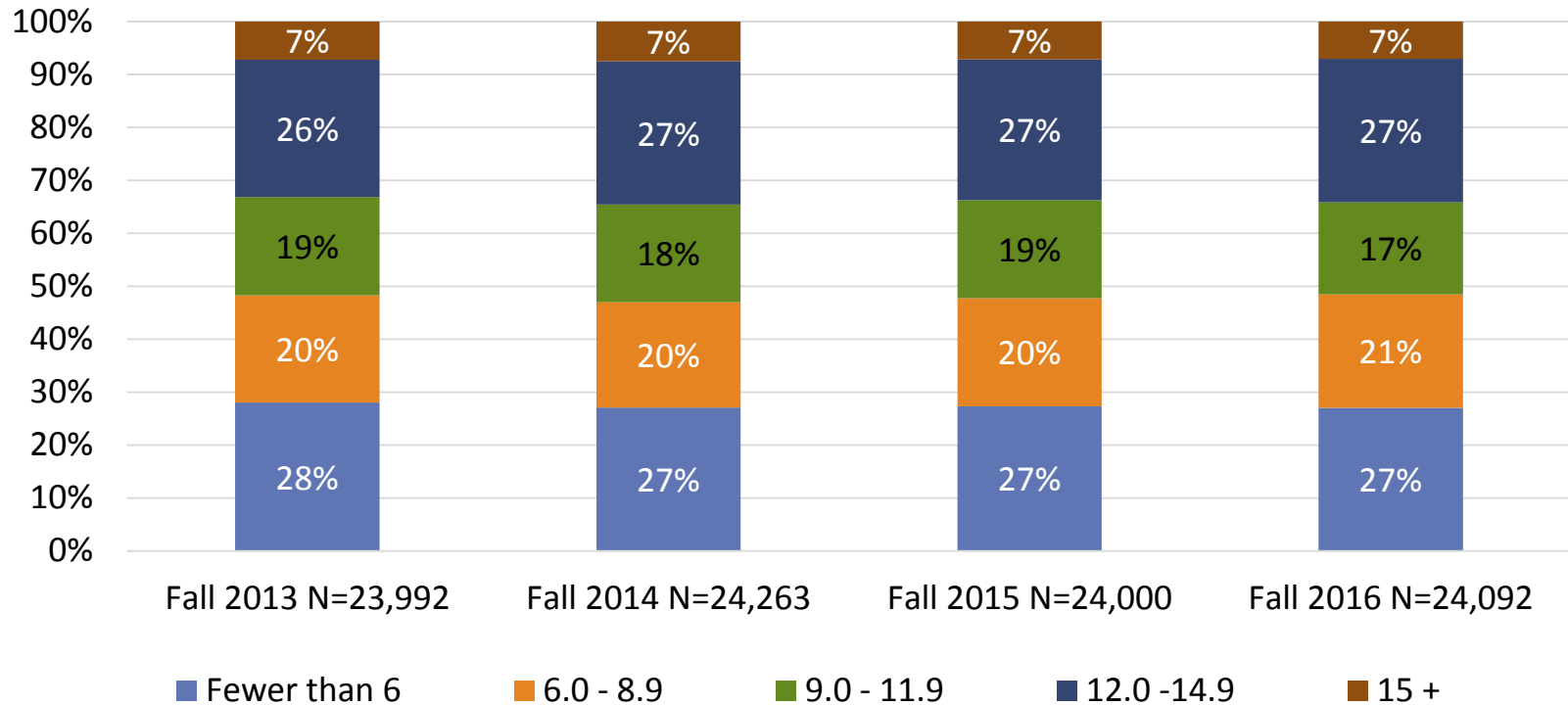
Source: CCCCO MIS and SIS (Colleague)

Note that these units exclude any units concurrently enrolled at Compton Center/Compton College.

ECC Average Units Earned Per Fall Semester

Goal: Increase the average number of units earned per semester

Compton Course Load: Units Enrolled Fall

	Fall 2013 N=7,756	Fall 2014 N=7,716	Fall 2015 N=7,428	Fall 2016 N=7,548
15 +	5%	5%	5%	4%
12.0 -14.9	20%	20%	20%	19%
9.0 - 11.9	17%	17%	17%	17%
6.0 - 8.9	19%	21%	20%	20%
Fewer than 6	40%	36%	37%	40%

Legend: ■ Fewer than 6   ■ 6.0 - 8.9   ■ 9.0 - 11.9   ■ 12.0 -14.9   ■ 15 +

Source: CCCCO MIS and SIS (Colleague)

Note that these units exclude any units concurrently enrolled at El Camino College.

Compton College Average Units Earned Per Fall Semester

In Five Years (2021-22):

- Increase by 20% the number of students earning an ssociate degree, credential, certificate, or specific skill set.

- Increase by 35% the number of CCC students transferring to a UC or CSU.

- Decrease the average number of units accumulated by CCC students earning associate degrees.

- Reduce equity gaps across all of the above measures with the goal of cutting achievement gaps by 40%.

  - *Fully closing those achievement gaps within 10 years.*

Chancellor's Strategic Vision

ECC Degrees Trend and Projection
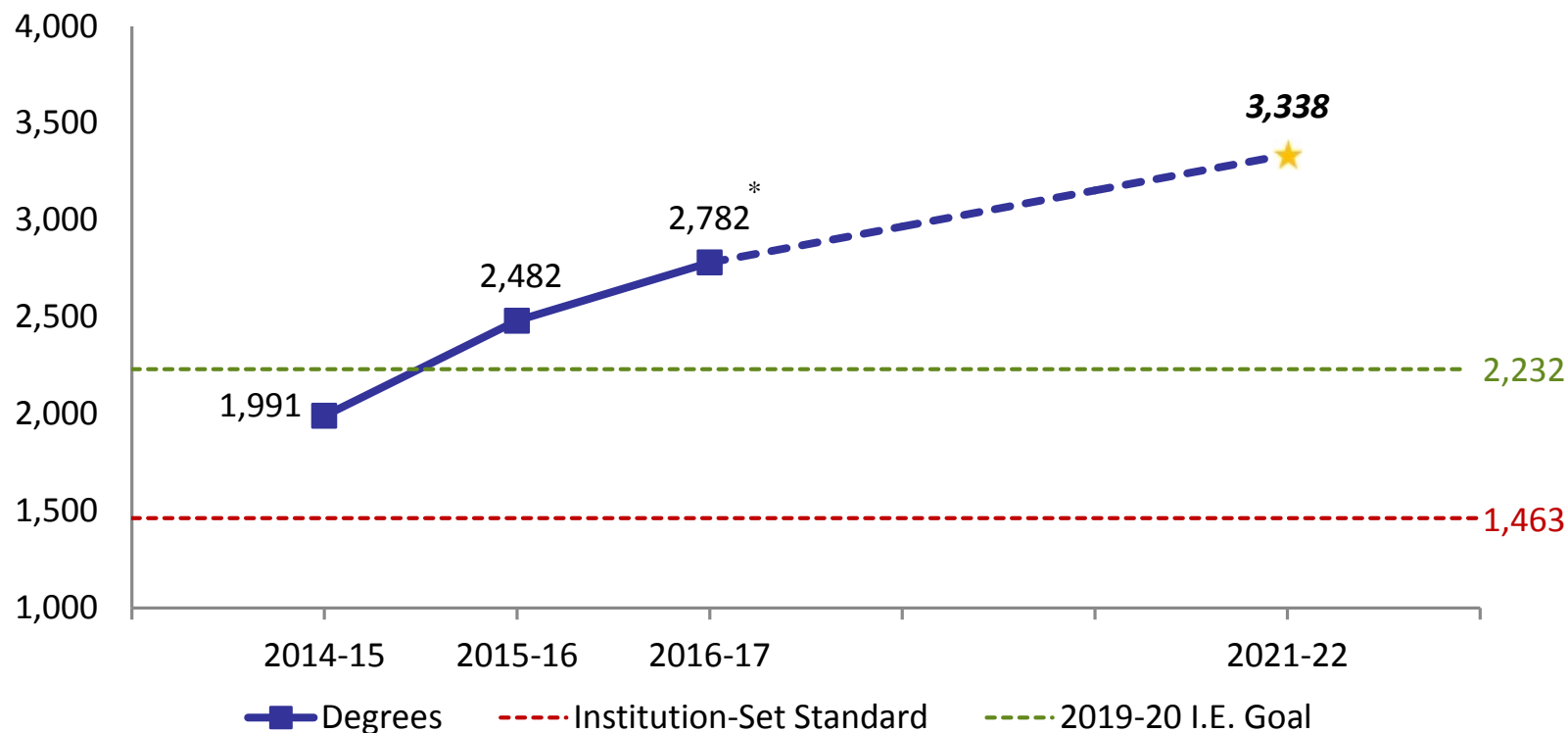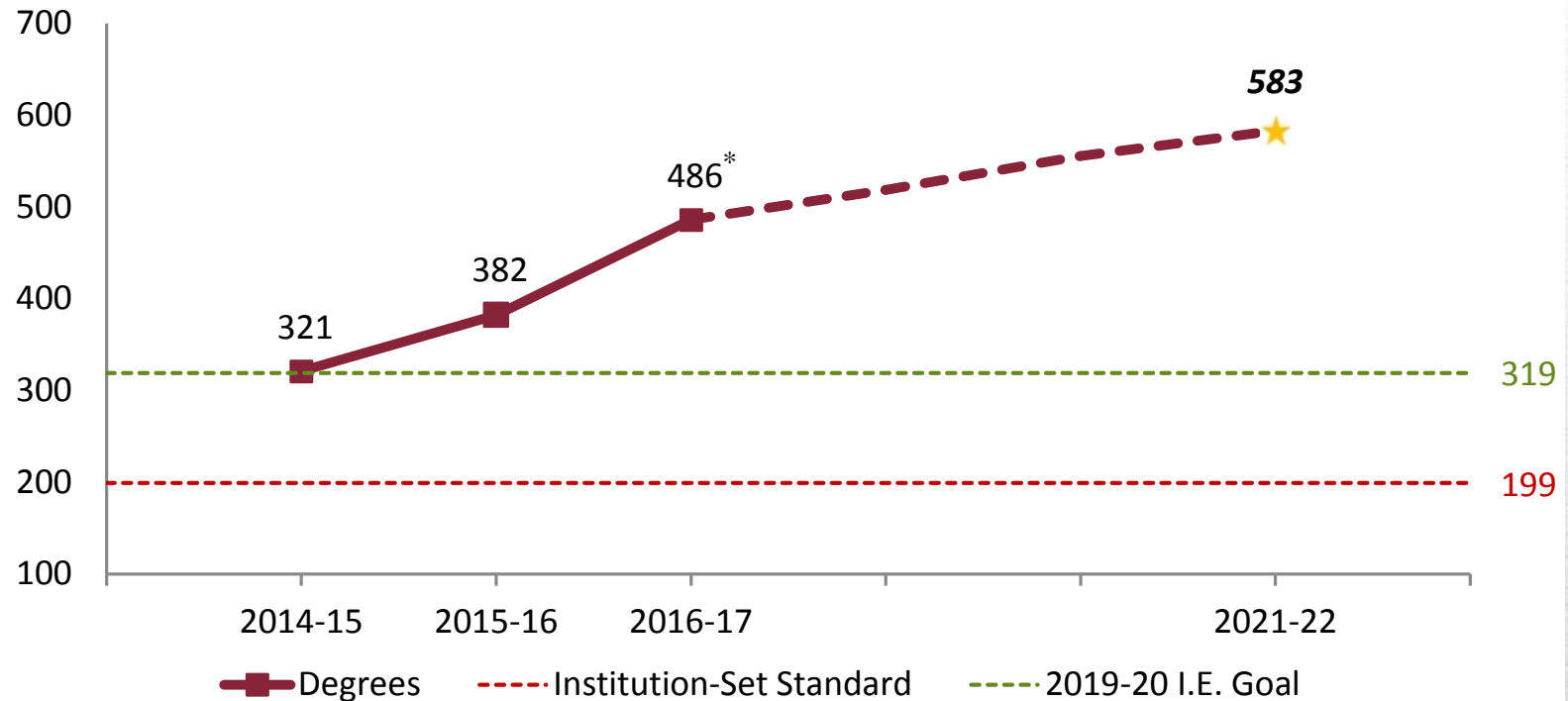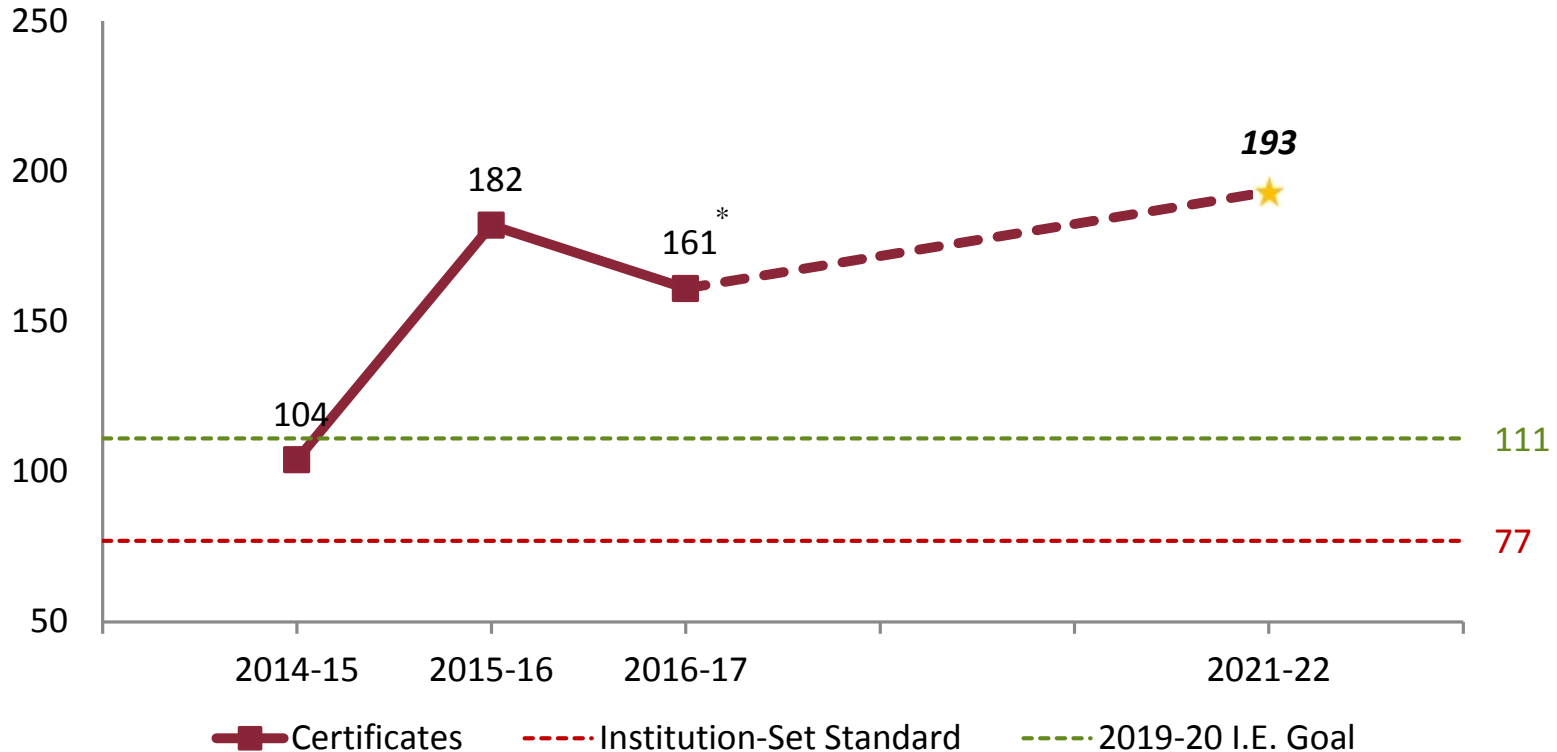
Source: CCCCO MIS and SIS (Colleague)   *Estimate

Increase by 20% the number of students earning an associate degree, credential, certificate, or specific skill set by 2021-22.

CCCCO's Strategic Vision for Guided Pathways

ECC Certificates Trend and Projection
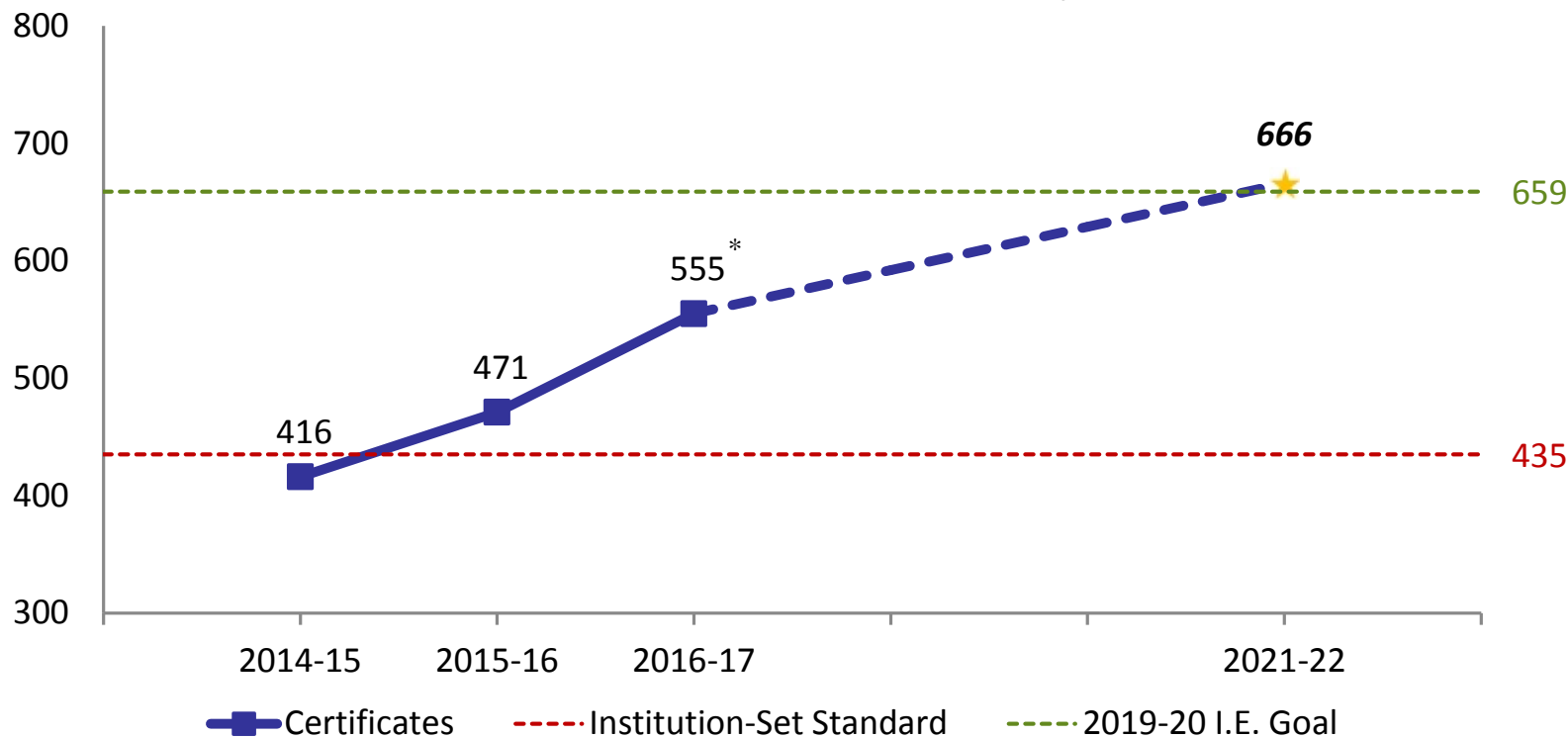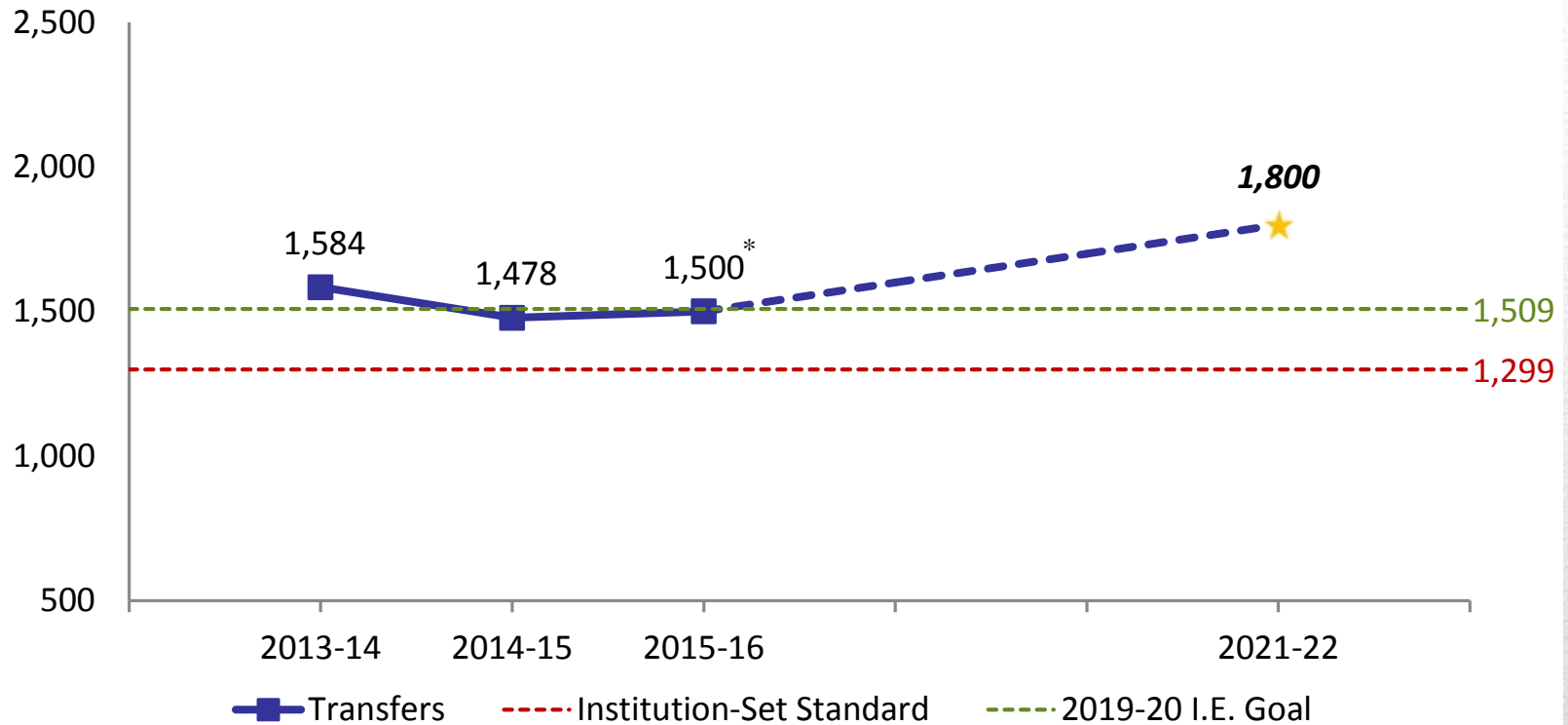
Source: CCCCO MIS and SIS (Colleague)   *Estimate*

Increase by 20% the number of students earning an associate degree, credential, certificate, or specific skill set by 2021-22.

CCCCO's Strategic Vision for Guided Pathways

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Compton College Degrees Trend and Projection

Source: CCCCO MIS and SIS (Colleague)   *Estimate*

Increase by 20% the number of students earning an associate degree, credential, certificate, or specific skill set by 2021-22.

CCCCO's Strategic Vision for Guided Pathways

Compton College Certificates Trend and Projection

Estimate

Increase by 20% the number of students earning an associate degree, credential, certificate, or specific skill set by 2021-22.

CCCCO's Strategic Vision for Guided Pathways
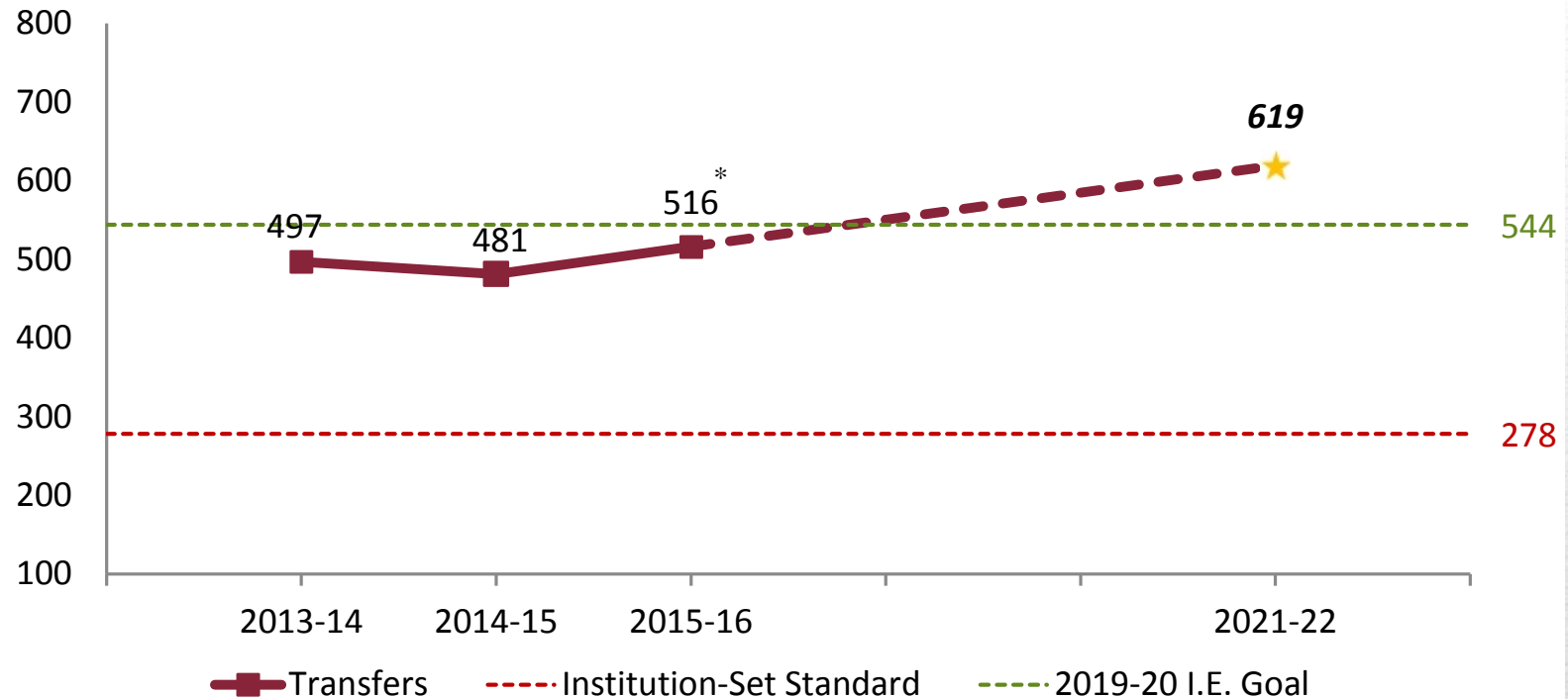
55

ECC Transfers Trend and Projection

Source: Local Student Data (Colleague)

Estimate

Increase by 35% the number of students who transfer to UC and CSU by 2021-22.

CCCCO's Strategic Vision for Guided Pathways

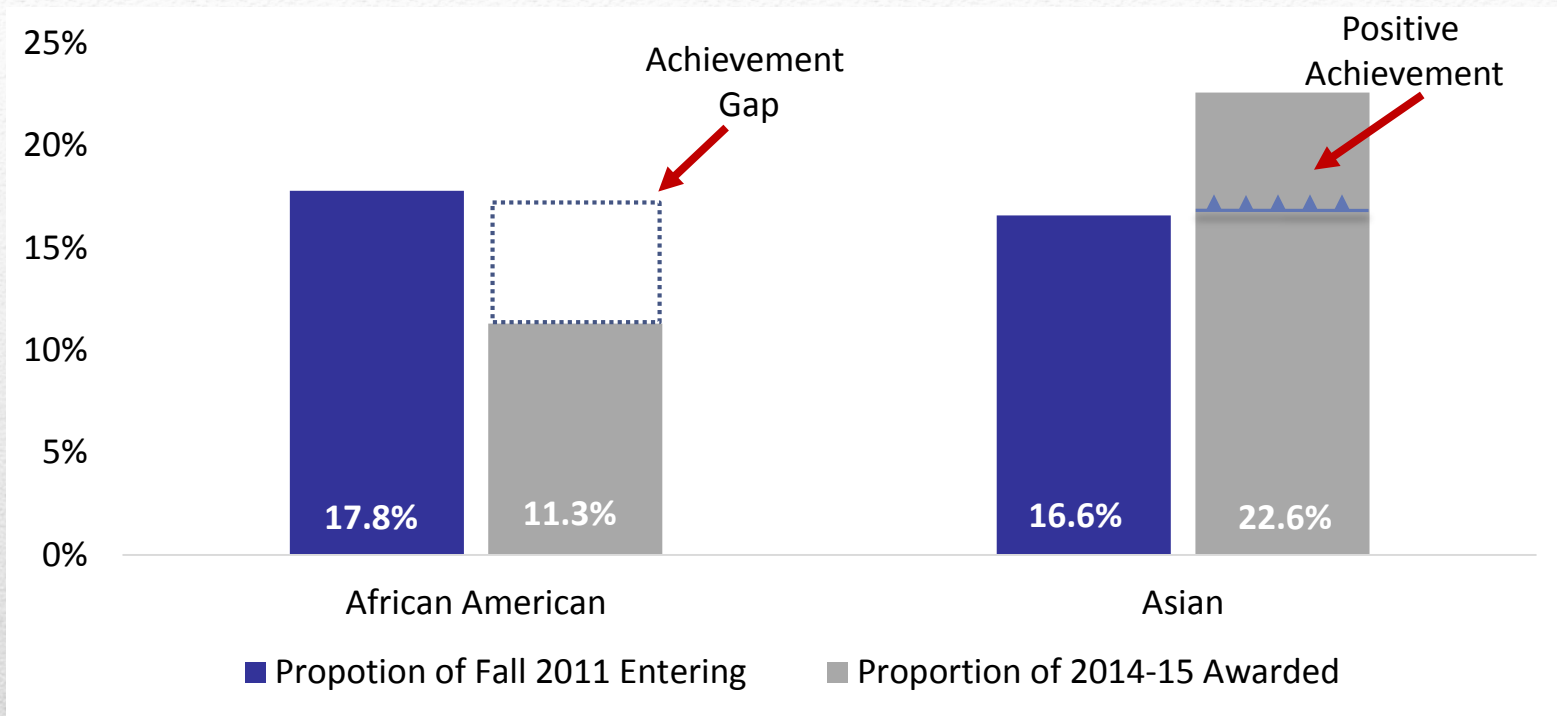**Compton College Transfers Trend and Projection**

Source: CCCCO MIS and SIS (Colleague)

Estimate

Increase by 35% the number of students who transfer to UC and CSU by 2021-22.

CCCCO's Strategic Vision for Guided Pathways

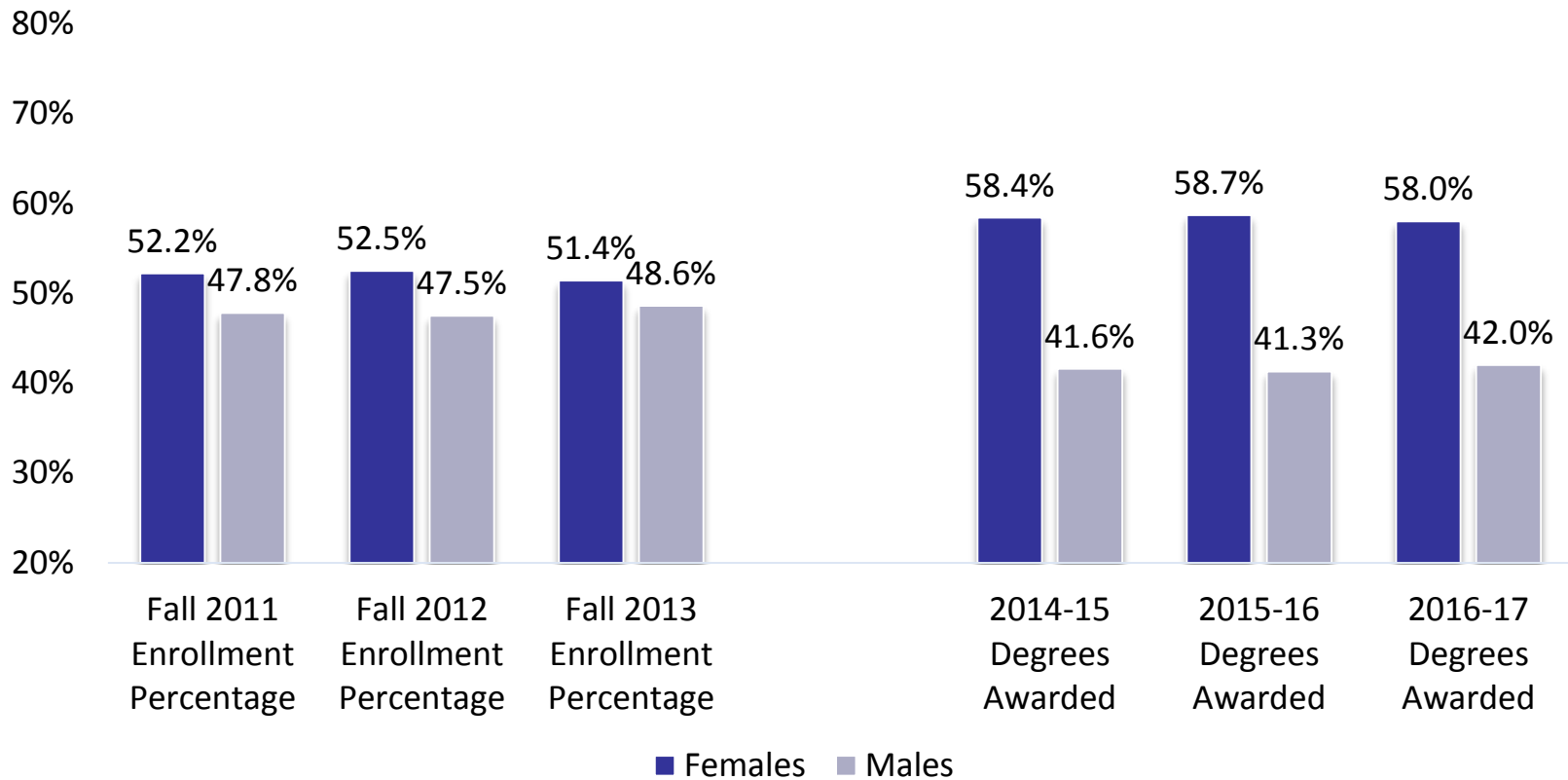# Example of Achievement Gap Comparison: ECC Fall 2011 Cohort

Source: Local Student Data (Colleague).

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

CCCCO's Strategic Vision for Guided Pathways

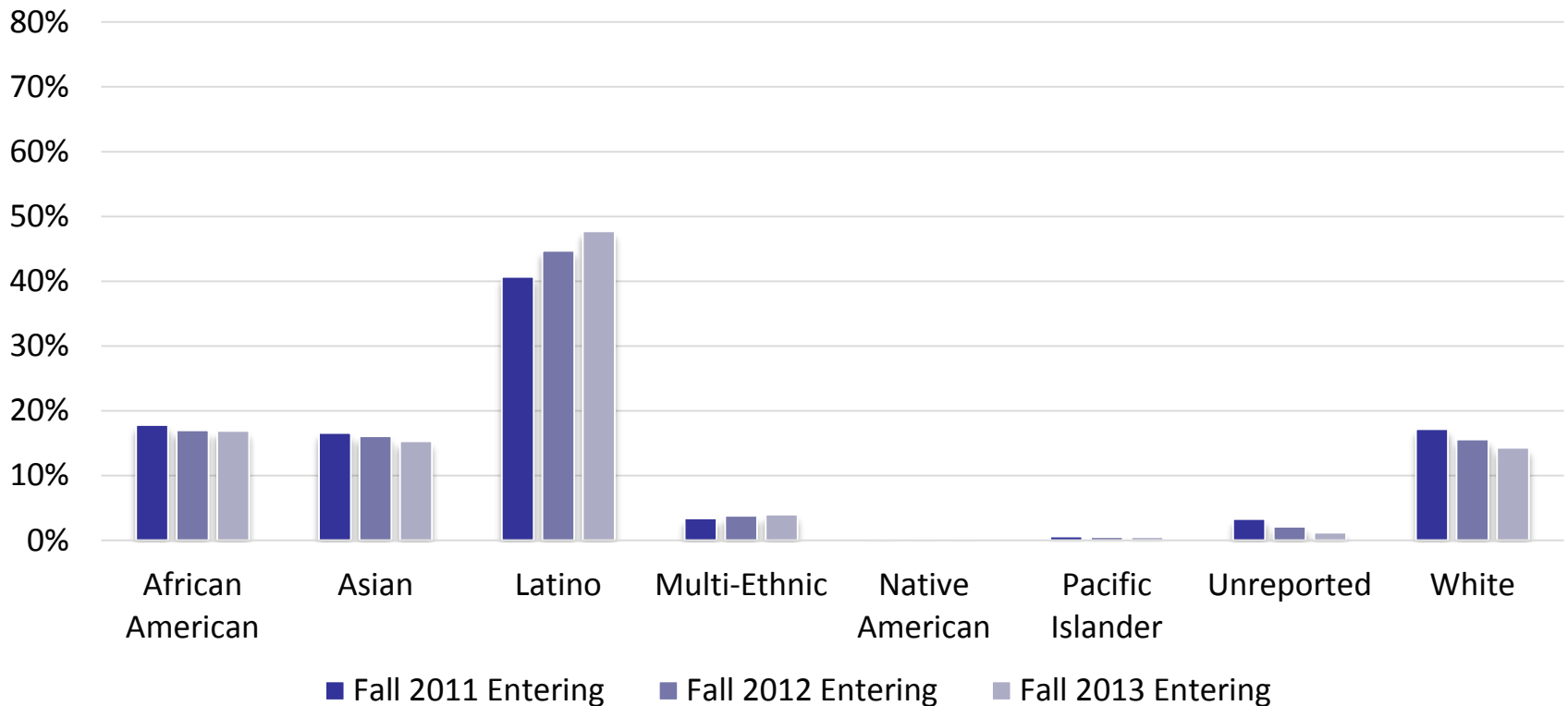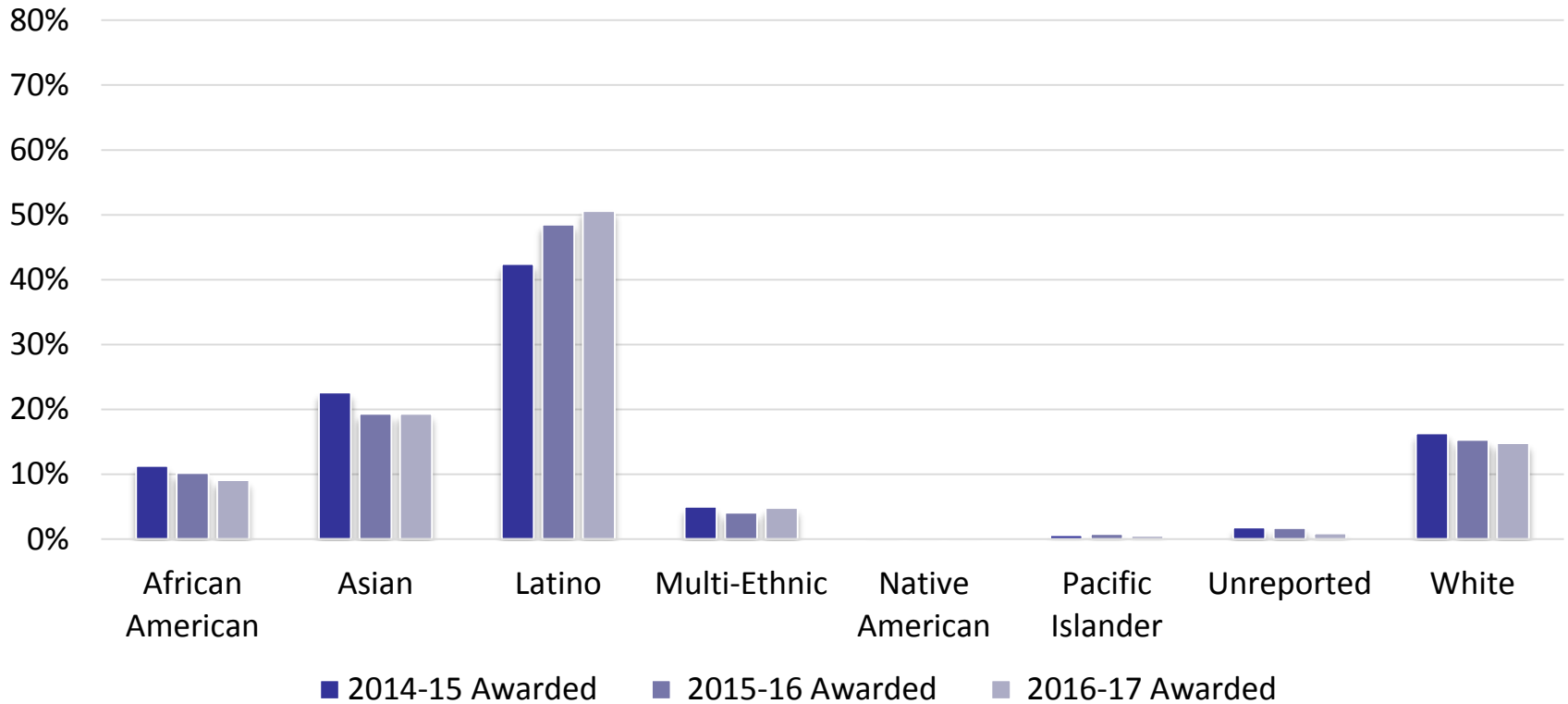# Proportion of ECC Enrollment & Degrees Awarded by Gender

Source: CCCCO MIS and SIS (Colleague)

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

CCCCO's Strategic Vision for Guided Pathways

Proportion of ECC Entering Students by Ethnicity

Source: CCCCO MIS and SIS (Colleague)

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

CCCCO's Strategic Vision for Guided Pathways

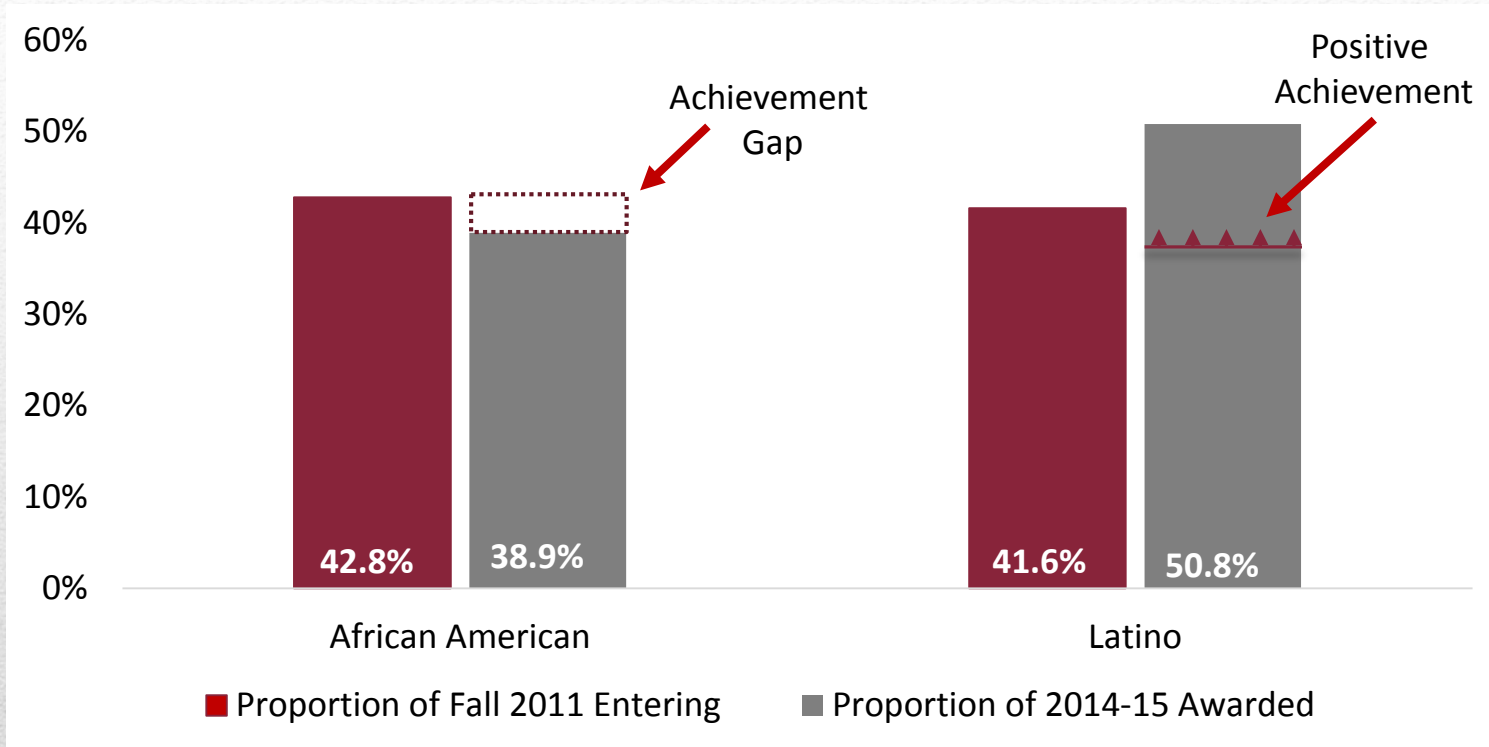**Proportion of ECC Entering Awarded by Ethnicity**

Source: CCCCO MIS and SIS (Colleague)

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

CCCCO's Strategic Vision for Guided Pathways

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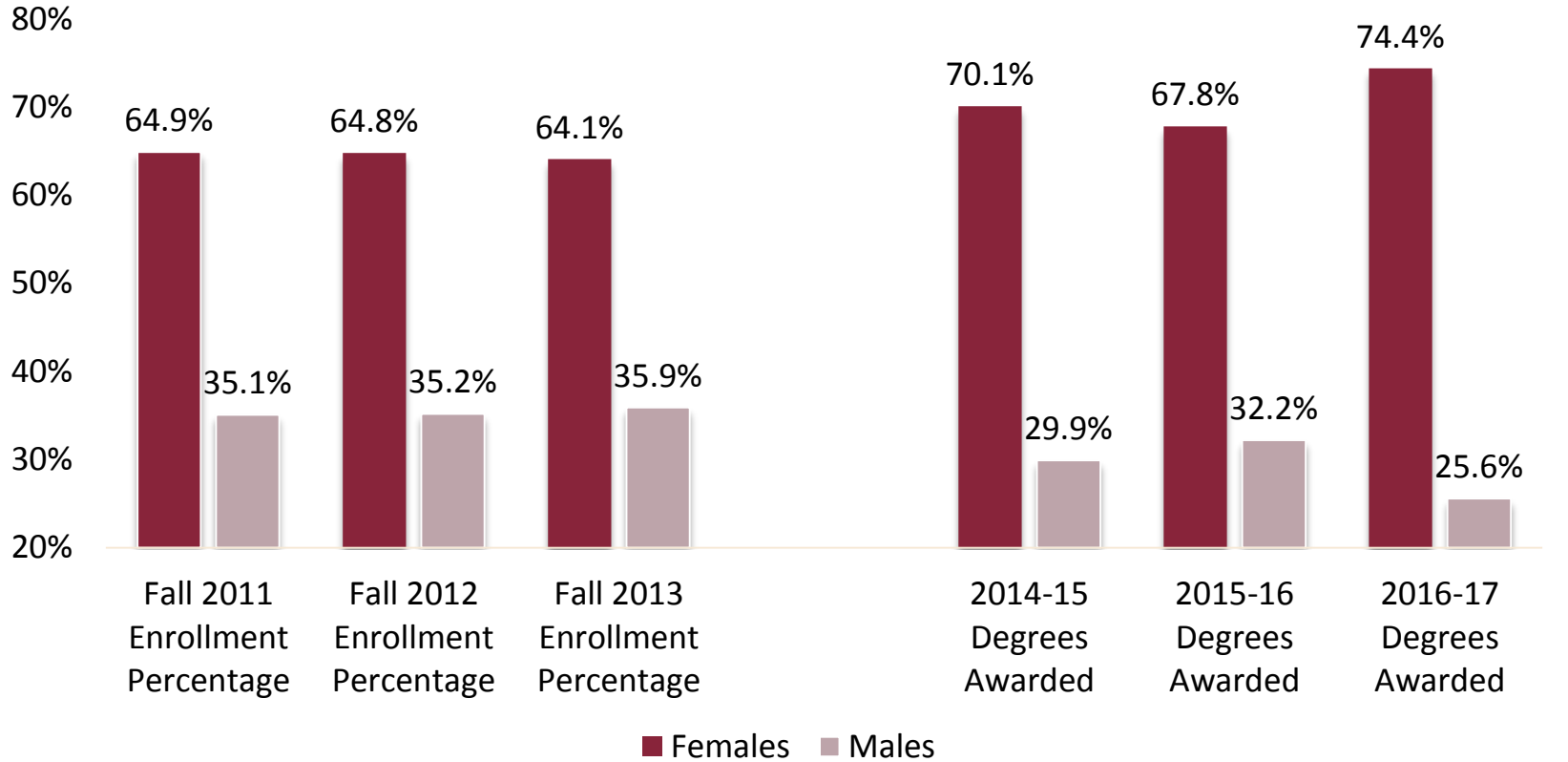# Example of Achievement Gap Comparison: Compton Fall 2011 Cohort

Source: Local Student Data (Colleague).

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

CCCCO's Strategic Vision for Guided Pathways

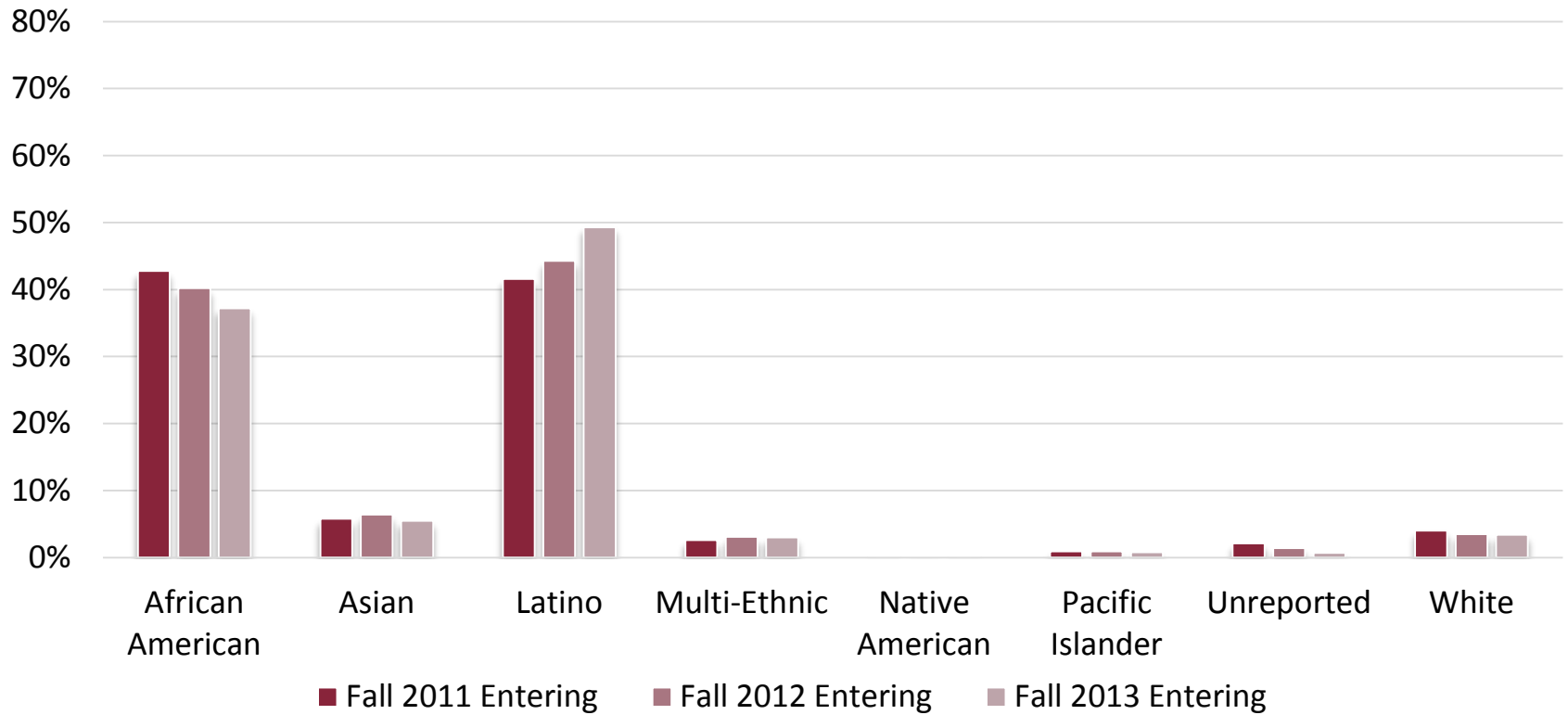# Proportion of Compton College Enrollment & Degrees Awarded by Gender

Source: CCCCO MIS and SIS (Colleague)

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

CCCCO's Strategic Vision for Guided Pathways

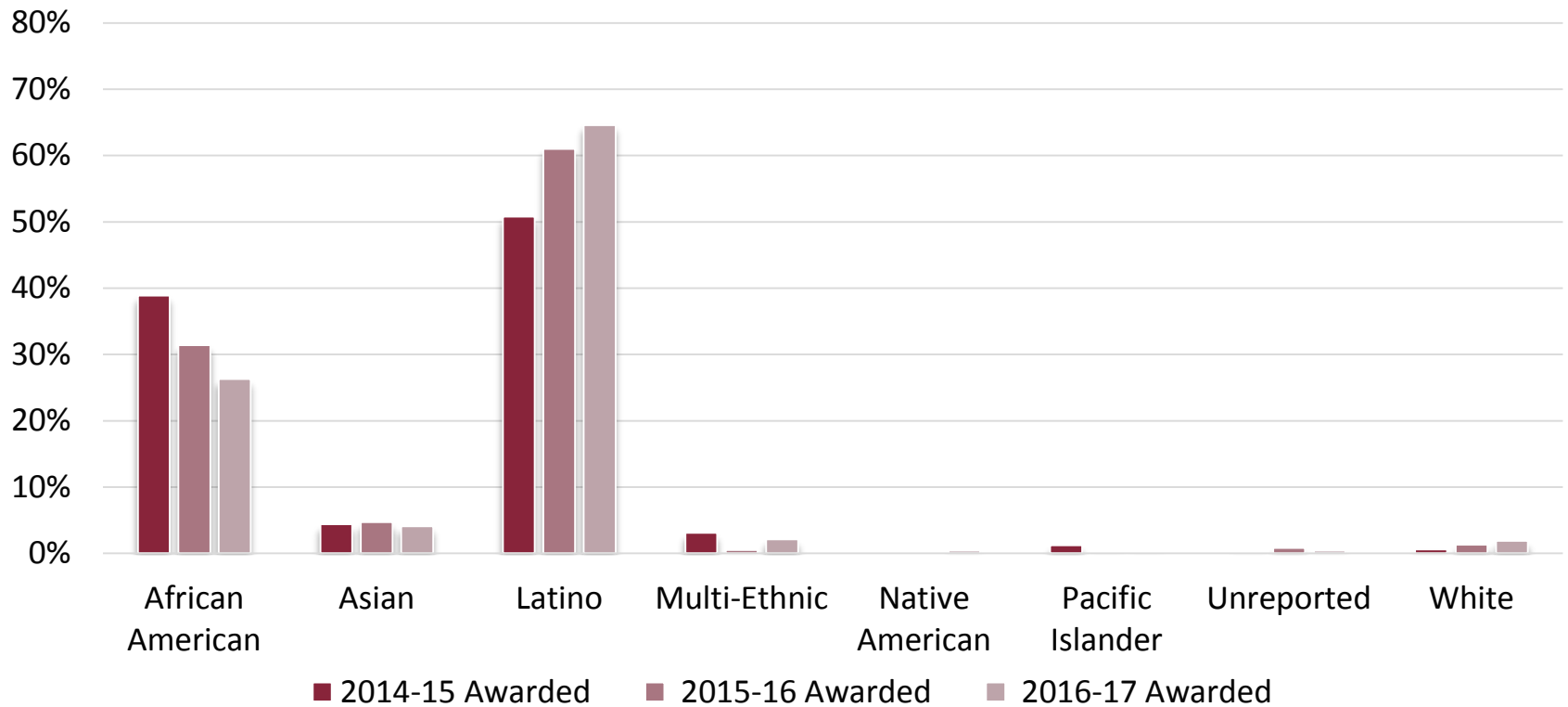# Proportion of Compton College Entering by Ethnicity

Source: CCCCO MIS and SIS (Colleague)

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

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Proportion of Compton College Degrees Awarded by Ethnicity

Source: CCCCO MIS and SIS (Colleague)

Decrease achievement gaps by 40% within five years and eliminate achievement gaps within 10 years.

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DISTRICT & STUDENT PROFILES

A portion of these slides were presented on Fall 2017 Professional Development Day (August 24, 2017)

Institutional Research & Planning   August 2017