



LEGISLATIVE ADVOCACY HANDBOOK



Published January 2019

Table of Contents

Introduction.....	3
Part I. Know the Process	4
Legislative Process	
How a Bill Becomes Law	
State Budget Process	
Part II. Know Your Elected Officials	9
Effective legislative relations	
Part III. Advocacy Tools and How to Use Them	11
Communicating with Elected Officials	
Visiting Legislators	
Conference Calls	
College Visits	
Corresponding with Elected Officials	
Part IV. Advocacy Action Plan	19
Plan Basics	
Appendix 1	20
Compton Community College District Map – Trustee Areas	
Appendix 2	21
History of Compton College	
Appendix 3	22
Compton Community College District Board of Trustees	
Appendix 4	25
Elected Officials Serving Compton Community College District	
Appendix 3	51
Regional Data	
Appendix 4	137
Compton College Annual Fact Book	

Introduction

The role and influence of the governor and State Legislature over the California community colleges have dramatically increased since 1978 and the passage of Proposition 13 and Prop 98. This increased influence is shared by an expanded role for the Board of Governors of the California Community Colleges (BGCCC) as well as other state agencies.

Over 50 percent of the budget for the community colleges is appropriated through the state budget process. With the increase in the state's influence over the funding, governance, academic quality, services and programs of the community colleges, it is critical that local governing board members, students, staff, and faculty strengthen their ability and willingness to influence decision-making at the state level.

Local district involvement is the key to successful advocacy on behalf of California's locally governed community colleges. Locally elected officials are very effective since they, too, have an electoral constituency base. Exercising that political clout in communicating with other elected officials, trustees can achieve the most for their communities and citizens.

The Compton College community - trustees, students, administration, staff, and faculty - working together can make state legislators aware of the programs, services, and needs of the local colleges, and apprise them of the impact that their decisions may have on the college districts. With this information, the governor, legislators and other state officials will be better equipped to deal appropriately with state policy issues.

Compton Community College District involvement is the key to successful advocacy on behalf of California's locally governed community colleges.

This handbook is designed to provide the tools for strengthened statewide and local advocacy.

- Through its use, advocacy can be expanded by ongoing Compton Community College District communication with state legislators, our congressional representatives, local legislative bodies and our business partners.
- Trustees, students and district personnel will discover how to implement quicker and more effective action on legislation of interest to local Compton Community College District.
- As a result, state legislators will be educated on Compton Community College District issues and needs and be better positioned to understand and support our interests in the legislative process.

Part I. Know the Process

The Legislative Process

Patterned after the United States Congress, California has a bicameral (two-house), two-party Legislature with 80 assembly members and 40 senators. Assembly members are elected for two-year terms and senators for four-year terms with one-half elected every two years. No member of the Assembly may serve more than three terms and no member of the Senate may serve more than two terms. The majority party in each house controls the leadership role.

The California Legislature is the policymaking body of state government, restricted only by the federal and state constitutions and the governor's veto power. The Legislature also conducts investigations into almost any issue of public concern. It can also ratify amendments to the U.S. Constitution. In recent years, there has been a trend by the Legislature to grant itself more of the appointive power traditionally granted to the governor. Many commissions now consist of gubernatorial and legislative appointees.

Annually, the governor, the Senate Rules Committee and the Speaker of the Assembly make hundreds of appointments to State boards and commissions. Information on available appointments and requirements is included in the "Central Registry" of appointments. The Central Registry lists all appointments and respective appointing authorities. The local county clerk is legally required to keep an updated copy of the Registry. Copies are also available at the offices of the Secretary of State. The California Board and Commission Outreach Project, sponsored by the California Elected Women's Association for Education and Research (CEWAER), publishes "How to Get Appointed to a State Board or Commission." This document is filled with suggestions and strategies for those seeking appointments to State boards and commissions.

WHAT IS A SESSION?

As a result of a constitutional amendment adopted in 1972, the California Legislature now meets in a continuous two-year session, convening on the first Monday in December of each even-numbered year. The two-year session eliminates the necessity of reintroducing and reprinting bills that were not acted upon or refused passage during the first year of the biennial session.

The governor may also call the Legislature into extraordinary session to consider and act upon specified subjects. During these special sessions, the Legislature is limited to considering only the matters specified in the governor's proclamation.

HOW MANY VOTES ARE NEEDED TO PASS A BILL?

A majority vote (21 in the senate and 41 in the assembly) of the elected members will pass all but urgency bills, Political Reform Act amendments, and proposed constitutional amendments. These require a two-thirds vote (27 and 54 respectively). Some education appropriation bills, however, may be passed by majority vote. In 2010, voters enacted Proposition 25, which changed the number of votes need to pass the state budget from two-thirds to a simple majority.

WHAT ARE THE EFFECTIVE DATES OF BILLS?

Bills enacted by October 2 of a given year become effective on January 1 of the following year. Bills enacted during extraordinary sessions become effective 91 days after the adjournment of that session. Bills that contain urgency clauses, called "urgency measures," take effect immediately upon being signed by the governor.

WHAT IS THE COMMITTEE PROCESS?

The Legislature is divided into subject matter "policy committees" within each house. In addition, each house also has "fiscal committees:" Senate Appropriations, Senate Budget and Fiscal Review and Assembly Appropriations and Assembly Budget. The Rules Committee in each house makes the vital decisions regarding which policy committee will be granted jurisdiction over new legislative proposals. Both houses have two fiscal committees; one to review appropriations, and one to review state budget issues.

WHAT ARE STANDING RULES?

Each house of the Legislature adopts "Standing Rules" which govern the details of daily procedure. In addition, there are "Joint Rules" which are adopted by both houses to govern the transactions between the senate and the assembly. There are also certain additional procedural requirements contained in the constitution and in state statutes.

WHAT ARE THE LEGISLATIVE DEADLINES?

Throughout the two-year legislative session, there are a series of deadlines that proposed legislation must meet if it is to be enacted. These deadlines are important in that a "crunch period" often develops immediately prior to each deadline day. During these "crunch periods," legislation can move very fast and immediate response by local trustees and state association representatives is most critical.

HOW IS THE ASSEMBLY STRUCTURED?

The presiding officer of the assembly is the Speaker. Elected by a majority vote of the members, the Speaker appoints all assembly committee chairs and members except the Rules Committee. The Speaker also appoints a personal representative on the floor, the Majority Leader who assists the Speaker in the conduct of the business of the assembly. The minority caucus chooses the Minority Floor Leader as its representative on the Assembly Floor. The Assembly Rules Committee (ARC) serves primarily as the executive committee for the assembly. Committee membership is highly sought after. The committee is responsible for assigning bills to committees, setting salaries for legislative staff, waiving rules and overseeing the business of the assembly.

HOW IS THE SENATE STRUCTURED?

California's Lieutenant Governor is President of the senate, although actual leadership of the "Upper House" is vested in the President pro Tempore who serves as chair of the Rules Committee. The senators elect both the President pro Tempore and the five members of the Rules Committee. This powerful committee appoints all other committees, assigns bills to those committees, makes recommendations to the full senate on gubernatorial appointments, and bears responsibility for administering all business functions of the senate including personnel and fiscal matters. The majority and minority political caucuses also select a Majority Floor Leader, a Minority Floor Leader, and caucus chairpersons.

WHAT ARE THE DIFFERENT TYPES OF LEGISLATION?

There are three basic types of legislation: bills, constitutional amendments and resolutions. Only legislators and legislative committees can author these measures. The governor cannot introduce legislation, but can ask a legislator to introduce legislation. The governor's budget is carried in the form of a legislative bill, authored by a legislator. Legislators, special interest groups, staff members, constituents, and government agencies as well as a variety of other sources generate ideas for legislation.

How a Bill Becomes Law

WHAT IS A BILL?

A bill is a proposed law. It can be enacted by a majority vote in both houses unless it is an urgency measure or carries an appropriation, in which case a two-thirds vote of approval is required. Constitutional amendments are proposed changes to the state constitution and a two-thirds vote of each house will place one of these measures on the ballot for voter consideration.

HOW DOES A RESOLUTION DIFFER FROM A BILL?

Resolutions are merely statements of legislative viewpoint and lack the force of law. They may be addressed to other governmental agencies, describe state general policy, or commend or memorialize someone. They are normally passed by voice vote. Constitutional amendments and resolutions, unlike bills, are not subject to gubernatorial review.

WHAT HAPPENS WHEN A BILL IS INTRODUCED?

When a member introduces a bill, its title is read and it is printed. Then the Assembly or Senate Rules Committee assigns it to a committee. The committee hearing is the most crucial stage in the legislative process, for it is at this point that the fate of legislation is most often determined. Following public hearing, the committee can kill the measure, send it to another committee, or pass it to the floor as is or with recommended amendments. If a bill passed by a policy committee has fiscal implications, the fiscal committee also must review it. Action on bills in committee requires a majority vote based on full committee membership.

When it reaches the floor, the bill's title is read a second time, amendments are often made, and the legislation is placed on the agenda for debate (third reading). After debate, a roll call is taken. If the bill is passed, it is sent to the other house where the process is repeated. If the bill is amended in the second house, it must return to the house of origin for acceptance or rejection of the amendments. If approved at this point, the bill goes to the governor for signature or veto. If the amendments are rejected, a conference committee of three members of each house is formed to reach accord on any differences. A bill goes to the governor if both houses approve a conference committee recommendation.

Any bill introduced during the first year of the biennium of the legislative session that has not been passed by the house of origin by January 31 of the second calendar year of the biennium may no longer be acted on by the house. No bill may be passed by either house on or after September 1 of an even-numbered year except statutes calling elections, statutes providing for tax levies or appropriations for the usual current expenses of the state, and urgency statutes and bills passed after being vetoed by the governor.

The governor may reduce or eliminate one or more items of appropriation while approving other portions of a bill.

WHAT IS THE CALIFORNIA INITIATIVE PROCESS?

In 1911, the initiative process was established in California by a change to the California Constitution. Prior to 1911, citizens in California voted only on measures and acts that were placed on the ballot by the Legislature.

The intent of the initiative process was to provide a means by which a citizen could place a measure on the ballot for voter approval or rejection. The process adopted in 1911, which is still in use today, requires the proponent to obtain an official title and summary of the proposed initiative from the Attorney General. Upon obtaining a title and summary, the proponent of an initiative is permitted to circulate the petition for 150 days. During the course of the 150 days, the proponent must gather a requisite number of signatures of registered voters who support the initiative.

If a citizen circulates an initiative petition with the intention to revise a California statute, the number of signatures gathered must equal 5 percent of all the votes cast for the office of Governor in the last gubernatorial election. If the initiative proposes an amendment to the California Constitution, the number of signatures gathered must equal 8 percent of all votes cast for the office of Governor in the last gubernatorial election. Once the proponent of an initiative gathers the requisite number of signatures during the 150-day circulation period, the petition must then enter and pass a random or a full signature verification process, or both, before it is finally placed on the ballot to be accepted or rejected by voters.

Unless the text of an initiative measure states otherwise, an approved initiative goes into effect the day after the election and is not subject to a governor's veto, nor may it be amended or repealed by the Legislature without a vote of approval of the electors. Should two conflicting measures be approved by voters in a given election, the measure receiving the largest affirmative vote will prevail.

The State Budget Process

Each September, every state agency, including the California Community Colleges Chancellor's Office, submits to the Department of Finance (DOF) proposals for changes in the state budget. These proposals are submitted in the form of Budget Change Proposals, lengthy and detailed analyses of needs, proposed solutions and expected outcomes.

The chancellor's proposals are based, in part, on input from the community college system as a whole. The requests are refined and narrowed through consultation and the Board of Governors approves a package of budget change proposals.

In October, DOF staff meets with state agency personnel on each proposal, asking questions and seeking more data or justification. By December, following many staff-to-staff sessions, the DOF makes recommendations to the governor, and by January 10 the governor presents a proposed state budget to the Legislature. Soon thereafter, two identical appropriation bills, referred to as the budget bills, are introduced simultaneously for consideration in the Senate and Assembly by the chairpersons of the Senate Budget and

Fiscal Review Committee and the Assembly Budget Committee.

The budget process in the Legislature involves detailed study and review of the items in the budget. The Legislature's fiscal expert, the Legislative Analyst, prepares a comprehensive study of the budget and submits it to the Legislature in mid-February of each year. In reviewing the budget, the legislative fiscal committees (Budget and Fiscal Review, and Budget) divide into subcommittees to hear the various state agencies, constitutional officers, and special interest representatives. For months, the subcommittees deliberate on the budget bills and decide which items should be increased, reduced, added or deleted. Full committee hearings follow the subcommittees, and the budget bills then proceed through the normal legislative process.

The budget bills are sent to the floor of each house of the Legislature. The first house to act sends its version of the bill to the other, where the bill is routinely rejected, and the budget bills are sent to a joint budget conference committee.

WHAT IS A CONFERENCE COMMITTEE?

The conference committee is one of the most important committees in the budget process. It is important to know who sits on that committee each year and how they can be reached with advocacy messages. The committee is composed of members from the senate and the assembly. The Senate Committee on Rules and the Speaker of the Assembly, in appointing a committee on conference, each select members from their respective houses.

The conference committee on the budget bill must be open and accessible to the public, and is required to report within 15 days after both houses have passed the bills. The conference committee addresses those differences that exist between the assembly and senate versions of the budget bill. The conference committee cannot approve any item of expenditure that exceeds that contained in one of the two versions before the conference committee.

If there are issues on which the Conference Committee cannot agree, these items are negotiated by the "Leadership" or "Big 3" (Governor, Speaker of the Assembly, President Pro Tempore).

The conference report then is submitted to each house of the Legislature for approval by a majority vote of the membership. If the report is not submitted by that date, the conference committee shall be deemed to have reached no agreement and inform each house.

As required by law, the Legislature submits the legislatively approved budget bill to the governor by June 15. If they fail to meet that deadline, they forfeit their pay until they pass a budget.

WHAT IS THE GOVERNOR'S ROLE?

By June 30, the governor may act on the budget by vetoing specific items, reducing items or approving items. The items eliminated or reduced by the governor, ("blue penciled") in the budget bill are reconsidered separately and may be overridden by a two-thirds vote of the Legislature. However, the Legislature does not often override budget vetoes.

Part II. Know Your Elected Officials

Effective Legislative Relations

The task for the college, members of the college family, and community supporters is to help to make community colleges a part of each legislator's thinking, to make community colleges relevant to members' agendas, and action priorities, and to connect our system needs to their legislative needs.

The first step to establishing effective legislative relations is simply getting to know our assembly and senate members, and congressional representatives at the federal level. The more we know about those who are elected to represent our district, the easier it will be to communicate with them.

A current list of elected officials at the federal, state and local level is located in Appendix 2 of this handbook.

Take the time to learn about our legislators. It will be helpful in delivering our message more effectively. For example: what are a legislator's committees and leadership assignments? Did the legislator or any family members attend a community college? Other helpful information may include: special interests, legislative background, election history, political allegiances, professional memberships, major political contributors, and previous community involvement.

Common sources of information to help us get to know more about our legislative representatives are:

Media – Online news sources provide an excellent source of information regarding legislators, legislative issues, and voting records.

Legislators' Own Newsletters - Such newsletters are designed to keep constituents aware of the activities, accomplishments and interests of an individual legislator. Newsletters often request constituent feedback, which provides an additional format to communicate with our legislator. Be sure to request that you be added to the mailing list for the newsletter or any other publications available through our legislator. Another source of information is newsletters distributed by the leadership in both the Assembly and Senate.

Internet - Both houses of the Legislature, the Governor's Department of Finance, and the nonpartisan Legislative Analyst's Office maintain websites. Text of bills, committee analysis and schedules are available online at <http://leginfo.legislature.ca.gov/>.

Community College League of California Publications - These often focus on current legislative issues being reviewed at the state level. In addition, it also is advisable to review newsletters published by other organizations representing faculty, other local elected officials, taxpayers, business and industry, and political parties. Review of other publications develops a breadth of knowledge regarding legislative issues and special interest allegiances. (<https://www.ccleague.org/resources/publications>).

Campaign and Political Party Activities - Direct involvement in a campaign is one of the best ways to meet and understand our legislators. This is also one of the easiest ways to develop access to a legislator and to get to know the person on a first-name basis. Although community college trustees serve in nonpartisan offices, trustees who are also involved in partisan politics will find that such activities provide opportunities to meet and develop access to legislators. These activities provide a network of people to call upon for assistance in influencing a legislator's perception of an issue. Participation in local fundraisers and political events provide visibility, an opportunity to communicate with our legislator and staff, and shows our interest in the political process. These functions also provide an opportunity to meet friends and supporters of the legislator. Legislators face re-election frequently and need to retain and rely on grass roots support. Our participation at such functions could be essential to both the legislator and the Compton Community College District. Compton College faculty, staff, and administrators are free to be involved in activities during their personal time, but cannot use district time or resources to be involved in campaign activities.

Community Activities and Local Workshops - Involvement in community activities provides additional exposure to legislators and increases our visibility to the public as well. Historically, our activities have included:

- Making community contacts - business, media, civic and interest groups
- Increasing our involvement in the community beyond just those things relating only to campus activities
- Building a base for future coalitions and linkages with other organizations like City Councils and Chambers of Commerce, Rotary Clubs, and the Foundation for the Compton Community College District.
- Attending issue workshops sponsored by legislators, and meetings or monthly lunches. Many legislators send out weekly or monthly email updates about their activities. Signing up for such updates can keep you informed about when workshops or meetings are scheduled.
- Inviting legislators to tour the campus, attend events, meet with faculty, staff, trustees, and students, and visit and speak to classes.

As a community college trustee, administrator, faculty member, student, district representative, business partner, or if you are simply a supporter of our local community college, it is important to maintain visibility with our legislator and community. If a legislator knows you, our later communication to that legislator may carry more weight than letters and contacts from unknown citizens.

Part III. Advocacy Tools and How to Use Them

Communicating with elected officials

Through ongoing communication, we can assure our legislators and their staffs that we are available to assist them and provide information; identify key issues facing the community colleges and our district; and advise them on the conditions at our community college district and the potential effect of pending legislation on our district.

Ongoing, not just when we need it

Regular communication with legislators will aid in developing reliance on us and the community college district for accurate and timely information. Communication can take the form of personal visits, letters, phone calls, telegrams, fax and computerized communications (emails), and campus activities. Other ways to bring our college closer to legislators include sharing research done on campus that may be of value, offering to assist the legislator with special projects using the expertise of local college staff, and seeking the advice of legislators on major issues being addressed by the district board.

In person

Person-to-person communication is usually the most effective and conducive to establishing an ongoing relationship with a legislator. Such meetings with legislators can be scheduled in the local district or at the State Capitol in Sacramento. Sometimes legislators schedule meetings with constituents while attending special events or meetings that may be held outside the district. Examples may be conferences, workshops, political party conventions, or other special events where the legislator is in attendance. The [Community College League Legislative Conference](#) is an excellent opportunity to meet with our legislative representatives to share ideas and information.

In the Capitol

Personal contact is among the best ways to develop relationships with legislators. Participation in local fund-raisers provides visibility, an opportunity to communicate with elected officials and staff, and shows interest in the political process. Elected officials rely on grass roots support.

During the legislative session, legislators are most available at the session's beginning. Legislators generally can be found in the legislative district on Thursday evenings, Fridays, weekends, holidays, and interim recesses. To request a meeting with our legislator or staff, it is advisable to contact the scheduling staff at least one week in advance. Meeting length can vary depending on the issue and time available – anywhere from 15 minutes to a lunch. Many legislators find early morning breakfast meetings a convenient time to meet with constituents. Others prefer quick lunch meetings while still others like late evening dinners after a long day. At certain times, we may call a member off the floor by leaving a note with the Assistant Sergeant-at-Arms at the chamber doors.

As the deadlines for bill action and budget votes get near, it becomes exceedingly difficult to reach legislators personally. We must often rely on community opinion leaders and their personal associations to effectively reach legislators. Remember, the goal is to establish and foster ongoing relationships. That is why Compton College participates in legislative activities

sponsored by the Community College League of California that put us in face-to-face contact with our local legislators.

Working with the staff --

Legislators' successes are dependent on their staffs. And, our ability to influence a legislator may also be dependent on that staff. Whether we seek to schedule a meeting, have a call returned, or provide information, the better we know the legislator's staff, the greater our chances of success.

Public arenas --

Newspapers and editorial boards are excellent forums for generating community support. Keep local news personnel apprised of campus and state level activities. Use the media to encourage other people and groups to become involved with their community colleges. Send letters to the editor of our local newspaper. Such activities should be coordinated with the Public Information Office.

What is our role?

Part of our job is to foster an understanding of community colleges by our legislators. We encourage our college "family" and community supporters to call and write. The importance of this steady drumbeat from the legislators' home districts cannot be overestimated. Remember that it is the steady pressure that makes us competitive down to the wire.

Take time to learn about our legislators. Some common sources of information are:

- Elected officials biographies (Appendix 2)
- People you may both know
- Elected officials staff members
- Newspapers
- Newsletters
- Association publications
- Campaign and political party activities.

Visiting Legislators - What Do We Do When We Get There?

Lobbying in person

Talking to an elected official on his or her position in person can be extremely helpful in getting the vote we want on a bill. Creating a delegation that is a two-part community team is also an effective strategy:

- As a college -- the president/CEO, trustees, faculty, students and/or community college graduates (the “if-it-weren’t-for-community colleges” testimonials); and
- As a community -- the community “people with muscle” who view the college as a community resource -- mayors, city council members, county supervisors, chamber of commerce; hospital administrators, foundation leaders, advisory committee members, business leaders, etc.

Guidelines for lobbying in person include:

1. Find out which legislators sit on the committee that will be hearing the bill.
2. Set up appointments with committee members to discuss the bill. Because of time pressure on legislation, it is often easier for a constituent to get in to see him or her than for a non-constituent.
3. Be honest with the scheduling person on the amount of time you need for the appointment.
4. If a member is unavailable, ask to speak to his or her key aide.
5. Bring materials that can be left with the office to support or summarize our position.
6. When the meeting with the legislator occurs, highlight the bill quickly. List other supporters and discuss the issues that concern the opposition.
7. Stick to the message and try not to get off track.
8. If the legislator does not agree, be gracious about the difference in views and ask if there are any amendments that would make the bill acceptable to him or her. If amendments are suggested, take them back to the author and other supporters of the bill. After a decision is made on the amendment, make sure you get back to the member who suggested the amendment. If the member does not have suggestions for amendments, thank him or her for spending the time to listen to our views.

Testifying on a bill

First-person testimony is an effective way to help legislators understand the impact of proposed legislation.

Guidelines for testifying on a bill include:

1. Contact the authors of the bill and let them know you would like to testify. (If you are in opposition to the bill, make sure you let the authors' offices know in plenty of time, so the legislators or their staffs may contact you before the hearing to discuss the bill.)
2. Coordinate testimony with others who are testifying on the bill, so statements before the committee will be brief and are not redundant.
3. Be prepared to answer questions on the bill from members, especially on those issues that are of concern to the opposition.
4. Finally, be sure to thank the committee chairperson and the committee members for the opportunity to express our views.

How can we best prepare to stay focused and achieve our desired outcomes?

Here is a list to help ensure our success:

- Coordinate the visit with the President/CEO's Office.
- Know the issues. Don't mix messages. A uniform message is the easiest one for a legislator to remember. Keep major points to four or fewer per visit in priority. Be prepared to state which is most important.
- Send a confirmation letter in advance, outlining the participants and agenda of the visit.
- Hold a pre-visit briefing. Check out up-to-the-minute legislative activity on the part of the guest and make sure all visit participants understand the projected outcomes and objectives of the visit.
- Have a firm, but friendly exchange of views. Never present a legislator with an ultimatum. There is always a legislative "tomorrow." The legislator who votes against our issue today may very well be on our side of tomorrow's issue if we haven't precluded his/her support activity by our actions.
- Do a post-visit debriefing. Determine what he or she said. What are the next steps?
- Send a letter or make a phone call expressing thanks for the visit and send whatever materials or answers to questions were promised.
- Provide the President/CEO's Office with all feedback, even those commitments that seem relatively unimportant. This information is vital to the formulation of our strategy.

Conference Calls

Some campuses have used regularly occurring “breakfast” conference calls to local legislators during the session. These calls include Chamber of Commerce members, Rotary Club members, business leaders and other community members, as well as the college administration.

College Visits

It is important that a tour be structured so the atmosphere is the most conducive to good communication, and revolve around an agenda that will provide for discussion of items of importance to Compton College.

As a rule, tours and meetings with individual legislators are more effective than those involving groups of legislators.

Before visits, these items should be considered:

- What will the tour accomplish for our legislative agenda? What is the desired outcome?
- Will the meeting explain or show how an issue affects the college?
- What will the legislator get out of the tour? What is his or her position going into the tour?

Types of visits:

- Briefings (trustees, president, and ONE legislator)
- Conference calls (several business people and ONE legislator)
- Class visits
- Facility tours
- Guest speaker
- Breakfast/luncheon visits; arrange transportation to and from the lunch
- Event attendance (community and on-campus events)

Planning a visit:

- Make sure the timing is right. Never plan a tour around election time.
- Coordinate your visit with the college President/CEO’s Office.

- Have an objective in mind and plan the tour accordingly. Develop key points and talking points for use during the day. Prepare a one-page fact sheet or Frequently Asked Questions (FAQs) about the issues you intend to bring up.
- Keep in touch all year, not just when you want something. The College sends periodic updates to local legislators with recent news and accomplishments, so if you have something you would like our legislators to know about, please forward the information to the President/CEO's Office at any time.
- Make sure elected officials have ample opportunity to visit faculty and students. Choose students with success stories to tell and faculty with innovative approaches/programs that illustrate the point of the visit.
- Get approval for press attendance from elected officials' staff and invite media to cover visit.
- Determine who will accompany the elected official.
- Plan on following the tour with a visit in the President/CEO's Office for follow-on discussions.
- Let elected officials see and hear and confront every issue about the college. Make them feel responsible for the welfare of our college and the community college system.
- It is important to "read" our legislative delegation and tailor the visit to their preferences and our strengths. (If the legislators are new, give them a feel for the campus buildings -- get them to see some tangibles.)

Post visit:

- Write a note of thanks for taking the time from a busy schedule to spend time at the college. Express interest in continuing contact.
- Offer to send information about the college and college issues on a continuing basis.
- Remind elected officials that visiting the classroom and talking about government, politics, current issues, professions, etc. is a value-added activity for our classrooms and is nearly always covered by the press.

Corresponding with elected officials

The first thing to remember when contacting elected officials is that they are inundated with phone calls, letters and emails on a variety of issues. Contact from citizens (voters) in the community can have a great influence on the elected official's decisions in many cases, but the nature of the correspondence should be short, reasoned, in plain language and speak to higher principles if possible. Hearing well-thought-out concerns from community members helps elected officials to establish useful resources on specific issues affecting those they represent, as well as allowing them to effectively represent their constituents. There are definite "do's" and "don'ts" when corresponding with elected officials. Here are some of them:

Do

1. Put your view in writing, and whenever possible, send it to his or her office early in the session, then again at least one week before the measure will be heard.
2. Make your letter personal and use our own stationery. When using email, send it from your own personal account when possible, instead of your "work" computer.
3. Address our representative properly. Use correct titles such as Assembly Member Smith or Senator Smith.
4. Write legibly if the letter is not typewritten.
5. Be brief and to the point, courteous and reasonable.
6. Include your address and sign your name legibly.
7. Be direct about identifying the nature of the issue you are writing about and how existing or proposed law affects the issue. Provide specific suggestions on what should be done to correct it.
8. Show the local effects and tangible positive results that will occur as a result of taking the action you recommend.
9. Give the elected official something positive to do or vote for -- not just fear the consequences if he does not. Offer solutions that indicate you understand the scope of the issue.
10. Have each of the individual members of a group send letters or emails to their lawmaker. (Form letters are usually not effective.)
11. Include articles, editorials, etc., from local newspapers/magazines that reinforce your concerns.
12. Before writing, find out which committee a bill in question will go to. Write the committee chairperson and the individual committee members prior to the hearing on the bill.
13. Some legislators like to hear from constituents on a variety of topics; others prefer to hear only about a single issue. Get to know members' preferences.

Don't

1. Be a stranger to our legislators.
2. Rely on a phone call to our legislators' offices.
3. Limit our letters and emails to one lawmaker.
4. Write to a member from another district just because we disagree with our representative.
5. Be rude, threatening or intimidating.
6. Use a form letter.
7. Go on for pages or beat around the bush.
8. Wait until the last minute before a bill is heard in committee or is on the floor before writing.
9. Be vague.
10. Begin on a righteous note of "As a citizen and taxpayer..."
11. Just complain.
12. Assume that our legislator will be voting on the measure soon. Only a few legislators vote on bills in the committee process. It is not until a bill reaches the floor that all members have an opportunity to vote.
13. Address the legislator in broad generalities.
14. Apologize for taking his or her time.
15. Be unwilling to compromise or offer solutions.

Part IV. Advocacy Action Plan

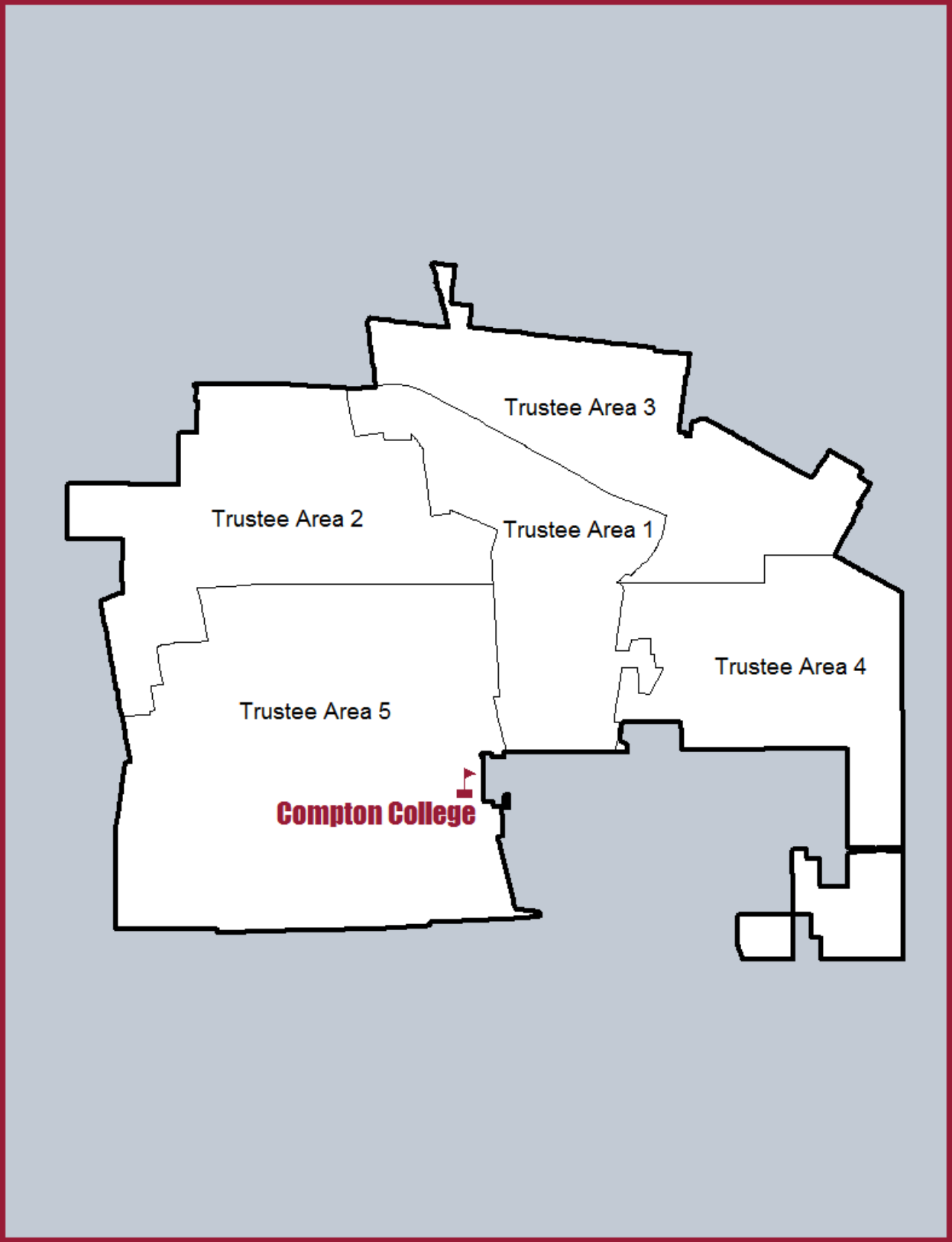
A legislative action plan organizes the jobs to be done, the persons to do them, and the timeframe in which to do the tasks.

Plan Basics

- Analyze the prior year's legislative program step-by-step both locally and at the state level. What worked? What didn't work? What might be appropriate for the up-coming session, given the new set of circumstances in the legislature and on campus?
- Put the legislative session onto your yearly calendar, giving it top priority. Plan for the legislature. Commit our district for local AND statewide participation. There is no substitute for everyone doing his or her part all over the state.
- Remind campus groups and individuals to update their voter registrations. Hold a voter registration drive on campus, utilizing the talents of students and faculty.
- Encourage everyone to vote using notices, posters, campus email, the college's home page, and the media.
- Invite our legislators to campus events: functions where there is no "hard sell" but plenty of information. Have them get to know us and appreciate us on everyday terms. When the time comes to ask for their assistance, they will already know who we are, what our issues are and be more likely to assist us.
- Encourage the use of college facilities for meetings and public forums. Our Little Theater and/or Student Lounge is perfect for these types of meetings. Decision-makers and local citizens who have the power to influence will appreciate our openness and develop a degree of ownership for "their" college, making them more protective of the college and more proactive in forwarding its causes.

Appendix 1

Compton Community College District Map / Trustee Areas



Appendix 2

History of Compton College

The Compton Community College District (CCCD) was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the college from the high school district. Construction of the new college campus was completed on the present site. Classes began on the new campus in fall 1956.

In August 2006, the El Camino Community College District Board of Trustees approved a [Memorandum of Understanding](#) to provide educational and related support services to Compton Community College District residents. Through the agreement, residents of the Compton Community College District continued to have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses and related support services.

On June 7, 2017, the Accrediting Commission for Community and Junior Colleges (ACCJC) granted [initial accreditation status to Compton College](#). The action established Compton College as an accredited college within the El Camino Community College District.

Compton College was [officially named the 114th California Community College](#) through unanimous vote by the Board of Governors in July 2017. On August 29, 2018, California Community Colleges Chancellor Eloy Oakley issued [Executive Order 2018-01](#) declaring Compton College will operate as an independent college under the authority of the Compton Community College District (CCCD) Board of Trustees effective June 7, 2019.

Appendix 3

Compton Community College District Board of Trustees - 2019



Andres Ramos (Trustee Area 1)

Andres Ramos was elected to the Compton Community College District Board of Trustees for the first time in November 2007 at the age of 22, making him the youngest Latino board member in the District's history. He is a native of Lynwood and is a product of the Lynwood Unified School District. Ramos attended Long Beach City College and transferred to USC where he earned a bachelor's degree in communications. Currently, he is pursuing a master's degree in communication studies at California State University, Los Angeles.



Barbara Jean Calhoun (Trustee Area 2)

Barbara Jean Calhoun resides in the city of Compton, and retired after more than 34 years of service to the City of Los Angeles, where she worked as a clerk typist supervisor and traffic officer. Since 2014, she has served as a proctor for the State Bar of California's Committee of Bar Examiners. Calhoun was elected and served two consecutive terms, in 2003 and 2007, as a city council member for the City of Compton (District 1). She also served one term on the Board of Trustees for the Compton Unified School District from 2001-2003. She attended Los Angeles Trade-Tech College where she studied labor law.



Sonia Lopez (Trustee Area 3)

Sonia Lopez resides in the city of South Gate and was first elected to the CCCD Board of Trustees in 2013 at the age of 30. She is a senior field representative for California State Senate Budget Chair Holly J. Mitchell of the 30th District. Lopez represents Senator Mitchell throughout the district and assists constituents and community groups with projects that benefit the community. She handles the policy areas of education (0-adult), healthcare, senior affairs, women's rights/equality, homelessness and anti-poverty. Lopez earned a bachelor's degree in Chicano studies and political science from the University of California, Riverside. She serves on the Advisory Board for LAtinas, the Los Angeles Dodgers Foundation RBI Advisory Committee, and is an active member in the Young Elected Officials Network and the National Association of Latino Elected Officials.



Dr. Deborah Sims LeBlanc (Trustee Area 4)

Deborah Sims LeBlanc resides in the city of Paramount, and is a professor of public administration for the School of Professional Studies at National University in Los Angeles where she has taught for 31 years. For 10 years, Dr. LeBlanc has served as the CEO of the Community Family Educational Services Foundation, Inc., a nonprofit organization designed to assist underserved urban scholars prepare for college. She earned a doctorate in public administration and a master's degree in organizational behavior from the University of La Verne, and a second master's degree in public administration from USC. At National University, she earned her final four master's degrees in human services, educational administration and cross-cultural teaching, and educational and instructional technology. LeBlanc began her undergraduate education by earning a bachelor's degree in political science from Cal Poly Pomona.



Dr. Sharoni Denise Little (Trustee Area 5)

Sharoni Denise Little is a Compton resident, author, business leader, and professor of clinical business communication at the USC Marshall School of Business. She earned a Ph.D. from Indiana University in rhetoric and cultural studies, an Ed.D. in educational leadership from USC, as well as bachelor's and master's degrees in organizational communication from CSU Los Angeles. Dr. Little is also CEO of the Strategist Company, LLC, a leadership development group that helps organizations and community leaders grow, strengthen, and transform its vision, strategy and outcomes. As an educational and social advocate, she currently partners with the Aspen Institute, the Obama Foundation, Children and Nature Network, and more.



Theodore Somers, Student Trustee

Theodore (Ted) Somers is a Long Beach resident who began his educational journey at Compton College in fall of 2016. He serves as the first president of Compton College's award-winning Formerly Incarcerated Student Transition (F.I.S.T.) program, and made the college's Dean's List for the 2017-18 academic year. He currently has a 3.5 GPA and is on track to graduate with an associate degree for transfer in June 2019. He plans to transfer to a local four-year university to pursue a double major in psychology and behavioral science.

Appendix 4 – Elected Officials Serving CCCD

	<p>Senator Diane Feinstein (D) United States Senator for California https://www.feinstein.senate.gov/public/</p> <p>331 Hart Senate Office Building Washington, D.C. 20510 (202) 224-3841</p> <p>Los Angeles Office: 11111 Santa Monica Blvd., Suite 915 Los Angeles, CA 90025 (310) 914-7300</p>
---	---

As California’s senior Senator, Dianne Feinstein has built a reputation as an independent voice, working hard to find commonsense solutions to problems facing California and the nation.

Since her election to the Senate in 1992, Senator Feinstein has built a significant record of legislative achievement across a wide range of issues.

She led a bipartisan group of senators in passing legislation to drastically increase the fuel efficiency of cars. She’s a champion for the preservation of the Mojave Desert, Lake Tahoe and California’s forests. She helped create the nationwide AMBER Alert network, passed bills to criminalize border drug tunnels, succeeded in passing a major bill to help California cope with severe drought and continues to advocate for commonsense gun laws.

She authored the first major cybersecurity bill to be signed into law in years. She’s an aggressive opponent of sex trafficking and authored legislation to help prevent sex abuse of amateur athletes. She’s an advocate for consumers, authoring bills to review ingredients in personal care products, ban chemicals in toys, crack down on rogue pharmacies and strengthen food safety.

One of her most notable achievements was leading the six-year review of the CIA’s detention and interrogation program. This effort culminated in the 2014 release of the report’s executive summary and passage of legislation banning the use of torture.

In 2017, Senator Feinstein became the top Democrat on the Senate Judiciary Committee—the first woman to assume that role—where she helps shape policy on criminal law, national security, immigration, civil rights and the courts. She also oversees judicial nominations and major investigations including Russia’s interference in the 2016 election.

Senator Feinstein was also the first woman to chair the Senate Select Committee on Intelligence—a position she held for six years beginning in 2009. During her tenure as chairman, Senator Feinstein oversaw the passage of six consecutive intelligence authorization bills and the release of a key bipartisan report on the Benghazi attacks. She remains on the committee today.

Senator Feinstein is also a senior member of the Senate Appropriations Committee, where she serves as ranking member on the Subcommittee on Energy and Water Development. In that role, she has secured billions of dollars for California communities, including critical transportation, water supply and federal building projects.

And she continues to serve on the Senate Rules and Administration Committee, which she chaired during the 110th Congress. In that capacity, Senator Feinstein was the first woman to chair the Joint Congressional Committee on Inaugural Ceremonies and presided over the inauguration of President Barack Obama in 2009.

In addition to her committee assignments, Senator Feinstein is co-chairman of the Senate Caucus on International Narcotics Control, co-chairman of the Senate Cancer Coalition and co-chairman of the Senate Women's Caucus on Burma. She is also a member of the Anti-Meth Caucus, the Congressional Dairy Caucus and the Congressional Former Mayors Caucus. She has served as a member of the Aspen Strategy Group since 1997.

Senator Feinstein's career has been one of firsts. She was the first woman president of the San Francisco Board of Supervisors, the first woman mayor of San Francisco, the first woman elected Senator of California, the first woman member of the Senate Judiciary Committee, the first woman to chair the Senate Rules and Administration Committee, the first woman to chair the Senate Intelligence Committee and the first woman to serve as ranking member on the Senate Judiciary Committee.

A native of San Francisco, Senator Feinstein served for nine years as a San Francisco County Supervisor, starting in 1969. She became mayor of San Francisco in 1978 following the assassination of Mayor George Moscone and Supervisor Harvey Milk.

The following year she was elected to the first of two four-year terms. As mayor, Dianne Feinstein managed the city's finances with a firm hand, balancing nine budgets in a row. In 1987, City and State Magazine named her the nation's "Most Effective Mayor."

As a senator, Dianne Feinstein has received a number of awards for her service including the 2017 Legislative Leadership Award from the Association of California Water Agencies, the 2016 Ansel Adams Award from The Wilderness Society, the 2012 Outstanding International Public Service Award from the World Affairs Council, the 2007 Legislator of the Year award from the California County Superintendents Educational Services Association, the 2007 Charles Dick Medal of Merit from the California National Guard, the 2006 Grammy on the Hill Award from the Recording Academy, the 2006 Congressional Leader of the Year Award from the League of California Cities, the 2006 William Penn Mott Jr. Park Leadership Award from National Parks Conservation Association, the 2005 Outstanding Member of the U.S. Senate Award from the National Narcotic Officers Associations Coalition, the 2004 Funding Hero Award from the Breast Cancer Research Foundation, the 2004 Women of Achievement Award from the Century City Chamber of Commerce and the 2001 Woodrow Wilson Award for Public Service in 2001.



Senator Kamala D. Harris (D)

United States Senator for California

<https://www.harris.senate.gov/>

112 Hart Senate Office Building
Washington, D.C. 20510
(202) 224-3553

Los Angeles Office:
11845 West Olympic Boulevard, Suite 1250W
Los Angeles, CA 90064
(310) 231-4494

In 2017, Kamala D. Harris was sworn in as a United States Senator for California, the second African-American woman and first South Asian-American senator in history. She serves on the Homeland Security and Governmental Affairs Committee, the Select Committee on Intelligence, the Committee on the Judiciary, and the Committee on the Budget.

Kamala has spent her life fighting injustice. It's a passion that was first inspired by her mother, Shyamala, an Indian-American immigrant, activist, and breast cancer researcher.

Growing up in Oakland, Kamala had a stroller-eye view of the Civil Rights movement. Through the example of courageous leaders like Thurgood Marshall, Constance Baker Motley, and Charles Hamilton Houston, Kamala learned the kind of character it requires to stand up to the powerful, and resolved to spend her life advocating for those who could not defend themselves.

After earning an undergraduate degree from Howard University and a law degree from the University of California, Hastings, she began her career in the Alameda County District Attorney's Office.

In 2003, Kamala became the District Attorney of the City and County of San Francisco. Among her achievements as District Attorney, Harris started a program that gives first-time drug offenders the chance to earn a high school diploma and find employment.

Having completed two terms as the District Attorney of San Francisco, Kamala was elected as the first African-American and first woman to serve as California's Attorney General. In this role, she worked tirelessly to hold corporations accountable and protect the state's most vulnerable people. Over the course of her nearly two terms in office, Kamala won a \$25-billion settlement for California homeowners hit by the foreclosure crisis, defended California's landmark climate change law, protected the Affordable Care Act, helped win marriage equality for all Californians, and prosecuted transnational gangs that trafficked in guns, drugs, and human beings.

In the United States Senate, Kamala's mission remains unchanged: fighting for the rights of all communities in California. Since taking office, she has introduced and cosponsored legislation to raise wages for working people, reform our broken criminal justice system, make healthcare a right for all Americans, address the epidemic of substance abuse, support veterans and military families, and expand access to childcare for working parents.

It's the privilege of Kamala's life to work on behalf of the people of California. She lives in Los Angeles with her husband, Doug Emhoff, and is stepmother to Ella and Cole Emhoff.



Congresswoman Karen Bass (D)

California Representative – 37th District

<https://bass.house.gov/>

2059 Rayburn HOB
Washington, DC 20515
(202) 225-7084

District Office:
4929 Wilshire Blvd., Suite 650
Los Angeles, CA 90010
(323) 965-1422

Congressmember Karen Bass was re-elected to her fifth term representing the 37th Congressional District in November 2018. Congressmember Bass serves on the House Committee on Foreign Affairs where she is Ranking Member of the Subcommittee on Africa, Global Health, Global Human Rights and International Organizations. As a member of the House Judiciary Committee, Congressmember Bass is also working to craft sound criminal justice reforms as well as protect intellectual property right infringements that threaten the economic health of the 37th District.

She was selected by Democratic Leader Nancy Pelosi to serve on the prestigious Steering and Policy Committee, which sets the policy direction of the Democratic Caucus, as Organization, Study and Review Chair. Congressmember Bass is also playing a leadership role in the Congressional Black Caucus (CBC), where she serves as 2nd Vice-Chair for the 115th Congress.

During her fourth term, Congressmember Bass solidified leadership positions on two issues very close to her heart: reforming America's foster care system and strengthening the United States' relationship with Africa. In her first term, Congressmember Bass created the bipartisan Congressional Caucus on Foster Youth along with co-chair U.S. Representative Tom Marino (R-Pa.), and intends to examine national standards of care in the child welfare system.

In January 2013, President Obama signed into law the Uninterrupted Scholars Act (USA) which was the first major piece of legislation shepherded through the House under the Caucus' leadership. USA makes it easier for caregivers to access educational records so they can assist foster youth with school enrollment and provide additional academic support in an effort to reduce school dropout rates. Since 2012, she has joined Members of the Caucus for a Nationwide Foster Youth Listening Tour traveling the nation to examine best practices and the challenging conditions that foster youth face in our country. She is also a co-chair of the bipartisan, bicameral Congressional Coalition on Adoption.

On Africa, Congressmember Bass acted swiftly during her first term to bring legislators, advocacy groups and international leaders together to extend the third country fabric provision of the African Growth and Opportunity Act (AGOA). The provision supports stability, development, and economic growth of sub-Saharan African countries by protecting jobs in the apparel sector and providing some of the best markets for American businesses to sell their goods and services.

In an effort to be responsive to the people in her district, Congressmember Bass created the Congressional Council, which provides an opportunity for constituents to learn firsthand about the issues in Congress and how to become involved in the legislative process. The Council, composed of all volunteers, seeks to engage other District residents in public policy, both domestic and internationally.

Prior to serving in Congress, Congressmember Bass made history when the California Assembly elected her to be its 67th Speaker, catapulting her to become the first African American woman in U.S. history to serve in this powerful state legislative role. Congressmember Bass served as speaker during California's greatest economic crisis since the Great Depression. In addition to helping to navigate the state through a very difficult time, she also championed efforts to improve foster care and quality healthcare for Californians. Also, under her leadership the Assembly fast-tracked federal economic stimulus legislation that aided Californians who have been affected by the national economic crisis as well as jumpstarted billions of dollars of infrastructure projects.

Before serving as an elected official, Congressmember Bass became interested in community activism as a child watching the Civil Rights Movement with her father. It was at that time that she made a lifetime commitment to effecting social change in her community and abroad. She worked for nearly a decade as a Physician Assistant and served as a clinical instructor at the University of Southern California's Keck School of Medicine Physician Assistant Program.

In 1990, in response to the crisis that was gripping inner-city America, which in Los Angeles was crack-cocaine and gang violence, Congressmember Bass started and ran the Community Coalition, a community-based social justice organization in South Los Angeles that empowers residents to become involved in making a difference. Through her leadership at the Community Coalition, Congressmember Bass worked to address the drug and violence epidemic and to engage community residents in addressing the root causes of injustice.

Congressmember Bass had one daughter, Emilia Bass-Lechuga and son-in-law Michael Wright. She continues to be inspired by Emilia and Michael's passion for life. Emilia planned to follow in her mother's footsteps working for social change. Congressmember Bass also has four step children.

She grew up with three brothers in the Venice/Fairfax area of Los Angeles and is the only daughter of DeWitt and Wilhelmina Bass. She graduated from Hamilton High School, Cal State Dominguez Hills, and the University of Southern California's School of Medicine Physician Assistant Program.



Congresswoman Linda Sánchez (D)

California Representative – 38th District

<https://lindasanchez.house.gov/>

2329 Rayburn HOB
Washington, DC 20515
(202) 225-6676

District Office:
12440 E. Imperial Hwy., Ste.140
Norwalk, CA 90650
(562) 860-5050

Nationally recognized as a leading progressive voice in Congress for working families, Congresswoman Linda T. Sánchez has fought to strengthen our communities by helping small businesses create more good paying jobs, increasing access to educational opportunities, and helping hard working people get ahead.

Linda Sánchez served as Vice Chair of the House Democratic Caucus in the 115th Congress (2017-2019), the fifth-highest ranking position in House Democratic Leadership. In this leadership position, she focused on strengthening the American Dream for men and women all across the country. Linda is the first Latina elected to a leadership position in the U.S. Congress.

Linda Sánchez serves on the powerful and prestigious House Committee on Ways and Means. Ways and Means is the chief tax-writing committee in Congress and also plays a critical role in federal legislation on trade, Social Security, and Medicare. Linda is a steadfast advocate for protecting seniors' Social Security and Medicare, ensuring U.S. workers and their employers get a fair deal in trade agreements, and reforming the tax code to create an even playing field for the middle class.

Prior to the 116th Congress, Linda Sánchez served in a number of leadership positions. From 2011-2017, she served as Ranking Member on the House Ethics Committee. From May 2014 to December 2016, she served on the Select Committee on Benghazi. In the 114th Congress (2015-2017), Linda served as the Chair for the Congressional Hispanic Caucus (CHC), a 26-member organization dedicated to advocating for the important issues affecting our nation's growing Hispanic and Latino community. Linda Sánchez has served in the United States House of Representatives since 2003 and currently represents California's 38th Congressional District. She is dedicated to reducing crime in our communities, making schools safe for all children, providing quality education and affordable health care, and cleaning up the air and water in Southern California.

The 38th district Linda represents includes the communities of Artesia, Bellflower, Cerritos, East La Mirada, Hawaiian Gardens, Lakewood, La Mirada, La Palma, Los Nietos, Montebello, Norwalk, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier. From 2003 – 2013, Linda represented California's 39th Congressional District, which included many of the communities she currently represents.

A co-founder of the [Labor and Working Families Caucus](#), Sánchez has worked tirelessly to ensure that workers are safe on the job, from industrial accidents as well as from employer intimidation and retaliation. Keeping children safe online has also been a priority for Sánchez, who has introduced legislation to criminalize cyber-bullying and to reduce bullying, harassment, and gang activity in our schools. While in Congress, Sánchez has helped to expand Head Start and modernize the Higher Education Act. Sánchez is a strong advocate for California's families. She is committed to reducing crime, making schools safe, providing quality education and affordable health care, improving our economy by creating new opportunities, and cleaning up the air and water in Southern California. Her life-long commitment to progressive issues is reflected in her record to protect a woman's right to choose, to protect and expand civil rights and voting rights, to promote clean energy and green jobs, and to reform the country's broken immigration laws.

Previously, Sánchez served on the House Judiciary Committee where her work to bring oversight and transparency back to Congress received national recognition. In her previous service as Chair of the House

Judiciary Subcommittee on Commercial and Administrative Law (CAL), Sánchez helped lead the Congressional investigation into the Bush Administration's firing of nine United States Attorneys in 2006. Sánchez' role as a leader in the investigation of the politicization of the Department of Justice was highlighted in 2008 when she recommended that Karl Rove be held in contempt of Congress after failing to abide by a congressional subpoena and appear in front of the CAL subcommittee. Sánchez has also brought greater scrutiny to the misuse of arbitration and has worked to address the mortgage crisis through existing bankruptcy law that would help keep families in their homes.



Congresswoman Lucille Roybal-Allard (D)

California Representative – 40th District

<https://roybal-allard.house.gov/>

2083 Rayburn House Office Building
Washington, DC 20515
(202) 225-1766

District Office:
500 Citadel Drive, Suite 320
Commerce, CA 90040
(323) 721-8790

In 1992, Congresswoman Lucille Roybal-Allard became the first Mexican-American woman elected to Congress. As a Member of the U.S. House of Representatives, the Congresswoman has worked tirelessly to create jobs, improve health services, and create stronger, better educational opportunities for her constituents in California's 40th Congressional District. She also ranks as one of the House's foremost supporters of immigration reform, a strong homeland security system, labor unions, veterans, and the rights of women and children.

Congresswoman Roybal-Allard is the first Latina to serve on the House Appropriations Committee, and the first Latina to serve as a chair or ranking member on a House Appropriations Subcommittee. As the ranking Democrat on the House Homeland Security Appropriations Subcommittee, the Congresswoman fights to ensure our homeland security personnel have the resources they need to keep our country safe, and she advocates for bipartisan comprehensive immigration reform that treats immigrants humanely, focuses on deporting those who threaten national security, and better secures our borders.

From her position on the House Appropriations Committee, the Congresswoman has secured millions of dollars to create jobs on much-needed local construction and transportation projects, and at organizations throughout her district. She has been at the forefront of the fight to improve the quality and affordability of health services, and has led legislative efforts to protect the health of mothers and babies. She has successfully secured funding for local health needs, including infant and child care, prenatal health, dental care, HIV testing, substance abuse, diabetes treatment, and telehealth services. She has been equally successful in obtaining federal dollars for local education and labor projects, including job training and placement services, arts and vocational education, afterschool care, early education, magnet schools, and English literacy programs.

In addition to the Homeland Security Subcommittee, Congresswoman Roybal-Allard serves on the Labor, Health and Human Services and Education Subcommittee, which oversees federal funding for public education, workforce training, health care initiatives, and related agencies. She also serves as a member of the newly created Joint Select Committee on Budget and Appropriations Process Reform, which will provide recommendations to improve the budget and appropriations process. Furthermore, she is a House Democratic Senior Whip, the founder and co-chair of the Women's Working Group on Immigration Reform, a founding co-chair of the Congressional Caucus on Maternity Care, and a vice chair of the Congressional Task Force on Seniors. She is also a member of the following caucuses, among others: the Congressional Hispanic Caucus (CHC), where she serves on the Health Care and Mental Health Task Force; the Congressional Asian Pacific American Caucus (CAPAC); the Congressional LGBT Equality Caucus; and the Congressional Progressive Caucus (CPC).

Congresswoman Lucille Roybal-Allard is the eldest daughter of the late Congressman Edward R. Roybal and Lucille Beserra Roybal. She is married to Edward T. Allard III. Together, she and her husband have four children and nine grandchildren. She received her bachelor's degree from California State University, Los Angeles. She also holds an honorary doctor of humane letters degree from National Hispanic University.



Congresswoman Maxine Waters (D)

California Representative – 43rd District

<https://waters.house.gov/>

2221 Rayburn House Office Building
Washington, DC 20515
(202) 225-2201

District Office:
10124 South Broadway, Suite 1
Los Angeles, CA 90003
(323) 757-8900

Congresswoman Maxine Waters is considered by many to be one of the most powerful women in American politics today. She has gained a reputation as a fearless and outspoken advocate for women, children, people of color and the poor.

Elected in November 2016 to her fourteenth term in the U.S. House of Representatives with more than 76 percent of the vote in the 43rd Congressional District of California, Congresswoman Waters represents a large part of South Central Los Angeles including the communities of Westchester, Playa Del Rey, and Watts and the unincorporated areas of Los Angeles County comprised of Lennox, West Athens, West Carson, Harbor Gateway and El Camino Village. The 43rd District also includes the diverse cities of Gardena, Hawthorne, Inglewood, Lawndale, Lomita and Torrance.

Congresswoman Waters serves as the Ranking Member of the House Committee on Financial Services. An integral member of Congressional Democratic Leadership, Congresswoman Waters serves as a member of the Steering & Policy Committee. She is also a member of the Congressional Progressive Caucus, and member and past chair of the Congressional Black Caucus.

Throughout her 37 years of public service, Maxine Waters has been on the cutting edge, tackling difficult and often controversial issues. She has combined her strong legislative and public policy acumen and high visibility in Democratic Party activities with an unusual ability to do grassroots organizing.

Prior to her election to the House of Representatives in 1990, Congresswoman Waters had already attracted national attention for her no-nonsense, no-holds-barred style of politics. During 14 years in the California State Assembly, she rose to the powerful position of Democratic Caucus Chair. She was responsible for some of the boldest legislation California has ever seen: the largest divestment of state pension funds from South Africa; landmark affirmative action legislation; the nation's first statewide Child Abuse Prevention Training Program; the prohibition of police strip searches for nonviolent misdemeanors; and the introduction of the nation's first plant closure law.

As a national Democratic Party leader, Congresswoman Waters has long been highly visible in Democratic Party politics and has served on the Democratic National Committee (DNC) since 1980. She was a key leader in five presidential campaigns: Sen. Edward Kennedy (1980), Rev. Jesse Jackson (1984 & 1988), and President Bill Clinton (1992 & 1996). In 2001, she was instrumental in the DNC's creation of the National Development and Voting Rights Institute and the appointment of Mayor Maynard Jackson as its chair.

Following the Los Angeles civil unrest in 1992, Congresswoman Waters faced the nation's media and public to interpret the hopelessness and despair in cities across America. Over the years, she has brought many government officials and policy makers to her South Central L.A. district to appeal for more resources. They included President Clinton, Vice President Al Gore, Secretaries of Housing & Urban Development Henry Cisneros and Andrew Cuomo, and Alan Greenspan, chairman of the Federal Reserve System. Following the unrest, she founded Community Build, the city's grassroots rebuilding project.

She has used her skill to shape public policy and deliver the goods: \$10 billion in Section 108 loan guarantees to cities for economic and infrastructure development, housing and small business expansion; \$50 million appropriation for "Youth Fair Chance" program which established an intensive job and life skills training program for unskilled, unemployed youth; expanded U.S. debt relief for Africa and other developing nations; creating a "Center for Women Veterans," among others.

Rep. Waters continues to be an active leader in a broad coalition of residential communities, environmental activists and elected officials that aggressively advocate for the mitigation of harmful impacts of the expansion plan for Los Angeles International Airport (LAX). Furthermore, she continues initiatives to preserve the unique environmental qualities of the Ballona wetlands and bluffs, treasures of her district.

She is a co-founder of Black Women's Forum, a nonprofit organization of over 1,200 African American women in the Los Angeles area. In the mid-80s, she also founded Project Build, working with young people in Los Angeles housing developments on job training and placement.

As she confronts the issues such as poverty, economic development, equal justice under the law and other issues of concern to people of color, women, children, and poor people, Rep. Waters enjoys a broad cross section of support from diverse communities across the nation.

Throughout her career, Congresswoman Waters has been an advocate for international peace, justice, and human rights. Before her election to Congress, she was a leader in the movement to end Apartheid and establish democracy in South Africa. She opposed the 2004 Haitian coup d'état, which overthrew the democratically-elected government of Jean-Bertrand Aristide in Haiti, and defends the rights of political prisoners in Haiti's prisons. She leads congressional efforts to cancel the debts that poor countries in Africa and Latin America owe to wealthy institutions like the World Bank and free poor countries from the burden of international debts.

Congresswoman Waters is the founding member and former Chair of the 'Out of Iraq' Congressional Caucus. Formed in June 2005, the 'Out of Iraq' Congressional Caucus was established to bring to the Congress an on-going debate about the war in Iraq and the Administration's justifications for the decision to go to war, to urge the return of US service members to their families as soon as possible.

Expanding access to health care services is another of Congresswoman Waters' priorities. She spearheaded the development of the Minority AIDS Initiative in 1998 to address the alarming spread of HIV/AIDS among African Americans, Hispanics and other minorities. Under her continuing leadership, funding for the Minority AIDS Initiative has increased from the initial appropriation of \$156 million in fiscal year 1999 to approximately \$400 million per year today. She is also the author of legislation to expand health services for patients with diabetes, cancer and Alzheimer's disease.

Congresswoman Waters has led congressional efforts to mitigate foreclosures and keep American families in their homes during the housing and economic crises, notably through her role as Chairwoman of the Subcommittee on Housing and Community Opportunity in the previous two Congresses. She authored the Neighborhood Stabilization Program, which provides grants to states, local governments and nonprofits to fight foreclosures, home abandonment and blight and to restore neighborhoods. Through two infusions of funds, the Congresswoman was able to secure \$6 billion for the program.

Maxine Waters was born in St. Louis, Missouri, the fifth of 13 children reared by a single mother. She began working at age 13 in factories and segregated restaurants. After moving to Los Angeles, she worked in garment factories and at the telephone company. She attended California State University at Los Angeles, where she earned a Bachelor of Arts degree. She began her career in public service as a teacher and a volunteer coordinator in the Head Start program.

She is married to Sidney Williams, the former U.S. Ambassador to the Commonwealth of the Bahamas. She is the mother of two adult children, Edward and Karen, and has two grandchildren.



Congresswoman Nanette Diaz Barragán (D)

California Representative – 44th District

<https://barragan.house.gov/>

1030 Longworth House Office Building
Washington, DC 20515
(202) 225-8220

Carson City Hall
701 E. Carson St.
Carson, CA 90745
(310) 831-1799

Compton City Hall
205 S. Willowbrook Ave.
Compton, CA 90220
(310) 831-1799

South Gate City Hall
8650 California Ave.
South Gate, CA 90280
(310) 831-1799

Nanette Diaz Barragán was elected to the U.S. House of Representatives in November 2016, becoming the first Latina ever to represent California's 44th Congressional district.

Born in Harbor City and growing up in its surrounding harbor communities, Nanette's humble beginnings shaped her interest in issues that matter locally: environmental and health justice, immigration reform, strengthening the economy, and affordable and accessible education.

As the youngest of eleven children raised by immigrant parents from Mexico, Nanette knows about the challenges that many low-income minority families face firsthand. Her father, a local repairman, instilled in her a strong work ethic and influenced her love for baseball (in particular, for the Los Angeles Dodgers). Her mother, who only completed the 3rd grade, cleaned homes, cared for others, and worked in factories to make ends meet. Nanette learned from her parents values of hard work, and obtained her undergraduate degree from UCLA and her Juris Doctor from USC Gould School of Law.

With a desire to give back to her communities, in the late 1990s Nanette began her career in public service. She steered outreach efforts for African Americans in the Office of Public Liaison for the Clinton White House and worked for the National Association for the Advancement of Colored People (NAACP) focusing on racial health disparities and discrimination.

Nanette was the first woman in 12 years to be elected to the Hermosa Beach City Council, and was then elected by her peers as the first-ever Latina to serve as Mayor of the beach city. During her two-year term on the city council, Nanette was a strong advocate for environmental justice – she successfully stood up to a powerful oil company and stopped a proposal to drill 34 oil and water injection wells in Hermosa Beach and out into the Santa Monica Bay.

Nanette served as an extern to Justice Carlos Moreno of the Supreme Court of California and, at the Los Angeles Legal Aid Foundation, she fought for justice for low-income families.

In 2016, Nanette decided to take her advocacy to the national level. She ran to represent her neighbors, friends, and family members in Congress, with a focus on bringing change and opportunities for those who need it most.

In the 115th Congress, Nanette was elected by her peers to serve as the freshman class president as well as a regional whip, working with her colleagues and reporting back to leadership their thoughts on legislation. Nanette also is member of the Congressional Hispanic Caucus, the Progressive Caucus, and serves on the Homeland Security Committee (<https://homeland.house.gov>) and Natural Resources Committee (<https://naturalresources.house.gov>).



Congressman Alan Lowenthal (D)

California Representative – 47th District

<https://lowenthal.house.gov/>

108 Cannon House Office Building
Washington, DC 20515
(202) 225-7924

District Office:
100 W. Broadway
West Tower Suite 600
Long Beach, CA 90802
(562) 436-3828

Congressman Alan Lowenthal is serving his third term in the U.S. House of Representatives representing California's 47th District, which encompasses portions of eastern Los Angeles County and western Orange County. He was first elected in 2012 and reelected in 2014 and 2016.

Prior to joining Congress, he served a two-decade tenure as, first, a Long Beach, California city council member, then, as a California legislator. In Washington, D.C., Congressman Lowenthal has continued his dedication to common-sense bipartisan solutions that earned him a reputation among his colleagues and constituents as one of the most respected and effective legislators in both Long Beach and Sacramento.

Born March 8, 1941, Congressman Alan Lowenthal was raised in the Queens Borough of New York City. After earning his Bachelor's Degree from Hobart and William Smith Colleges and his Ph.D. from Ohio State University, he moved to Long Beach, California in 1969 where he taught Community Psychology at California State University, Long Beach until 1998.

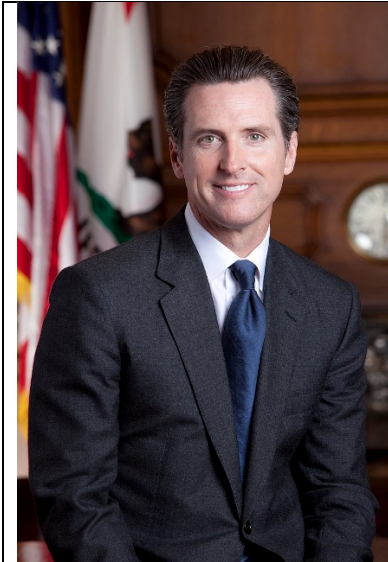
Congressman Lowenthal successfully ran for Long Beach City Council in 1992, where he served for six years. He then continued his leadership in Sacramento, first serving three terms as a State Assembly member, then two terms as a State Senator.

As a city council member, and then as a state legislator, the Congressman fought against the then-commonplace private and public sector belief that environmental protections and economic success at the ports of Long Beach and Los Angeles were mutually exclusive. His landmark environmental legislative efforts helped lead the two adjacent ports toward becoming the cleanest and greenest ports in the world, while also remaining the busiest and most successful container port complex in the Western Hemisphere.

While a State Assembly member, and as a founding member of the Assembly's Bipartisan Caucus, he paved the way for creation of California's first ever independent Citizens Redistricting Commission, which took the power of redistricting out of the hands of politicians and gave it back to the people. In addition, the Congressman led legislative efforts to revamp the state's K-12 and higher education systems. He championed the College Promise Partnership Act to help K-12 students better transition to college. The passage of his Student Success Act also helped higher education students by introducing significant reforms to the state community college system that focused on increasing graduation and transfer rates.

In Congress, he currently serves on the *House Natural Resources Committee* and the *House Transportation and Infrastructure Committee*. He is the Ranking Member of the Natural Resources Subcommittee on *Energy and Mineral Resources*. As a member of Natural Resources he also serves on the Subcommittee on *Federal Lands*. As a member of Transportation and Infrastructure, he serves on the *Highways and Transit*, the *Water Resources and Environment*, and the *Coast Guard and Maritime Transportation* subcommittees.

Representing one of the most ethnically diverse districts in the nation, Congressman Lowenthal has championed human rights in Congress, not just at home, but throughout the world. He has also brought his strong support for LGBT rights to Washington, where he became the first Congress member to permanently fly the Pride flag outside his office. In addition, he has continued his long history of fighting for environmental protections, with a new mission to bring the issue of climate change to the front in Congress as chair of the more than 60-member Safe Climate Caucus.



Governor Gavin Newsom (D)

Governor of California
<https://www.gov.ca.gov/>

State Capitol, Suite 1173
Sacramento, CA 95814
(916) 445-2841

Newsom is widely recognized for his willingness to lead – repeatedly developing, advocating, and implementing innovative and groundbreaking solutions to some of our most challenging issues. On a wide range of topics including same-sex marriage, gun safety, marijuana, the death penalty, universal health care, access to preschool, technology, criminal justice reform, and the minimum wage, Newsom stuck his neck out and did the right thing, which often led to sweeping changes when his policies were ultimately accepted, embraced, and replicated across the state and nation.

Newsom's top priorities for his administration are tackling our state's affordability crisis, creating inclusive economic growth and opportunity for every child, and standing up for California values — from civil rights, to immigration, environmental protection, access to quality schools at all levels, and justice.

Newsom served as lieutenant governor of California from 2015 to 2019. He was elected as lieutenant governor in 2010 and was re-elected in 2014.

Before becoming lieutenant governor, Newsom served as mayor of San Francisco from 2004 to 2010. He was a member of the San Francisco Board of Supervisors from 1998 to 2004 and sat on the city's Parking and Traffic Commission from 1996 to 1998.

Before launching his political career, Newsom worked in real estate and ran a wine business.

Governor Newsom is married to Jennifer Siebel Newsom. They have four children: Montana, Hunter, Brooklynn, and Dutch.

Education:

- BA, Political Science, Santa Clara University, 1989

Memberships:

- Member, Board of Regents, University of California, present
- Member, Board of Trustees, California State University System, present
- Member, State Lands Commission, present
- Member, Board of Supervisors, City of San Francisco, 1996-2004
- Member/President, Parking and Traffic Commission, City of San Francisco, 1996-1997



Senator Steven Bradford (D)

California State Senate – 35th District

<https://sd35.senate.ca.gov/>

State Capitol, Room 2059, Sacramento, CA 95814-4900
(916) 651-4035

Inglewood District Office:
One Manchester Blvd., Suite 600, Inglewood, CA 90301
(310) 412-6120

San Pedro District Office:
302 W. 5th St., Ste. 203 San Pedro, CA 90731
(310) 514-8573

Steven Bradford brings a lifetime of experience to the California State Senate. In over two decades of public service – first as a Gardena City Councilman, then as a State Assemblyman and now as a State Senator - Bradford has proven himself to be a great citizen activist. He views himself as a public servant and not a politician. Public service was instilled in him by his parents who taught him the value of giving back to the community.

Prior to his service in local and state government, Bradford was a Public Affairs Manager for Southern California Edison, as District Director for the late Congresswoman Juanita Millender-McDonald and as Program Director for the LA Conservation Corps.

He made history when he became the first African American elected to the Gardena City Council. Over the 12 years that he served on the City Council, he presided over robust job and economic growth, along with a balanced budget for the city. When he was elected to the Council, the City of Gardena was on the brink of bankruptcy and was \$27 million in debt. There was no money in the bank and employees had not been given raises in over seven years. By the time he left Gardena's City Council, they had eliminated the debt, had \$8.5 million in reserve, gave employees raises without raising taxes or cutting services, and secured millions of federal dollars for various improvement projects for North Gardena- something that had never happened prior to him being elected to the Council. As a former solid waste director, he brought those skills to bear in helping negotiate some of the lowest trash rates in the county while serving as a City of Gardena councilmember.

Bradford was elected to the 51st State Assembly District in a Special Election in 2009, reelected in 2010, and reelected again in 2012, but this time to the newly created 62nd District. While in the Assembly, he rose to prominence by becoming Chair of the Assembly Committee on Utilities and Commerce, which had jurisdiction over electricity, natural gas, telecommunications, private water corporations and other issues related to commerce. In his role as chair, Bradford garnered national attention by presiding over hearings investigating devastating power outages across California.

In 2013, Assembly Speaker John Perez named Bradford Chair of the Assembly Select Committee on the Status of Boys and Men of Color. Under his leadership, the committee examined many institutional injustices that plague young Black, Latino, and Asian/Pacific Islander males in California, which he continues to address in the Senate. As a result of his work, Bradford was invited to the White House to attend President Barack Obama's announcement of "My Brother's Keeper," a national initiative that reduces the opportunity gap faced by boys and men of color, continuing the efforts of Bradford's Committee.

As a member of the Assembly, Bradford had 38 bills signed into law by Governor Edmund G. Brown Jr., including AB 651 (Expungement), AB 2634 (Civil Rights), AB 217 (Low-Income Solar), AB 128 (Reclassify LA World Airport Police), and the Jackie Robinson Assembly Resolution, HR 24.

In Senator Bradford's first year in the State Senate in 2017 he had 11 bills signed into law by Governor Brown. These laws improved public safety, transportation, worker's compensation, the environment, and education. In addition to the legislative accomplishments, Bradford secured \$11.3 million in the state budget for Compton Community College and helped secure a \$35 million grant to Watts Rising for affordable

housing, green space, and local workforce development. This legislative session, Bradford authored 21 measures making their way through the legislative process. He has served as Chair of the Senate Labor and Industrial Relations Committee and was appointed Chair of the Senate Banking and Financial Institutions Committee.

In his free time, you will often find him on the golf course. He started a Jr. Golf program while on the city council. His favorite community event is the Gardena Jazz Festival, where he serves as the festival's Founder and Chair. The festival has survived 16 years and has become one of the most popular events in the South Bay. Bradford grew up in Gardena, where he resides to this day. He attended San Diego State University and earned a Bachelor of Arts in Political Science at California State University, Dominguez Hills, where he currently serves on the board of the Mervyn M. Dymally African American Political and Economic Institute, a non-partisan public policy think tank.

	<p>Vacant California State Senate – 33rd District https://sd33.senate.ca.gov/</p> <p>State Capitol, Room 2068 Sacramento, CA 95814 916-651-4033</p> <p>Long Beach District Office: 3939 Atlantic Ave., Suite 107 Long Beach, CA 90807 562-256-7921</p> <p>Huntington Park District Office: 6550 Miles Ave., 2nd Floor Huntington Park, CA 90255 323-277-4560</p>
--	--

SD 33 is based on nesting AD 63 and AD 70 and includes the Los Angeles County cities and communities of Cudahy, Bell, Bell Gardens, Lynwood, Maywood, Signal Hill, Paramount, South Gate, Vernon, Walnut Park, Huntington Park, and most of Long Beach with portions of the cities of Lakewood and Los Angeles to achieve population equality.

To the north this district includes part of the group of Southeast cities of Los Angeles County: Vernon, Huntington Park, Bell, South Gate, Cudahy, Lynwood, and Paramount. These Southeast cities are grouped together because of their socioeconomic commonalities and because many unincorporated areas share similar civic and economic issues. Many of the residents in this region are first-generation immigrants with similar linguistic and educational characteristics.

This district is characterized by high residential density and many historic neighborhoods, heavy industry, and common environmental problems linked to transportation corridors. The majority of Long Beach is kept with its port, Long Beach City College, and downtown Long Beach.



Assemblymember Cristina Garcia (D)

California State Assembly – District 58

<https://a58.asmdc.org/>

State Capitol
P.O. Box 942849
Sacramento, CA 94249-0058
(916) 319-2058

District Office:
8255 Firestone Blvd., Suite 203
Downey, CA 90241
(562) 861-5803

Assemblymember Cristina Garcia has served in the state Assembly since being first elected in 2012, representing California's 58th Assembly District, which includes the cities of Artesia, Bellflower, Bell Gardens, Cerritos, Commerce, Downey, Montebello, Pico Rivera and Norwalk. First as a dynamic community organizer and civic activist, and now as a new generation of leader in the California State Legislature, Cristina has often been referred to as a "Force of Nature."

Assemblymember Garcia is on a mission to educate, empower and engage her constituents and her colleagues in the Legislature, particularly when it comes to her three legislative priorities:

Assemblymember Garcia has made addressing gender inequity a priority by introducing Assembly Bill 1561 and its successor AB 9, which would repeal the state sales tax on feminine health products; she also led the charge to update the definition of rape in light of the Brock Turner verdict, starting a national dialogue on both issues. This includes being a mentor to encourage more women to run and hold positions in public office.

Before being elected to public office, Cristina Garcia had already staked her claim as a warrior for ethical conduct in local and state government. When the city of Bell corruption scandal broke, gaining national attention, Bell residents turned to Cristina to take action. She worked with concerned citizens to form the Bell Association to Stop the Abuse (BASTA), a local advocacy organization that forced Bell's corrupt officials out of office and ushered in accountability and transparency for the first time in the city's history.

To address the black cloud of corruption that hung over the State Capitol, Assemblymember Garcia introduced a wide ranging ethics and transparency package of bills, the "Political Conduct, Ethics and Public Trust Acts of 2014," written to reform our political structure and help to restore the public's trust in their government. Through the political turmoil, she succeeded in her legislative efforts and was rewarded when Governor Jerry Brown signed five of her reform measures into law.

Cristina is also a passionate advocate for issues concerning civic engagement. Today, as a statewide leader, Assemblymember Garcia continues her efforts to protect and educate our state's children and is dedicated to educating, engaging and empowering her community on all levels.

Assemblymember Garcia launched her Young Legislator's program in 2013 to mentor high school students in her district to become the leaders of tomorrow. The Young Legislators are given hands-on experience working within their communities, as they participate in local events hosted by Assemblymember Garcia's district office. Young Legislators who successfully complete the program travel to the State Capitol in Sacramento where they participate in bill development, mock committee hearings and a floor session in the state Assembly chambers. Most recently, she started her Fellows in Government program to mentor 8th graders in her district to become the change agents of the future. Like the young legislators, they are given a hands-on experience as to how government is structured and how change is made.

The Assemblymember has also been a staunch proponent on environmental justice issues. She has been instrumental on creating a funding stream for the cleanup of man-made environmental disasters like Exide. She stands up for disadvantaged communities by demanding more resources and fighting for tougher air

standards like those contained in AB 617. She fought for the ability to stop emissions that pose imminent and substantial endangerment to public health with AB 1132. She has asked that small communities get their fair share by demanding more equitable distribution of investment for transportation and infrastructure so that cleaner running busses and electric vehicles can be found in South East Los Angeles.

A math teacher for thirteen years prior to joining the Assembly, Cristina taught statistics at the University of Southern California, mathematics at Los Angeles City Community College, and taught middle school and high school mathematics through the Jaime Escalante Program at East Los Angeles Community College and at Huntington Park High School.

As a teacher, Cristina understood the damage to students that bullying created, on both an emotional and physical level. This inspired her in 2012 to author AB 256, which was Cyber-Bullying legislation giving educators the authority to discipline students who engage in cyber bullying - harassment by electronic means – on, or away, from the school campus. AB 256 was signed into law by Governor Brown in 2013.

Cristina lives in the in the Southeast Los Angeles community of Bell Gardens, where she was raised and attended local public schools. She went on to earn a bachelor's degree from Pomona College, a master's degree and a secondary teaching credential from Claremont Graduate University, and is presently a doctoral candidate at USC.

Cristina has been recognized by California Forward with the distinguished California Forward Thinkers Award and previously earned the Distinguished Woman of the Year Award from the California State Assembly. In 2013, and again in 2017, the Latino Journal & CAFÉ de California, presented the Spirit of Latina Award to Assemblymember Garcia for her “exemplary work to strengthen California’s Democracy and advance the representation of Latinas in Public Service.”



Speaker of the Assembly Anthony Rendon (D)

California State Assembly – District 63

<https://speaker.asmdc.org/>

State Capitol
Room 219
Sacramento, CA 95814
(916) 319-2063

District Office:
4909 Lakewood Blvd., Suite 400
Lakewood, CA 90712
(562) 529-3250

Speaker Anthony Rendon represents the 63rd Assembly District in the California State Assembly. The district includes nine cities – Bell, Cudahy, Hawaiian Gardens, Lakewood, Lynwood, Maywood, Paramount, South Gate and a northern portion of Long Beach.

Rendon was sworn-in as the 70th Speaker of the Assembly in March 2016.

In 2017, Rendon led the most progressive and productive legislative session in memory – a year in which the Assembly passed a landmark \$52 billion transportation funding plan, extension of California’s cap-and-trade program, first-of-its-kind clean air measure, and legislation to address the affordable housing crisis. The 2017 state budget included expansion of the earned income tax credit and child care eligibility, record investment in education, and reforms to the Board of Equalization and University of California.

In his first year as Speaker in 2016, the Assembly passed a series of landmark progressive legislation, including the nation’s first \$15 minimum wage, extension of California’s climate change reduction goals, overtime pay for farmworkers, and groundbreaking policies on gun and tobacco use.

The first state budget passed during Rendon’s tenure continued California’s recent history of on-time, balanced budgets. The budget doubled the state rainy day fund to an all-time high of \$6.7 billion and included a \$530 million infusion of funding to early childhood education, a key victory for Rendon and the Legislative Women’s Caucus.

Rendon authored Proposition 1, the \$7.5 billion state water bond, which voters passed by a 67% to 33% margin in the November 2014 election. During the bond development process, Rendon took input from residents over the course of 16 public hearings throughout the state, resulting in a measure with no earmarks or backroom deals.

Prior to serving in the Assembly, Rendon was an educator, non-profit executive director, and environmental activist. He led Plaza de la Raza Child Development Services, Inc. as Executive Director. “Plaza” provides comprehensive child development and social and medical services to over 2,300 children and families offered through Plaza’s 35 child development centers located throughout Los Angeles County. Before working at Plaza, Rendon served as the Interim Executive Director of the California League of Conservation Voters from 2008 to 2009.

Rendon attended Cerritos Community College before earning his Bachelors and Masters of Arts degrees from California State University, Fullerton. As a recipient of a National Endowment for the Humanities Fellowship, he earned his Ph.D. from the University of California, Riverside and completed post-doctoral work at Boston University. Rendon served as adjunct professor in the Department of Political Science and Criminal Justice at California State University, Fullerton from 2001 to 2008.

Rendon resides in Lakewood with his wife Annie.



Assemblymember Mike A. Gipson (D)

California State Assembly – District 64

<https://a64.asmdc.org/>

State Capitol
P.O. Box 942849
Sacramento, CA 94249-0064
(916) 319-2064

District Office:
879 W.190th Street Suite #920
Gardena, CA 90248
(310) 324-6408

Field Office:
City of Compton
City Hall, 1st Floor
205 S. Willowbrook Avenue
Compton, CA 90220
(310) 605-5557

Born in Watts, Assemblymember Mike A. Gipson was elected in November 2014 to represent California's 64th Assembly District that includes the communities of Carson, Compton, Gardena, Harbor Gateway, Lynwood, North Long Beach, Rancho Dominguez, South Los Angeles, Torrance, Watts/Willowbrook and Wilmington.

Asm. Gipson currently serves as Assembly Democratic Caucus Chair, responsible for driving the legislative decision making process for the majority caucus, address statewide issues, and hold weekly meetings to discuss and set the caucus' priorities. Mr. Gipson was appointed in 2016 and re-appointed in 2017 by Speaker Anthony Rendon to this leadership post.

He is also a member of several standing Assembly committees including: Aging and Long Term Care, Business and Professions, Governmental Organization, Insurance, Transportation, and Chair of the Select Committee on Infectious Diseases in High-Risk Disadvantaged Communities. Mr. Gipson also serves on the following Assembly Select Committees: Community and Law Enforcement Relations and Responsibilities, Domestic Violence, Foster Care, Non-Profit Sector, Ports and Goods Movement, and Regional Transportation Solutions.

Continuing his path of public service, Asm. Gipson began his second term in office by authoring legislation to close a deadly loophole in the California Penal Code, provide internet related services for foster and incarcerated youth, and establish a working group to bring back Career Technical Education for K-12. He was also successful in securing \$11.3 million for Compton Community College, on the heels of their new accreditation, to support the college's transition into an independent institution.

As part of 2016-2017 state budget, Democratic Caucus Chairman Gipson was able to assist in establishing the first ever state earned income tax credit for working families, repeal the maximum family grant that will lift 135,000 children out of poverty and approve a path to \$15/hour in California. As chair of the Assembly Select Committee on Infectious Diseases in High Risk Disadvantaged Communities, Gipson continues to lead the effort towards developing a statewide plan of zero new infections, zero deaths, and zero stigma in California, known as the "Getting to Zero" campaign.

Most recently, Asm. Gipson championed the effort as Democratic Caucus Chair to pass a comprehensive transportation package focused on road safety improvements, pothole and highway repair, and job creation. Additionally, and along with bi-partisan effort, Asm. Gipson was able to help spearhead a comprehensive and historical cap and trade package that will extend the program to 2030 along with air quality provisions that seek to address emissions from multiple sources that are hurting our communities' public health.

Asm Gipson currently lives in Carson where he is a devoted husband to his wife Le Cresha. They have two sons, Devon and Jordan along with their two grandchildren; Faafetai Ole Alofa, and Cataleya Acevedo Gipson. Their third son, D'Ance passed away at 3 years old as a result of a hit-and-run motorist.



Supervisor Hilda Solis (D)

Los Angeles County Board of Supervisors – First District

<https://hildalsolis.org/>

Hall of Administration Office:

856 Kenneth Hahn Hall of Administration

500 West Temple Street

Los Angeles, CA 90012

(213) 974-4111

firstdistrict@bos.lacounty.gov

East Los Angeles Office:

4801 East Third Street

Los Angeles, CA 90022

(323) 881-4601

Supervisor Hilda L. Solis was sworn in as Los Angeles County Supervisor for the First District of Los Angeles County on December 1, 2014. She was re-elected to a new four-year term in 2018.

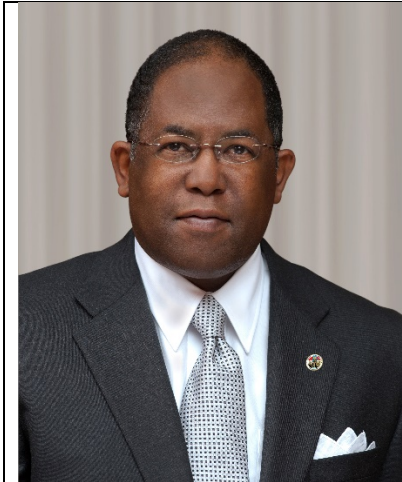
As County Supervisor, Solis' priorities include combatting homelessness and building affordable housing, expanding County services to all residents, environmental justice, good-paying jobs, health care access, criminal justice reform, improving parks and open space, and ensuring arts equity for all.

Prior to becoming Supervisor, Solis served as Secretary of Labor under President Barack Obama. Supervisor Solis was confirmed on February 24, 2009, becoming the first Latina to serve in the United States Cabinet. Before that, Supervisor Solis represented the 32nd Congressional District in California, a position she held from 2001 to 2009.

In Congress, Supervisor Solis' priorities included expanding access to affordable health care, protecting the environment, and improving the lives of working families. A recognized leader on clean energy jobs, she authored the Green Jobs Act which provided funding for "green" collar job training for Veterans, displaced workers, at risk youth, and individuals in families under 200 percent of the federal poverty line. She served in Congress until her nomination for Secretary of Labor.

Supervisor Solis began her career working in the Carter White House Office of Hispanic Affairs and was later appointed as a management analyst with the Office of Management and Budget in the Civil Rights Division. Solis was first elected to public office in 1985 as a member of the Rio Hondo Community College Board of Trustees. The first woman to represent the San Gabriel Valley in the California State Legislature, Solis served in the California State Assembly from 1992 to 1994, and in 1994 she made history by becoming the first Latina elected to the California State Senate. Her California environmental justice legislation, enacted in 1999, was the first of its kind in the nation to become law. As a result, Solis became the first woman to receive the John F. Kennedy Profile in Courage Award in 2000 for her pioneering environmental justice work.

Supervisor Solis was the first in her family to graduate from college, graduating from California State Polytechnic University, Pomona; she also earned a Master of Public Administration from the University of Southern California.



Supervisor Mark Ridley-Thomas (D)

Los Angeles County Board of Supervisors – Second District

<http://ridley-thomas.lacounty.gov/>

Downtown Office:

500 W. Temple Street Room 866

Los Angeles, CA 90012

(213) 974-2222

SecondDistrict@bos.lacounty.gov

Florence-Firestone Office:

7807 S. Compton Ave., Rm. 200

Los Angeles, CA 90001

(323) 586-6523

Since he was overwhelmingly elected in 2008, and reelected in 2012 and 2016 to the Los Angeles County Board of Supervisors, Mark Ridley-Thomas has distinguished himself as an effective leader for more than two million Second District residents. He is a board member of the Los Angeles County Metropolitan Transportation Authority, the Los Angeles Memorial Coliseum Commission and LA Care, the nation's largest publicly operated health plan.

Prior to his election to the Board of Supervisors, Supervisor Ridley-Thomas served the 26th District in the California State Senate, where he chaired the Senate's Committee on Business, Professions and Economic Development. While in the Senate, he served as Chair of the California Legislative Black Caucus in 2008 and led the Caucus in unprecedented levels of cooperation and collaboration with counterparts in the Latino and Asian-Pacific Islander Legislative Caucuses.

Mark Ridley-Thomas was first elected to public office in 1991 and served with distinction on the Los Angeles City Council for nearly a dozen years, departing as Council President pro Tempore. He later served two terms in the California State Assembly, where he chaired the Jobs, Economic Development, and Economy Committee and served the Assembly Democratic Caucus. His legislative work addressed a broad range of issues with implications for economic and workforce development, health care, public safety, education, budget accountability, consumer protection and civic participation.

He is widely regarded as the foremost advocate of neighborhood participation in government decision-making by virtue of his founding of the Empowerment Congress, arguably the region's most successful 26-year initiative in neighborhood-based civic engagement. Ridley-Thomas' political career was preceded by a decade of service as the executive director of the Southern Christian Leadership Conference of Greater Los Angeles (1981-1991).

The Supervisor graduated from Manual Arts High School (Class of 1972) and then earned BA and MA degrees along with secondary and adult education credentials from Immaculate Heart College. Supervisor Ridley-Thomas went on to receive his Ph.D. in Social Ethics from the University of Southern California focusing on Social Criticism and Social Change.

He is married to Avis Ridley-Thomas, Co-Founder and Director of the Institute for Non-Violence in Los Angeles. They are the proud parents of Sinclair and Sebastian, both Morehouse Men. Sinclair earned an MBA degree at USC's Marshall School of Business, works in the investment banking industry, and resides in San Francisco with his wife Shaunicie, an attorney, and 1-year old son Duke Flynn. Sebastian formerly represented California's Fifty-fourth Assembly District (12/05/13-12/31/17). He will now turn his attention to political empowerment, millennial civic engagement, and training a new generation of leaders throughout the state of California as Chief Strategist for the African American Voter Registration, Education, and Participation Project beginning in March of this year.



Supervisor Sheila Kuehl (D)

Los Angeles County Board of Supervisors – Third District

<https://supervisorkuehl.com/>

821 Kenneth Hahn Hall of Administration

500 W. Temple St.

Los Angeles, CA 90012

(213) 974-3333

sheila@bos.lacounty.gov

West/Metro LA Office:

1645 Corinth Avenue, Suite 102

Los Angeles, CA 90025

(310) 231-1170

Supervisor Sheila James Kuehl, representing Los Angeles County’s Third District, was elected on November 4, 2014, assumed office on December 1, 2014, and is currently the Chair of the Board of Supervisors.

In her first three years on the Board, she has undertaken or collaborated in a number of initiatives and motions to improve the quality of life and reform systems in the County, including increasing the minimum wage, creating a Sheriff’s Oversight Commission, providing unprecedented funding and services for our homeless population and those trying to find and keep affordable housing, increasing services and support for relative caregivers for our foster children, supporting the creation of the Office of Child Protection, innovating on issues of water conservation and recycling, creating a County-led Community Choice Aggregation (CCA) JPA to bring green power choices to County residents, reforming both our adult and juvenile justice systems to emphasize and enhance “second chance” and anti-recidivism programs, protection of the Santa Monica Mountains, kicking off a Women and Girls Initiative to build toward a County-wide collaboration on needed changes and programs in all County departments and services, bringing together three County health departments into a new Agency model to break down barriers to service for those who need physical health, mental health and substance abuse treatment, bringing a focus in County Departments on better serving and supporting our LGBTQ youth who comprise almost 20% of our foster kids, and much more.

She is also Chair of the Board of Commissioners of First 5, LA, Chair of the Board of Directors of Metro, Vice-Chair of the Board of the new Clean Power Alliance and Chair of the Countywide Criminal Justice Coordination Committee.

Supervisor Kuehl served eight years in the State Senate and six years in the State Assembly. She was the Founding Director of the Public Policy Institute at Santa Monica College and, in 2012, was Regents’ Professor in Public Policy at UCLA.

She was the first woman in California history to be named Speaker Pro Tempore of the Assembly, and the first openly gay or lesbian person to be elected to the California Legislature. She served as chair of the Senate Health and Human Services Committee, Natural Resources and Water Committee, and Budget Subcommittee on Water, Energy and Transportation, as well as the Assembly Judiciary Committee.

She authored 171 bills that were signed into law, including legislation to establish paid family leave, establish nurse to patient ratios in hospitals; protect the Santa Monica Mountains and prohibit discrimination on the basis of gender and disability in the workplace and sexual orientation in education. She fought to establish true universal health insurance in California.

Prior to her election to the Legislature, as a public-interest attorney Supervisor Kuehl drafted and fought to get into California law more than 40 pieces of legislation relating to children, families, women, and domestic violence. She was a law professor at Loyola, UCLA and USC Law Schools and co-founded and served as managing attorney of the California Women’s Law Center.

Supervisor Kuehl graduated from Harvard Law School in 1978. In her youth, she was known for her portrayal of the irrepressible Zelda Gilroy in the television series, “The Many Loves of Dobie Gillis.”



Supervisor Janice Hahn (D)

Los Angeles County Board of Supervisors – Fourth District
<https://hahn.lacounty.gov/>

500 W. Temple Street, Room 822
Los Angeles, CA 90012
(213) 974-4444
FourthDistrict@bos.lacounty.gov

Signal Hill / Long Beach Office:
1401 E. Willow St.
Signal Hill, CA 90755
(562) 256-1920

Janice Hahn was elected to the Los Angeles County Board of Supervisors in November 2016. She represents the 4th district which stretches from Marina del Rey through the beach cities, the Palos Verdes Peninsula, the Harbor Area, Long Beach, through the Gateway Cities and east to Diamond Bar.

In her short time on the Board, Supervisor Hahn has already established herself as a leader in the struggle to end the current homelessness crisis, a champion for communities plagued by pollution and health problems, and a dynamic new voice on the Metro Board of Directors.

Supervisor Janice Hahn inherited a passion for public service from her late father, Supervisor Kenneth Hahn, who held public office in Los Angeles County for fifty years and who left behind an incredible legacy of service. Before being elected to the Board of Supervisors, Janice Hahn served for ten years on the Los Angeles City Council and for five and a half years in Congress.

While in Washington, she served on the House Homeland Security Committee, Committee on Small Business, and the Committee on Transportation and Infrastructure. She earned nationwide recognition for founding the PORTS Caucus and recruited over 100 of her fellow House colleagues to advocate for ports issues and infrastructure. She has been a leader on efforts to rebuild our national freight infrastructure system, level the playing field for small business owners, and reducing gang violence in our communities. During her time in Congress, Hahn had a reputation for working to find common ground across the political aisle on behalf of the American people.



Supervisor Kathryn Barger (D)

Los Angeles County Board of Supervisors – Fifth District

<https://kathrynbarger.lacounty.gov/>

500 West Temple Street, Room 869

Los Angeles, CA 90012

(213) 974-5555

Kathryn@bos.lacounty.gov

Supervisor Kathryn Barger proudly serves the residents of Los Angeles County's 5th Supervisorial District — the county's largest — spanning 2,800 square miles, which includes 22 cities and 70 unincorporated communities in the San Gabriel, San Fernando, Crescenta, Santa Clarita and Antelope Valleys.

Kathryn was born and raised in the 5th District and comes from a family with deep roots in public service in Los Angeles County. She is married to a retired sheriff's deputy and lives in the San Gabriel Valley.

Dedicated to providing effective, responsive representation to the residents of Los Angeles County, Kathryn began her career in public service as a college intern in the office of Supervisor Michael D. Antonovich and rose to become his chief deputy in 2001, where she served until her election to the Board of Supervisors in November 2016.

During the course of her county career as chief policy advisor on health, mental health, social services and children's issues, Kathryn ensured efficient and effective services and programs to significantly improve the quality of life for foster children, seniors, veterans, those with disabilities, and those with mentally illness.

Committed to keeping our neighborhoods and communities safe, she has worked with state and federal leaders and our county district attorney, sheriff, and other law enforcement agencies to implement tough laws and vital public safety initiatives.

She is an advocate for the environment and efforts to preserve open space, enhance parks, trails, recreational programs and facilities, as well as libraries and after-school programs to serve local communities.

With a strong sense of fiscal responsibility, Kathryn is dedicated to providing vital county services while protecting financial resources as a responsible steward of taxpayer dollars.

Appendix 3 – Regional Data

Trustee Area Report Cards

- [Trustee Area #1 Report Card](#)
- [Trustee Area #2 Report Card](#)
- [Trustee Area #3 Report Card](#)
- [Trustee Area #4 Report Card](#)
- [Trustee Area #5 Report Card](#)

Legislative District Report Cards

Los Angeles County Supervisorial District Report Cards

- [1st Supervisorial District Report Card](#)
- [2nd Supervisorial District Report Card](#)
- [3rd Supervisorial District Report Card](#)
- [4th Supervisorial District Report Card](#)
- [5th Supervisorial District Report Card](#)

State Senate District Report Cards

- [33rd State Senate District Report Card](#)
- [35th State Senate District Report Card](#)

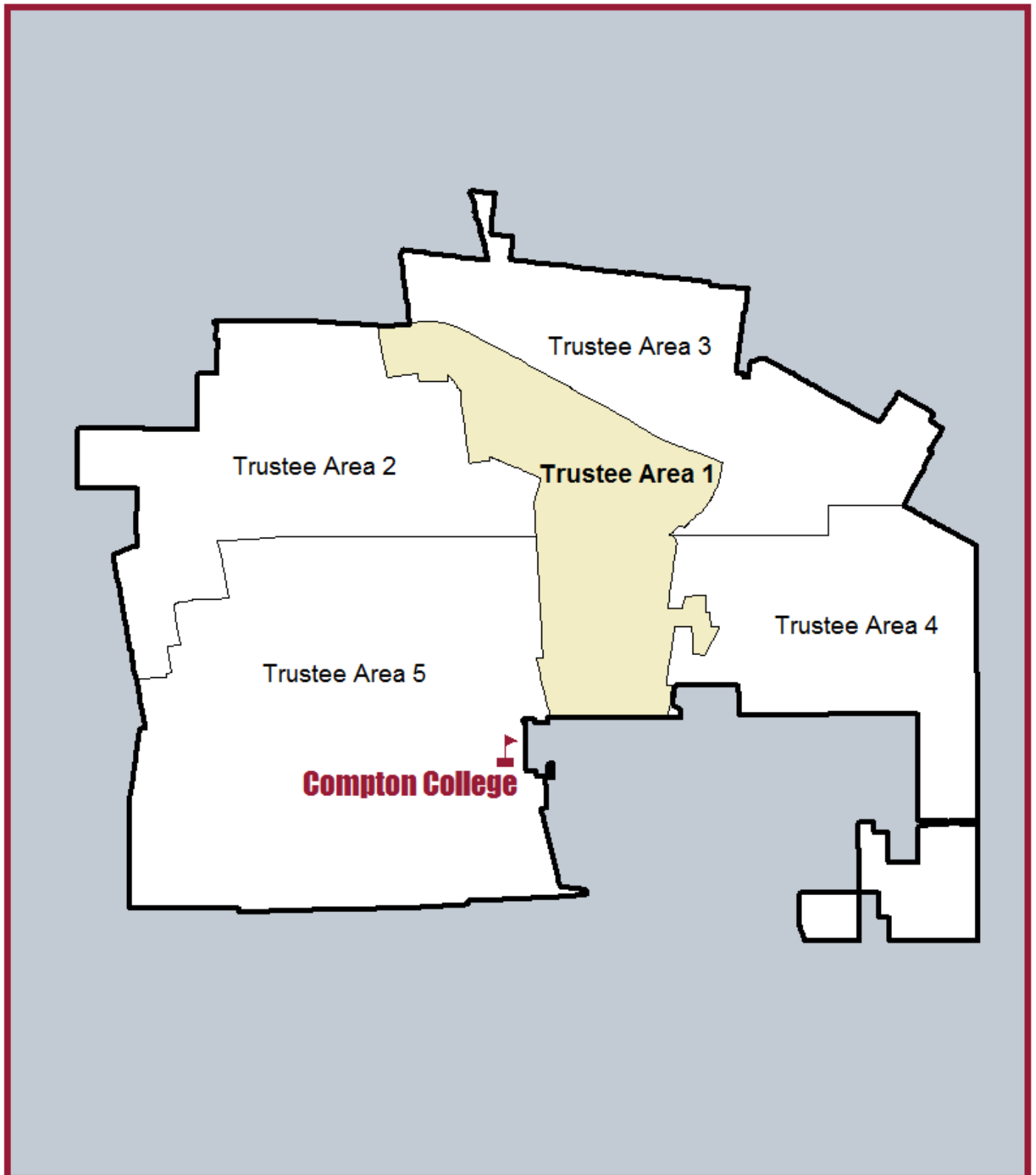
State Assembly District Report Cards

- [58th State Assembly District Report Card](#)
- [63rd State Assembly District Report Card](#)
- [64th State Assembly District Report Card](#)

Congressional District Report Cards

- [37th Congressional District Report Card](#)
- [38th Congressional District Report Card](#)
- [40th Congressional District Report Card](#)
- [43rd Congressional District Report Card](#)
- [44th Congressional District Report Card](#)
- [47th Congressional District Report Card](#)

Compton College
Trustee Area #1
Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College Trustee Area #1 Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	636	677	764	834	923	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	Trustee Area #1			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	26%	22%	4%	36%	24%	5%
College Prep	22%	52%	32%	18%	49%	46%
Basic Skills	52%	26%	64%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

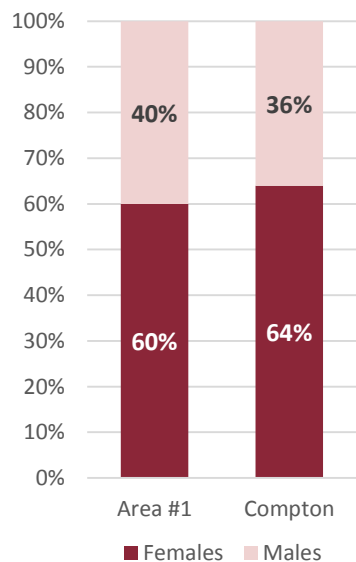
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

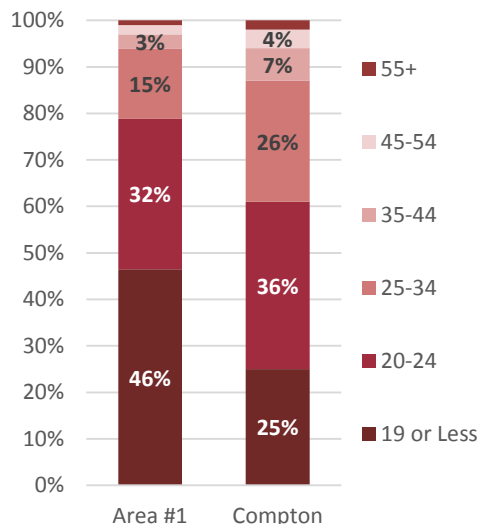
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

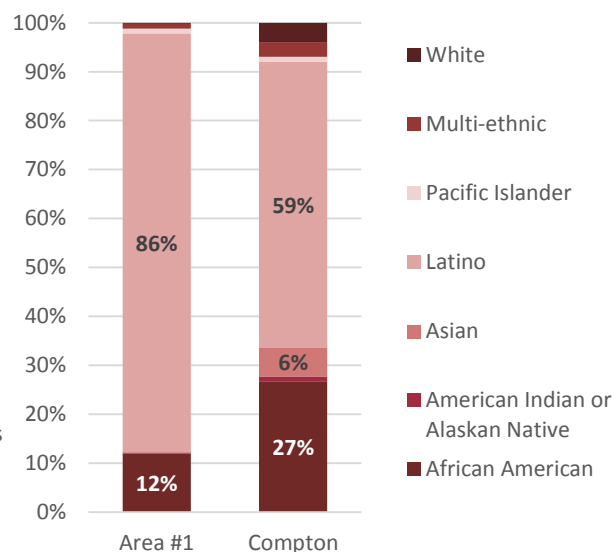
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	Area #1		Compton College
	#	%	
Full-time (12+ units)	423	31%	22%
Part-time (<12 units)	951	69%	78%

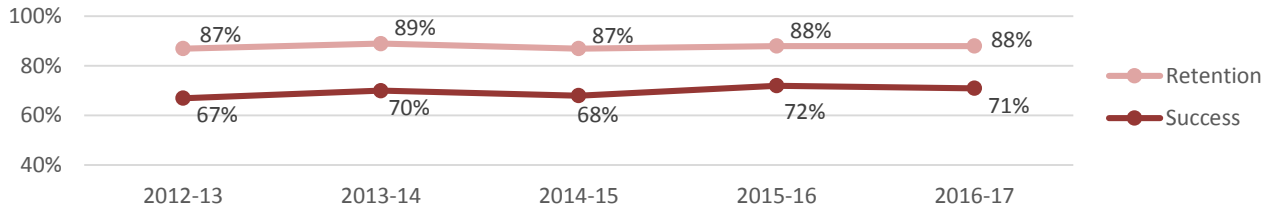
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	Area #1		Compton College
	#	%	
Fall 2016 to Spring 2017	491	75%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

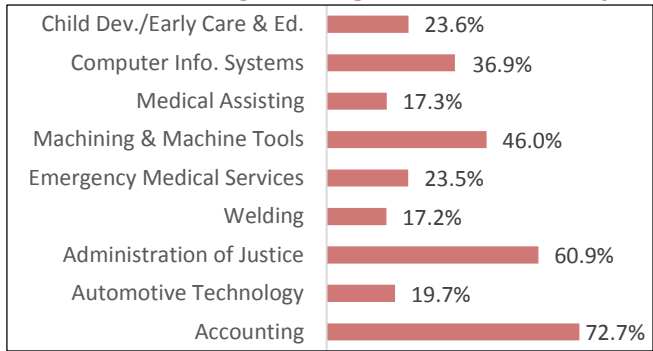
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	26 (281)	25 (262)	30 (316)	47 (386)	57 (493)	▬ ▬ ▬ ▬ ▬
Certificates	9 (96)	8 (99)	10 (104)	16 (179)	17 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by students from Trustee Area #1.

Top 10 Majors for Trustee Area #1

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. General Science
7. Pre-Dentistry or Pre-Medicine^{CTE}
8. Psychology
9. Electronics/Computer Hardware Tech^{CTE}
10. English

Median Earning Changes (Top CTE Majors)

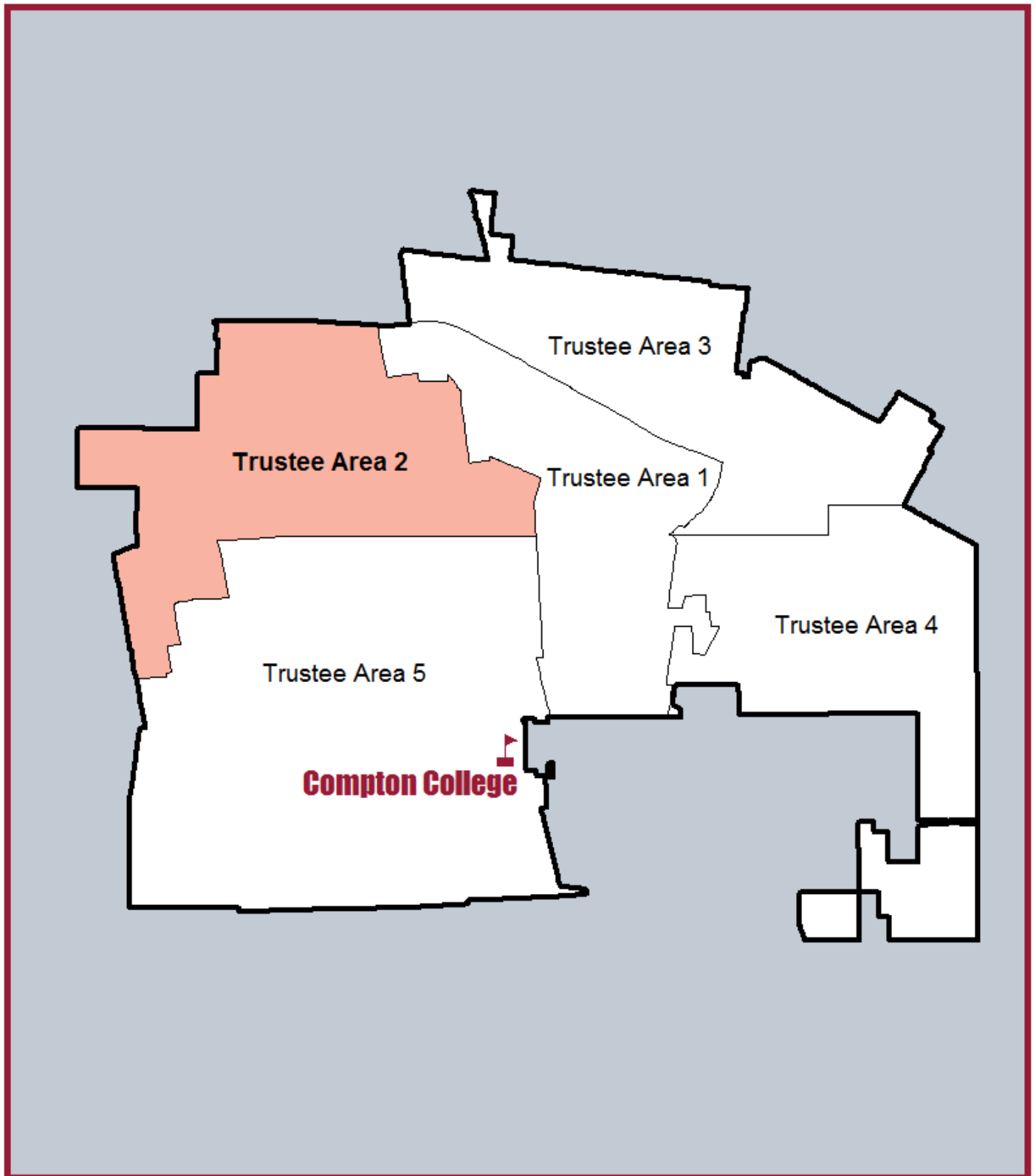


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

**Compton College
Trustee Area #2
Report Card for Constituents (2012-2017)**



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College Trustee Area #2 Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	733	734	762	781	816	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	Trustee Area #2			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	12%	6%	0%	36%	24%	5%
College Prep	15%	44%	26%	18%	49%	46%
Basic Skills	73%	50%	74%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

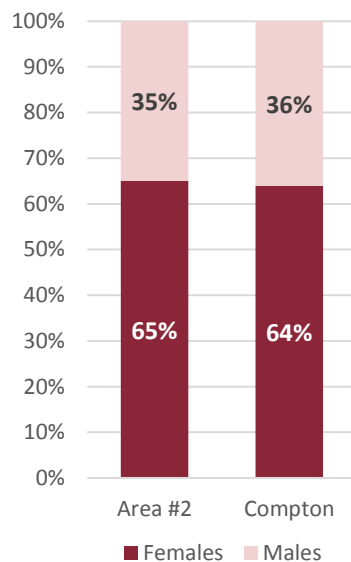
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

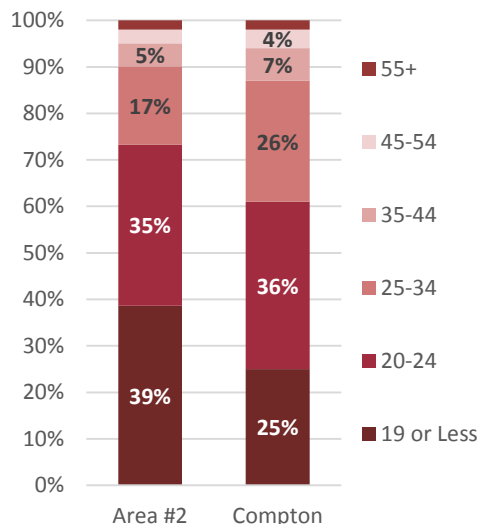
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

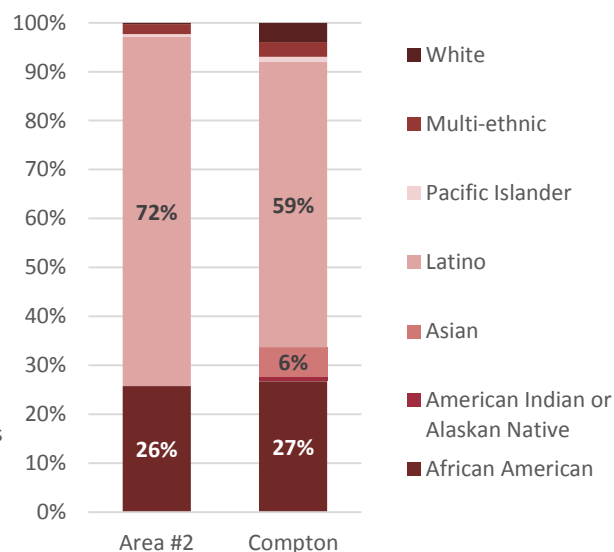
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	Area #2		Compton College
	#	%	
Full-time (12+ units)	297	24%	22%
Part-time (<12 units)	925	76%	78%

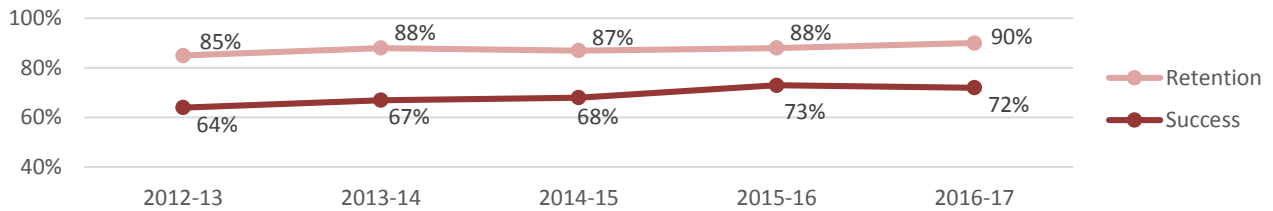
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	Area #2		Compton College
	#	%	
Fall 2016 to Spring 2017	416	71%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	20 (281)	26 (262)	30 (316)	35 (386)	47 (493)	▬ ▬ ▬ ▬ ▬
Certificates	5 (96)	13 (99)	14 (104)	16 (179)	26 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by students from Trustee Area #2.

Top 10 Majors for Trustee Area #2

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. English
7. Psychology
8. Business Management^{CTE}
9. Biological Science/Microbiology
10. Pre-Dentistry or Pre-Medicine^{CTE}

Median Earning Changes (Top CTE Majors)

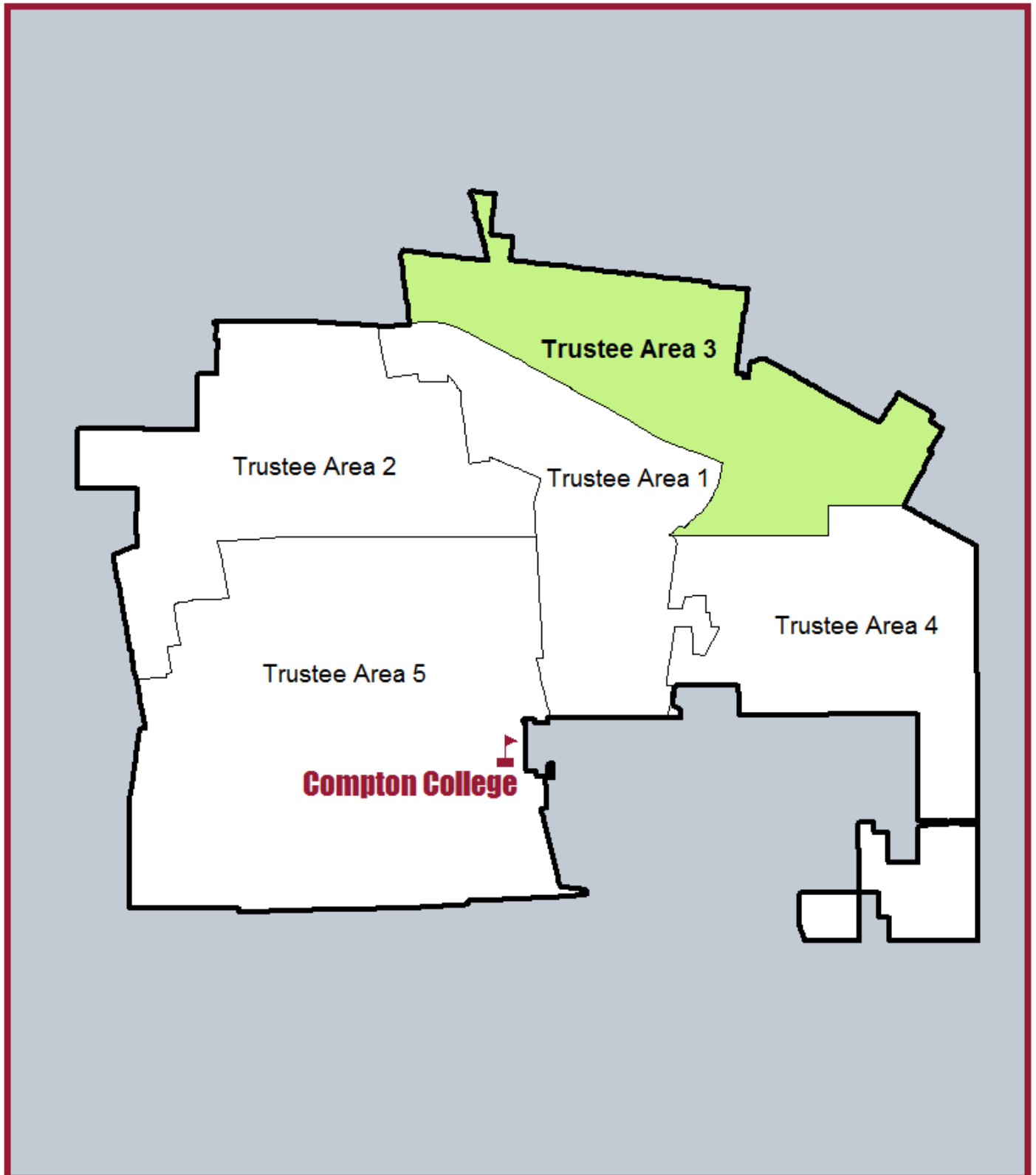
Child Dev./Early Care & Ed.	23.6%
Computer Info. Systems	36.9%
Medical Assisting	17.3%
Machining & Machine Tools	46.0%
Emergency Medical Services	23.5%
Welding	17.2%
Administration of Justice	60.9%
Automotive Technology	19.7%
Accounting	72.7%

Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

**Compton College
Trustee Area #3
Report Card for Constituents (2012-2017)**



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College Trustee Area #3 Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	250	306	384	394	503	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	Trustee Area #3			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	33%	20%	0%	36%	24%	5%
College Prep	20%	60%	60%	18%	49%	46%
Basic Skills	47%	20%	40%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

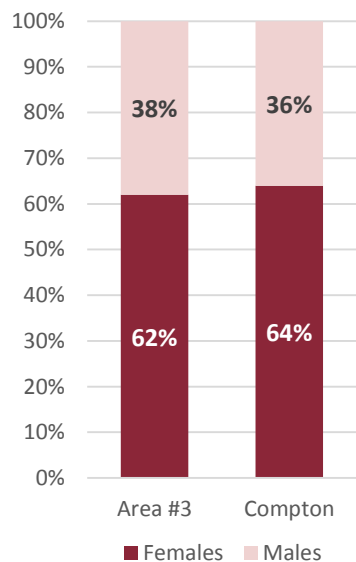
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

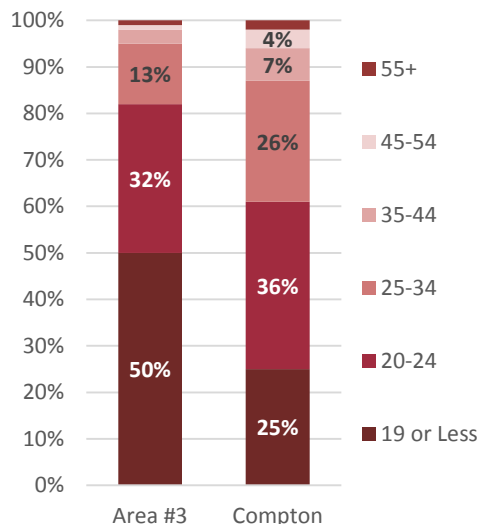
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

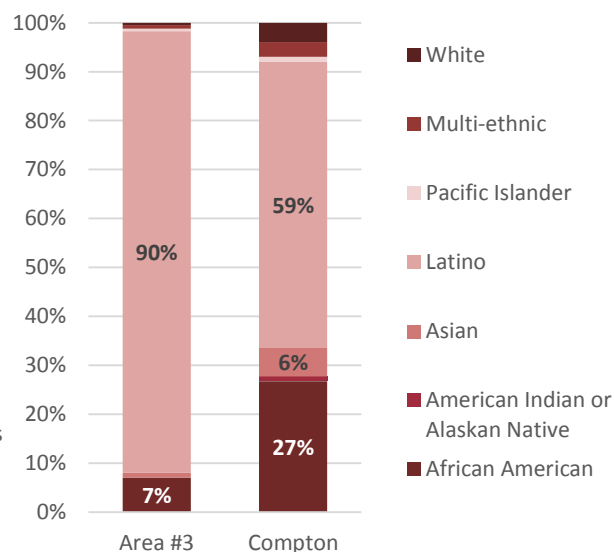
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	Area #3		Compton College
	#	%	
Full-time (12+ units)	192	27%	22%
Part-time (<12 units)	523	73%	78%

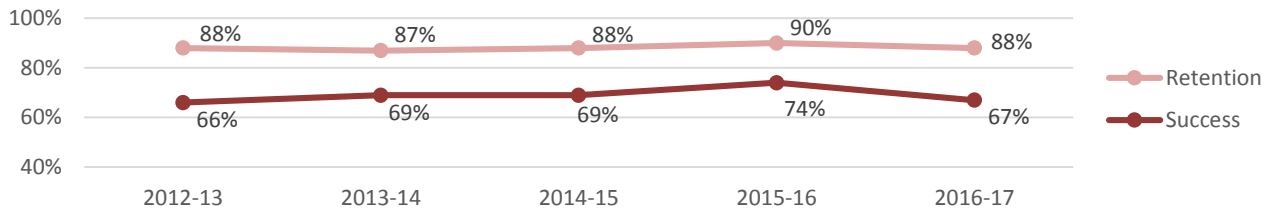
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	Area #3		Compton College
	#	%	
Fall 2016 to Spring 2017	216	68%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

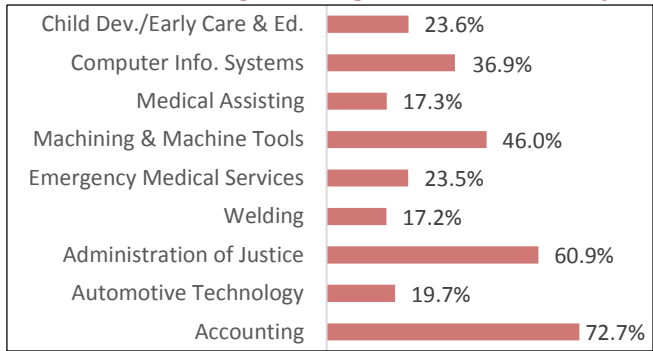
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	8 (281)	4 (262)	12 (316)	25 (386)	25 (493)	▬ ▬ ▬ ▬ ▬
Certificates	5 (96)	2 (99)	7 (104)	1 (179)	7 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by students from Trustee Area #3.

Top 10 Majors for Trustee Area #3

1. Nursing^{CTE}
2. General Studies
3. Administration of Justice^{CTE}
4. Childhood Education^{CTE}
5. Business Administration^{CTE}
6. General Science
7. Biological Science/Microbiology
8. Art
9. Music
10. Business Management^{CTE}

Median Earning Changes (Top CTE Majors)

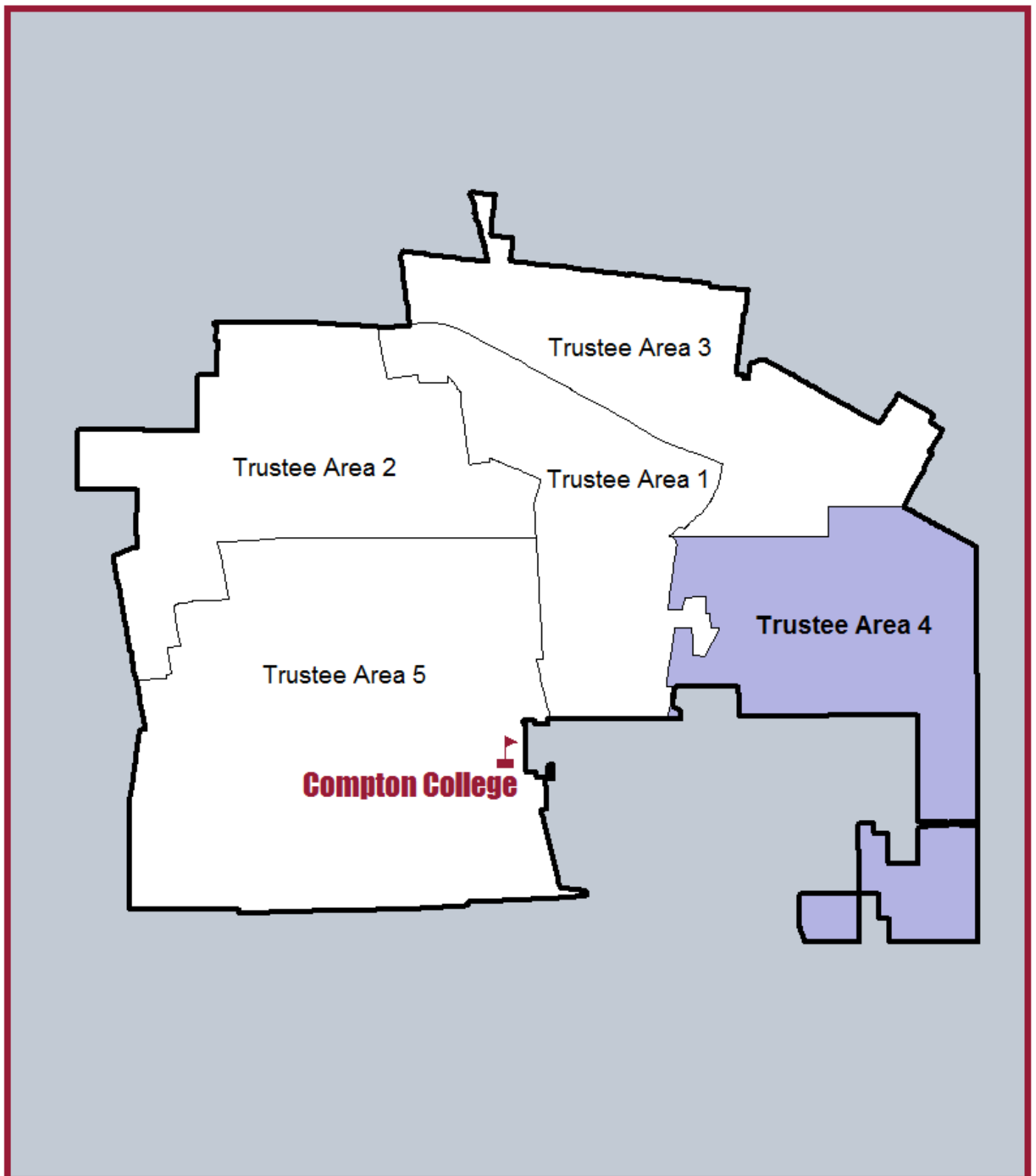


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

**Compton College
Trustee Area #4
Report Card for Constituents (2012-2017)**



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

Trustee Area #4

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	287	278	271	275	260	■ ■ ■ ■ ■

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	Trustee Area #4			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	43%	14%	14%	36%	24%	5%
College Prep	0%	57%	29%	18%	49%	46%
Basic Skills	57%	29%	57%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

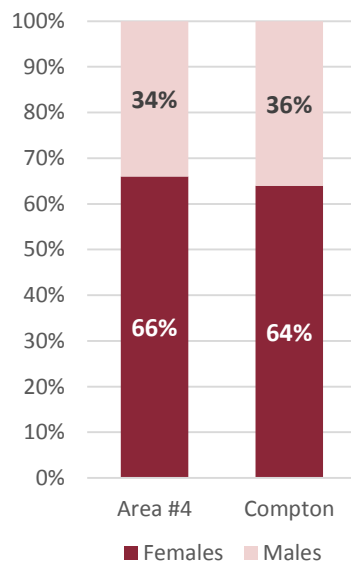
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

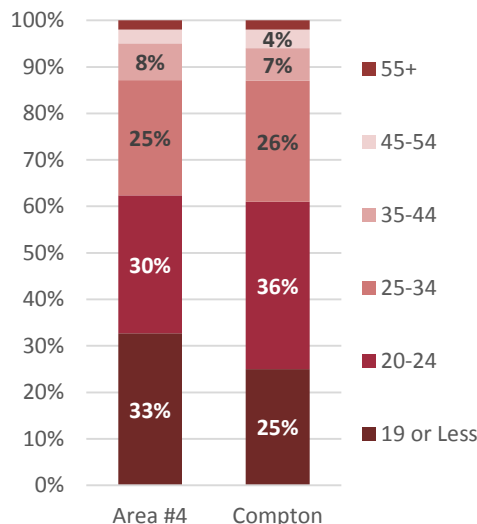
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

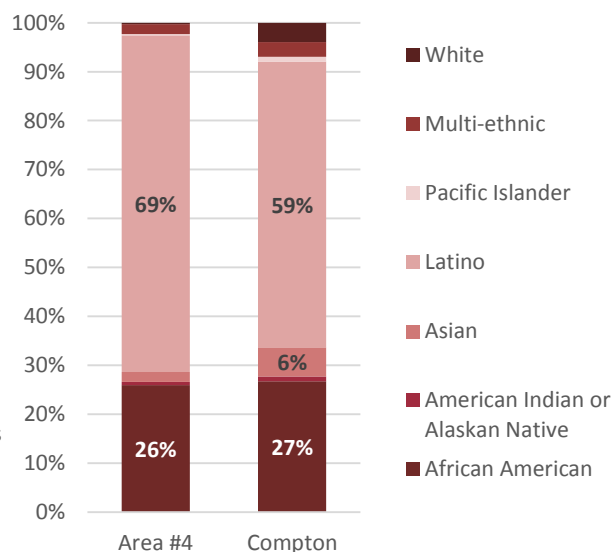
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	Area #4		Compton College
	#	%	
Full-time (12+ units)	76	21%	22%
Part-time (<12 units)	288	79%	78%

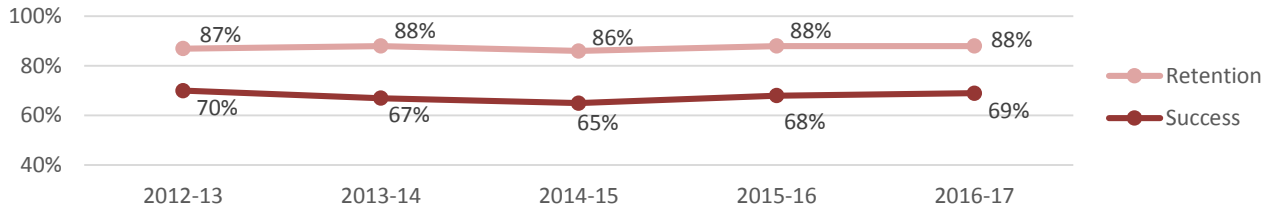
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	Area #4		Compton College
	#	%	
Fall 2016 to Spring 2017	114	72%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

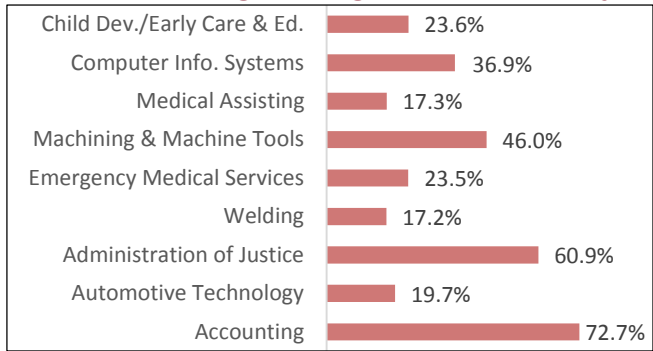
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	6 (281)	10 (262)	9 (316)	10 (386)	23 (493)	— — — — █
Certificates	4 (96)	1 (99)	0 (104)	8 (179)	1 (178)	█ — █ —

Note: Total Compton College awards are listed next to awards received by students from Trustee Area #4.

Top 10 Majors for Trustee Area #4

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. Administration of Justice^{CTE}
4. General Studies
5. Business Administration^{CTE}
6. Business Management^{CTE}
7. Computer Science
8. English
9. Sociology
10. Electronics/Computer Hardware Tech^{CTE}

Median Earning Changes (Top CTE Majors)

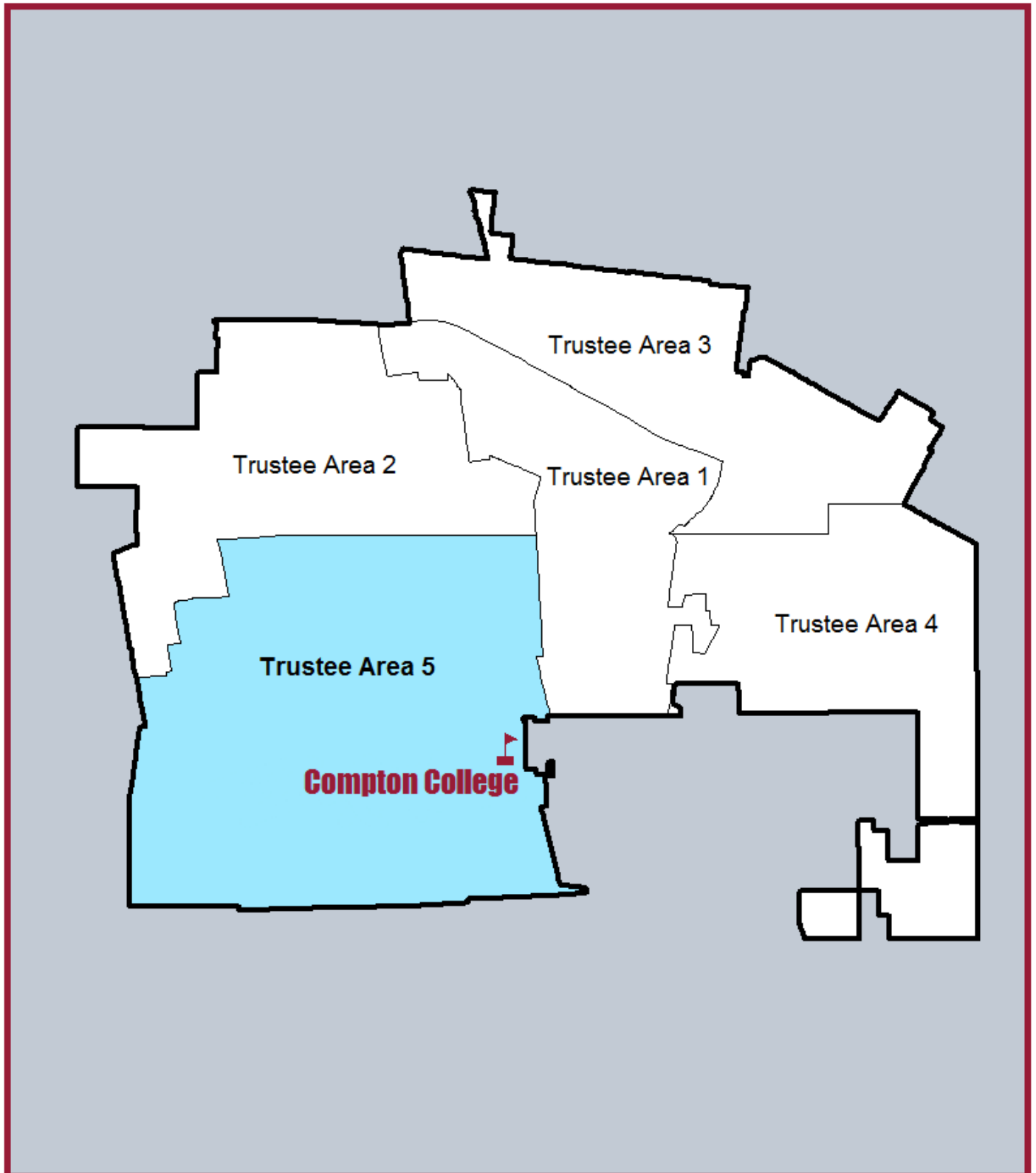


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

**Compton College
Trustee Area #5
Report Card for Constituents (2012-2017)**



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

Trustee Area #5

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	1,036	1,023	1,070	1,041	1,100	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	Trustee Area #5			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	16%	19%	0%	36%	24%	5%
College Prep	6%	34%	28%	18%	49%	46%
Basic Skills	78%	47%	72%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

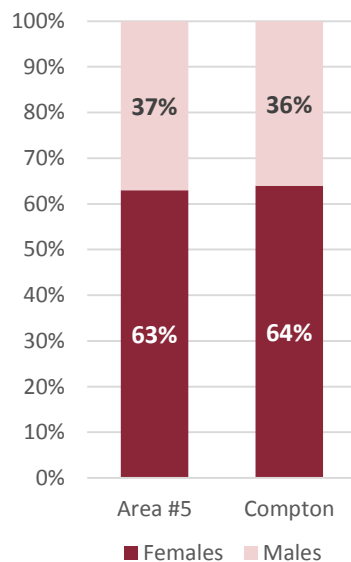
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

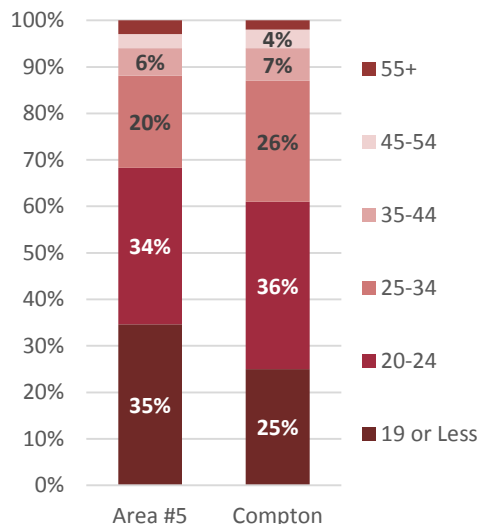
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

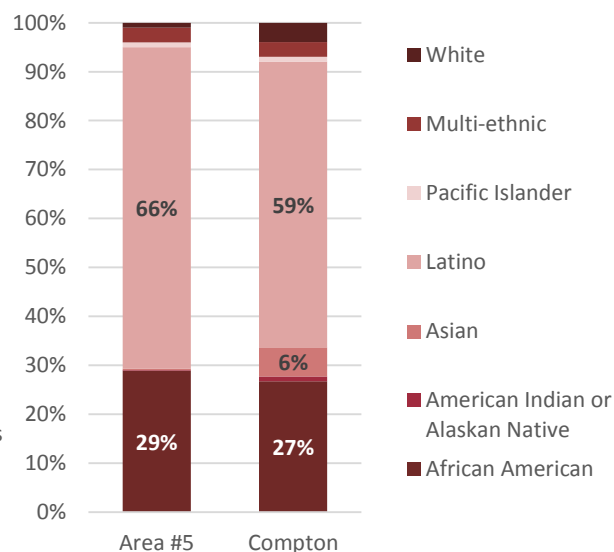
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	Area #5		Compton College
	#	%	
Full-time (12+ units)	404	25%	22%
Part-time (<12 units)	1,235	75%	78%

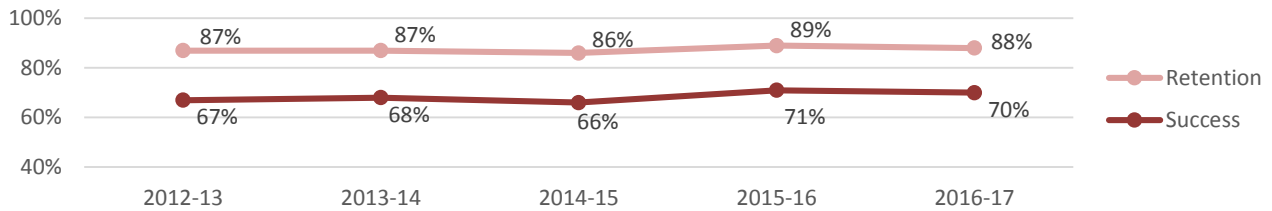
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	Area #5		Compton College
	#	%	
Fall 2016 to Spring 2017	583	70%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	49 (281)	32 (262)	47 (316)	58 (386)	62 (493)	■ ■ ■ ■ ■
Certificates	12 (96)	12 (99)	10 (104)	45 (179)	32 (178)	--- ■ ■

Note: Total Compton College awards are listed next to awards received by students from Trustee Area #5.

Top 10 Majors for Trustee Area #5

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Business Administration^{CTE}
5. Administration of Justice^{CTE}
6. English
7. Automotive Technology^{CTE}
8. Business Management^{CTE}
9. Pre-Dentistry or Pre-Medicine^{CTE}
10. General Science

Median Earning Changes (Top CTE Majors)

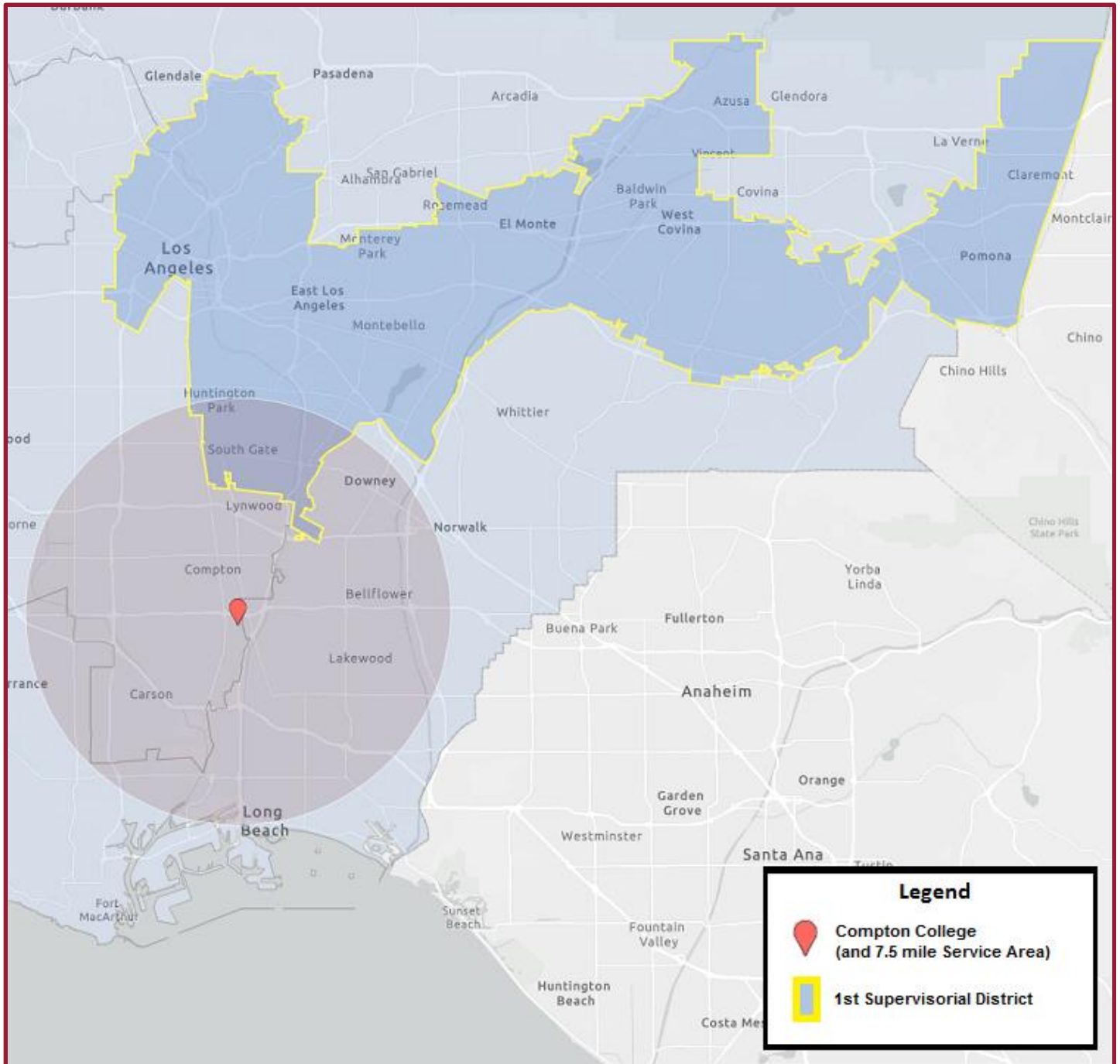
Child Dev./Early Care & Ed.	23.6%
Computer Info. Systems	36.9%
Medical Assisting	17.3%
Machining & Machine Tools	46.0%
Emergency Medical Services	23.5%
Welding	17.2%
Administration of Justice	60.9%
Automotive Technology	19.7%
Accounting	72.7%

Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 1st Los Angeles County Supervisorial District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

1st Los Angeles County Supervisorial District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	320	334	361	383	381	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	1 st Supervisorial District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	27%	9%	2%	36%	24%	5%
College Prep	23%	56%	40%	18%	49%	46%
Basic Skills	50%	35%	58%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

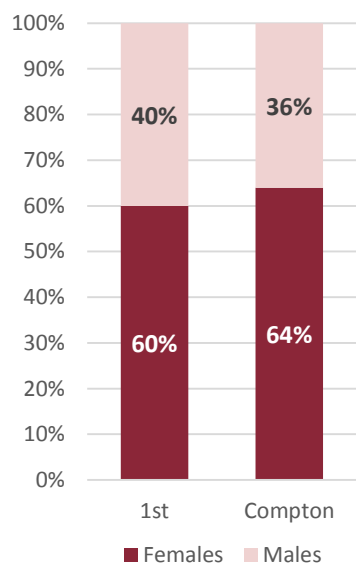
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

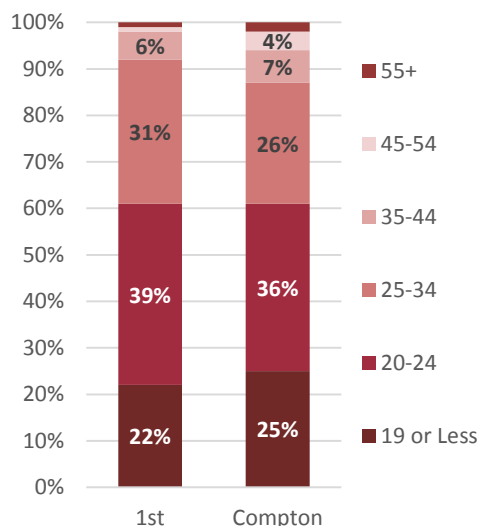
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

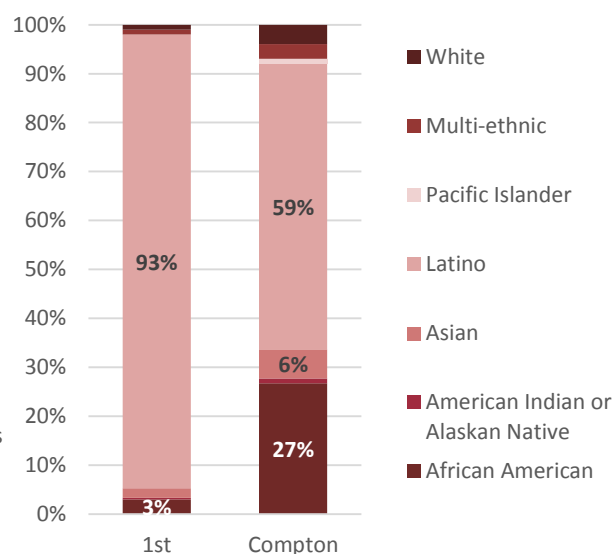
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	1 st District		Compton College
	#	%	
Full-time (12+ units)	86	23%	22%
Part-time (<12 units)	295	77%	78%

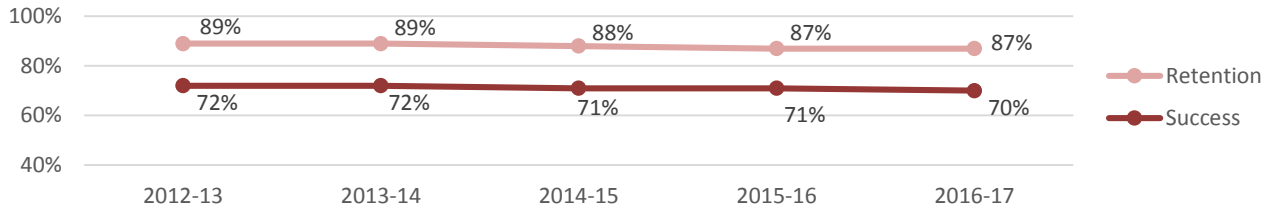
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	1 st District		Compton College
	#	%	
Fall 2016 to Spring 2017	193	69%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

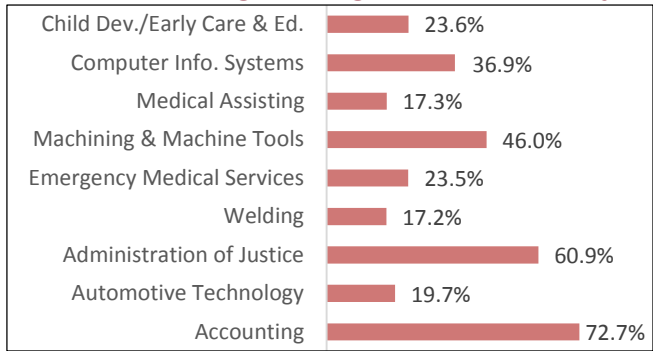
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	8 (281)	8 (262)	14 (316)	18 (386)	20 (493)	---■
Certificates	2 (96)	1 (99)	4 (104)	7 (179)	3 (178)	---■

Note: Total Compton College awards are listed next to awards received by 1st Supervisorial District students.

Top 10 Majors for the 1st District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. Physical Education
7. Business Management^{CTE}
8. Biological Science/Microbiology
9. Pre-Dentistry or Pre-Medicine^{CTE}
10. Computer Science^{CTE}

Median Earning Changes (Top CTE Majors)

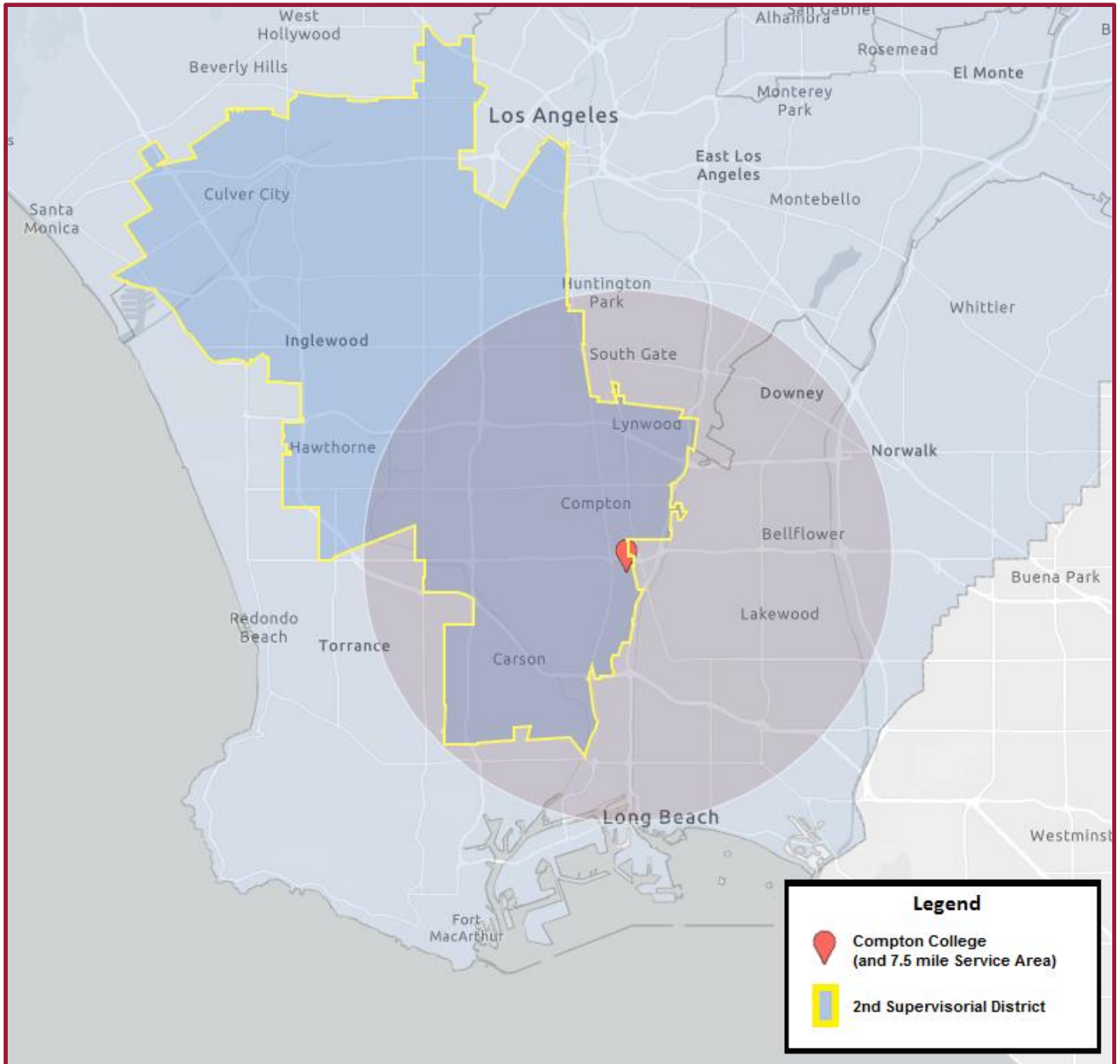


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 2nd Los Angeles County Supervisorial District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

2nd Los Angeles County Supervisorial District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	5,439	5,291	5,287	5,241	5,734	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	2 nd Supervisorial District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	24%	8%	2%	36%	24%	5%
College Prep	22%	55%	39%	18%	49%	46%
Basic Skills	54%	37%	59%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

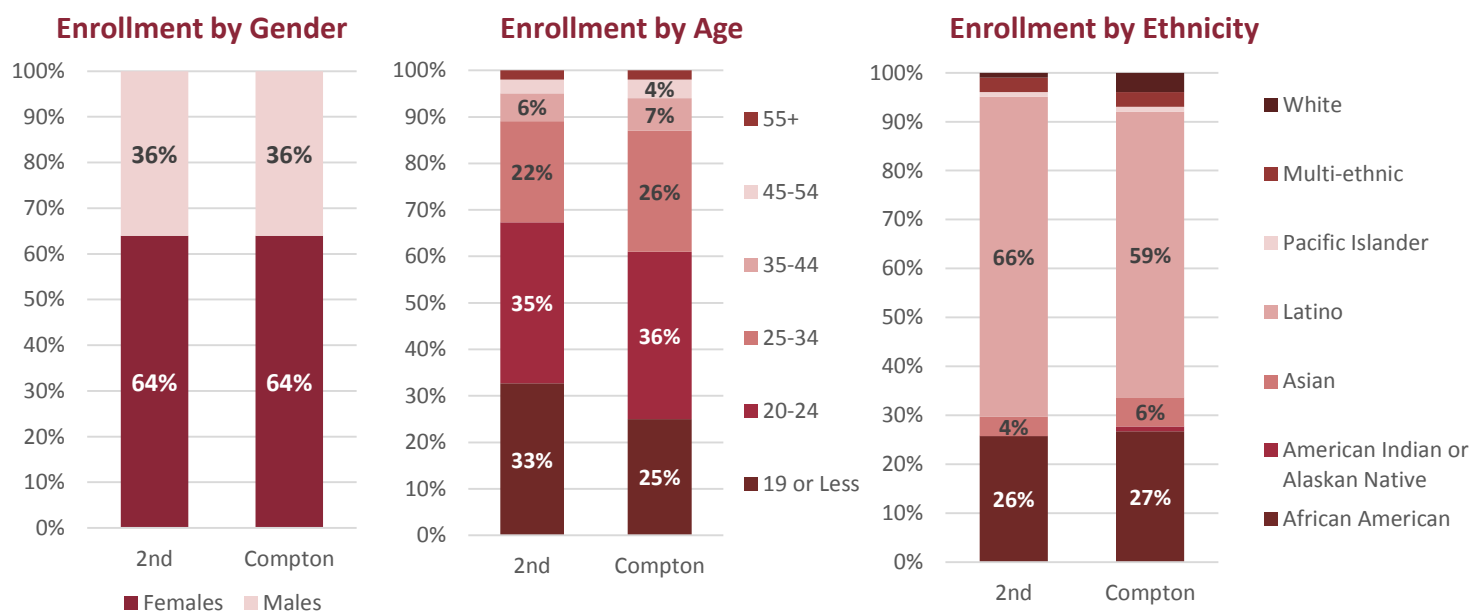
College Preparatory:

1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics



Enrollment Level (2016-17)

	2 nd District		Compton College
	#	%	
Full-time (12+ units)	1,837	23%	22%
Part-time (<12 units)	6,227	77%	78%

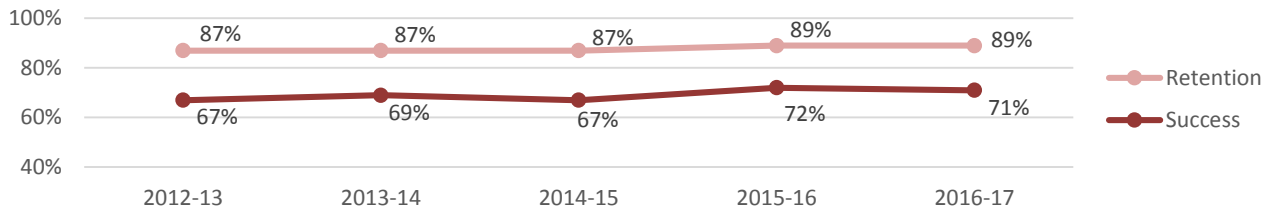
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	2 nd District		Compton College
	#	%	
Fall 2016 to Spring 2017	2,519	65%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

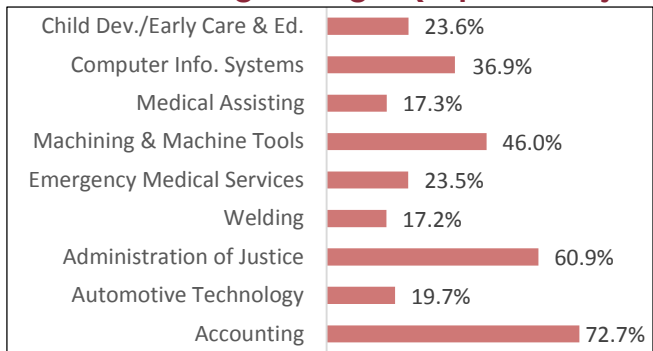
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	146 (281)	131 (262)	163 (316)	220 (386)	279 (493)	---■
Certificates	49 (96)	59 (99)	45 (104)	107 (179)	102 (178)	---■

Note: Total Compton College awards are listed next to awards received by 2nd Supervisorial District students.

Top 10 Majors for the 2nd District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. Psychology
7. English
8. Pre-Dentistry or Pre-Medicine^{CTE}
9. Business Management^{CTE}
10. General Science

Median Earning Changes (Top CTE Majors)

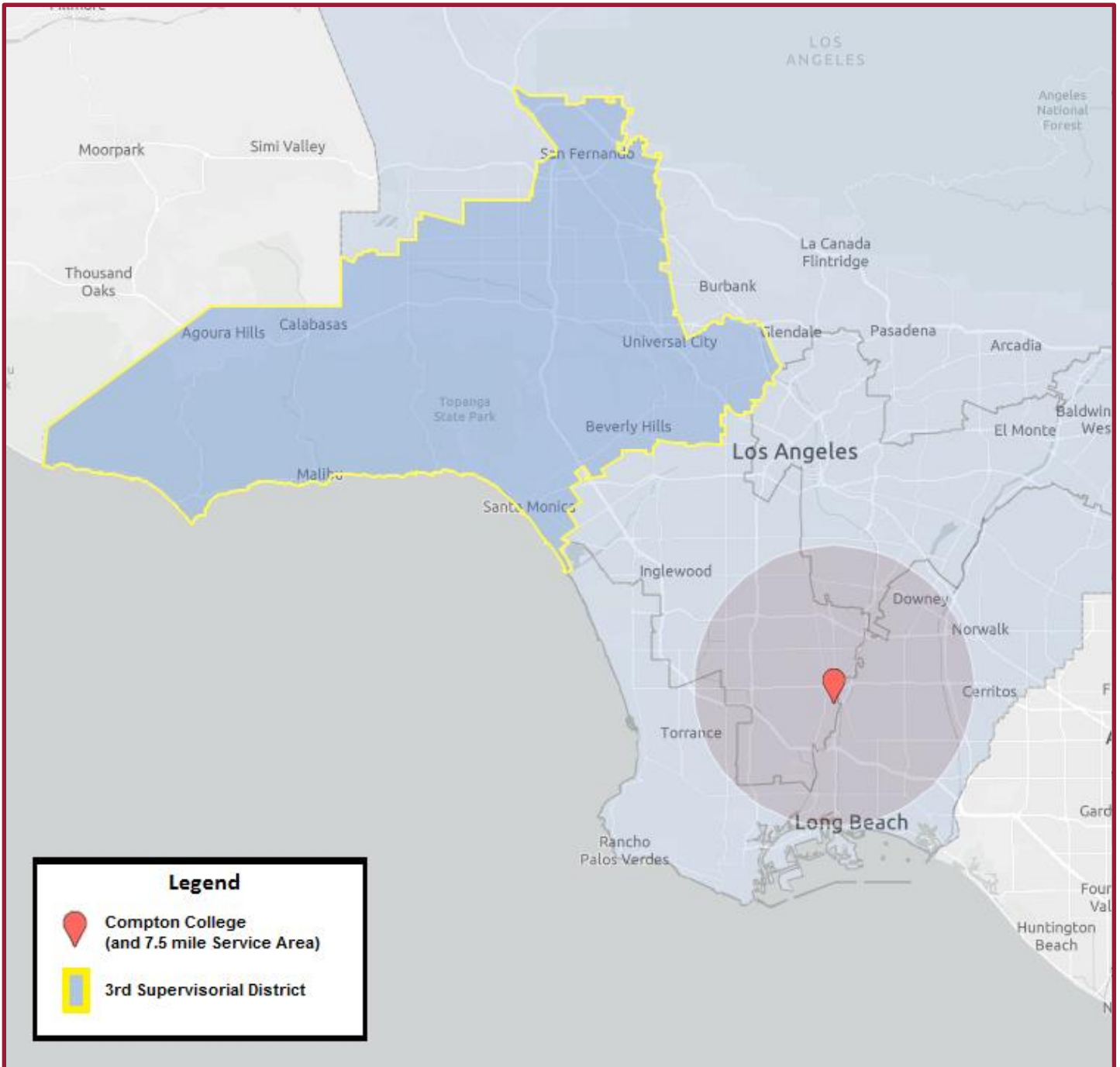


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 3rd Los Angeles County Supervisorial District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

3rd Los Angeles County Supervisorial District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	39	35	32	31	43	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	3 rd Supervisorial District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	100%	100%	0%	36%	24%	5%
College Prep	0%	0%	0%	18%	49%	46%
Basic Skills	0%	0%	100%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

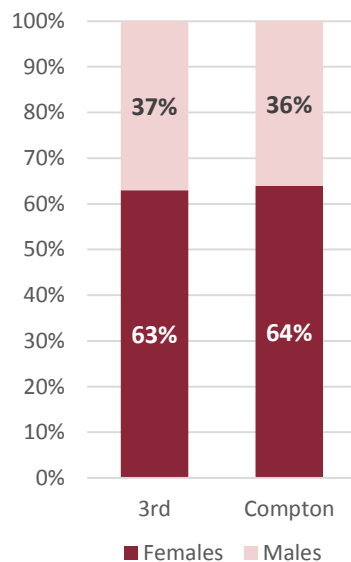
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

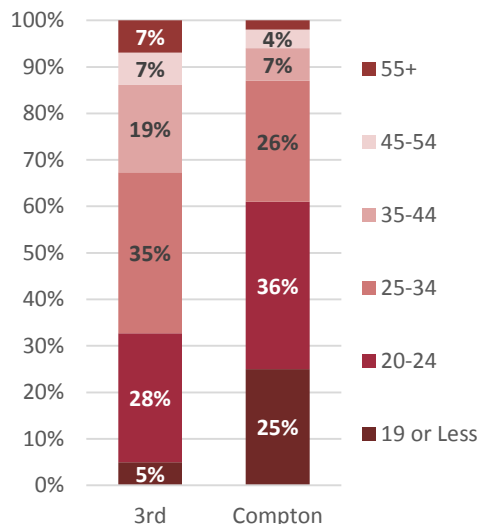
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

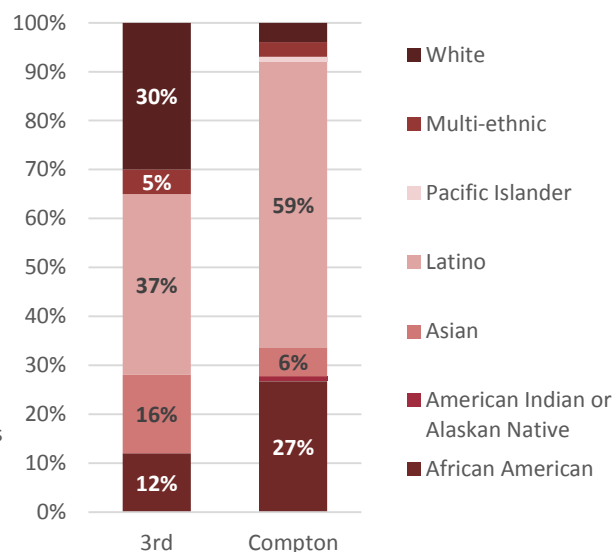
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	3 rd District		Compton College
	#	%	
Full-time (12+ units)	8	15%	22%
Part-time (<12 units)	47	85%	78%

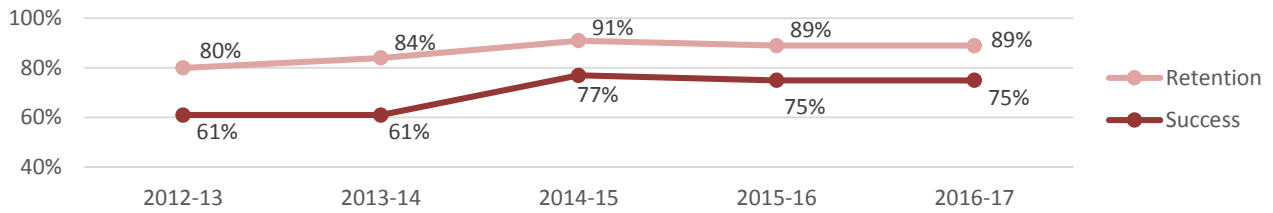
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	3 rd District		Compton College
	#	%	
Fall 2016 to Spring 2017	15	47%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

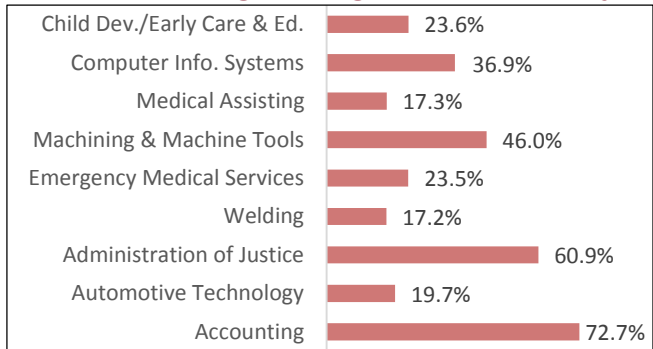
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	0 (281)	0 (262)	0 (316)	0 (386)	3 (493)	■
Certificates	0 (96)	0 (99)	0 (104)	0 (179)	0 (178)	

Note: Total Compton College awards are listed next to awards received by 3rd Supervisorial District students.

Top 10 Majors for the 3rd District

1. Nursing^{CTE}
2. Biological Science/Microbiology
3. Childhood Education^{CTE}
4. Business Administration^{CTE}
5. Mathematics
6. Psychology
7. General Studies
8. Pre-Dentistry or Pre-Medicine^{CTE}
9. Automotive Technology^{CTE}
10. History

Median Earning Changes (Top CTE Majors)

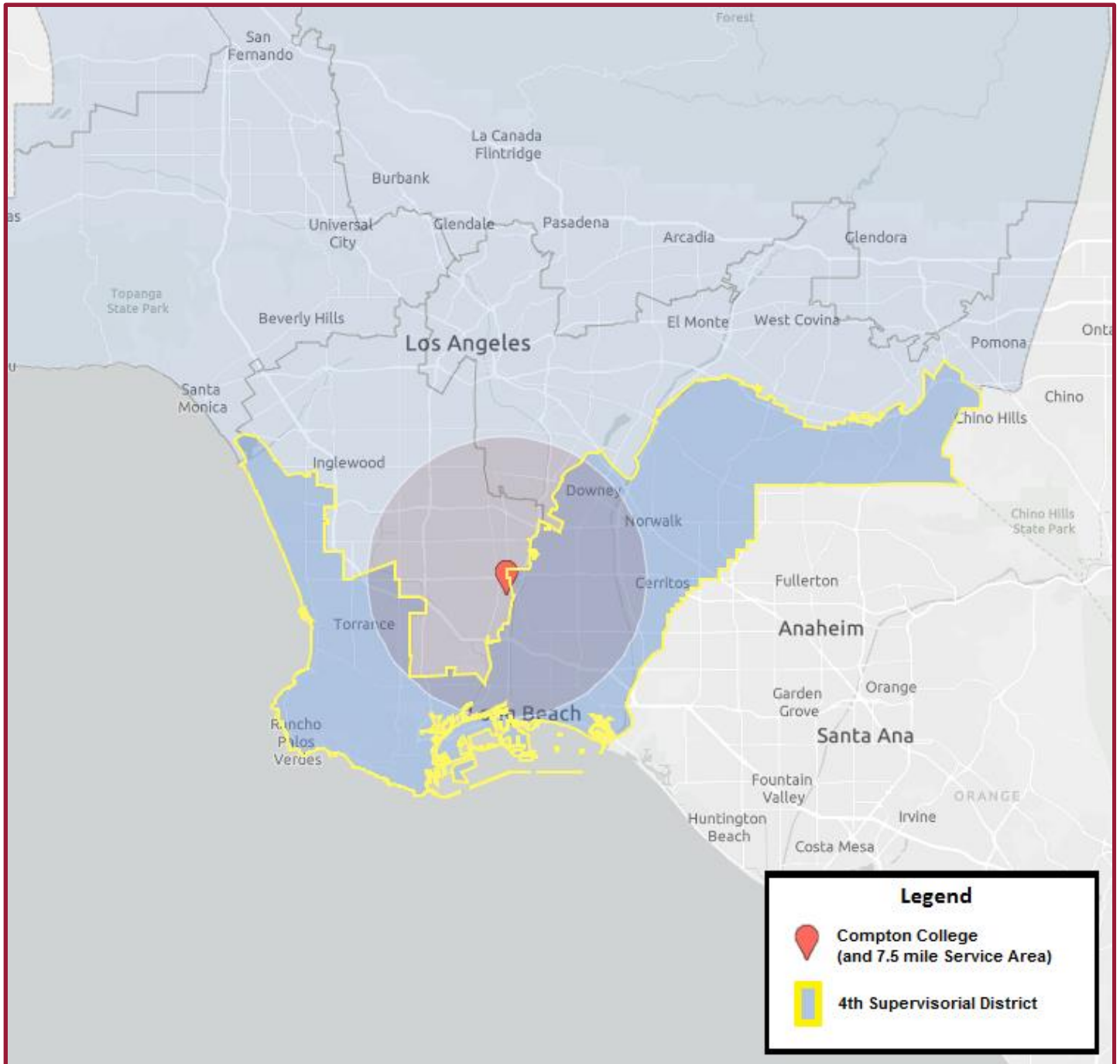


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 4th Los Angeles County Supervisorial District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

4th Los Angeles County Supervisorial District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	2,821	2,783	2,691	2,447	2,485	■ ■ ■ ■ ■

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	4 th Supervisorial District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	43%	18%	4%	36%	24%	5%
College Prep	21%	69%	39%	18%	49%	46%
Basic Skills	36%	13%	57%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

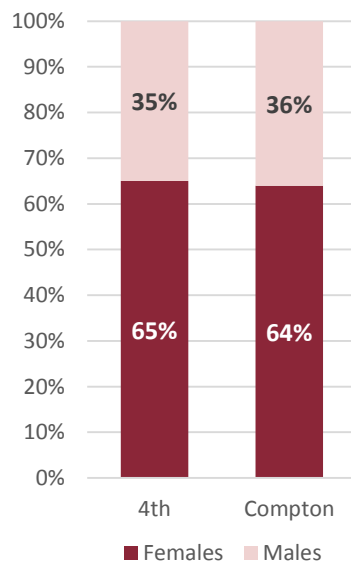
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

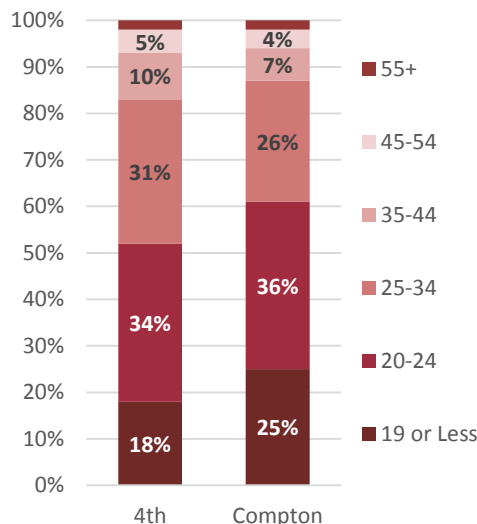
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

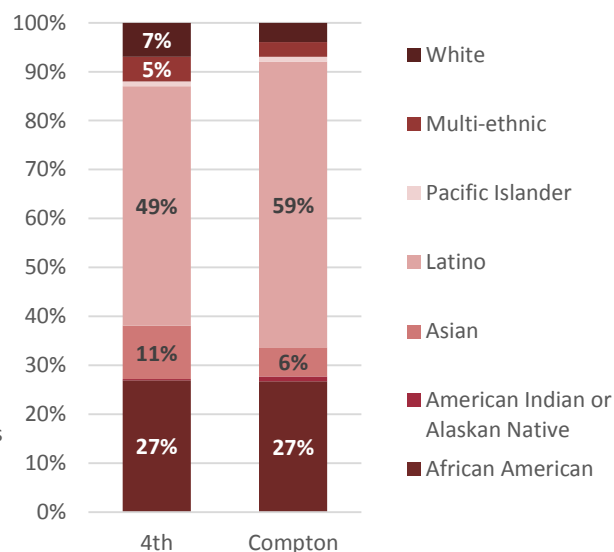
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	4 th District		Compton College
	#	%	
Full-time (12+ units)	658	19%	22%
Part-time (<12 units)	2,745	81%	78%

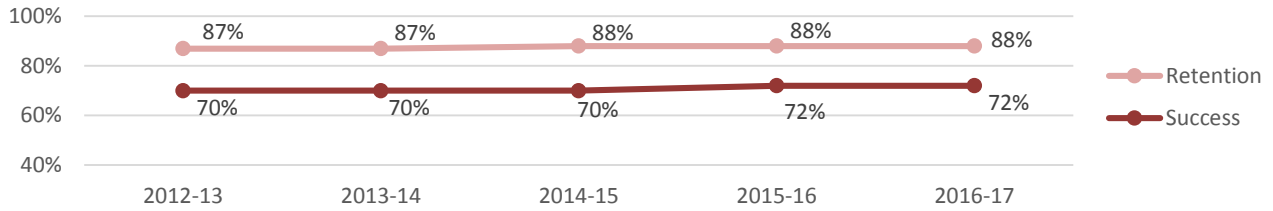
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	4 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	1,020	61%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

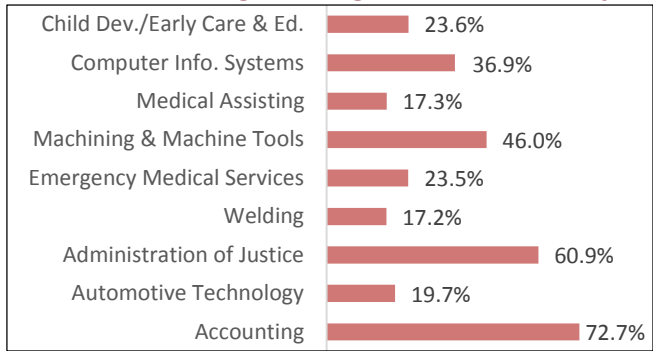
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	58 (281)	76 (262)	91 (316)	117 (386)	144 (493)	▬ ▬ ▬ ▬ ▬
Certificates	21 (96)	16 (99)	41 (104)	49 (179)	57 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by 4th Supervisorial District students.

Top 10 Majors for the 4th District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. Business Management^{CTE}
7. Physical Education
8. Psychology
9. General Science
10. Pre-Dentistry or Pre-Medicine^{CTE}

Median Earning Changes (Top CTE Majors)

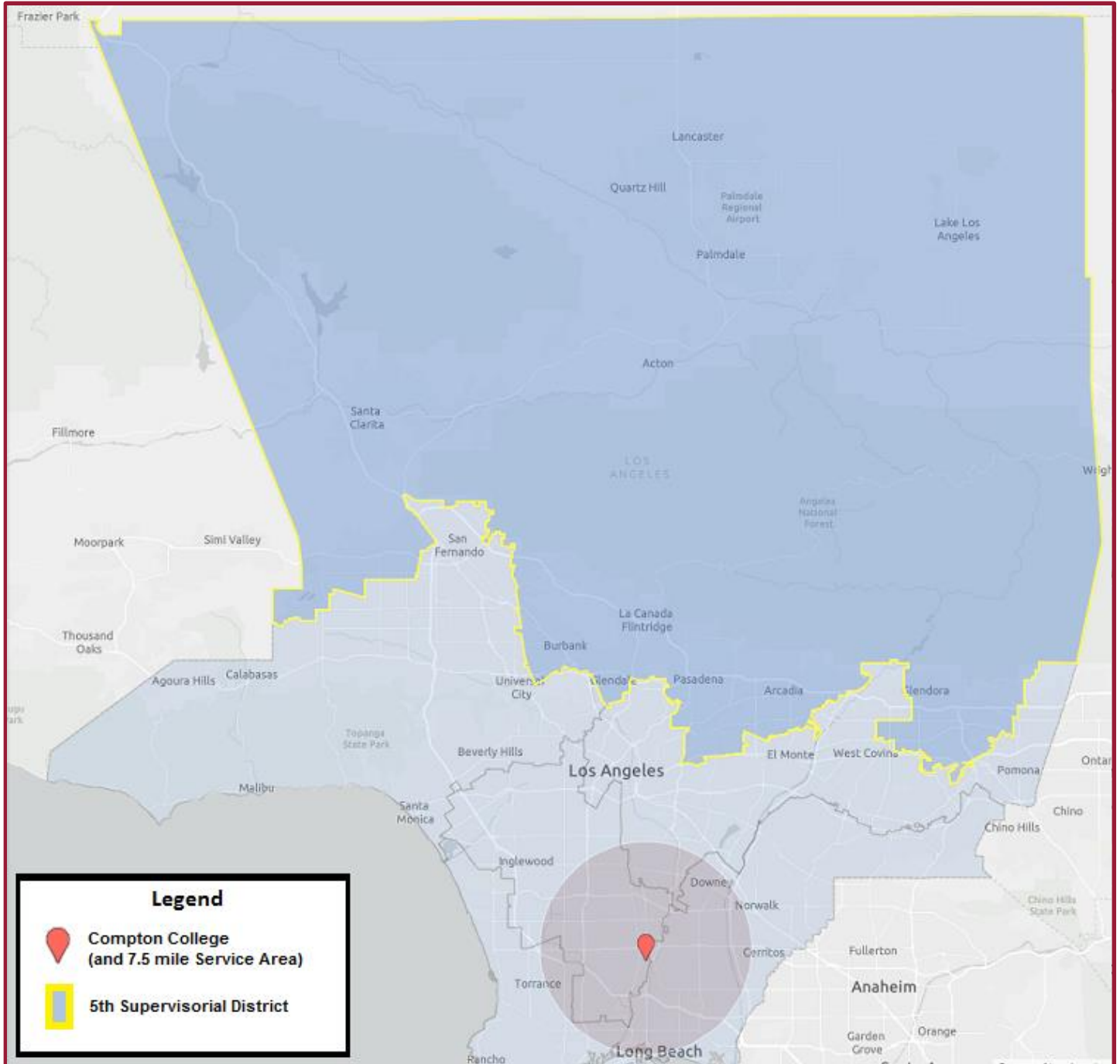


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 5th Los Angeles County Supervisorial District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

5th Los Angeles County Supervisorial District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	47	44	44	37	48	■ ■ ■ ■ ■

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	5 th Supervisorial District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	--	--	--	36%	24%	5%
College Prep	--	--	--	18%	49%	46%
Basic Skills	--	--	--	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

1 Level Below (English)
1-2 Levels Below (Math)

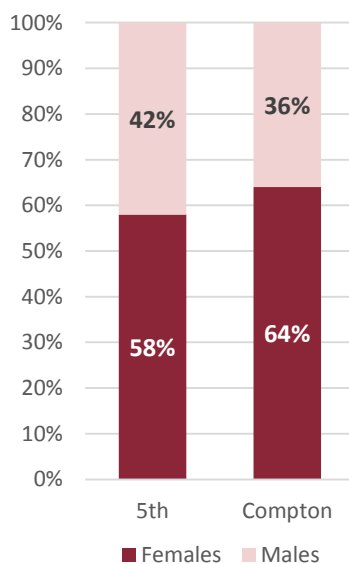
Basic Skills:

2-3 Levels Below (English)
3-4 Levels Below (Math)

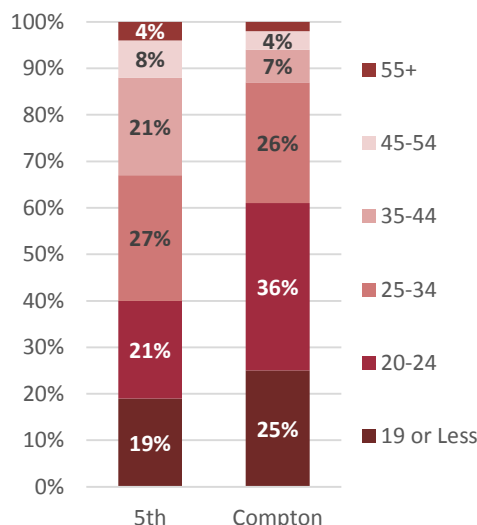
*There were no Fall 2017 placements among students from the 5th Supervisorial District.

2016-17 Enrollment Demographics

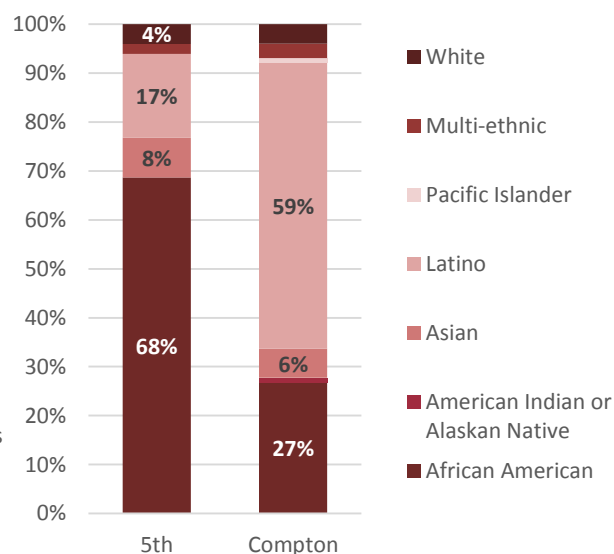
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	5 th District		Compton College
	#	%	
Full-time (12+ units)	13	20%	22%
Part-time (<12 units)	51	80%	78%

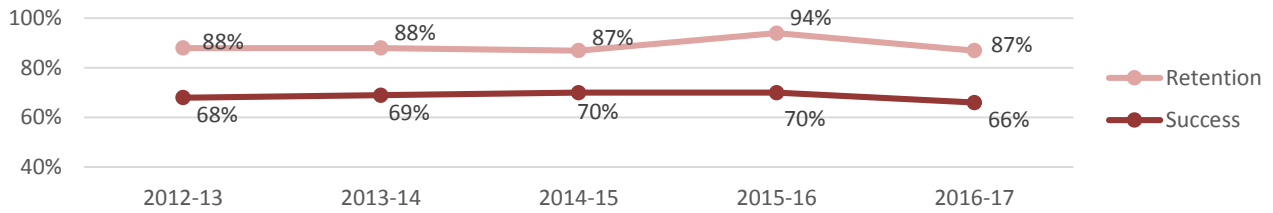
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	5 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	19	56%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

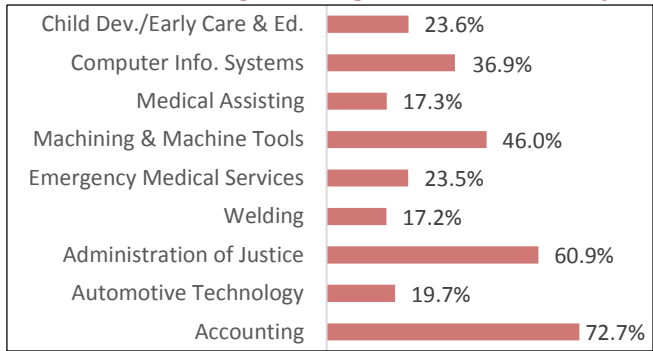
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	2 (281)	0 (262)	1 (316)	2 (386)	6 (493)	▬ ▬ ▬ ▬ ▬
Certificates	0 (96)	0 (99)	1 (104)	5 (179)	2 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by 5th Supervisorial District students.

Top 10 Majors for the 5th District

1. Nursing^{CTE}
2. Physical Education
3. Childhood Education^{CTE}
4. Automotive Technology^{CTE}
5. Pre-Dentistry or Pre-Medicine^{CTE}
6. Music
7. Psychology
8. Business Management^{CTE}
9. Speech Communication
10. English

Median Earning Changes (Top CTE Majors)

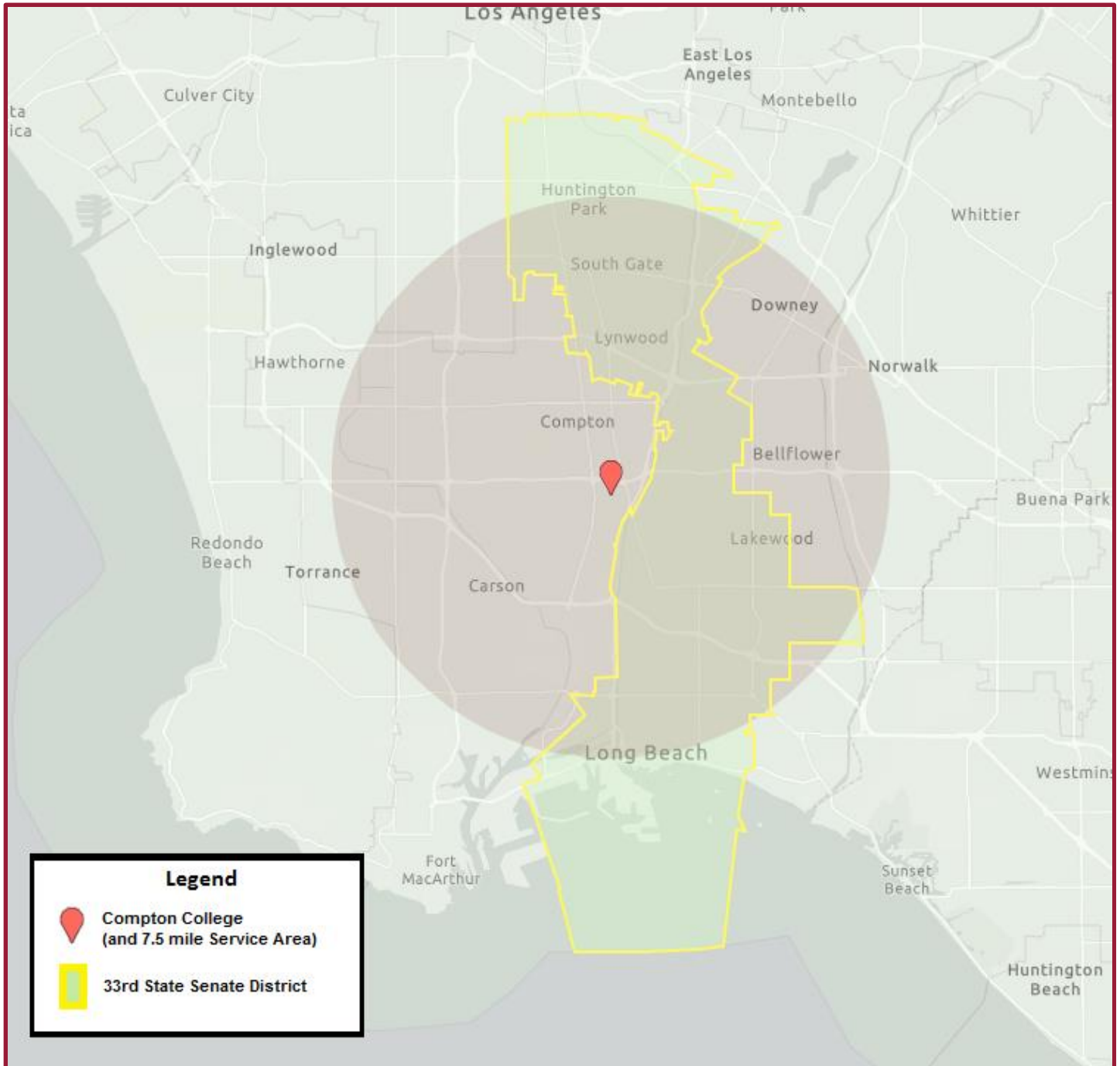


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 33rd State Senate District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 33rd State Senate District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	1,968	2,132	2,299	2,239	2,343	



Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	33 rd State Senate District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	41%	24%	4%	36%	24%	5%
College Prep	17%	63%	41%	18%	49%	46%
Basic Skills	42%	13%	55%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

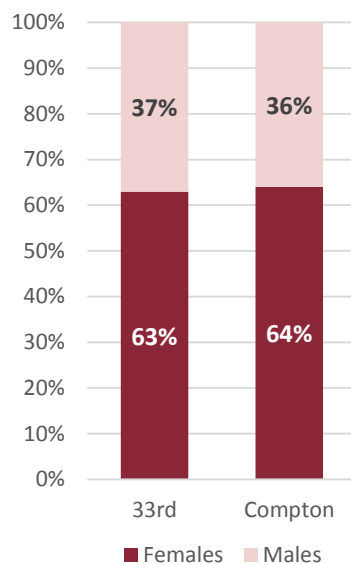
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

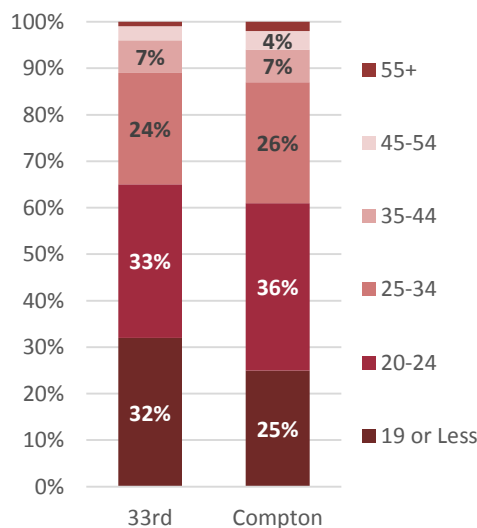
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

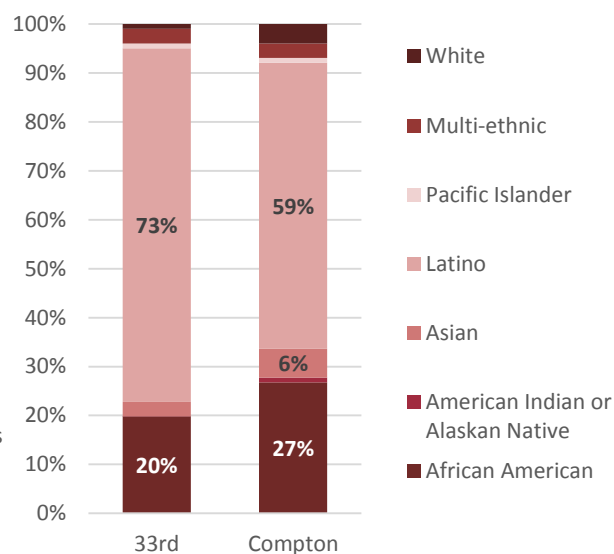
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	33 rd District		Compton College
	#	%	
Full-time (12+ units)	863	26%	22%
Part-time (<12 units)	2,500	74%	78%

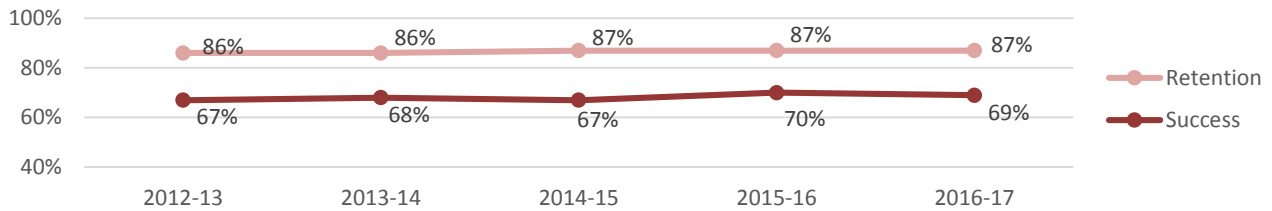
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	33 rd District		Compton College
	#	%	
Fall 2016 to Spring 2017	1,113	68%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

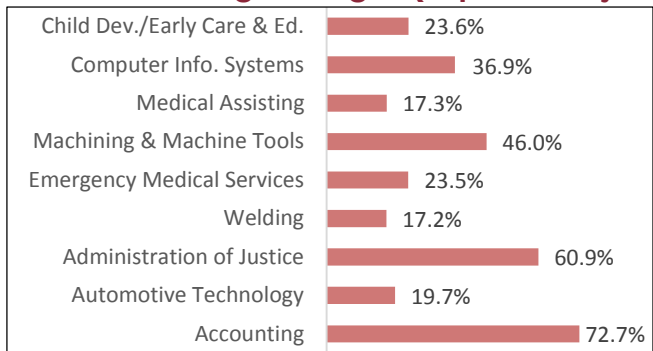
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	40 (281)	53 (262)	73 (316)	122 (386)	155 (493)	---■
Certificates	14 (96)	15 (99)	29 (104)	46 (179)	60 (178)	---■

Note: Total Compton College awards are listed next to awards received by 33rd State Senate District students.

Top 10 Majors for the 33rd District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. General Science
7. Physical Education
8. Business Management^{CTE}
9. Psychology
10. Pre-Dentistry or Pre-Medicine^{CTE}

Median Earning Changes (Top CTE Majors)

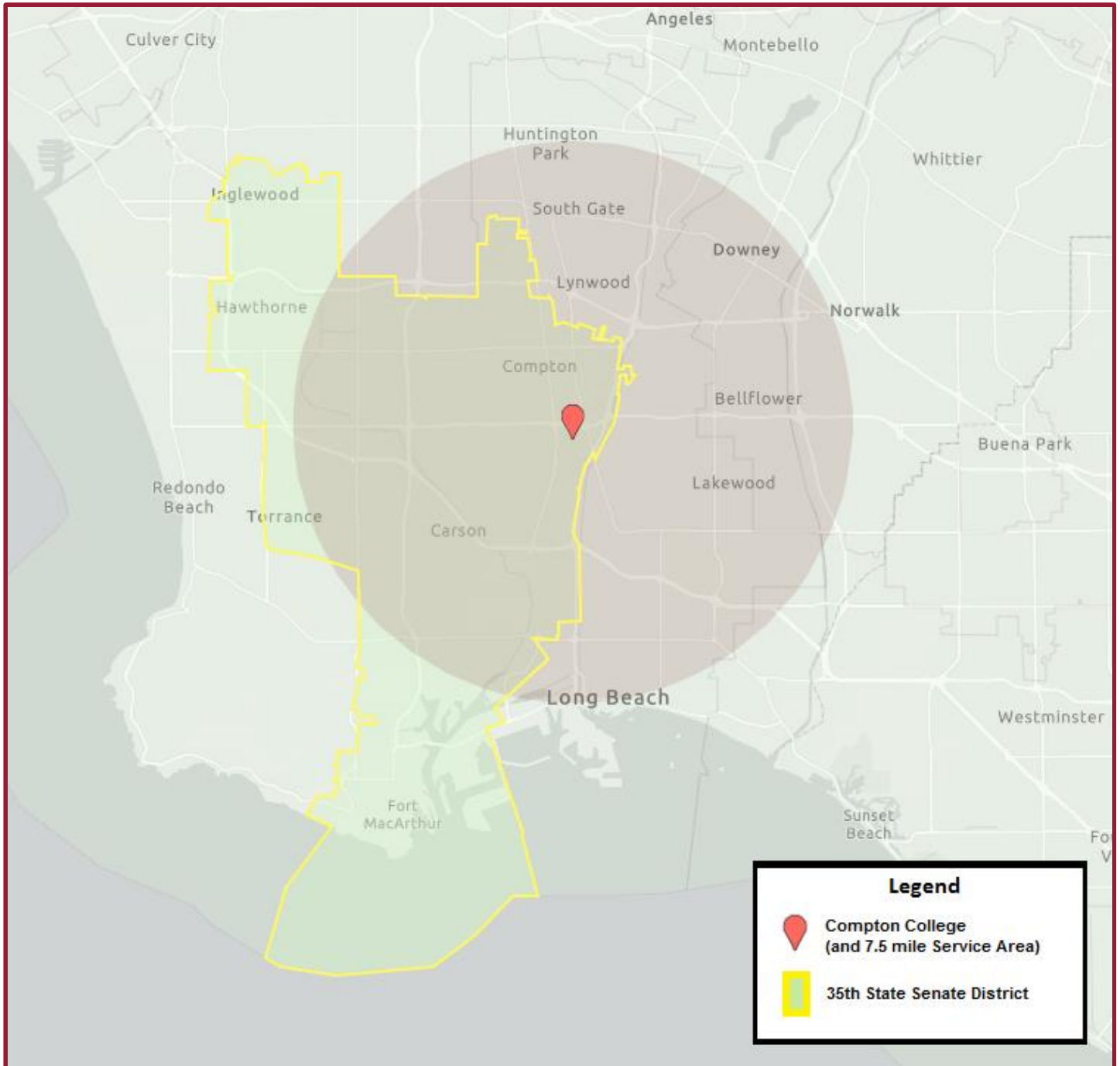


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 35th State Senate District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 35th State Senate District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	4,745	4,553	4,431	4,303	4,685	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	35 th State Senate District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	19%	14%	2%	36%	24%	5%
College Prep	18%	46%	32%	18%	49%	46%
Basic Skills	63%	40%	66%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

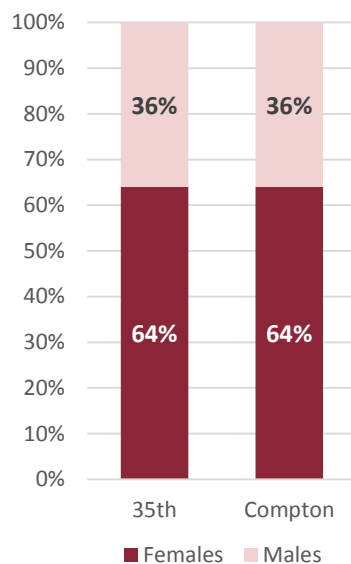
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

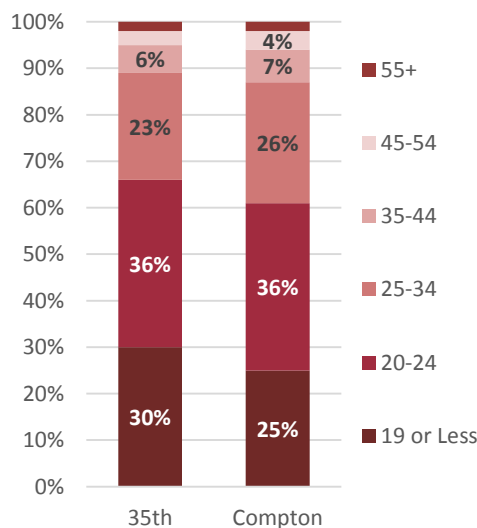
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

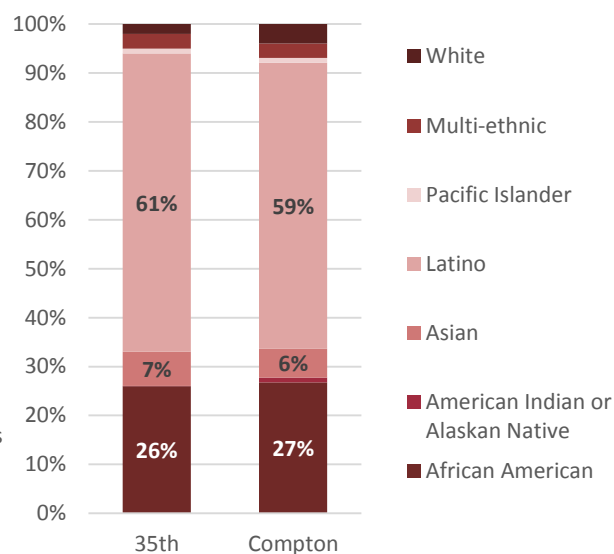
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	35 th District		Compton College
	#	%	
Full-time (12+ units)	1,411	22%	22%
Part-time (<12 units)	5,146	78%	78%

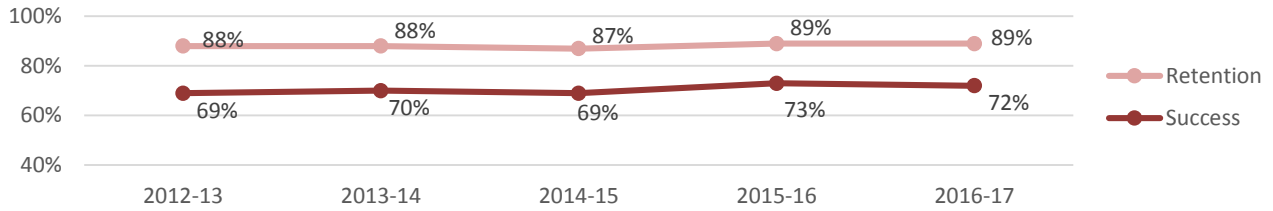
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	35 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	2,032	64%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

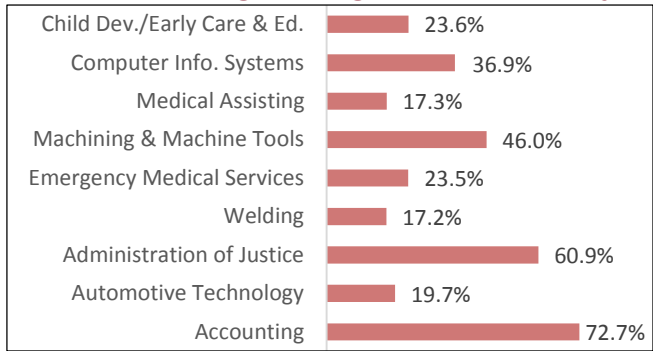
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	134 (281)	127 (262)	155 (316)	186 (386)	230 (493)	---■
Certificates	40 (96)	46 (99)	49 (104)	100 (179)	75 (178)	---■

Note: Total Compton College awards are listed next to awards received by 35th State Senate District students.

Top 10 Majors for the 35th District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Business Administration^{CTE}
5. Administration of Justice^{CTE}
6. English
7. Business Management^{CTE}
8. Psychology
9. Pre-Dentistry or Pre-Medicine^{CTE}
10. Physical Education

Median Earning Changes (Top CTE Majors)

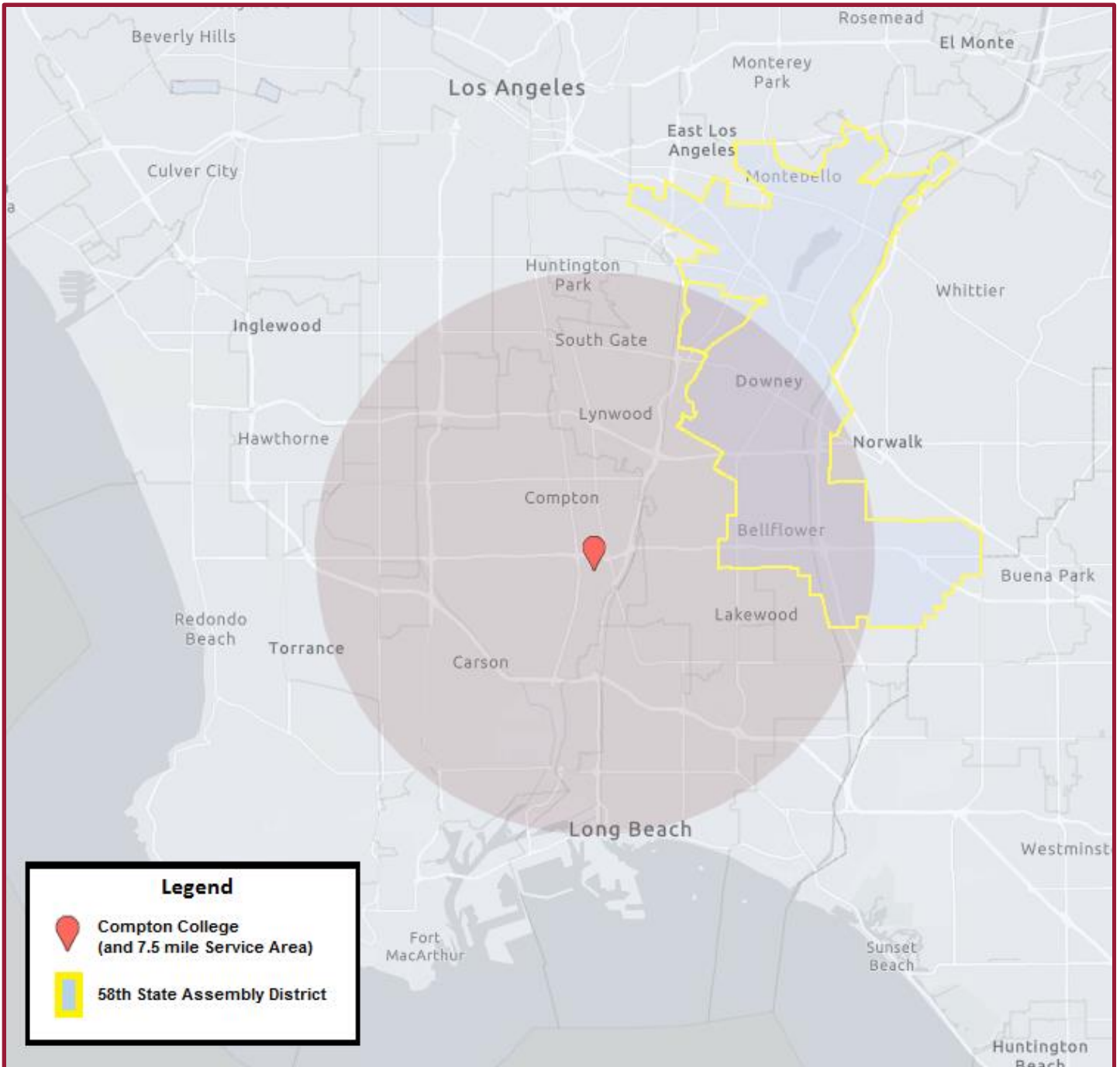


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 58th State Assembly District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

58th State Assembly District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	395	416	383	359	376	



Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	58 th State Assembly District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	40%	0%	0%	36%	24%	5%
College Prep	20%	80%	43%	18%	49%	46%
Basic Skills	40%	20%	57%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

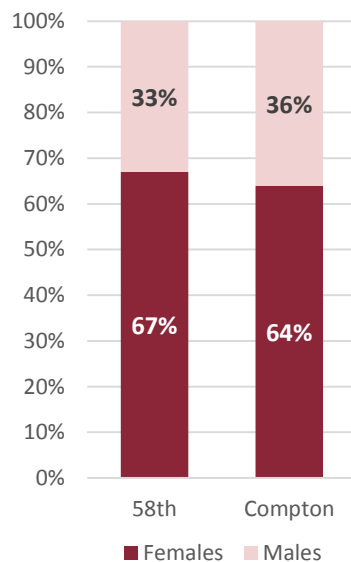
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

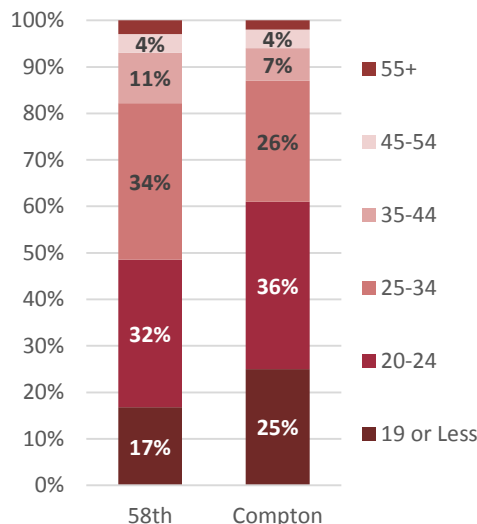
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

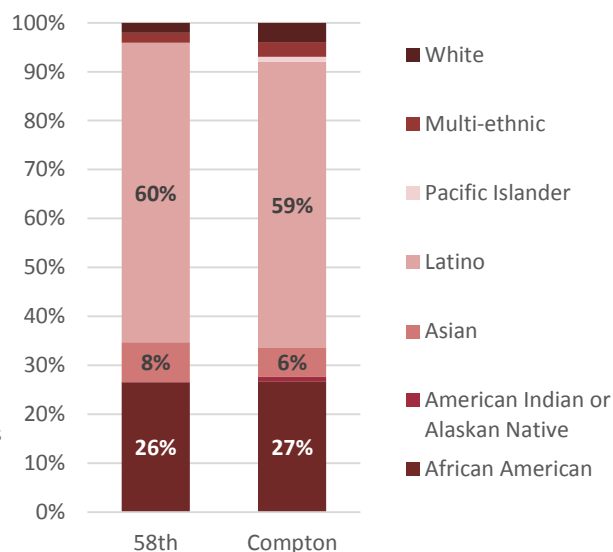
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	58 th District		Compton College
	#	%	
Full-time (12+ units)	137	25%	22%
Part-time (<12 units)	404	75%	78%

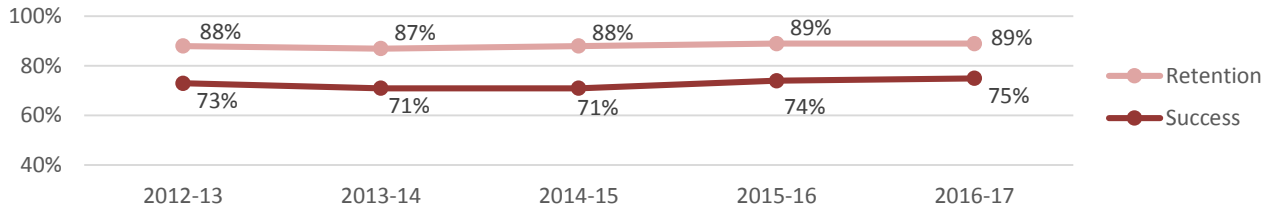
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	58 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	183	66%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

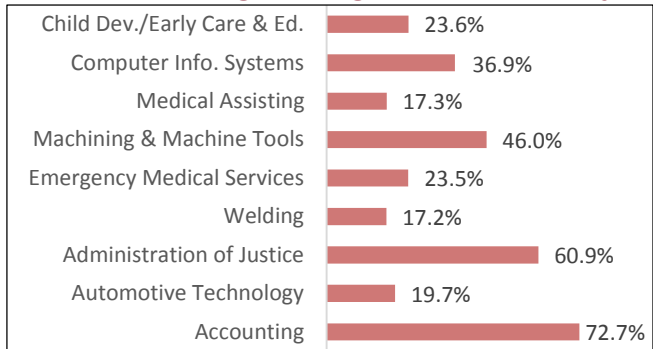
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	17 (281)	12 (262)	23 (316)	23 (386)	23 (493)	■ ■ ■ ■ ■
Certificates	3 (96)	3 (99)	4 (104)	6 (179)	8 (178)	■ ■ ■ ■ ■

Note: Total Compton College awards are listed next to awards received by 58th State Assembly District students.

Top 10 Majors for the 58th District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Business Administration^{CTE}
5. Physical Education
6. Pre-Dentistry or Pre-Medicine^{CTE}
7. Accounting^{CTE}
8. Administration of Justice^{CTE}
9. Biological Science/Microbiology
10. Business Management^{CTE}

Median Earning Changes (Top CTE Majors)

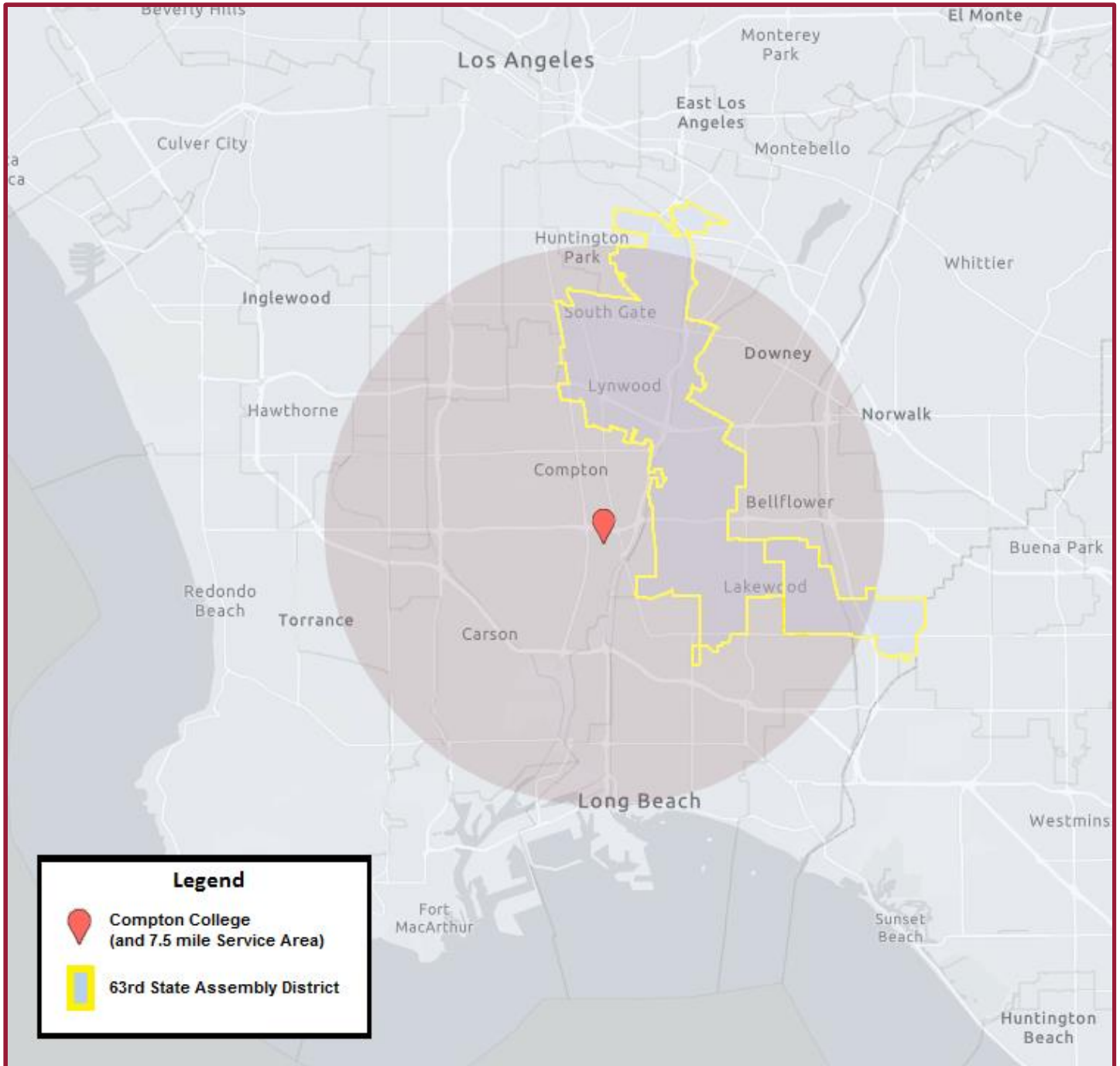


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 63rd State Assembly District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 63rd State Assembly District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	1,308	1,418	1,571	1,591	1,704	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	63 rd State Assembly District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	40%	23%	3%	36%	24%	5%
College Prep	14%	58%	40%	18%	49%	46%
Basic Skills	46%	19%	57%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

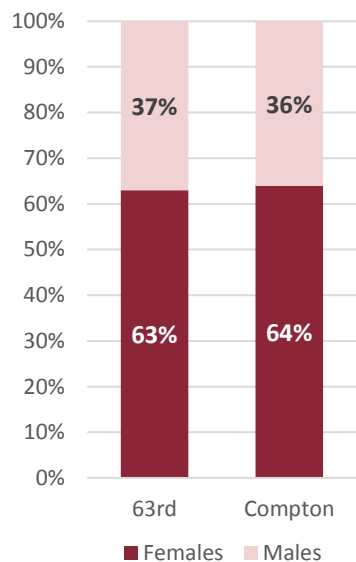
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

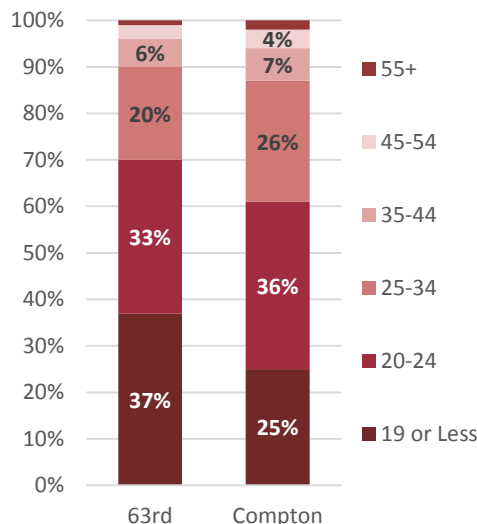
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

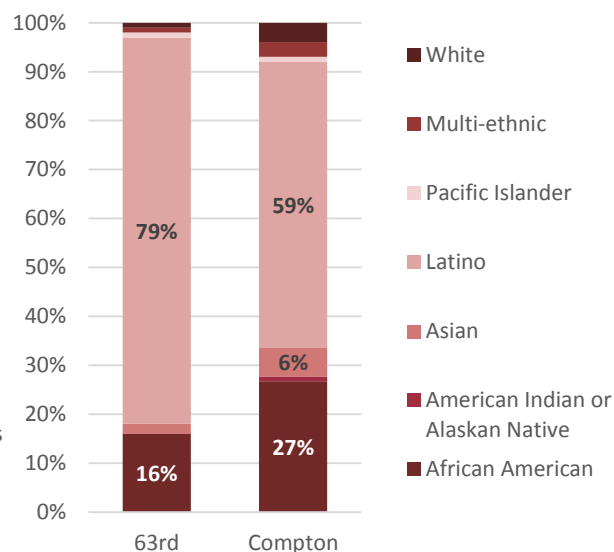
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	63 rd District		Compton College
	#	%	
Full-time (12+ units)	625	26%	22%
Part-time (<12 units)	1,817	74%	78%

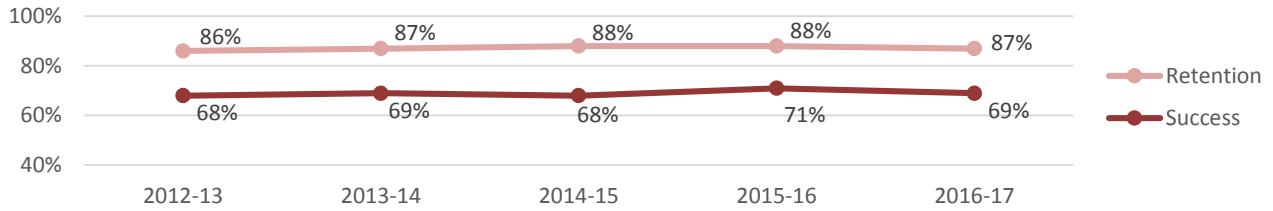
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	63 rd District		Compton College
	#	%	
Fall 2016 to Spring 2017	799	69%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

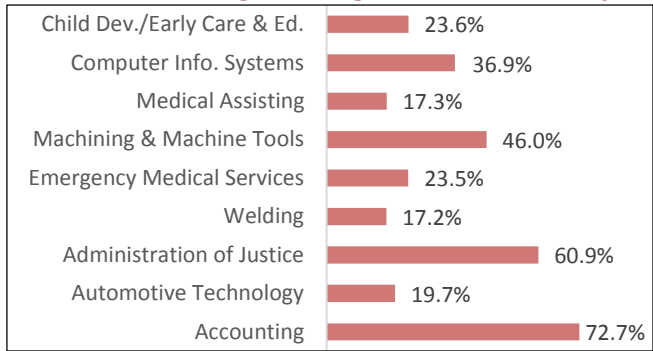
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	30 (281)	46 (262)	51 (316)	78 (386)	103 (493)	
Certificates	12 (96)	10 (99)	20 (104)	31 (179)	45 (178)	

Note: Total Compton College awards are listed next to awards received by 63rd State Assembly District students.

Top 10 Majors for the 63rd District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. General Science
7. Business Management^{CTE}
8. Pre-Dentistry or Pre-Medicine^{CTE}
9. Biological Science/Microbiology
10. Physical Education

Median Earning Changes (Top CTE Majors)

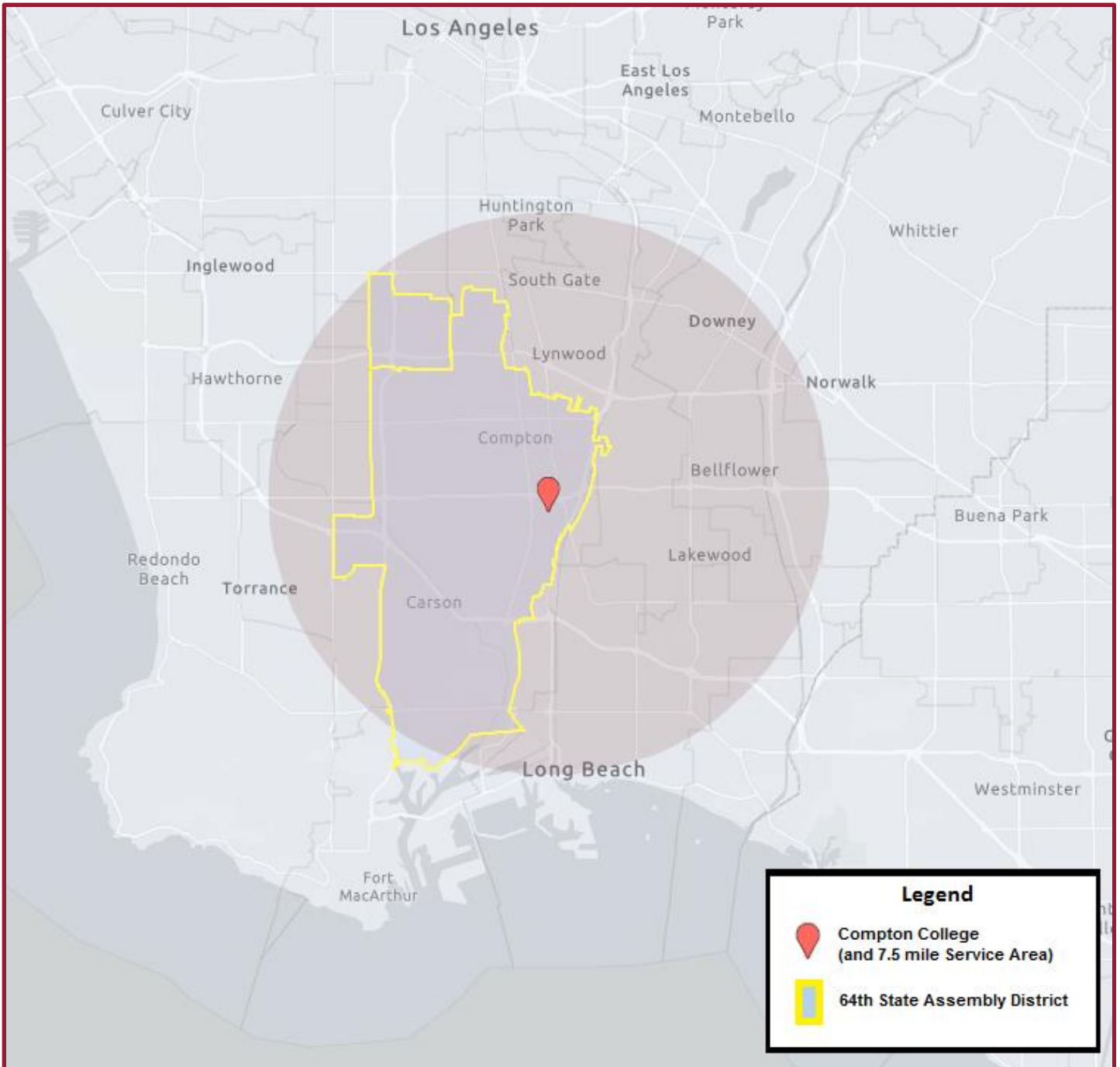


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 64th State Assembly District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

64th State Assembly District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	3,682	3,612	3,667	3,593	3,839	



Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	64 th State Assembly District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	14%	12%	1%	36%	24%	5%
College Prep	19%	43%	32%	18%	49%	46%
Basic Skills	67%	44%	67%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

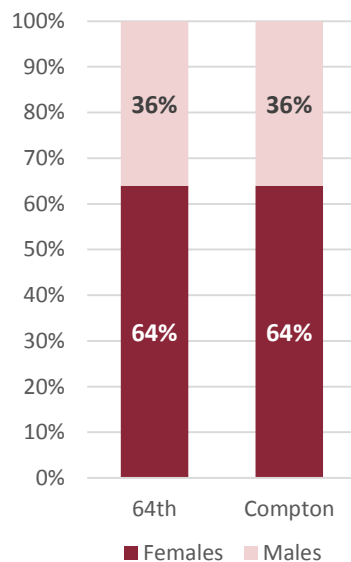
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

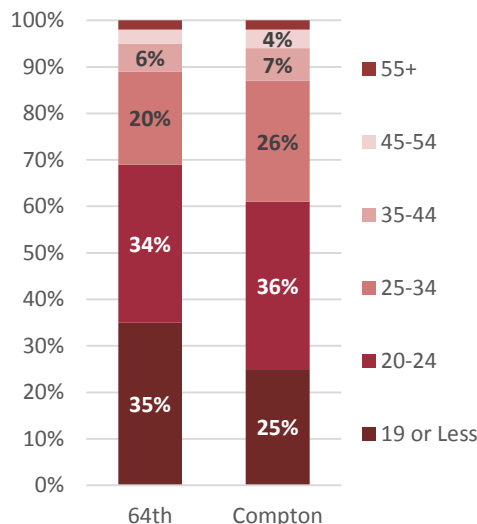
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

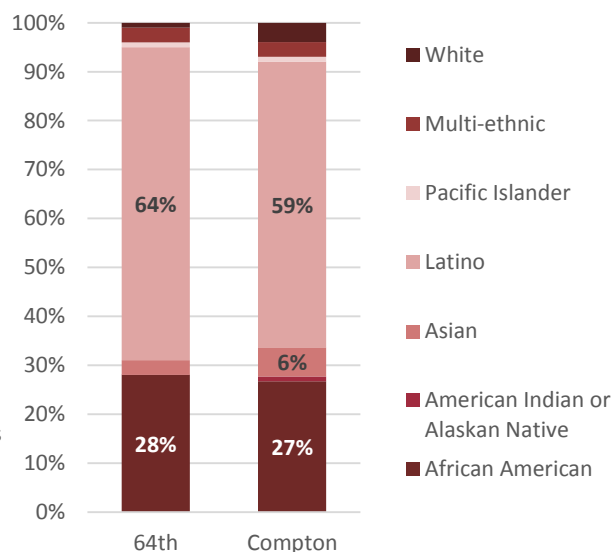
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	64 th District		Compton College
	#	%	
Full-time (12+ units)	1,389	25%	22%
Part-time (<12 units)	4,170	75%	78%

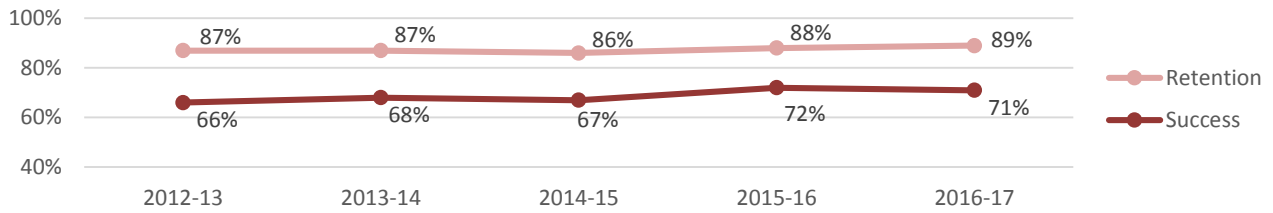
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	64 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	1,860	68%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

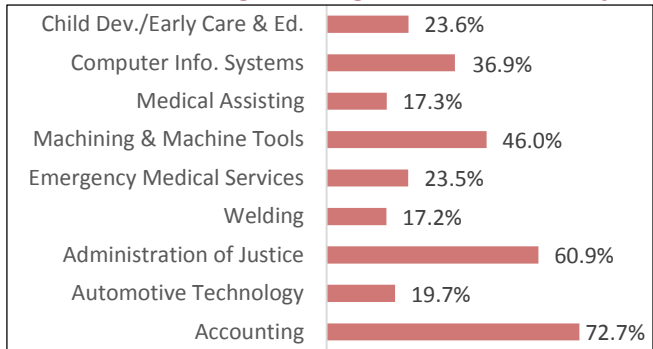
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	132 (281)	111 (262)	141 (316)	190 (386)	228 (493)	---■
Certificates	40 (96)	51 (99)	41 (104)	94 (179)	78 (178)	---■

Note: Total Compton College awards are listed next to awards received by 64th State Assembly District students.

Top 10 Majors for the 64th District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Business Administration^{CTE}
5. Administration of Justice^{CTE}
6. English
7. Psychology
8. Business Management^{CTE}
9. Pre-Dentistry or Pre-Medicine^{CTE}
10. General Science

Median Earning Changes (Top CTE Majors)

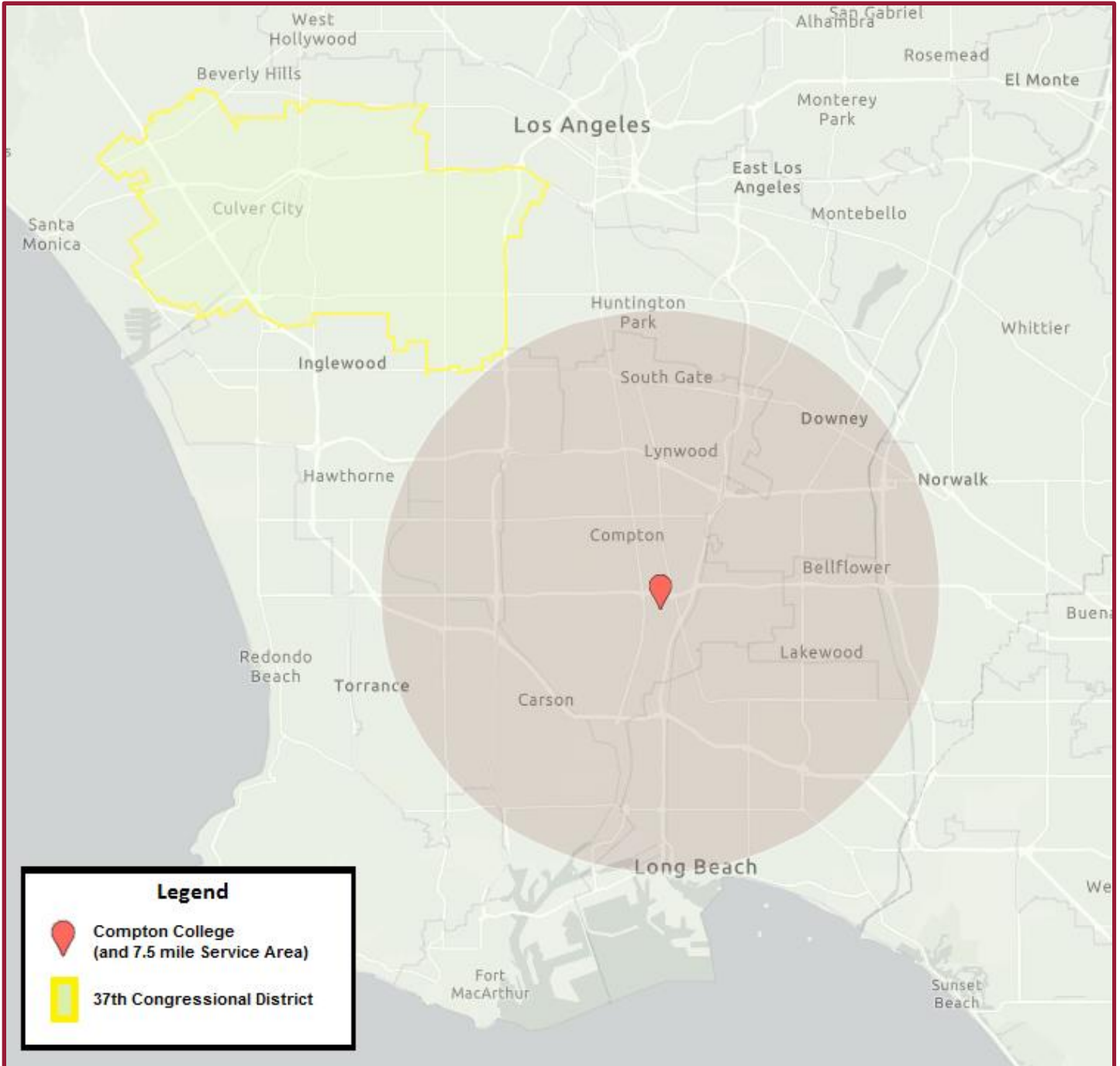


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 37th Congressional District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 37th Congressional District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	374	328	297	259	295	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	37 th Congressional District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	20%	0%	0%	36%	24%	5%
College Prep	40%	80%	0%	18%	49%	46%
Basic Skills	40%	20%	100%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

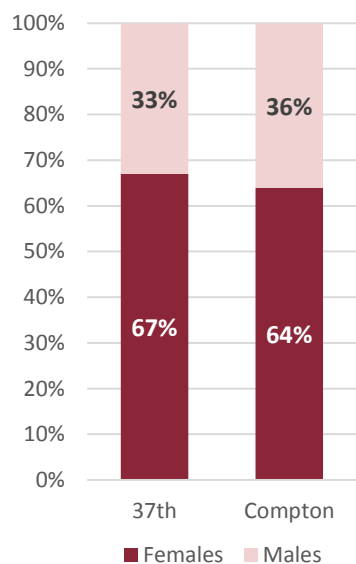
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

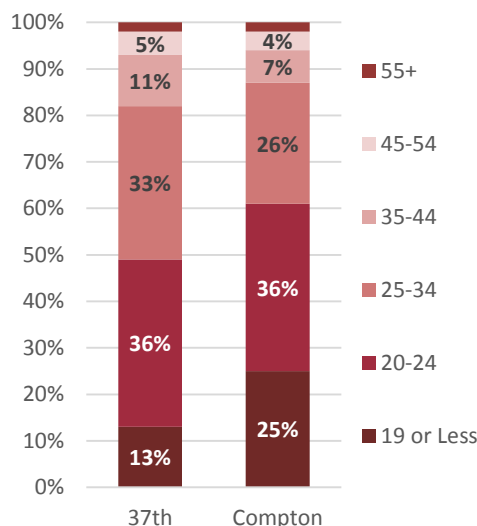
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

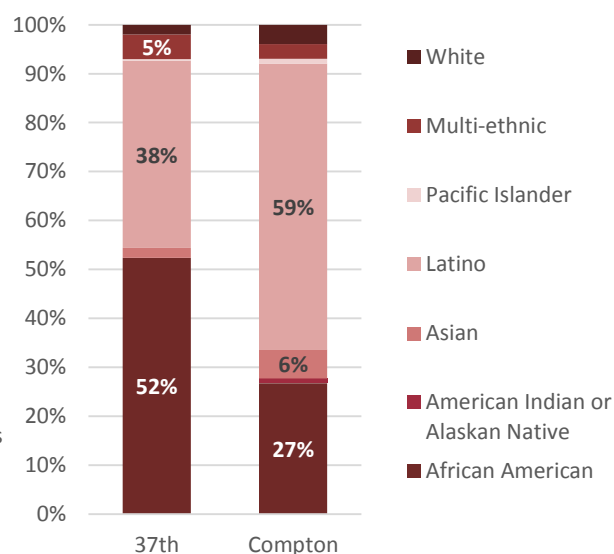
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	37 th District		Compton College
	#	%	
Full-time (12+ units)	54	14%	22%
Part-time (<12 units)	321	86%	78%

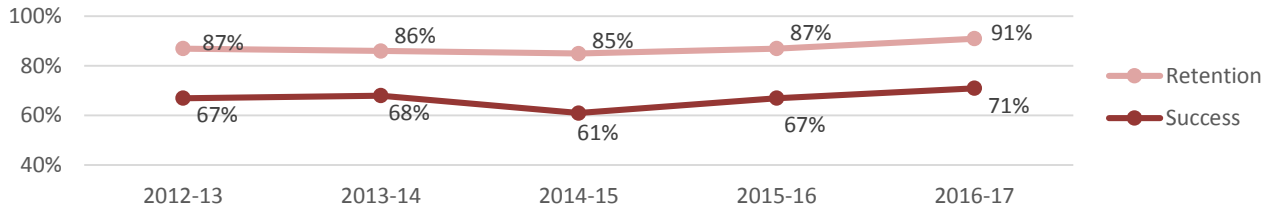
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	37 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	91	52%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

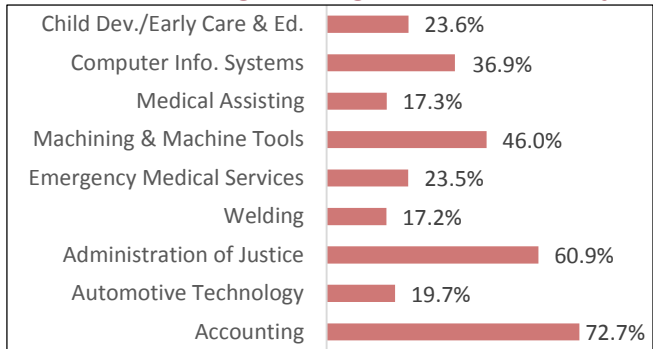
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	4 (281)	3 (262)	4 (316)	4 (386)	8 (493)	---■
Certificates	4 (96)	2 (99)	0 (104)	4 (179)	3 (178)	■ ■ ■

Note: Total Compton College awards are listed next to awards received by 37th Congressional District students.

Top 10 Majors for the 37th District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Business Administration^{CTE}
5. Automotive Technology^{CTE}
6. Administration of Justice^{CTE}
7. Pre-Dentistry or Pre-Medicine^{CTE}
8. Psychology
9. Biological Science/Microbiology
10. Welding^{CTE} & Music

Median Earning Changes (Top CTE Majors)

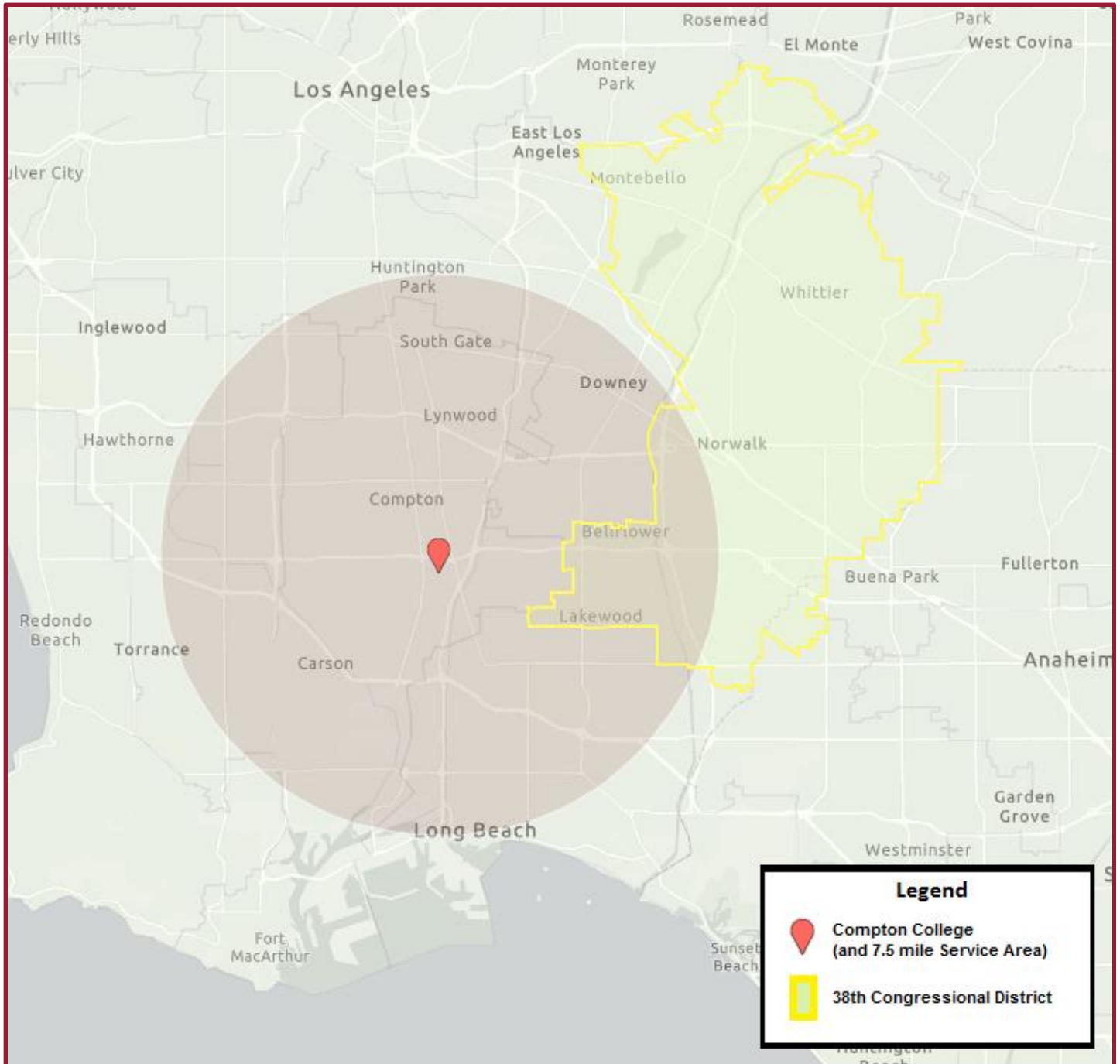


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 38th Congressional District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 38th Congressional District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	380	391	354	341	352	■ ■ - - -

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	38 th Congressional District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	26%	9%	3%	36%	24%	5%
College Prep	30%	62%	38%	18%	49%	46%
Basic Skills	44%	29%	59%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

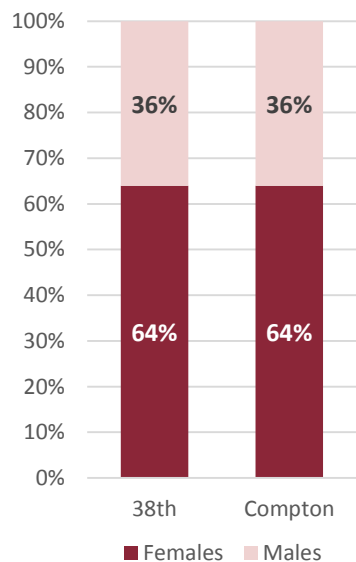
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

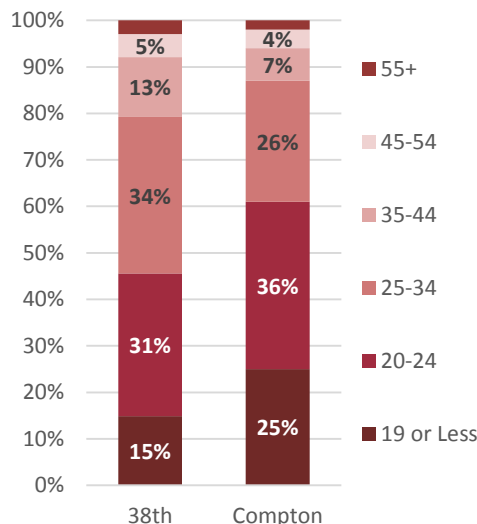
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

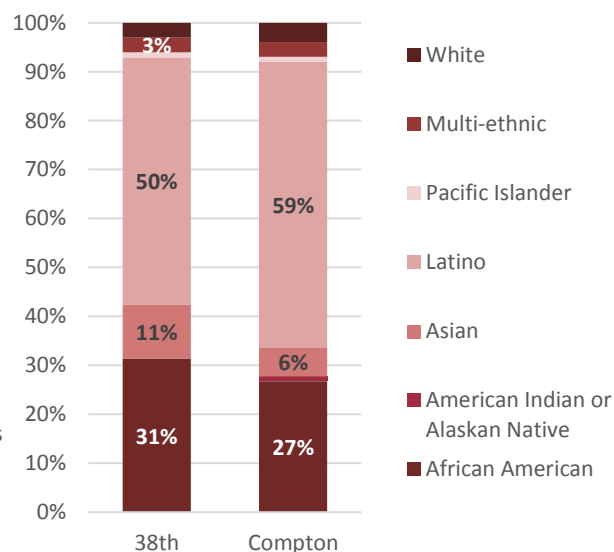
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	38 th District		Compton College
	#	%	
Full-time (12+ units)	74	21%	22%
Part-time (<12 units)	278	79%	78%

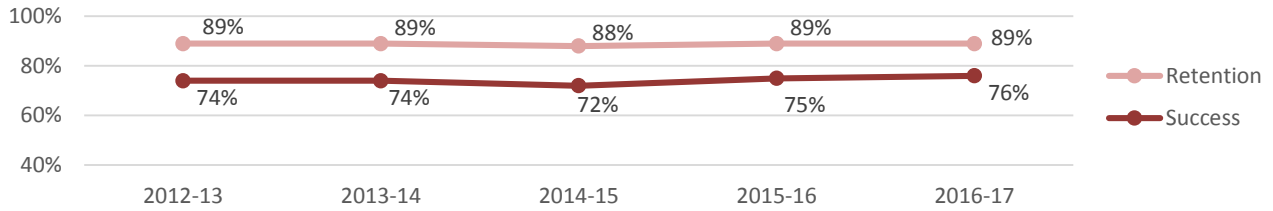
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	38 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	165	64%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	11 (281)	20 (262)	23 (316)	17 (386)	19 (493)	▬ ▬ ▬ ▬ ▬
Certificates	6 (96)	1 (99)	6 (104)	7 (179)	9 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by 38th Congressional District students.

Top 10 Majors for the 38th District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Administration of Justice^{CTE}
5. Business Management^{CTE}
6. Physical Education
7. Psychology
8. Business Administration^{CTE}
9. Pre-Dentistry or Pre-Medicine^{CTE}
10. General Science & Music

Median Earning Changes (Top CTE Majors)

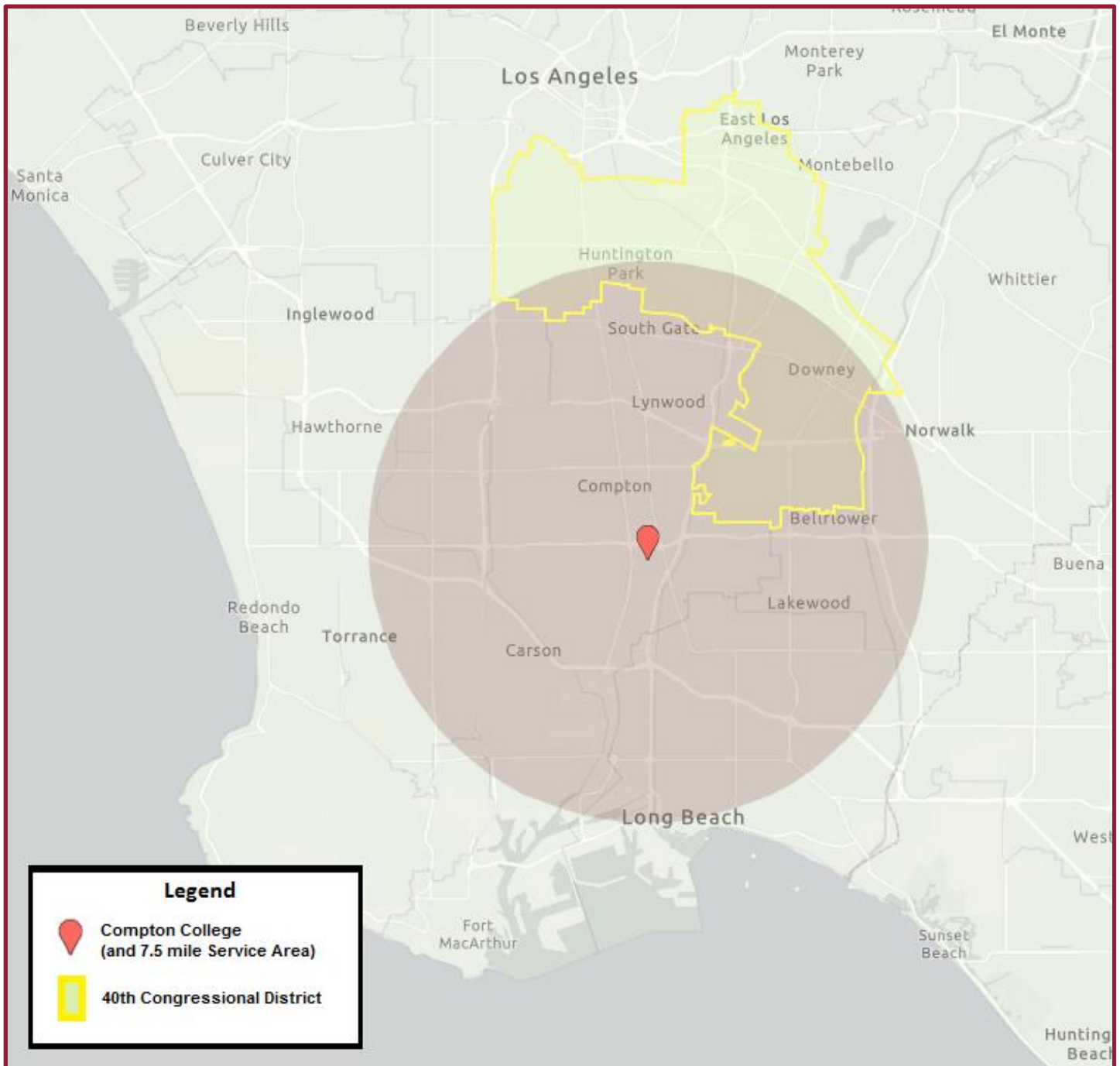
Child Dev./Early Care & Ed.	23.6%
Computer Info. Systems	36.9%
Medical Assisting	17.3%
Machining & Machine Tools	46.0%
Emergency Medical Services	23.5%
Welding	17.2%
Administration of Justice	60.9%
Automotive Technology	19.7%
Accounting	72.7%

Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 40th Congressional District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 40th Congressional District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	653	663	689	627	704	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	40 th Congressional District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	29%	14%	7%	36%	24%	5%
College Prep	7%	50%	21%	18%	49%	46%
Basic Skills	64%	36%	71%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

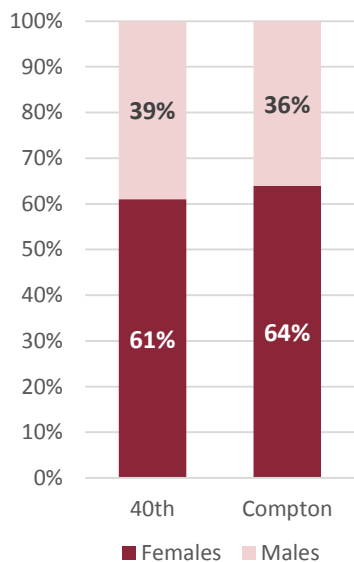
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

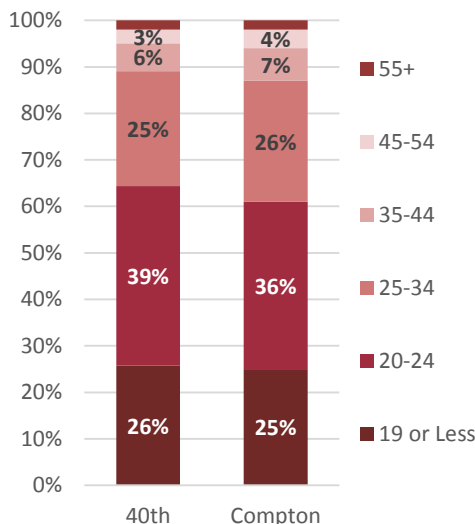
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

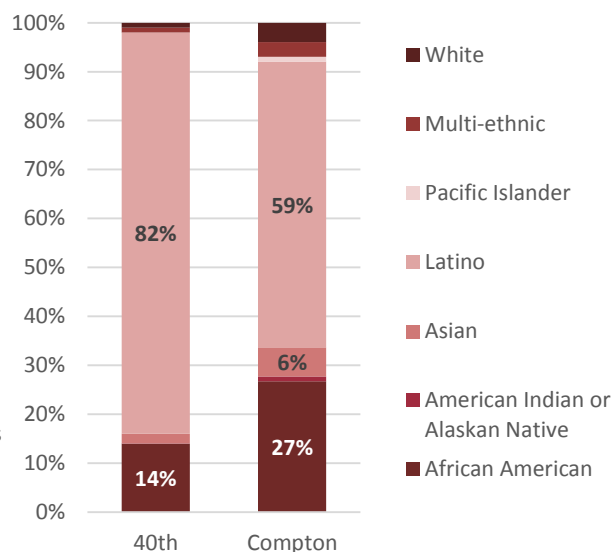
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	40 th District		Compton College
	#	%	
Full-time (12+ units)	224	22%	22%
Part-time (<12 units)	772	78%	78%

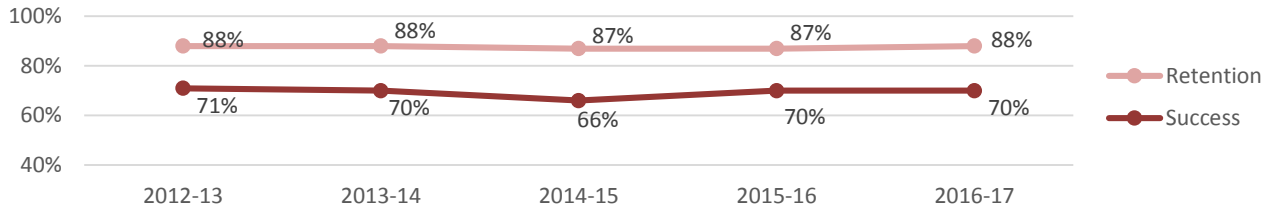
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	40 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	306	64%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	23 (281)	12 (262)	21 (316)	24 (386)	45 (493)	▬ ▬ ▬ ▬ ▬
Certificates	6 (96)	7 (99)	10 (104)	14 (179)	9 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by 40th Congressional District students.

Top 10 Majors for the 40th District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Administration of Justice^{CTE}
5. Business Administration^{CTE}
6. Physical Education
7. Electronics/Computer Hardware^{CTE}
8. Business Management^{CTE}
9. Computer Science^{CTE}
10. Accounting^{CTE} & General Science

Median Earning Changes (Top CTE Majors)

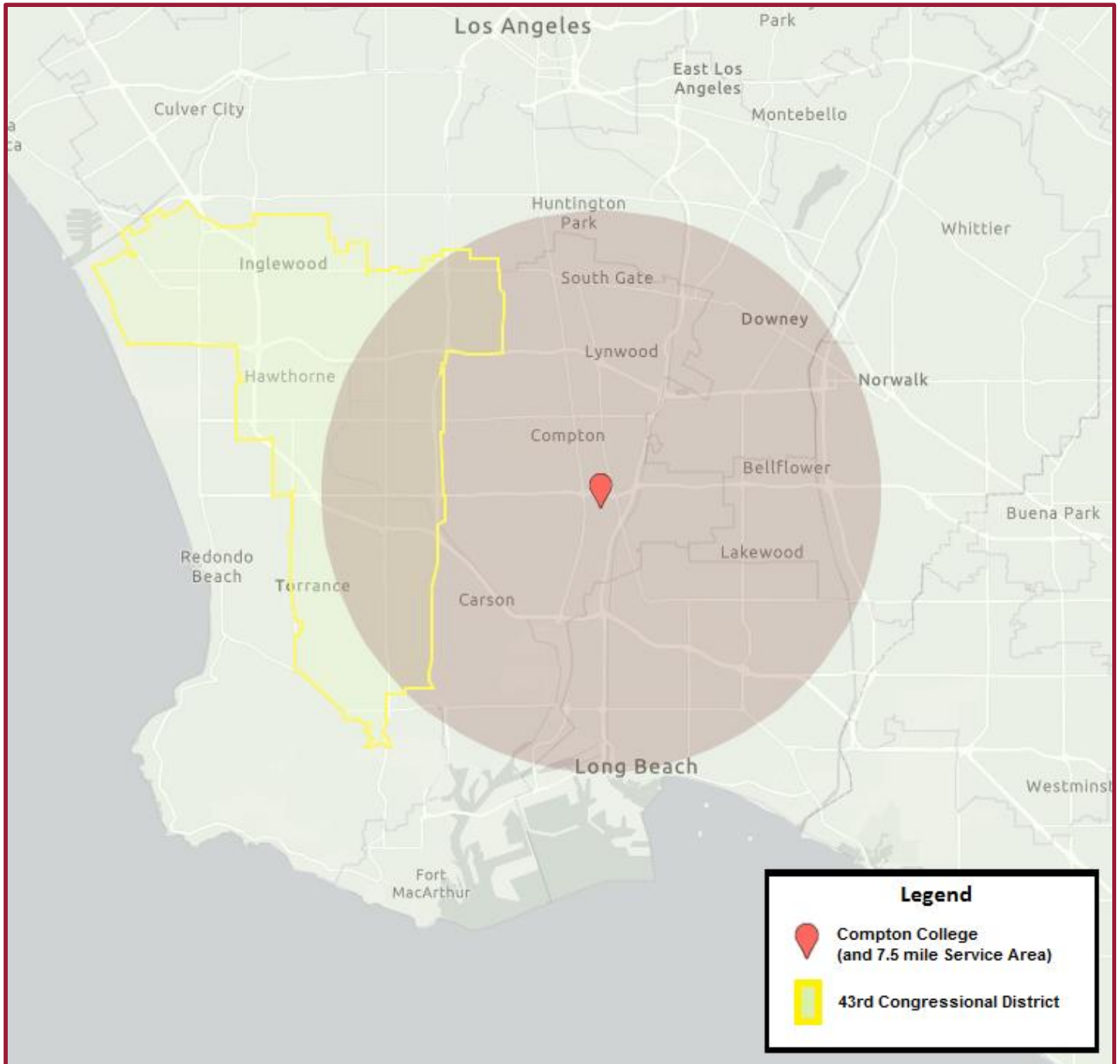
Child Dev./Early Care & Ed.	23.6%
Computer Info. Systems	36.9%
Medical Assisting	17.3%
Machining & Machine Tools	46.0%
Emergency Medical Services	23.5%
Welding	17.2%
Administration of Justice	60.9%
Automotive Technology	19.7%
Accounting	72.7%

Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 43rd Congressional District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College

43rd Congressional District

Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	1,716	1,514	1,365	1,382	1,440	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	43 rd Congressional District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	33%	11%	3%	36%	24%	5%
College Prep	19%	59%	31%	18%	49%	46%
Basic Skills	48%	30%	66%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

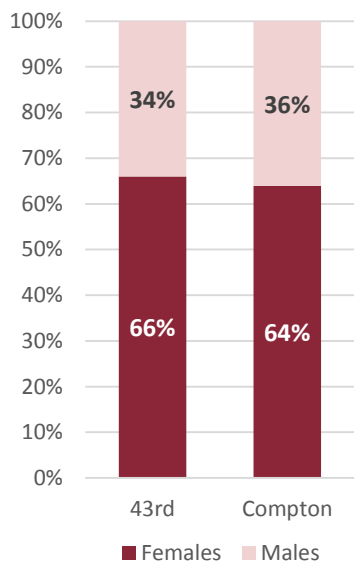
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

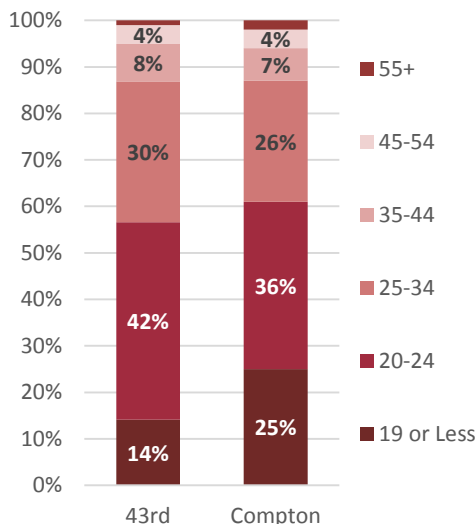
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

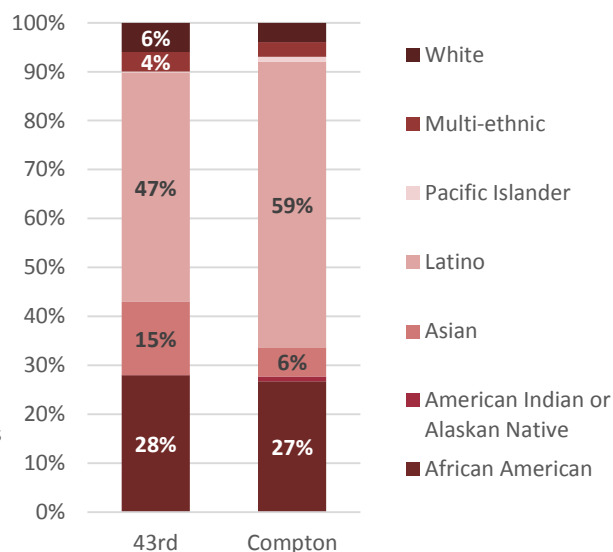
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	43 rd District		Compton College
	#	%	
Full-time (12+ units)	205	11%	22%
Part-time (<12 units)	1,634	89%	78%

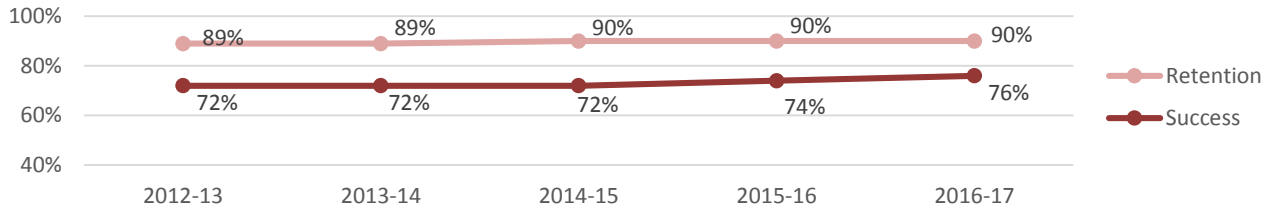
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	43 rd District		Compton College
	#	%	
Fall 2016 to Spring 2017	437	48%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

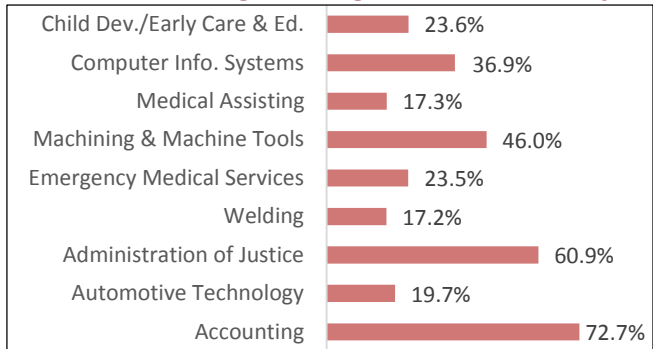
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	17 (281)	21 (262)	23 (316)	26 (386)	35 (493)	▬ ▬ ▬ ▬ ▬
Certificates	2 (96)	10 (99)	4 (104)	12 (179)	12 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by 43rd Congressional District students.

Top 10 Majors for the 43rd District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Business Administration^{CTE}
5. Administration of Justice^{CTE}
6. Business Management^{CTE}
7. Pre-Dentistry or Pre-Medicine^{CTE}
8. Physical Education
9. Psychology
10. Sociology

Median Earning Changes (Top CTE Majors)

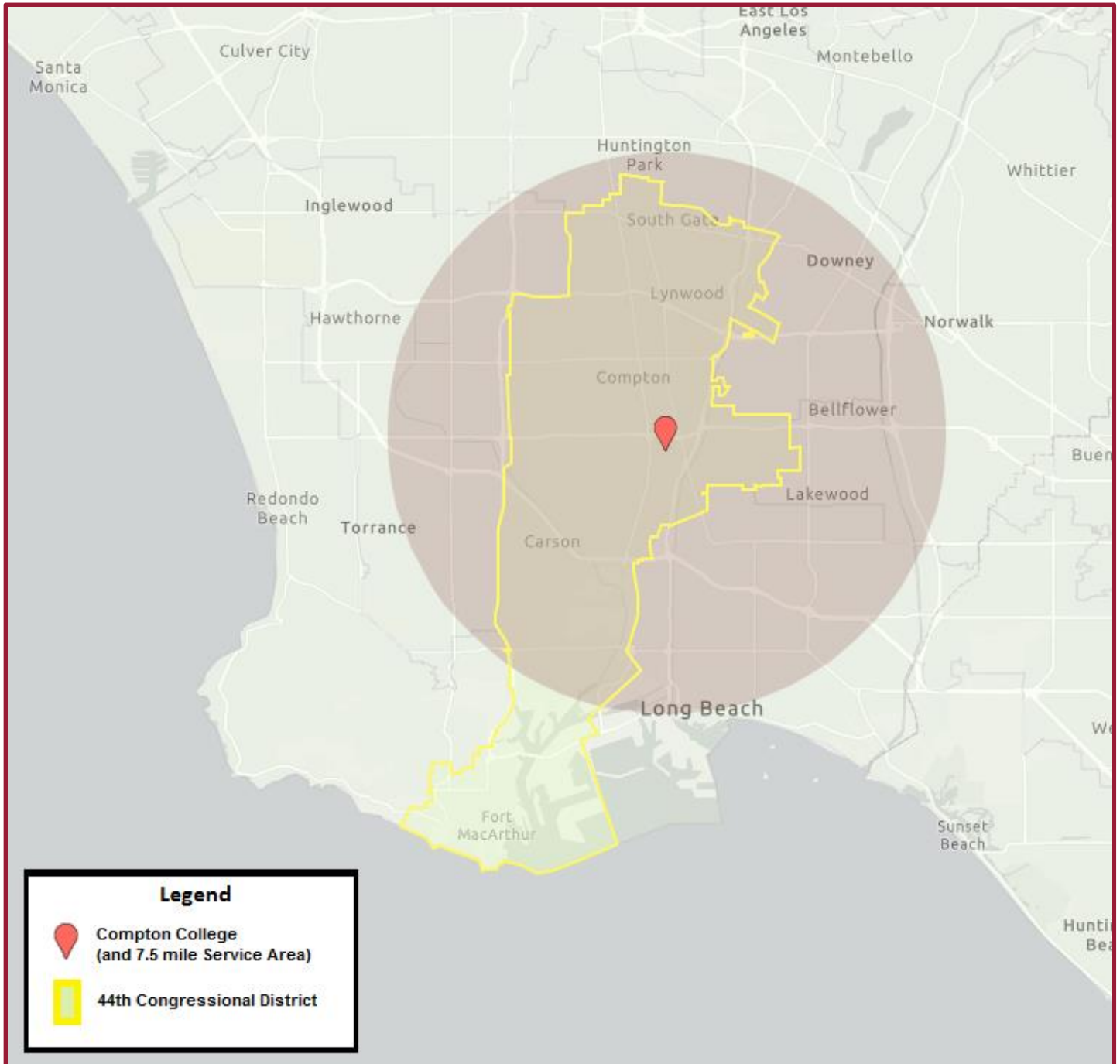


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 44th Congressional District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 44th Congressional District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	4,432	4,498	4,700	4,650	5,009	

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.



Course Placements (Fall 2017)

Level	44 th Congressional District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	22%	15%	<1%	36%	24%	5%
College Prep	21%	48%	36%	18%	49%	46%
Basic Skills	57%	37%	64%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

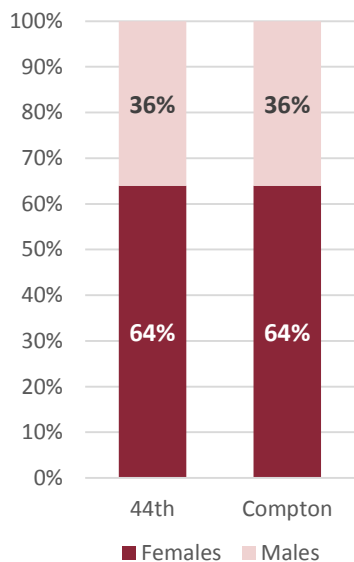
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

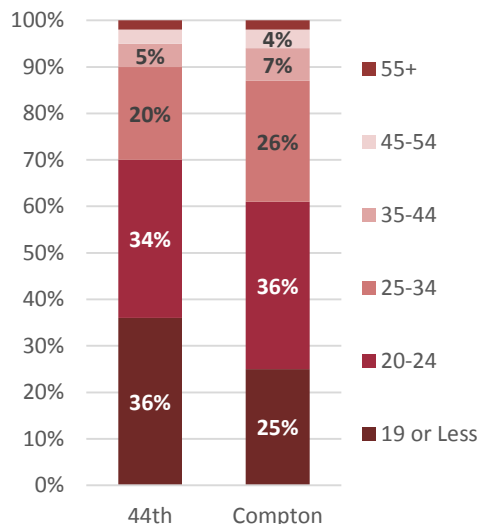
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

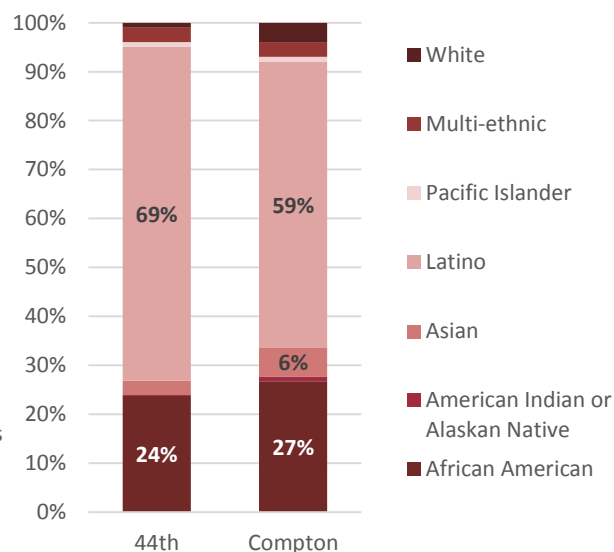
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	44 th District		Compton College
	#	%	
Full-time (12+ units)	1,862	26%	22%
Part-time (<12 units)	5,393	74%	78%

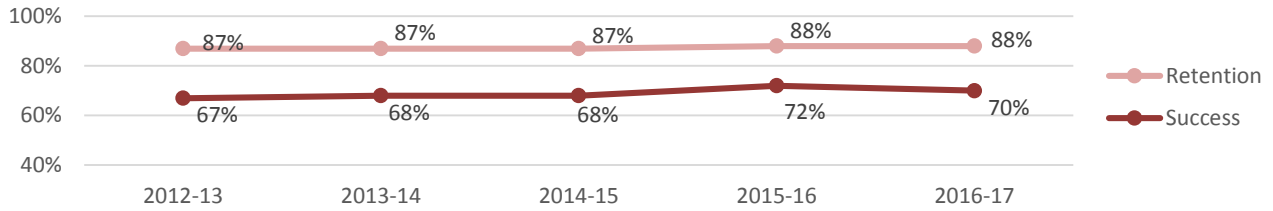
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	44 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	2,441	69%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

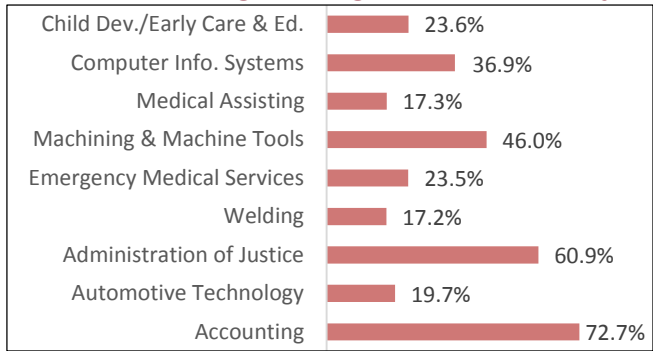
Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	144 (281)	138 (262)	175 (316)	243 (386)	302 (493)	---■
Certificates	44 (96)	54 (99)	51 (104)	113 (179)	118 (178)	---■

Note: Total Compton College awards are listed next to awards received by 44th Congressional District students.

Top 10 Majors for the 44th District

1. Nursing^{CTE}
2. Childhood Education^{CTE}
3. General Studies
4. Business Administration^{CTE}
5. Administration of Justice^{CTE}
6. English
7. Psychology
8. General Science
9. Business Management^{CTE}
10. Pre-Dentistry or Pre-Medicine^{CTE}

Median Earning Changes (Top CTE Majors)

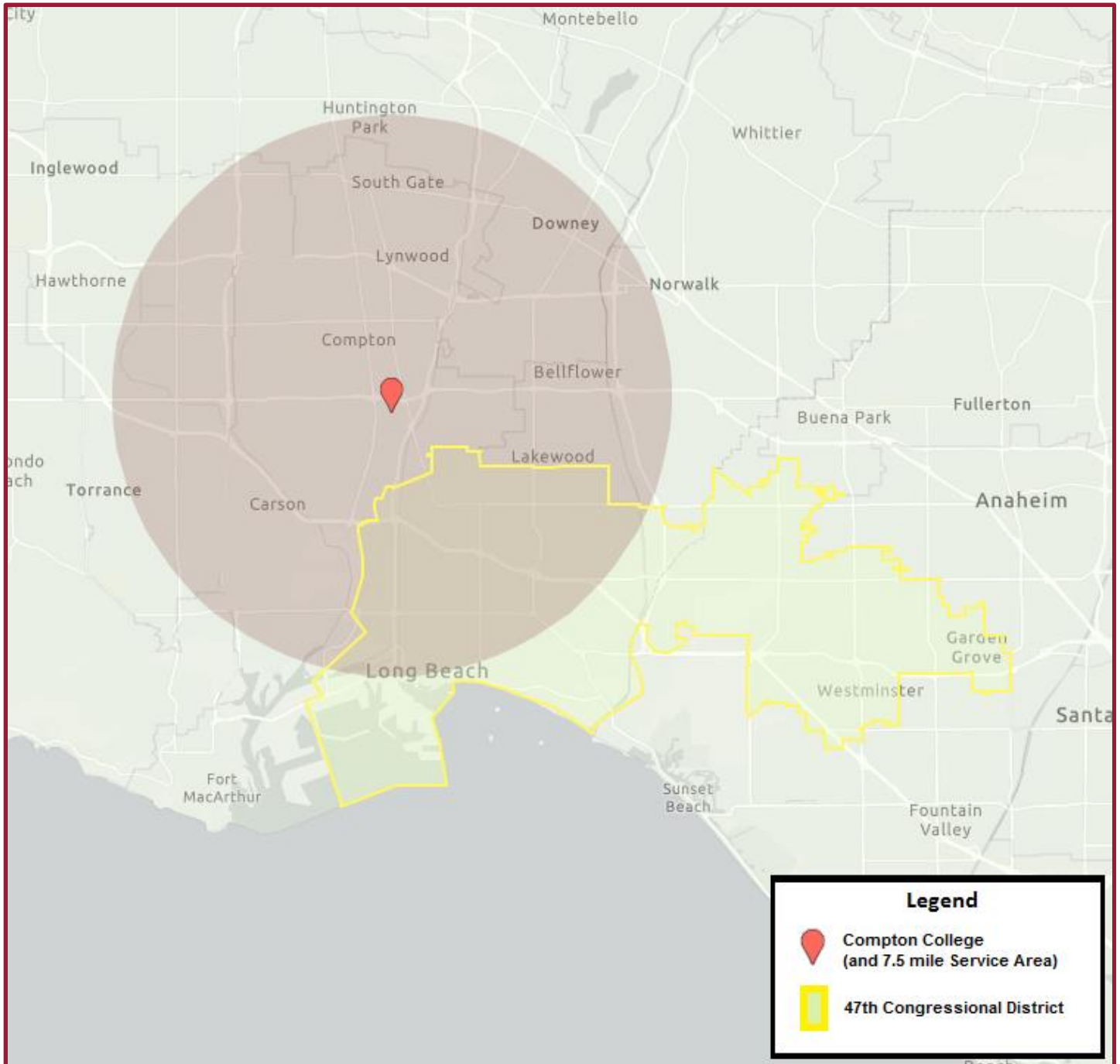


Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Compton College 47th Congressional District Report Card for Constituents (2012-2017)



Compton College

Report Card for Constituents (2012-2017)

Definitions and Explanations



District Map

The 7.5 mile **service area** for Compton College is represented by the large shaded circle. Because the college attracts enrollment from surrounding community college districts, a larger service area extending beyond community college district boundaries was calculated to provide more comprehensive review of the participating community's demographics. This is consistent with the service area used for regional reports such as environmental scans.

Front Page – Enrollment Data

Placement – The level of coursework a student is placed into, based on assessment tests or other measures. Percentages reflect the proportion of students from the district who were initially placed into the given level during the Fall 2017 semester. **Transfer-level** courses count as college credit towards completing a specific program, while **preparatory** or **remedial** courses do not. Students who do not place directly into transfer-level courses must receive passing grades in lower level courses in order to enroll in transfer-level courses.

Demographics – The percentage of students from the district with given demographic characteristics, compared to the overall percentage of Compton College students with given demographic characteristics. All demographic data reflects students from the 2016-2017 Academic Year.

Enrollment Level – The number of units of coursework a student is enrolled in per semester. Students enrolling in 12 or more units are considered **full-time**, as this typically requires concentration on classwork. Students enrolling in less than 12 units are considered **part-time**, as there may be other responsibilities limiting time spent on classwork.

Persistence Rate – The percentage of students who enroll in consecutive terms. Persistence from Fall 2016 to Spring 2017 means students enrolled in coursework for both semesters, rather than spending a semester without any coursework and potentially delaying their completion of a program.

Back Page – Achievement Data

Success Rate – The percentage of students who receive a passing grade (A, B, C, or Pass) for the courses they are enrolled in.

Retention Rate – The percentage of students who remain enrolled in their courses without Withdrawing, regardless of the grade they will receive.

Majors – Ranking of majors is based on the number of Compton College students from the district who listed an interest in the given area of study on their college application within the previous five years (Fall 2012 to Spring 2017).

Median Earning Changes – The change in wages for students who take Career Technical Education (CTE) coursework but do not receive a degree or certificate. Due to how this information is collected and reported to the Chancellor's Office, information for some CTE programs is unavailable or not reported.

Career Education Outcomes – This information reflects employment data obtained from EMSI for the Compton College 7.5 mile service area. **Annual openings** refer to the average number of positions available for the given occupation. **Growth** indicates the projected 10-year increase in the number of positions for the given occupation. The **Location Quotient** quantifies how much a given occupation is concentrated in the service area compared to the nation. A higher location quotient (above 1.00) reflects occupations that are more concentrated in the Compton College service area.

Compton College 47th Congressional District Report Card for Constituents (2012-2017)



Total Enrollments

	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
# Students	611	658	621	509	487	■ ■ ■ _ _

Note: All Report Card data reflects students who were officially counted in Chancellor's Office records and enrolled in any courses at Compton during the given year. Trend depictions are not to scale.

Course Placements (Fall 2017)

Level	47 th Congressional District			Compton College		
	Reading	Writing	Math	Reading	Writing	Math
Transfer	36%	18%	8%	36%	24%	5%
College Prep	18%	82%	33%	18%	49%	46%
Basic Skills	45%	0%	58%	46%	27%	49%

Transfer Level:

Courses equivalent to 4-year institutions

College Preparatory:

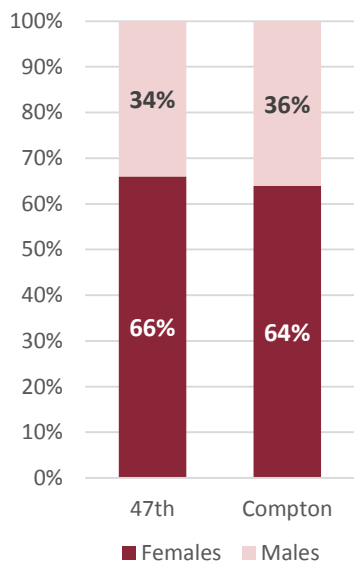
1 Level Below (English)
1-2 Levels Below (Math)

Basic Skills:

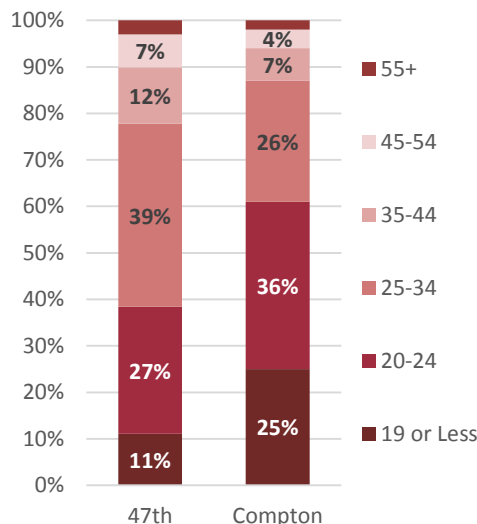
2-3 Levels Below (English)
3-4 Levels Below (Math)

2016-17 Enrollment Demographics

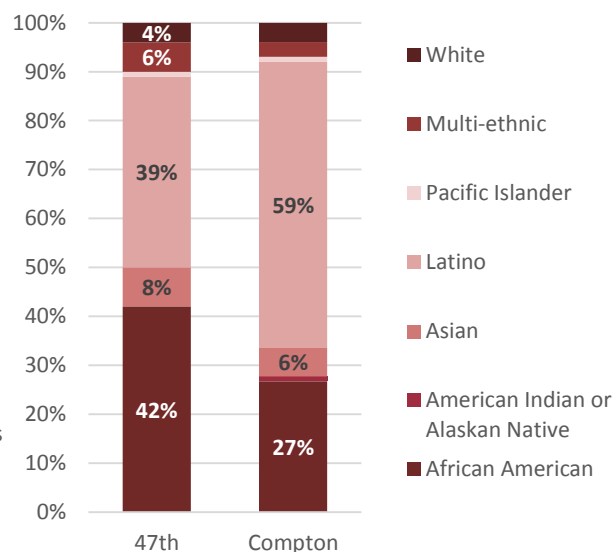
Enrollment by Gender



Enrollment by Age



Enrollment by Ethnicity



Enrollment Level (2016-17)

	47 th District		Compton College
	#	%	
Full-time (12+ units)	147	22%	22%
Part-time (<12 units)	534	78%	78%

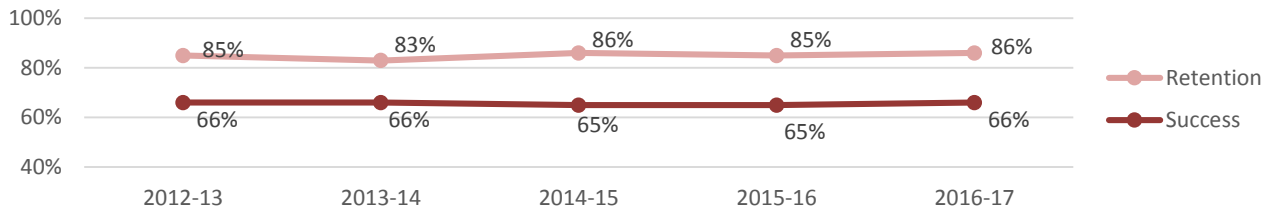
Includes separate Fall and Spring records for students enrolled in both terms.

Persistence Rate (2016-17)

	47 th District		Compton College
	#	%	
Fall 2016 to Spring 2017	218	63%	56%

Based only on students enrolled in Fall 2016.

Academic Success and Retention Rates



Degrees and Certificates Awarded

Program Award	2012-13	2013-14	2014-15	2015-16	2016-17	5Yr Trend
Degrees	9 (281)	16 (262)	22 (316)	33 (386)	30 (493)	▬ ▬ ▬ ▬ ▬
Certificates	5 (96)	2 (99)	17 (104)	12 (179)	10 (178)	▬ ▬ ▬ ▬ ▬

Note: Total Compton College awards are listed next to awards received by 47th Congressional District students.

Top 10 Majors for the 47th District

1. Nursing^{CTE}
2. General Studies
3. Childhood Education^{CTE}
4. Administration of Justice^{CTE}
5. Business Management^{CTE}
6. Physical Education
7. Business Administration^{CTE}
8. Psychology
9. General Science
10. Pre-Dentistry or Pre-Medicine^{CTE}

Median Earning Changes (Top CTE Majors)

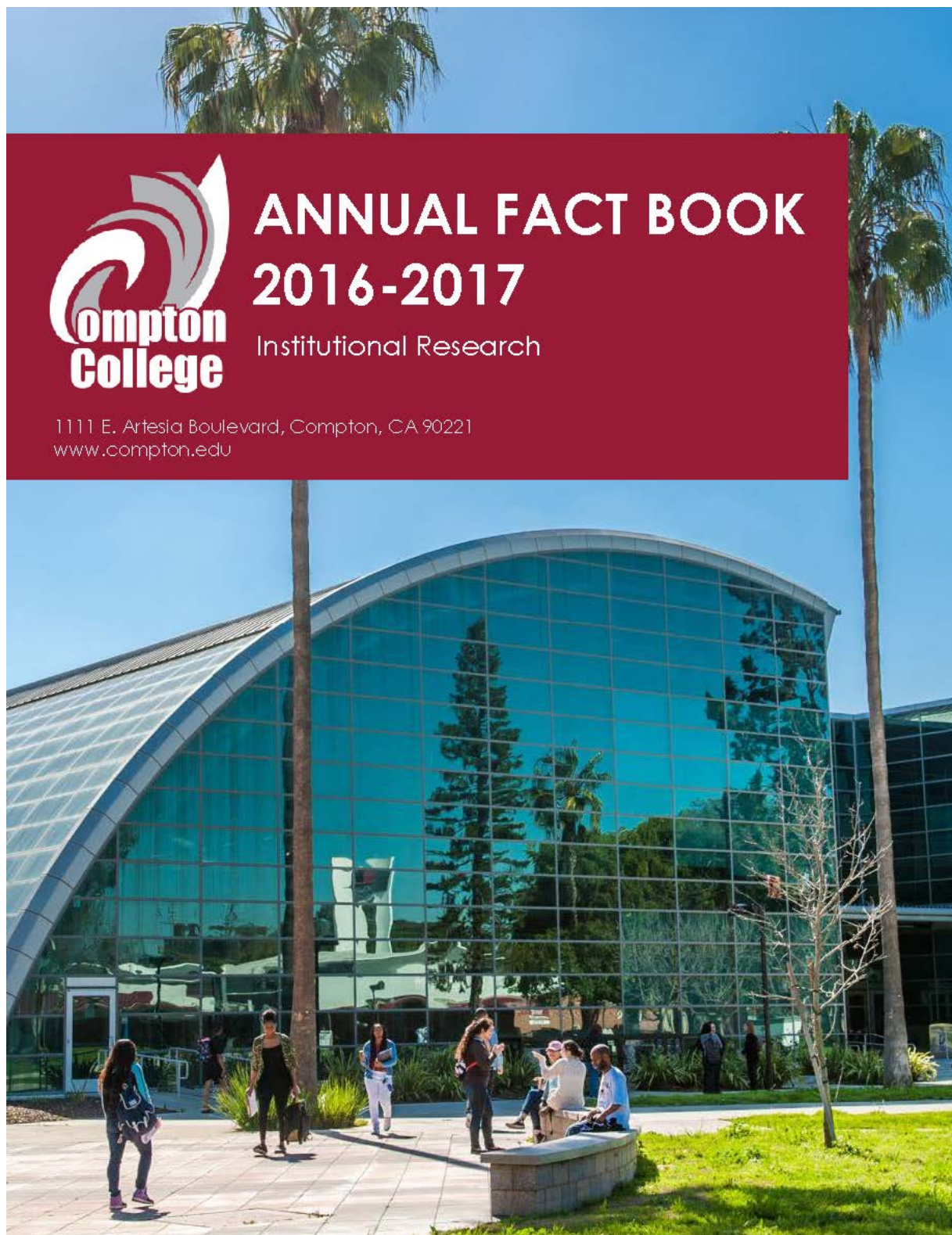
Child Dev./Early Care & Ed.	23.6%
Computer Info. Systems	36.9%
Medical Assisting	17.3%
Machining & Machine Tools	46.0%
Emergency Medical Services	23.5%
Welding	17.2%
Administration of Justice	60.9%
Automotive Technology	19.7%
Accounting	72.7%

Career Education Outcomes for the Compton College Service Area

Positions	Growth	Earnings
112,068	6.5%	\$27.49/hr
Jobs in Area (2017)	% Change (2017-2027)	Median Hourly Earnings
2% above National Average	Nation: 11.0%	Nation: \$24.62/hr

Occupation	Annual Openings	Median Hourly Earnings	Growth (2017 - 2027)	Location Quotient (2017)
Registered Nurses	921	\$45.61/hr	21.72%	1.05
General and Operations Managers	819	\$50.36/hr	4.75%	1.03
Administrative Assistants	1,010	\$18.95/hr	-1.29%	0.86
Managers, All Other	781	\$19.91/hr	13.35%	1.17
Childcare Workers	866	\$8.88/hr	-6.80%	1.06
Accountants and Auditors	522	\$33.78/hr	4.55%	0.85
Police and Sheriff's Patrol Officers	355	\$49.83/hr	9.60%	1.70
Automotive Technicians & Mechanics	393	\$15.04/hr	1.31%	1.27
Management Analysts	409	\$36.81/hr	11.28%	0.82
Hairstylists and Cosmetologists	468	\$12.23/hr	24.03%	0.68
Social and Human Service Assistants	400	\$21.66/hr	20.50%	1.75

Appendix 4 – Compton College Annual Fact Book



<http://www.compton.edu/academics/ir/docs/Compton-Annual-Factbook.pdf>



ANNUAL FACT BOOK 2016-2017

Institutional Research

1111 E. Artesia Boulevard, Compton, CA 90221
www.compton.edu



This page intentionally left blank.

Introduction

The Compton College Annual Fact Book is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data in the Fact Book provides 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 Compton College's current and future operations.

The Annual Fact Book presents tables and graphs that contain enrollment trends for the last five academic years. Each pie chart represents enrollment for the most recent academic year. Information has been disaggregated by age, gender, and ethnicity where appropriate.

Data Sources

Demographic and enrollment data for Compton College students was provided by the California Community College Chancellor's Office. Some data in the Special Programs section was extracted from the college's student database. In addition, data from the National Student Clearinghouse was used to provide transfer destination information. The National Student Clearinghouse is a national, non-profit organization that offers access to enrollment and degree records.

Please send any comments or feedback to comresearch@elcamino.edu.

This page intentionally left blank.

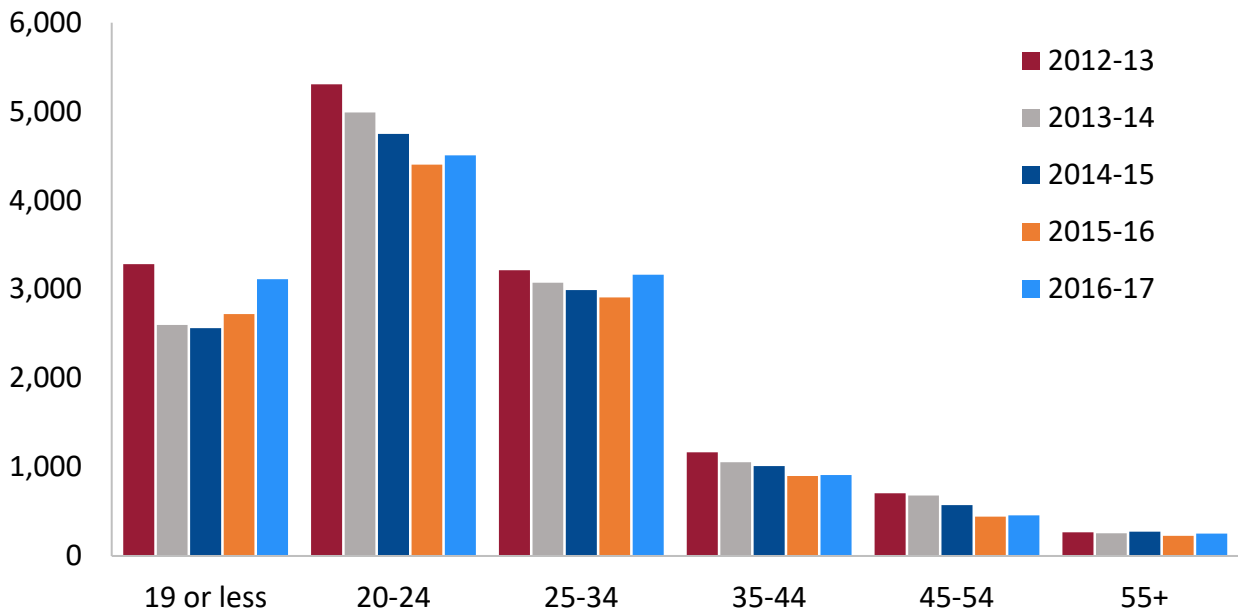
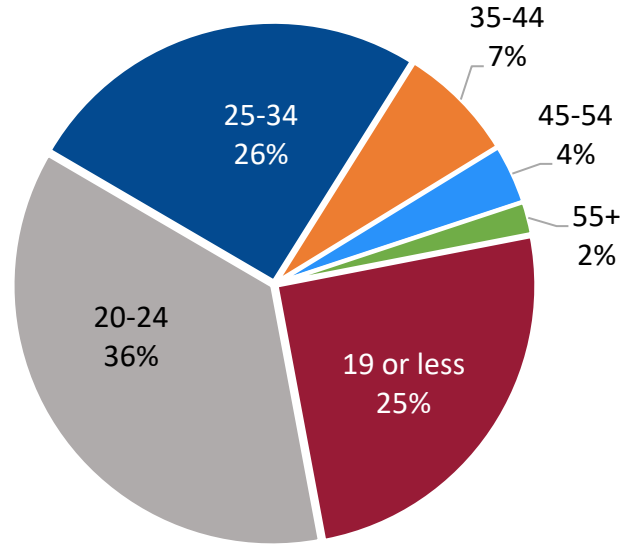
Student Enrollment Trends



Age

Compton College’s student population is predominantly made up of young adults. In 2016-17, 61% of enrolled students were less than 24 years of age. Working adults ages 25-44 comprised 33% of enrolled students while 6% of students were ages 45 and older. From 2015-16 to 2016-17, there was a 9% increase in enrolled students aged 25-34. Additionally, enrollment among students ages 19 or less increased by 14%, continuing to reverse the declining trend from previous years.

2016-2017

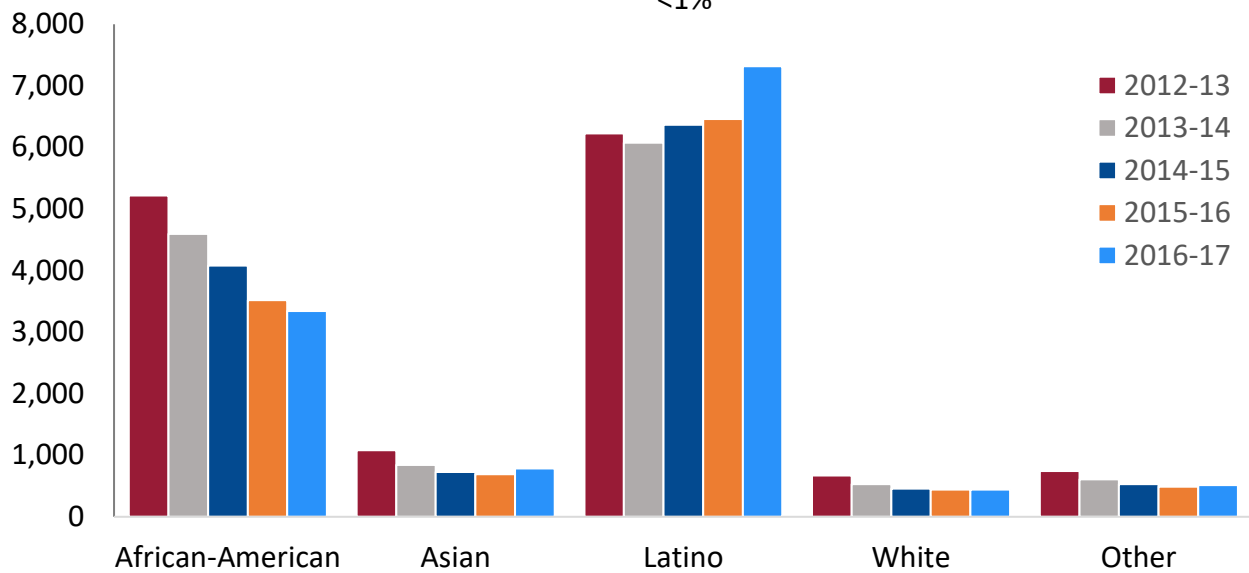
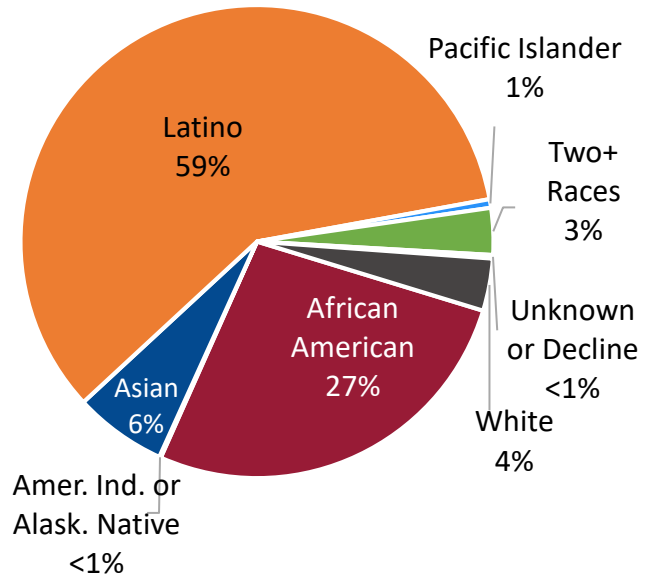


	2012-13	2013-14	2014-15	2015-16	2016-17
19 or less	3,283	2,601	2,564	2,722	3,115
20-24	5,307	4,989	4,748	4,403	4,509
25-34	3,214	3,075	2,991	2,909	3,163
35-44	1,165	1,053	1,011	900	909
45-54	706	681	574	441	456
55+	265	256	273	227	251
Total	13,940	12,655	12,161	11,602	12,403

Ethnicity

Latino students represent the largest ethnic group on campus, comprising 59% of the student population in 2016-17, an 18% increase compared to five years earlier. Other ethnic groups' enrollment has declined by various degrees over the past five years.

2016-2017



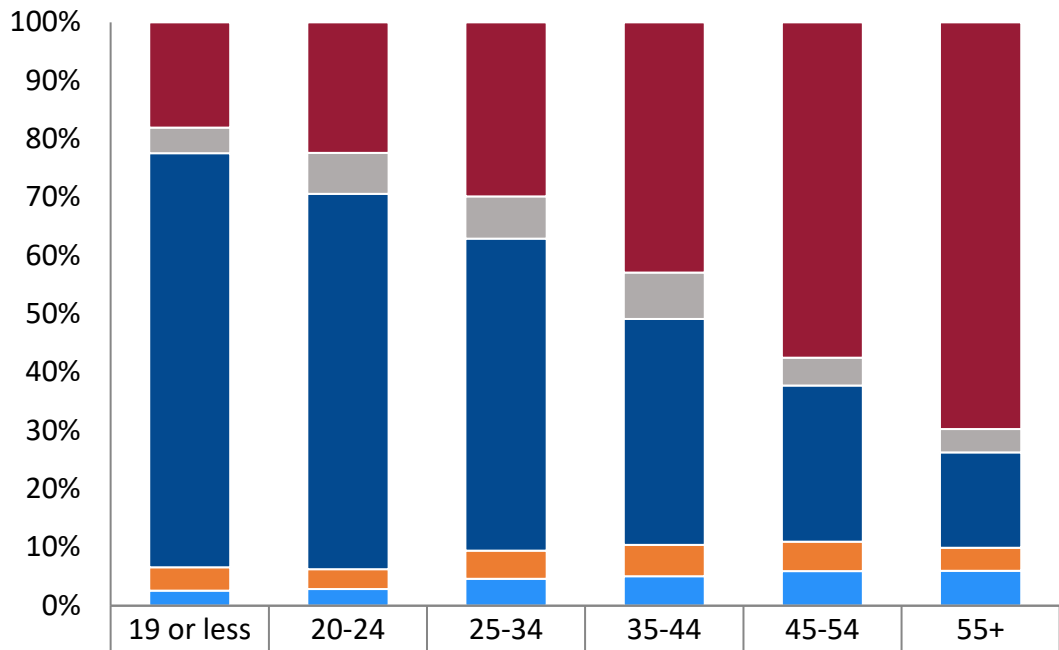
	2012-13	2013-14	2014-15	2015-16	2016-17
African American	5,218	4,596	4,080	3,520	3,342
American Indian or Alaskan Native	27	25	23	17	14
Asian	1,082	843	730	692	786
Latino	6,226	6,076	6,367	6,461	7,319
Pacific Islander	118	97	88	76	73
Two or more races	434	398	359	349	396
Unknown or Decline	166	88	59	45	30
White	669	532	455	442	443
Total	13,940	12,655	12,161	11,602	12,403

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

Age by Ethnicity

Most ethnic groups at Compton College contain students from various age groups, although there are specific tendencies among both African American and Latino students. African American students are more likely to be older, while Latino students are more likely to be traditional college ages. Less pronounced variability is found among other ethnic groups.

2016-2017



	19 or less	20-24	25-34	35-44	45-54	55+
African-American	18%	22%	30%	43%	59%	70%
Asian	4%	7%	7%	8%	5%	4%
Latino	71%	64%	53%	39%	28%	16%
White	4%	3%	5%	5%	5%	4%
Other	3%	3%	5%	5%	6%	6%

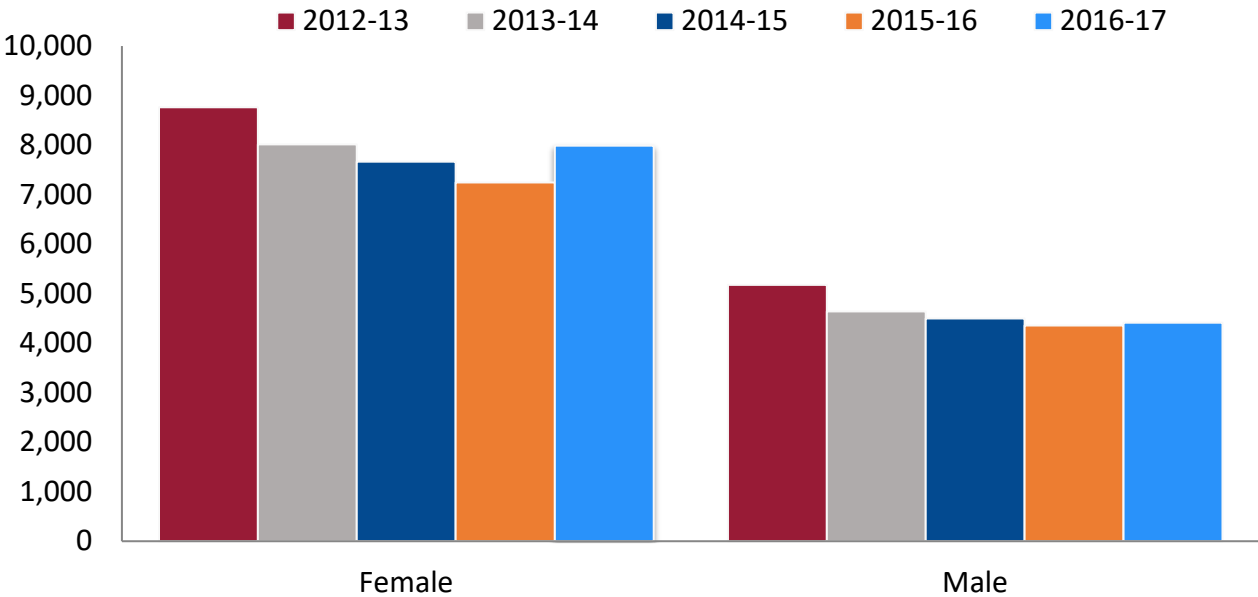
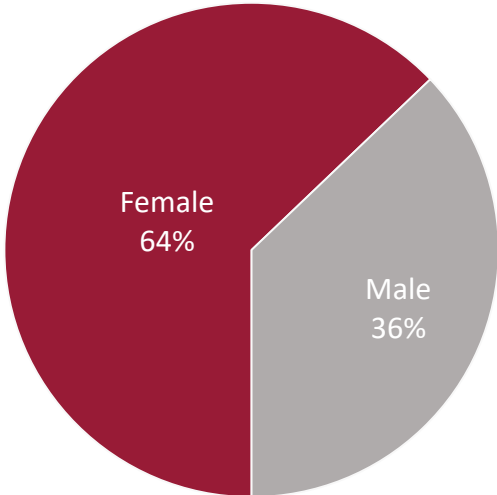
	19 or less	20-24	25-34	35-44	45-54	55+
African American	562	1,010	943	390	262	175
Asian	136	316	230	72	22	10
Latino	2,212	2,900	1,692	352	122	41
White	124	155	152	49	23	10
Other	81	128	146	46	27	15
Total	3,115	4,509	3,163	909	456	251

Other Includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

Gender

Compton College has a proportionally large female student population. Sixty-four percent of students are female while 36% are male. The gender gap in enrollment has been relatively stable over the past five years, although 2016-17 marks the first year of a decrease in this gap.

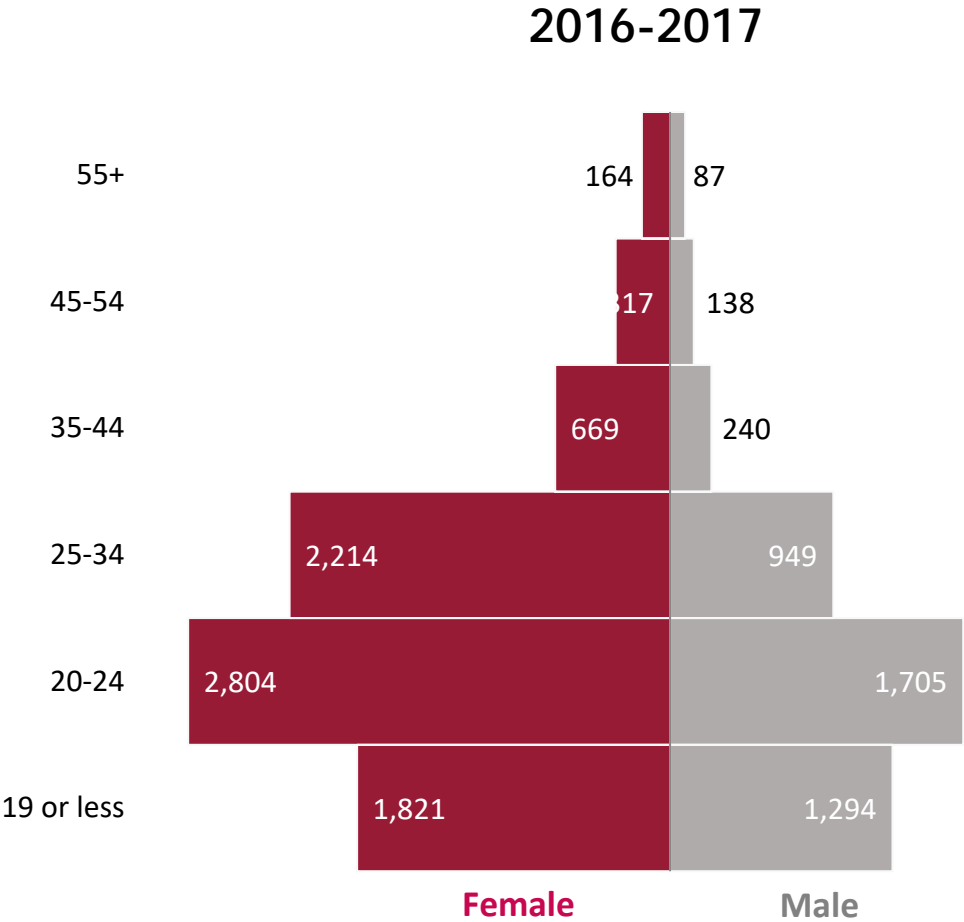
2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
Female	8,764	8,016	7,663	7,247	7,989
Male	5,176	4,639	4,496	4,355	4,413
Unknown	0	0	0	0	1
Total	13,940	12,655	12,159	11,602	12,403

Gender by Age

Although 36% of students enrolled in 2016-17 were 20 to 24 years old, the largest gender differences were among older age groups (25-34, 35-44, and 45-54). Females made up at least 70% of each of these age groups. Proportions in the 20-24 age group are similar to the overall student body (62% females and 38% males), while the 19 or less age group is the most proportional among male and female students, although it still exhibits an

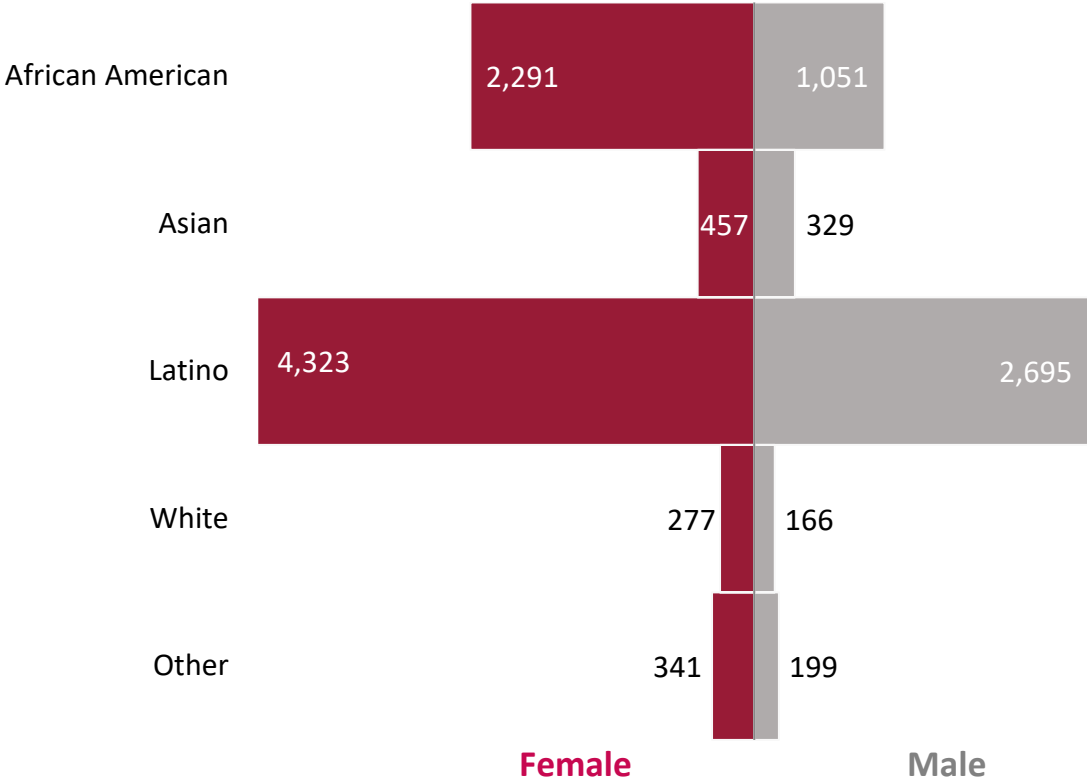


	19 or less	20-24	25-34	35-44	45-54	55+
Female	58%	62%	70%	74%	70%	65%
Male	42%	38%	30%	26%	30%	35%

Gender by Ethnicity

The overall gender gap in enrollment is also represented among each ethnic group. Students in the Latino, White, and Other ethnic groups display proportions similar to the student body (63% females and 37% males). Among Asian students, male and female student enrollment is slightly more proportional than the overall student body. Among African American students, male and female enrollment is slightly less proportional than the overall rates.

2016-2017

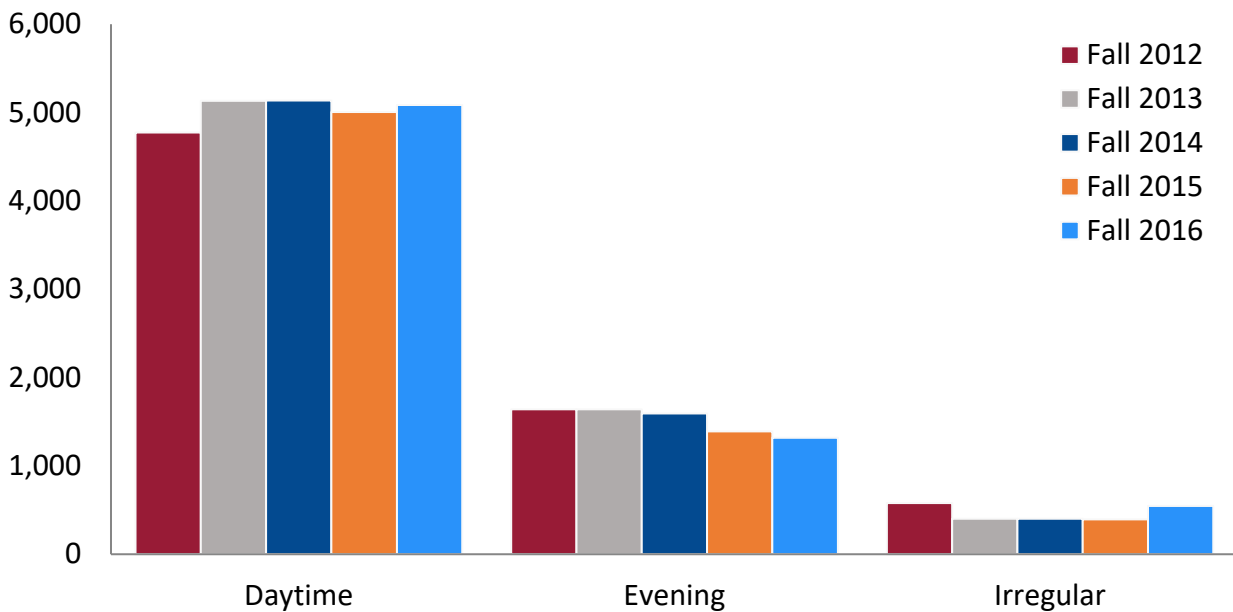
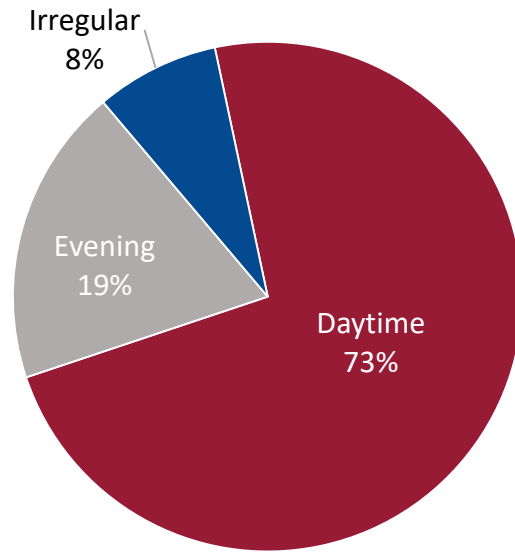


	African American	Asian	Latino	White	Other
Female	69%	58%	63%	63%	63%
Male	31%	42%	37%	37%	37%

Day and Evening

In Fall 2016, approximately 73% of student enrolled in at least one daytime course, while 19% enrolled exclusively in evening courses. Evening enrollments have been slightly decreasing over the past five year although daytime enrollments have increased slightly in the most recent year

Fall 2016



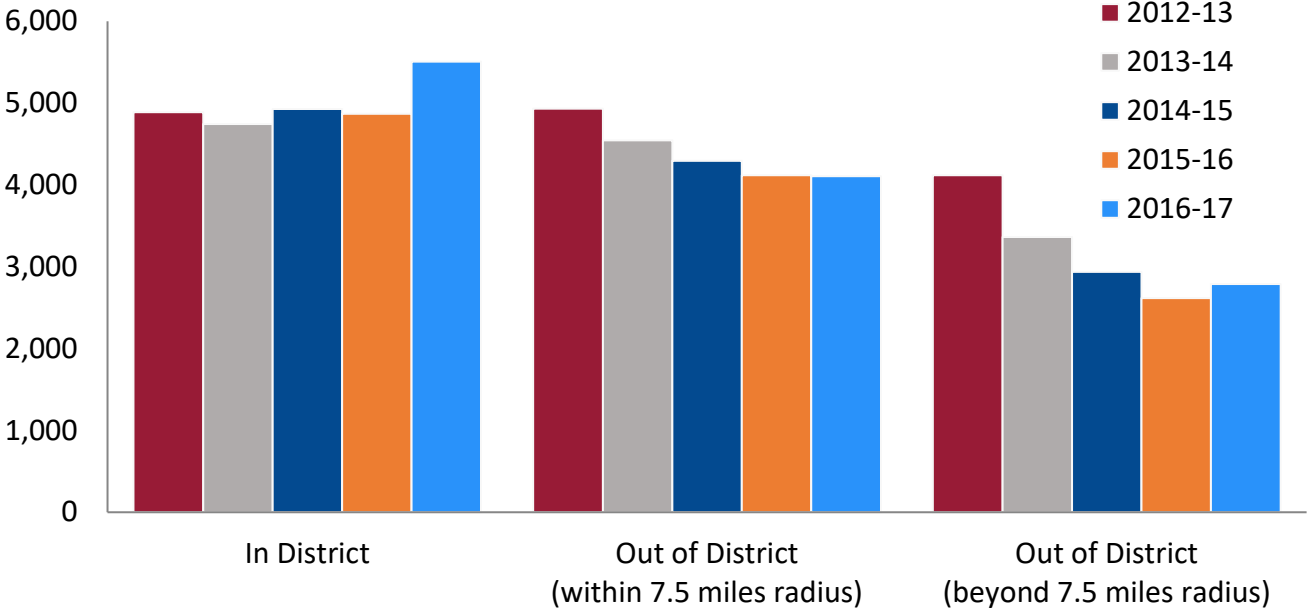
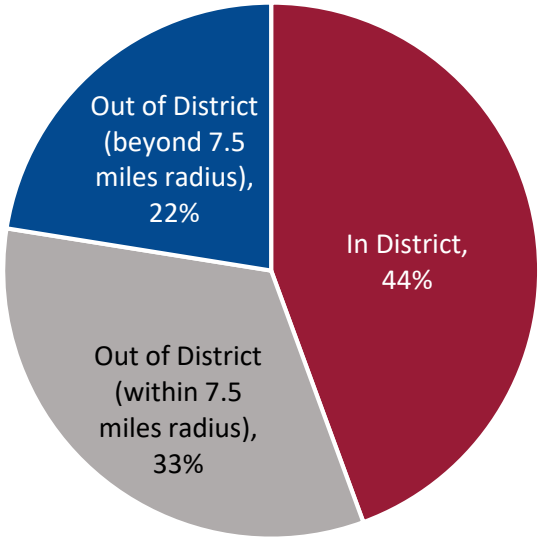
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Daytime	4,773	5,134	5,135	5,004	5,086
Evening	1,642	1,642	1,595	1,389	1,317
Irregular	581	401	400	394	545
Total	6,996	7,177	7,130	6,787	6,948

*Irregular meeting times include distance education

Residency

The number of Compton College students living within the Compton Community College District increased by 13% compared to the previous year. In 2016-17, 44% of students enrolled at Compton College lived within the Compton Community College District, 33% of students resided within 7.5 miles of the college, and 22% lived beyond a 7.5-mile radius of the college.

2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
In District	4,889	4,745	4,929	4,868	5,508
Out of District (within 7.5 miles radius)	4,932	4,545	4,295	4,117	4,107
Out of District (beyond 7.5 miles radius)	4,119	3,365	2,937	2,617	2,788
Total	13,940	12,655	12,161	11,602	12,403

The Compton Community College District encompasses the cities of Compton, Lynwood, and Paramount.

Feeder High Schools

A large number of Compton’s enrolled students previously attended local high schools within the Compton Community College District. The top four high schools in terms of 2016-17 student enrollment are Dominguez, Compton, Lynwood, and Paramount high schools. Although it is not located within the Compton Community College District boundaries, Jordan Senior High School also provides a substantial proportion of enrollment.

	2012-13	2013-14	2014-15	2015-16	2016-17
Carson Senior High*	168	105	71	69	46
Centennial High	117	122	155	136	151
Compton Senior High	295	285	297	249	249
Dominguez High	287	327	320	303	319
Jordan Senior High*	189	170	187	186	202
King/Drew Medical Magnet	129	132	118	76	79
Locke (Alain Leroy) Senior High	50	29	20	21	21
Lynwood High	146	141	164	182	227
Paramount High	129	141	154	160	166
Other Non-District Feeders	2,430	1,851	1,787	1,662	1,645

*High schools outside Compton Community College District boundaries



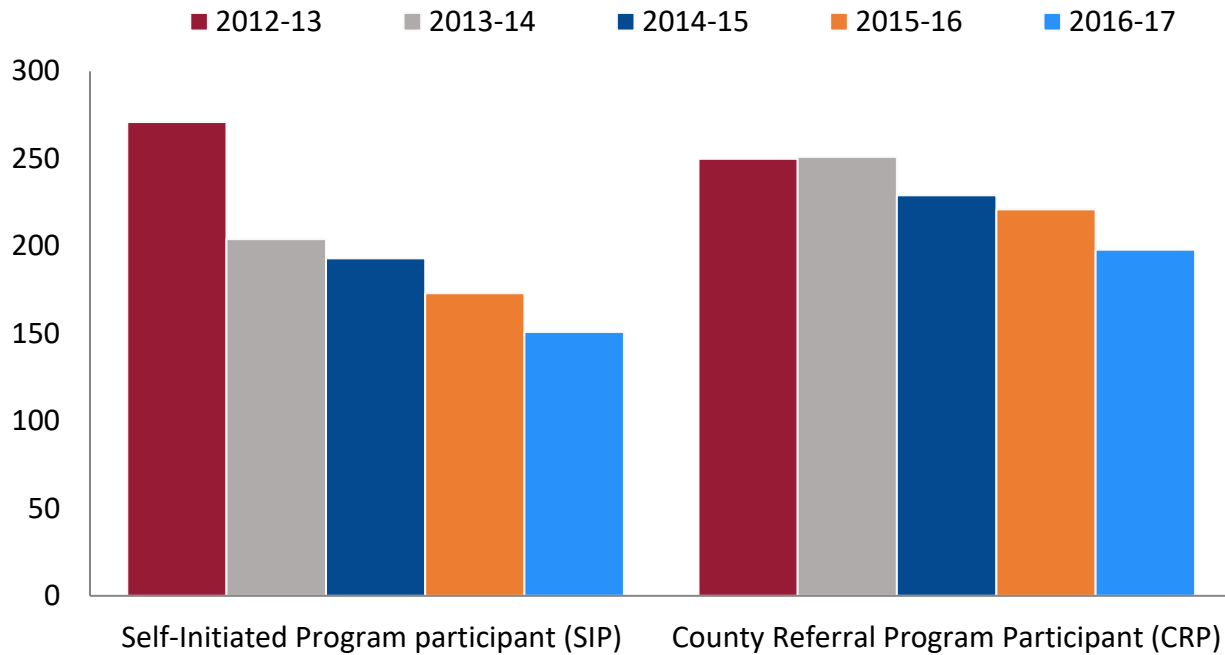
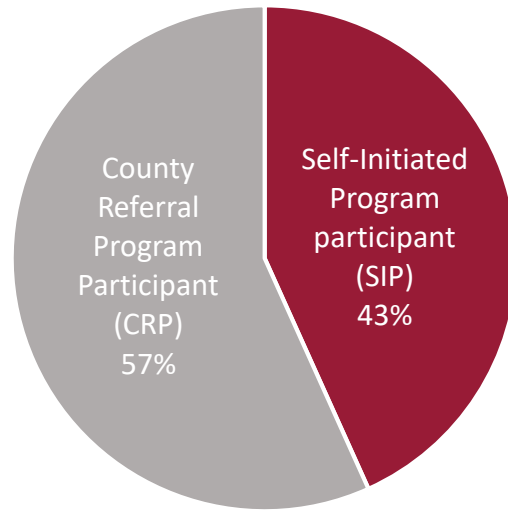
Special Programs



CalWORKs

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. CalWORKs funds assist single parents who are receiving Temporary Assistance for Needy Families (TANF), and those transitioning off welfare. It helps students achieve long-term self-sufficiency through coordinated student services. Approximately 3% of the student population participated in CalWORKs. In the last five years, the number of CalWORKs participants has steadily decreased. However, this coincides with a statewide decrease in CalWORKs participation.

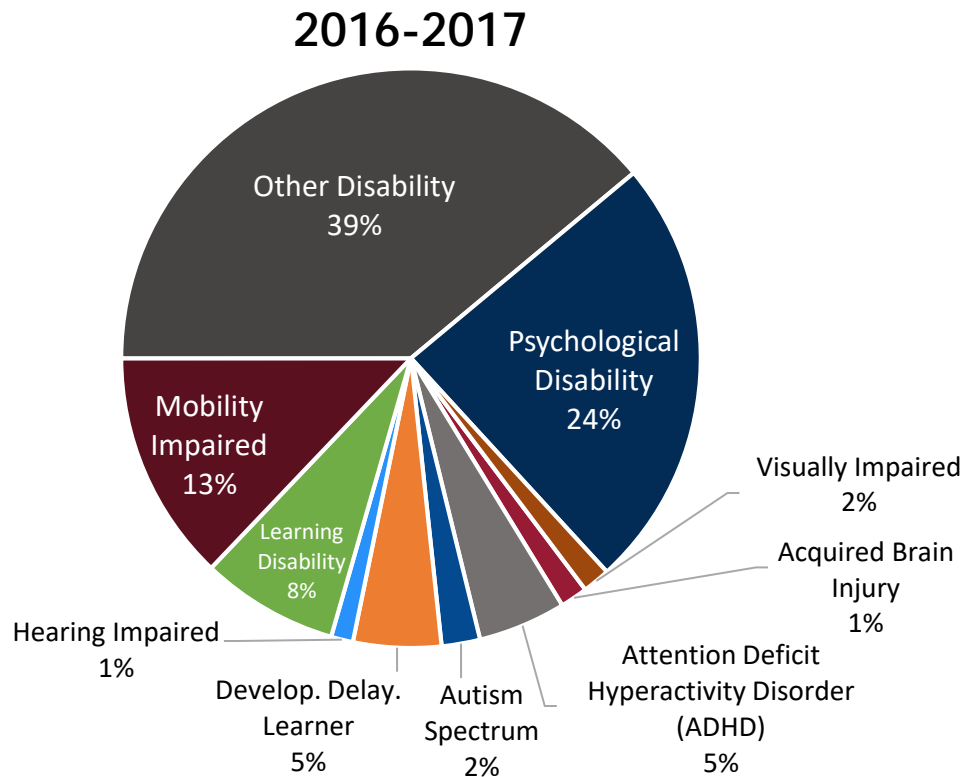
2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
Self-Initiated Program participant (SIP)	271	204	193	173	151
County Referral Program Participant (CRP)	250	251	229	221	198
Total	521	455	422	394	349

Disabled Student Programs & Service

About 3% of Compton College students have a registered disability. The most common disabilities were psychological disabilities (24% of DSPS students) followed by mobility impairment (13%). In 2016-17, students with Attention Deficit Hyperactivity Disorder (ADHD) and students on the autism spectrum were reported for the first time. Five percent of Compton College students with a registered disability report having ADHD, while 2% report being on the autism spectrum.



	2012-13	2013-14	2014-15	2015-16	2016-17
Acquired Brain Injury	20	18	10	9	5
Attention Deficit Hyperactivity Disorder	-	-	-	-	16
Autism Spectrum*	-	-	-	-	7
Develop. Delay. Learner	28	28	25	19	16
Hearing Impaired	7	8	9	9	4
Learning Disabled	21	32	27	22	25
Mobility Impaired	62	54	46	58	42
Other Disability	170	164	167	197	127
Psychological Disability	106	83	88	103	79
Speech/Lang. Impaired**	1	1	1	1	0
Visually Impaired	8	7	4	6	5
Total	423	395	377	424	326

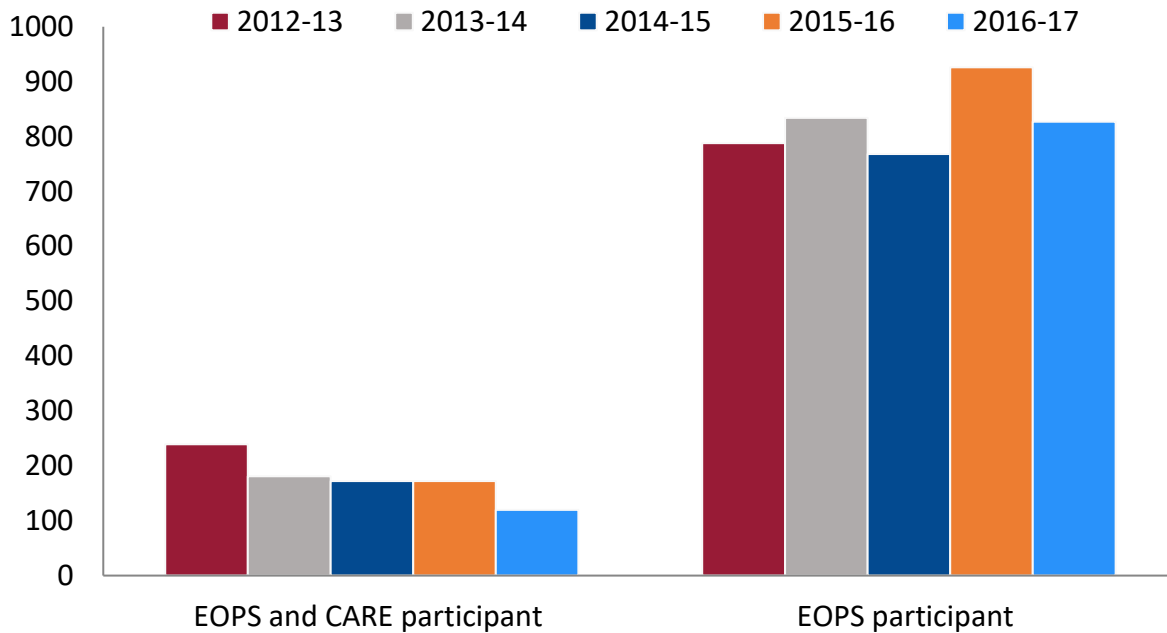
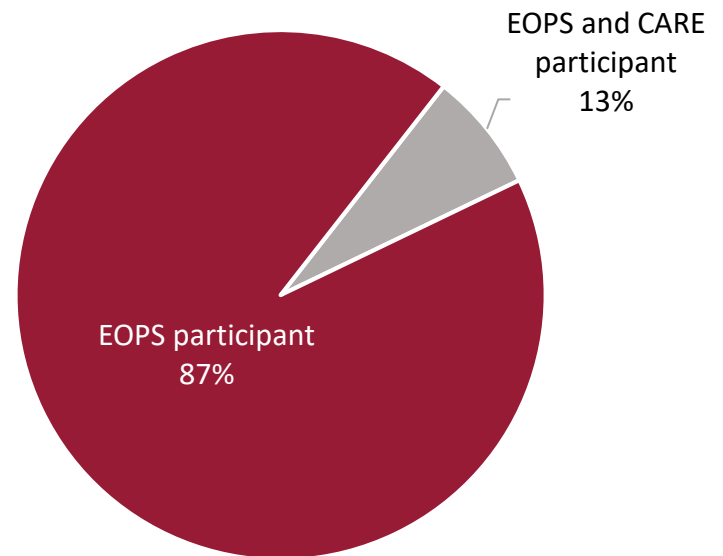
*First time reported in 2016-17

**Last time reported in 2015-16

Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) program is designed to assist low income and educationally disadvantaged students in achieving their educational goals at Compton College. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. CARE is a single parent support program for EOP&S students. Approximately 8% of Compton students are EOP&S and/or CARE participants, although the number of students who participated in EOP&S and CARE decreased by 14% compared to the previous year.

2016-2017

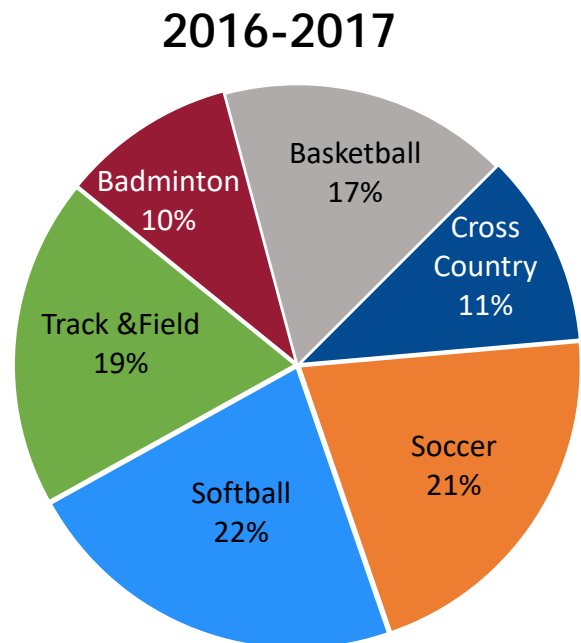


	2012-13	2013-14	2014-15	2015-16	2016-17
EOPS and CARE participant	239	181	172	172	120
EOPS participant	788	834	768	926	827
Total	1,027	1,015	940	1,098	947

Student Athletes - Females

Overall female student athletic participation has slightly declined compared to the previous year. However, participation in softball and track & field has increased. The most popular female sports in 2016-17 were softball, soccer, and track & field.

	2012-13	2013-14	2014-15	2015-16	2016-17
Badminton	7	7	9	10	9
Basketball	22	25	14	15	15
Cross Country	0	13	27	15	10
Soccer	20	22	23	24	19
Softball	22	22	25	14	20
Track & Field	9	12	15	16	17
<i>Total</i>	<i>80</i>	<i>101</i>	<i>113</i>	<i>94</i>	<i>90</i>

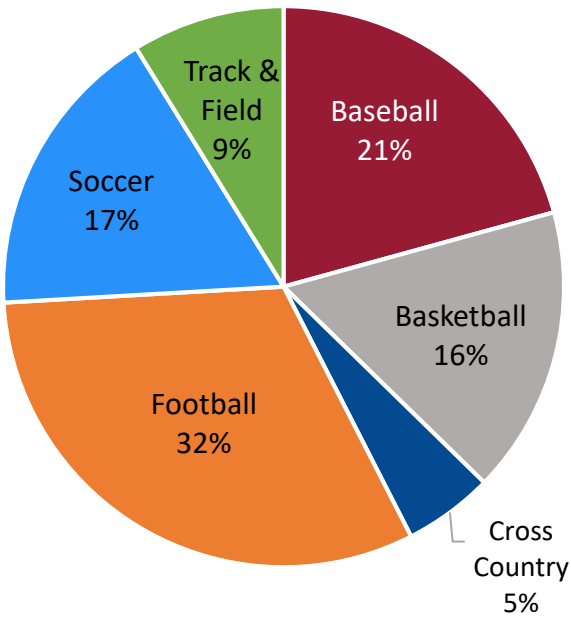


Student Athletes - Males

Male student athlete participation has slightly declined compared to the previous year. As with the past five years, the most popular male sport in 2016-17 was football, with 61 players.



2016-2017



	2012-13	2013-14	2014-15	2015-16	2016-17
Baseball	39	50	46	45	40
Basketball	38	32	27	32	32
Cross Country	0	10	27	15	10
Football	67	71	67	60	61
Soccer	26	36	31	34	33
Track & Field	28	19	23	16	17
Total	198	218	221	202	193

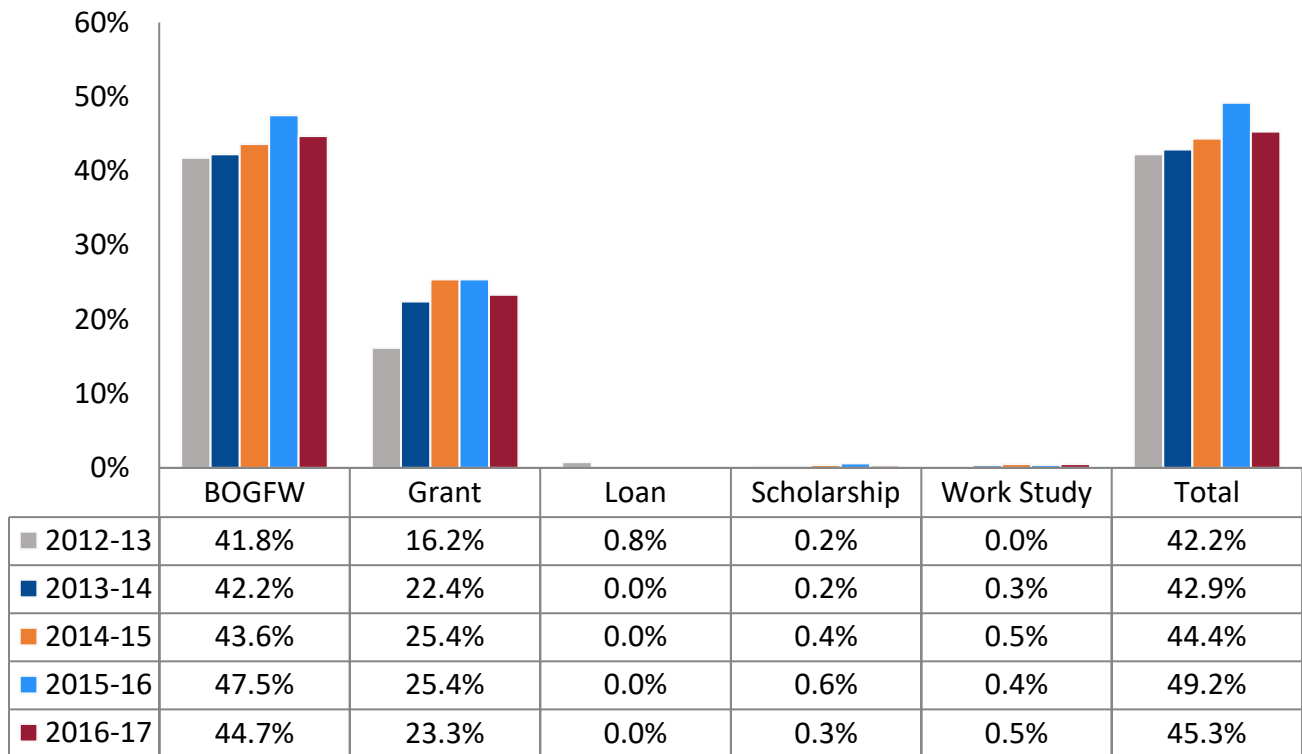
Financial Aid



Award Type

In 2016-17, 45% of all Compton College students received financial aid, a decrease of four percentage points compared to the previous year. The most widely-used Financial Aid program was the Board of Governor’s Fee Waiver (BOGW) with 45% of all Compton students receiving the award. In 2016-17, there was a 3 percentage point decrease in the proportion of all Compton College students who were BOG Fee Waiver recipients.

Percent of Enrollment Receiving Financial Aid



Number of Students Awarded

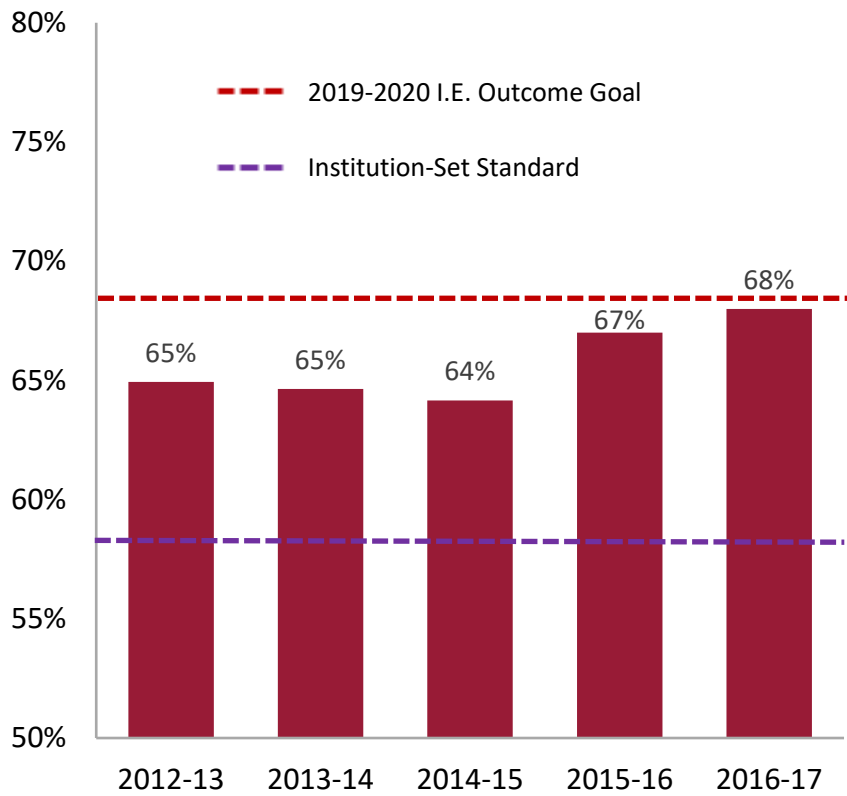
	2012-13	2013-14	2014-15	2015-16	2016-17
BOGFW	5,822	5,344	5,305	5,508	5,547
Grant	2,255	2,835	3,088	2,944	2,889
Loan	105	0	0	0	2
Scholarship	28	26	46	70	34
Work Study	0	44	62	49	56
Total	8,210	8,249	8,501	8,571	8,528

Students may receive more than one award

Success and Retention



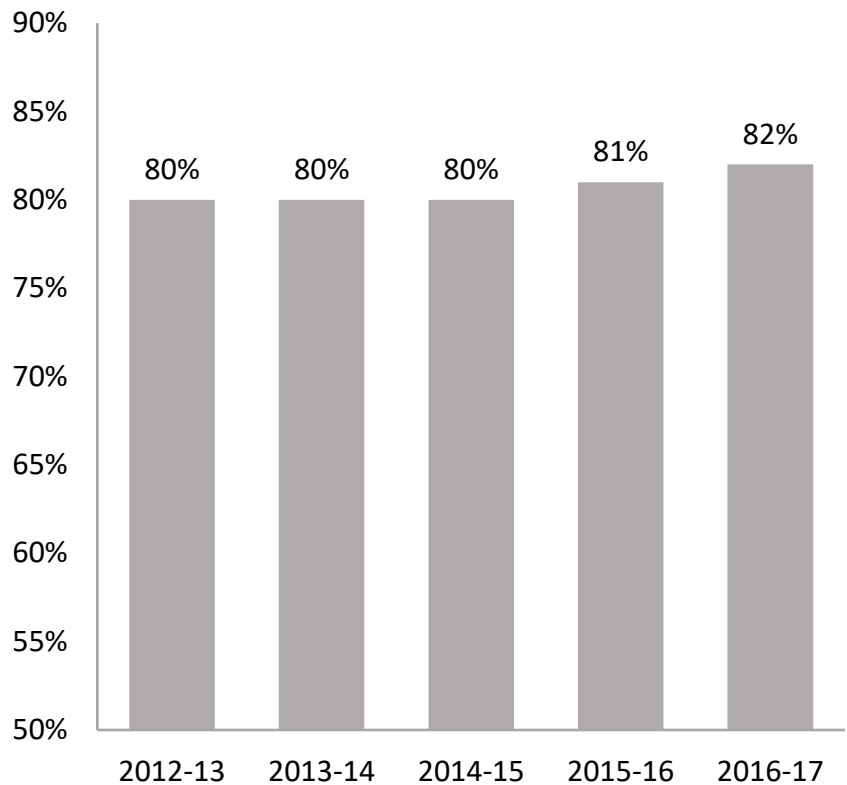
Success and Retention Rates



Success Rate

The success rate is the percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date.

Compton has an ACCJC Institution-Set Standard of 58% and an Institutional Effectiveness Outcome goal of 68% by the year 2019-2020.



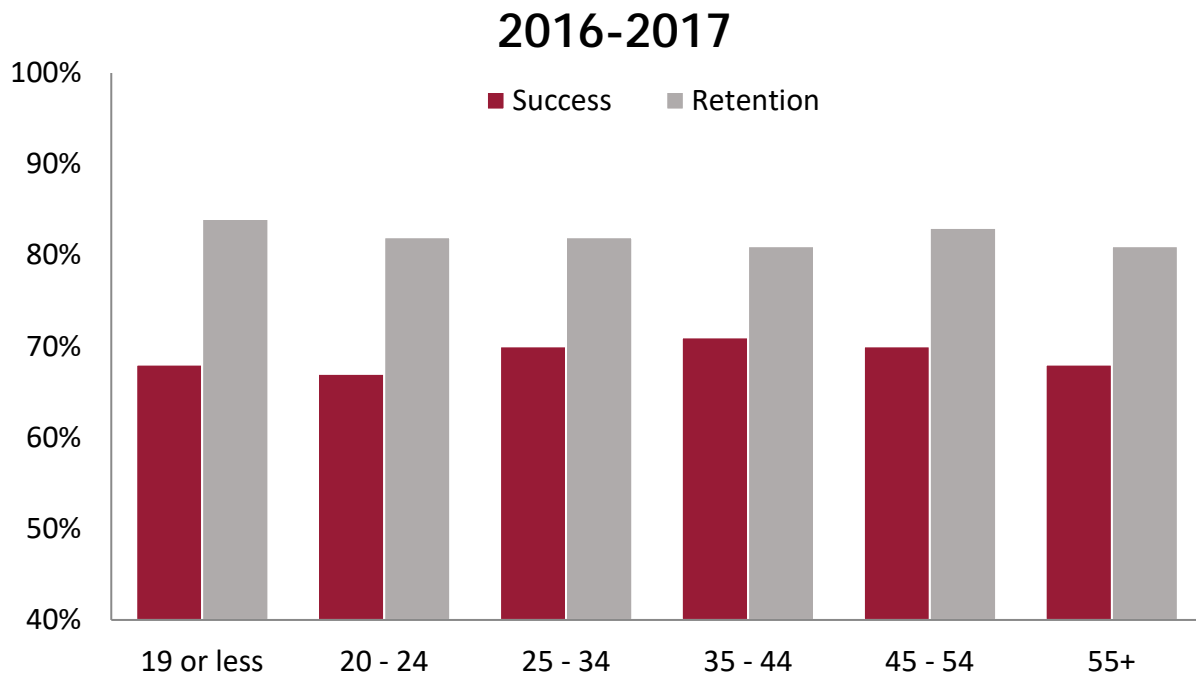
Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date. In essence, it is the percentage of students who did not drop late or withdraw.

Compton does not have an ACCJC Institution-Set Standard or Institutional Effectiveness Outcome goal for retention rate.

Success and Retention Rates by Age

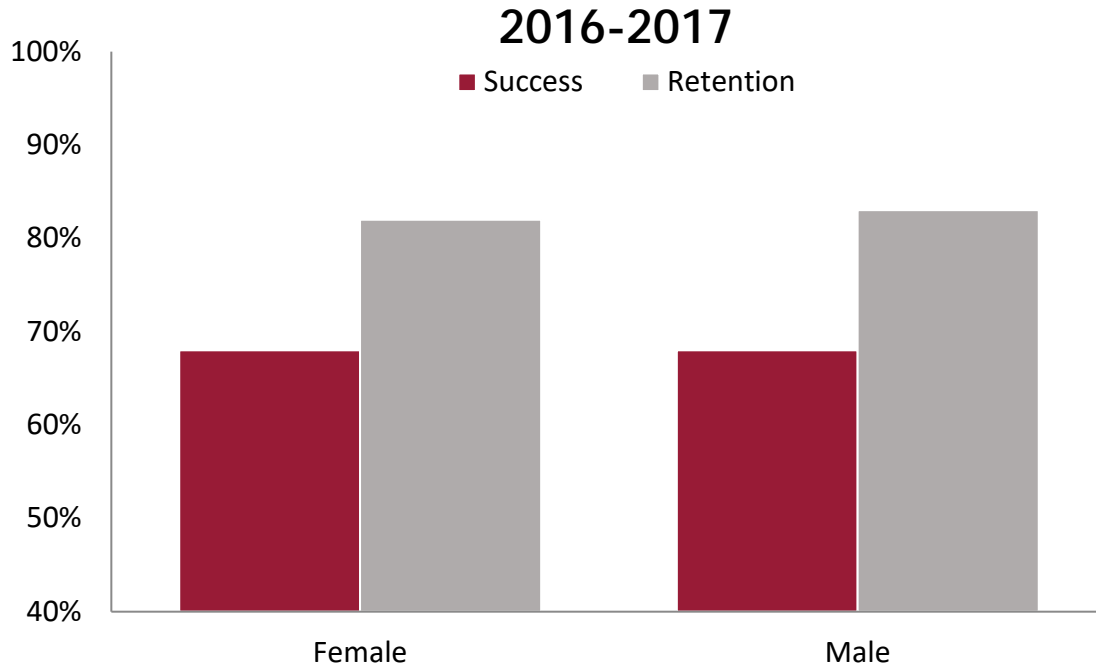
In 2016-17, students of all age groups exceeded the institution-set standard of a 58% success rate. Students between the ages of 25 and 54 had a success rate at 70% or above, while students age 19 or younger consistently display the highest retention rates across the past five years.



	2012-13		2013-14		2014-15		2015-16		2016-17	
19 or less	66%	83%	67%	84%	65%	83%	68%	84%	68%	84%
20 - 24	63%	79%	63%	79%	63%	79%	67%	81%	67%	82%
25 - 34	65%	78%	65%	79%	65%	80%	69%	81%	70%	82%
35 - 44	67%	80%	66%	79%	65%	79%	69%	81%	71%	81%
45 - 54	66%	79%	62%	78%	66%	81%	66%	78%	70%	83%
55+	72%	81%	70%	80%	70%	81%	61%	76%	68%	81%
Total	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

Success and Retention Rates by Gender

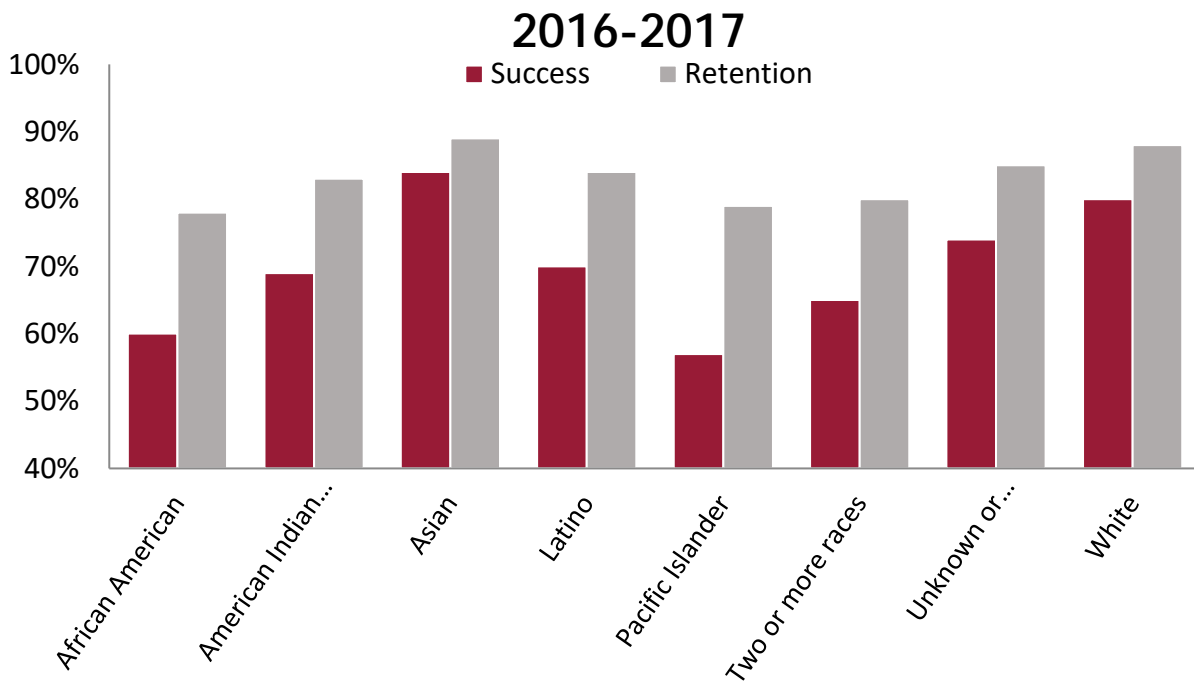
The five-year average success rate for both female and male students is 66%. Although there have been slight differences in female and male success rates, these rates have been similar in recent years. Likewise, the five-year average retention rate for both female and male students is 81%, and the rates have been similar across recent years. In 2016-17, the average success rate for both female and male students was 68%.



	2012-13		2013-14		2014-15		2015-16		2016-17	
Female	65%	80%	64%	80%	64%	80%	67%	81%	68%	82%
Male	65%	80%	65%	80%	64%	80%	67%	82%	68%	83%
Total	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

Success and Retention Rates by Ethnicity

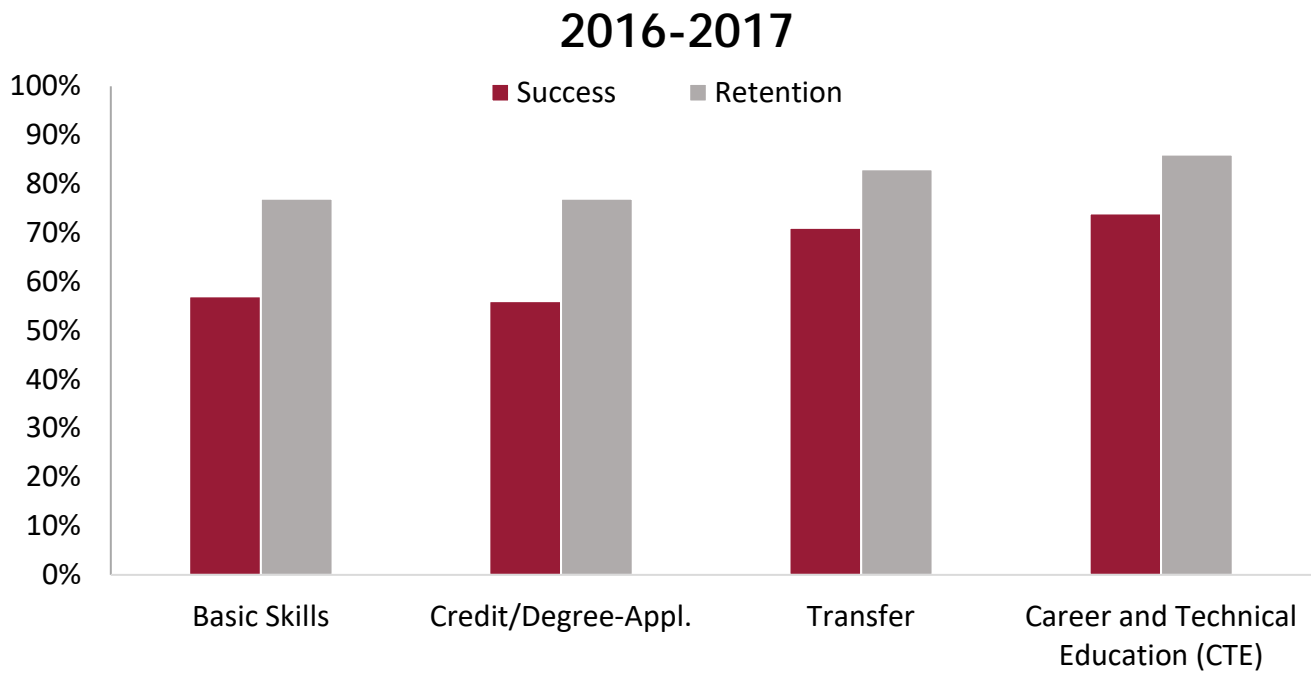
The 2016-17 success rates varied among ethnic groups, ranging from an average of 57% among Pacific Islander students to an average of 84% among Asian students. Although some smaller groups show a wider range of variability across the years, the data indicates some groups may be disproportionately impacted. Retention rates show a narrower range of variation, from 78% among African American students to 89% among Asian students. Despite these gaps in student outcomes, most groups' rates have improved over the last five years, and the Compton College average has also increased in the same time period.



	2012-13		2013-14		2014-15		2015-16		2016-17	
African American	58%	75%	58%	76%	57%	76%	60%	77%	60%	78%
American Indian or Alaskan Native	70%	80%	65%	75%	56%	76%	56%	76%	69%	83%
Asian	82%	89%	82%	89%	84%	81%	84%	91%	84%	89%
Latino	69%	82%	68%	82%	67%	82%	70%	83%	70%	84%
Pacific Islander	60%	80%	62%	75%	45%	68%	56%	72%	57%	79%
Two or more races	62%	77%	59%	76%	61%	75%	67%	80%	65%	80%
Unknown or Decline	70%	83%	70%	82%	64%	79%	70%	90%	74%	85%
White	78%	85%	74%	84%	75%	84%	80%	87%	80%	88%
Total	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

Success and Retention Rates by Course Type

The lowest success and retention rates were among the Basic Skills and Degree-Applicable course types, which were approximately 11 percentage points below the success rate average and 5 percentage points below the retention rate average. Transfer-level success and retention rates are closer to the average (71% and 83%, respectively), while the average success and retention rates for CTE courses are higher in comparison to all other course types.



	2012-13		2013-14		2014-15		2015-16		2016-17	
Basic Skills	53%	74%	56%	76%	56%	77%	56%	76%	57%	77%
Credit/Degree Applicable	56%	77%	55%	75%	57%	77%	58%	78%	56%	77%
Transfer	68%	81%	68%	82%	67%	81%	70%	83%	71%	83%
Career Technical Education (CTE)	68%	82%	70%	84%	68%	84%	73%	85%	74%	86%
Overall Success/Retention	65%	80%	65%	80%	64%	80%	67%	81%	68%	82%

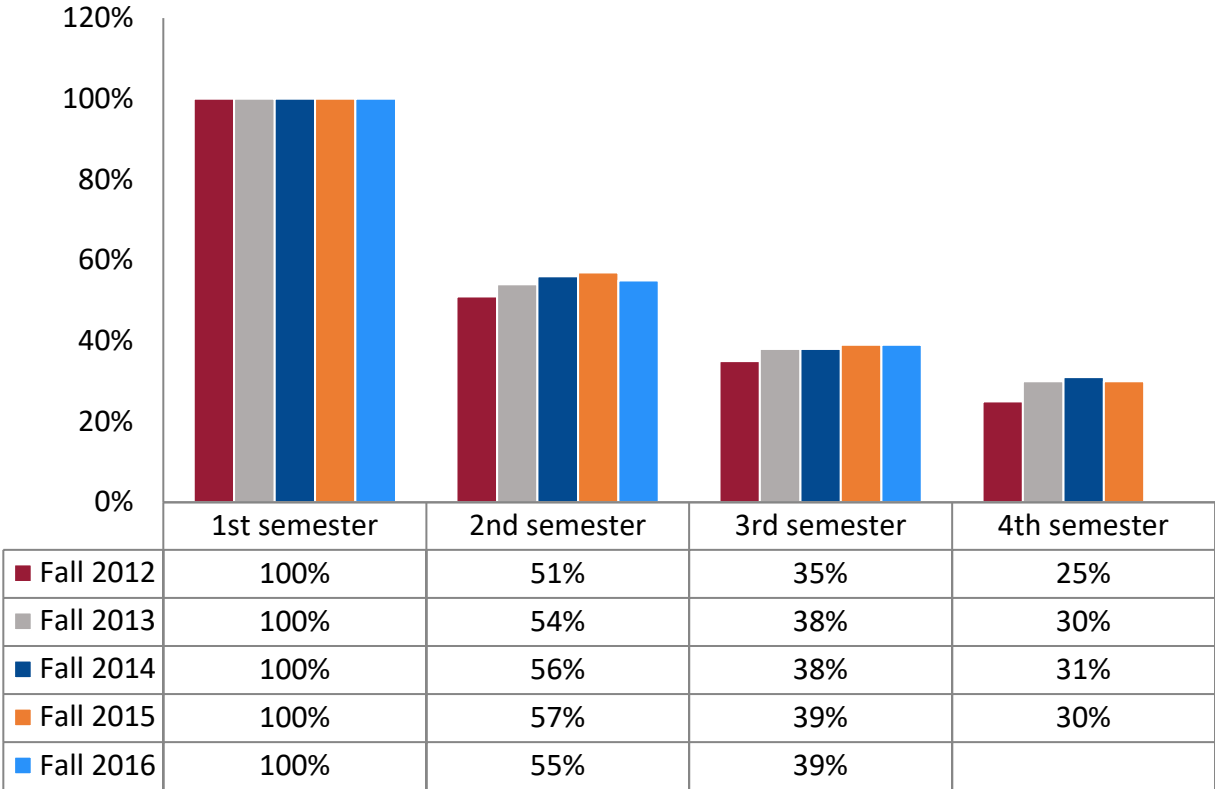
Student Outcomes



Persistence

Student persistence refers to the continuous enrollment of students over several terms. Persistence rates are based on the Fall cohort for a given academic year, tracking Fall and Spring enrollment over the following four semesters. For these Fall cohorts, persistence rates to the 2nd and 3rd semesters have remained relatively unchanged in recent years, although they have slightly increased compared to five years earlier.

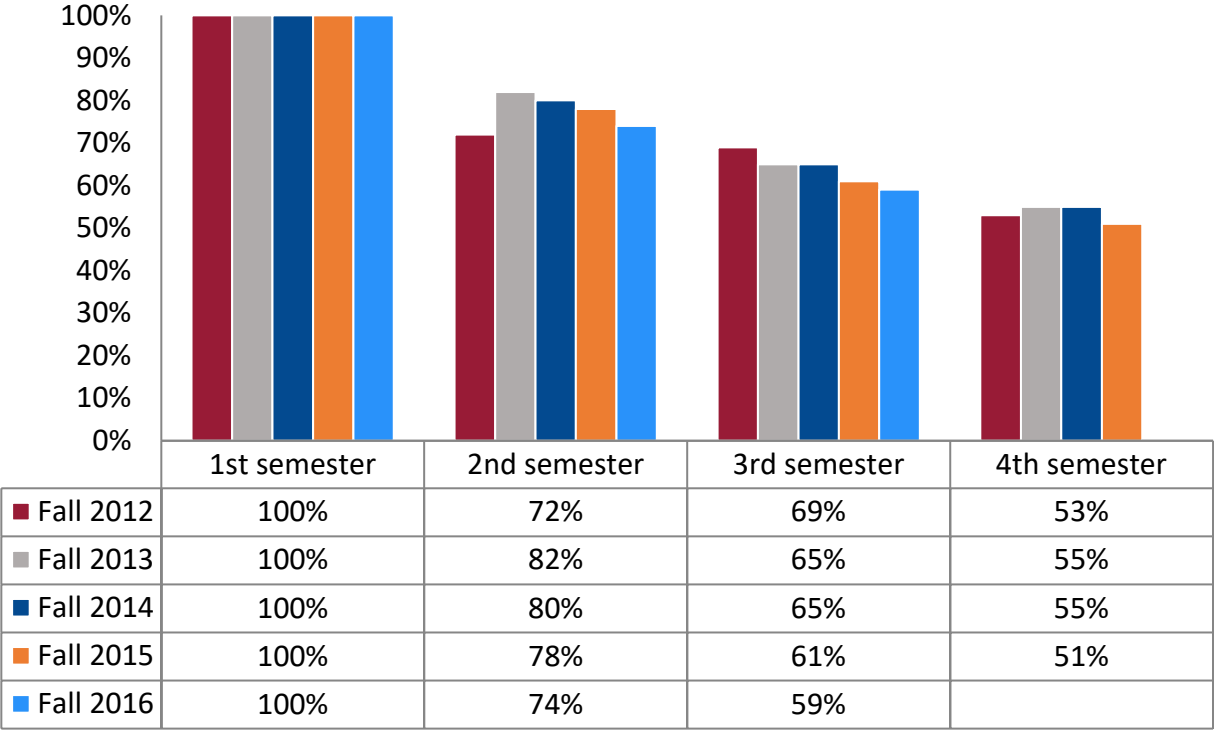
Student Persistence over Four Semesters Fall 2012 to Fall 2016



Persistence – First Time Students

Among the Fall 2016 first-time, full-time cohort of students, 2nd and 3rd semester persistence rates have slightly declined when compared to the previous year’s cohort. However, these first-time full-time cohorts still exhibit consistently higher persistence rates than the Fall cohorts including students of all enrollment types.

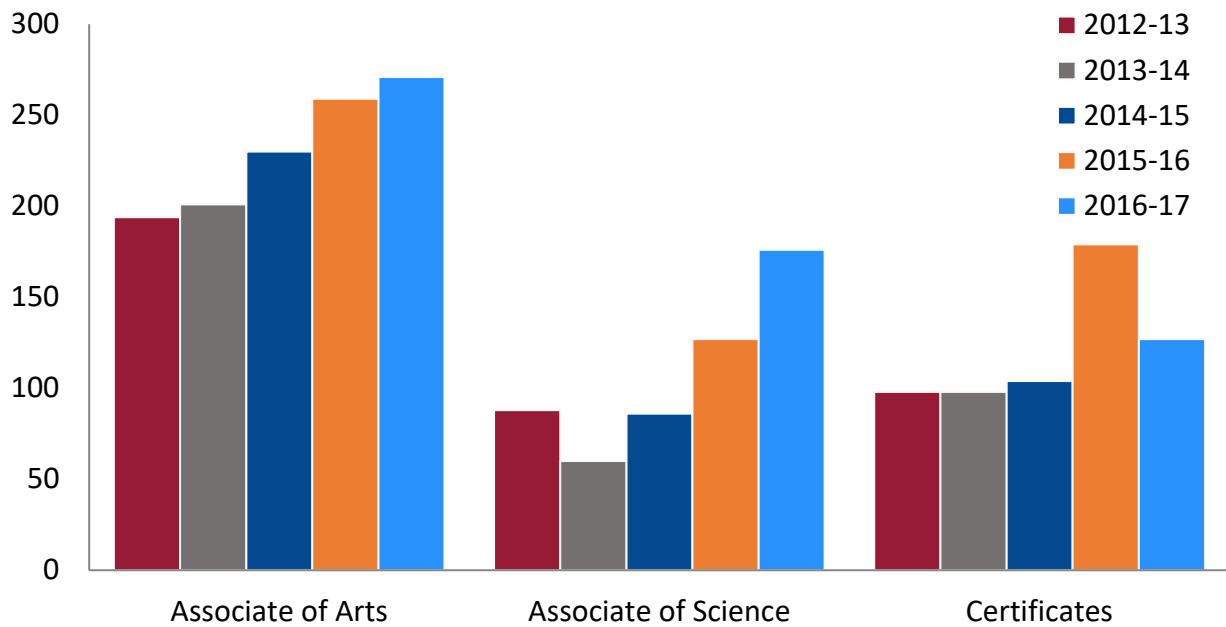
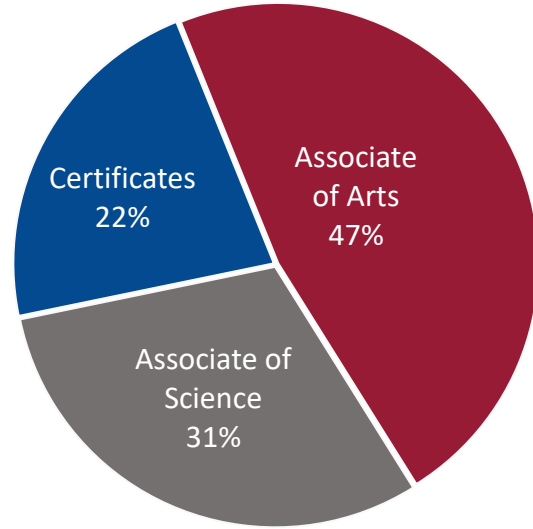
**First Time, Full Time Student Persistence over Four Semesters
Fall 2012 to Fall 2016**



Degrees and Certificates

2016-2017

In 2016-17, 447 degrees and 127 certificates were awarded at Compton College, which exceeded the institution set standards for degree and certificates. Compared to five years earlier, there has been a 50% increase in the number of degrees and certificates awarded at Compton College. The number of Associate degrees awarded has steadily increased, while the number of certificates awarded has somewhat decreased after the large increase seen in 2015-16.

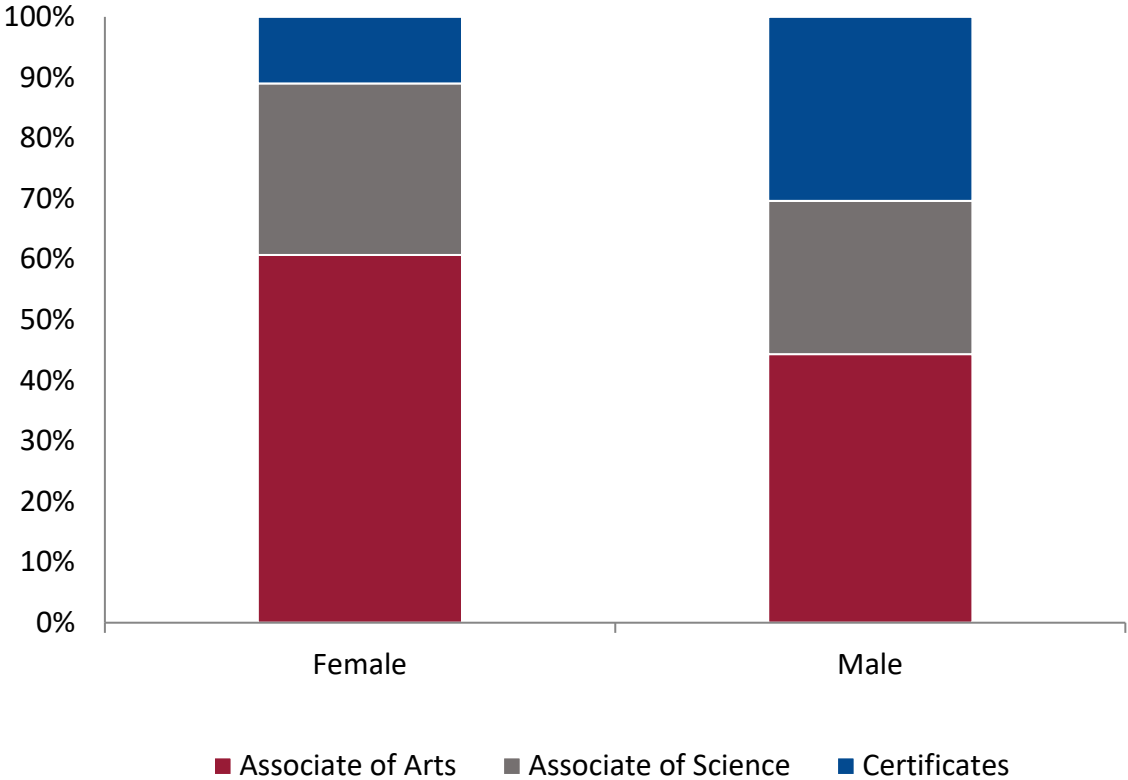


	2012-13	2013-14	2014-15	2015-16	2016-17
Associate of Arts	194	201	230	259	271
Associate of Science	88	60	86	127	176
Certificates	98	98	104	179	127
Total Degrees	380	359	420	565	574

Degrees and Certificates by Gender

Consistent with the gender gap in enrollment, female students tend to earn more program awards than male students. Approximately 72% of Associate degrees were earned by female students. However, 58% of certificate earners were male students despite their proportionally lower enrollment.

2016-2017 Students Awarded



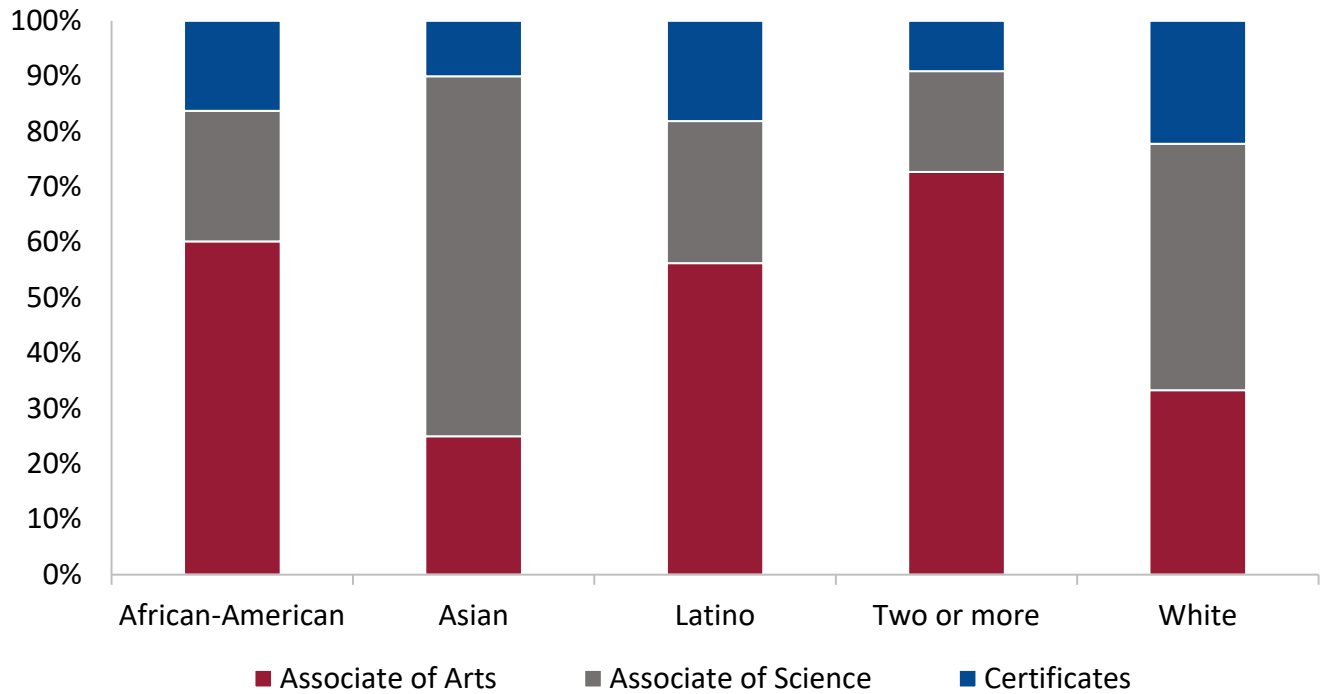
	Female	Male	Total
Associate of Arts	193	70	263
Associate of Science	90	40	130
Certificates	35	48	83
Total Awards	318	158	476*

* Unduplicated counts of students awarded a degree or certificate.

Degrees and Certificates by Ethnicity

Latino students comprised approximately 66% of students who received a degree or certificate in 2016-17. Among the two largest ethnic groups on campus (African American and Latino students), the majority of these students earned an Associate of Arts degree rather than an Associate of Science degree or a certificate.

2016-2017 Students Awarded



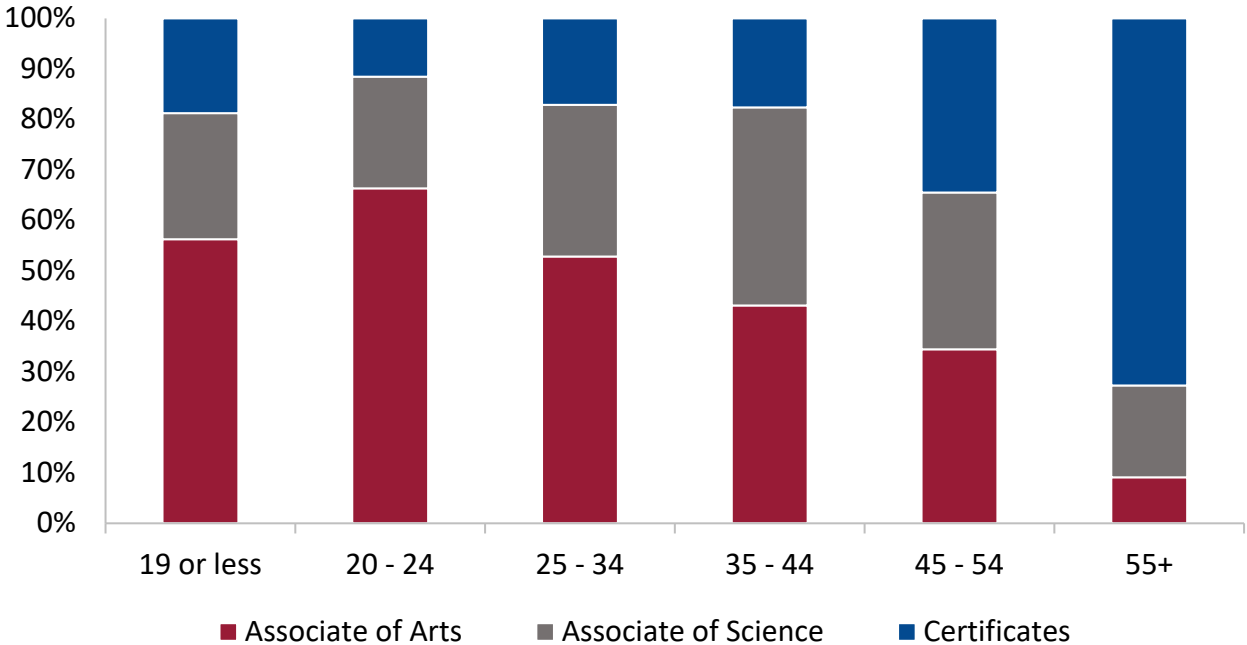
	African American	Asian	Latino	Two or More	White	Total
Associate of Arts	74	5	171	8	3	261
Associate of Science	29	13	78	2	4	126
Certificates	20	2	55	1	2	80
Total Students Awarded	123	15	304	11	9	462*

*Unduplicated counts of students awarded a degree or certificate. Students with an “Unknown” ethnicity were excluded.

Degrees and Certificates by Age

Students in the 20-24 age group earned the largest proportion of awards in 2016-17 (44% of awards earned). Among students in this age group, the majority (66%) received an Associate of Arts degree. For students below the age of 44, Associate of Arts degrees tend to be the award received the most, while certificates tend to be the awards received the least.

2016-2017 Students Awarded



	19 or less	20 - 24	25 - 34	35 - 44	45 - 54	55+	Total
Associate of Arts	18	138	74	22	10	1	263
Associate of Science	8	46	42	20	9	2	127
Certificates	6	24	24	9	10	8	81
Total Awards	32	208	140	51	29	11	471*

*Unduplicated counts of students awarded a degree or certificate.

Transfer Destinations

In 2016-17, 615 Compton College students transferred to a four-year university, which is higher than the institution set standard of 278. The most popular CSU destinations were Dominguez Hills and Long Beach with 192 and 96 transfers, respectively. The most popular University of California transfer destinations for Compton students were UCLA and UC Irvine. In 2016-17, there were 48 Compton students who transferred to an in-state private institution while 58 students transferred to an out of state institution.

	2012-13	2013-14	2014-15	2015-16	2016-17
Cal State Poly. University, Pomona	9	12	5	11	11
Cal State University, Bakersfield	2	7	0	0	1
Cal State University, Dominguez Hills	169	165	155	204	192
Cal State University, Fullerton	7	8	7	7	15
Cal State University, Long Beach	55	66	59	61	96
Cal State University, Los Angeles	44	27	36	49	27
Cal State University, Northridge	31	26	26	18	36
San Diego State University	3	0	1	1	2
San Francisco State University	0	3	1	1	10
San Jose State University	4	3	0	0	1
Other Cal States	20	23	17	14	18
Total Cal State Transfers	344	340	307	366	409

	2012-13	2013-14	2014-15	2015-16	2016-17
University of California, Berkeley	9	0	3	8	7
University of California, Davis	3	6	4	9	7
University of California, Irvine	13	16	14	11	25
University of California, Los Angeles	9	25	24	22	34
University of California, Merced	1	2	1	1	0
University of California, Riverside	8	7	5	8	9
University of California, San Diego	8	10	6	1	10
University of California, Santa Barbara	2	5	2	5	6
University of California, Santa Cruz	6	5	3	1	2
Total UC Transfers	59	76	62	66	100

	2012-13	2013-14	2014-15	2015-16	2016-17
Biola University	3	3	0	2	2
Chapman University	0	0	2	0	0
Loyola Marymount University	3	3	2	0	3
Mount St. Mary's University	5	3	2	5	5
National University	8	7	3	4	3
Otis College of Art and Design	0	1	0	0	0
Pepperdine University	1	0	0	0	0
University of Phoenix	6	6	6	4	8
University of Southern California	12	10	5	5	7
Other Private Institutions	10	8	23	15	20
Total Private Transfers	48	41	43	35	48

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Out of State Transfers	67	40	69	49	58

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Transfers	518	497	481	516	615

This page intentionally left blank.

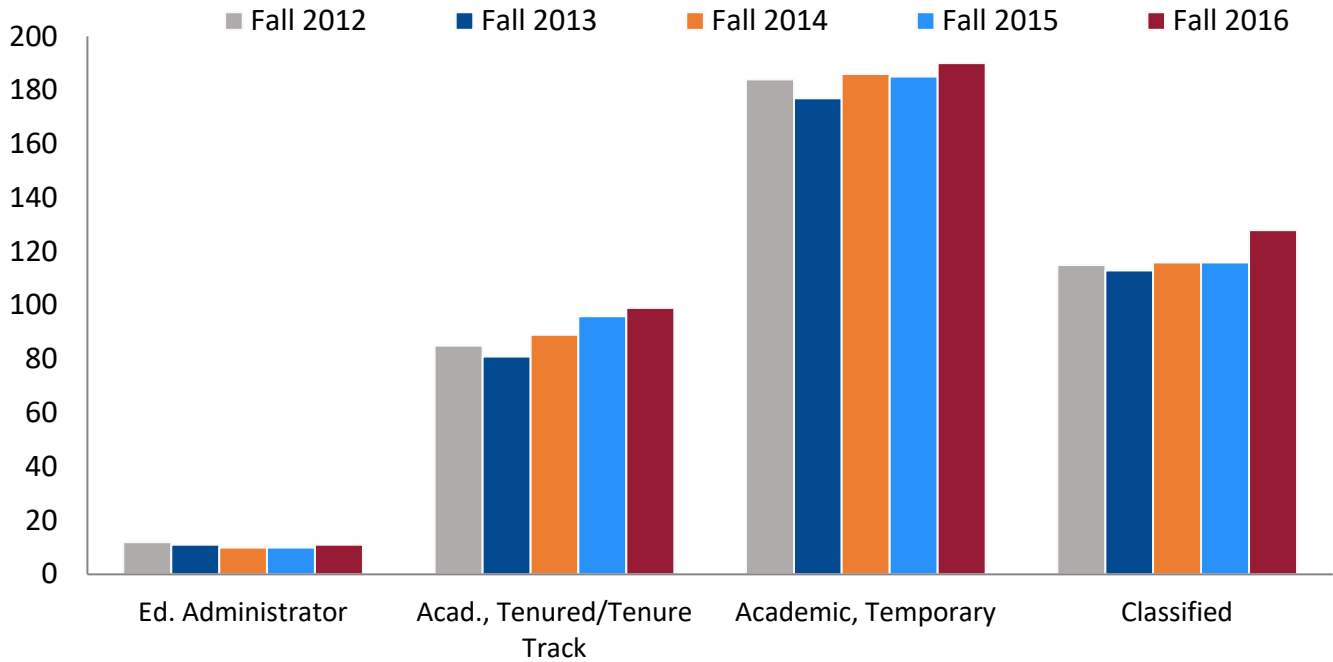
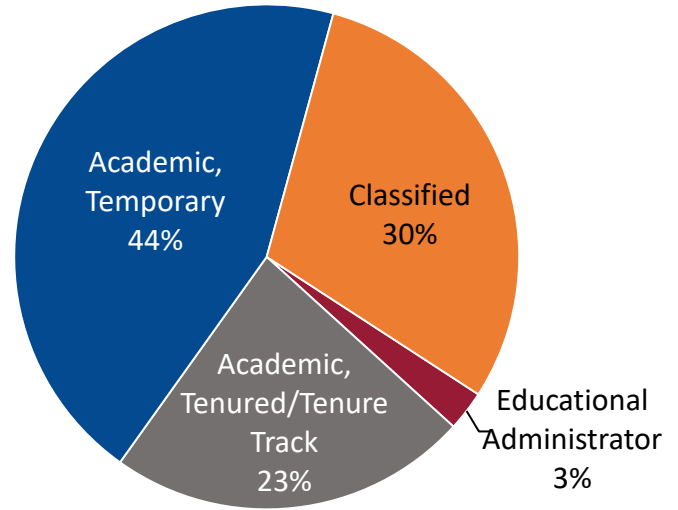
District Employees



Workforce Distribution

The 2016-17 Compton College workforce was made up of over 400 employees, an 8% increase compared to five years earlier. Forty-four percent of the workforce was comprised of temporary (part-time) academic instructors, and 23% was comprised of tenured or tenure-track (full-time) academic instructors. Thirty percent of the workforce consisted of classified staff.

Fall 2016



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Educational Administrator	12	11	10	10	11
Academic, Tenured/Tenure	85	81	89	96	99
Academic, Temporary	184	177	186	185	190
Classified	115	113	116	116	128
Total	396	382	401	407	428

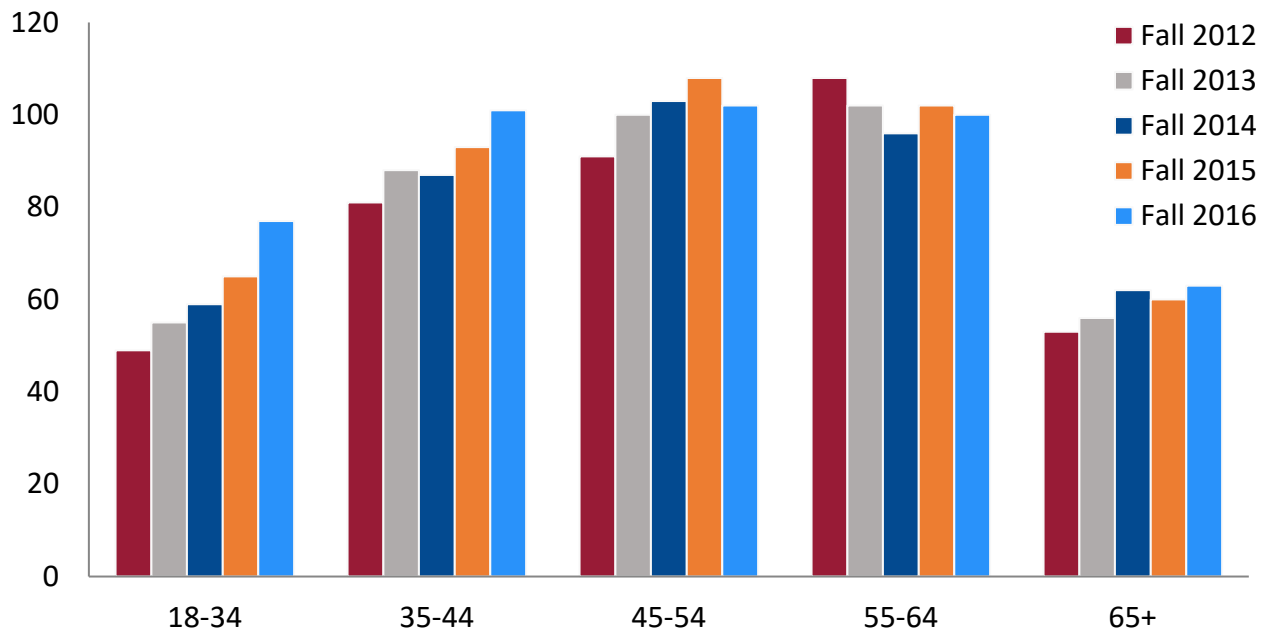
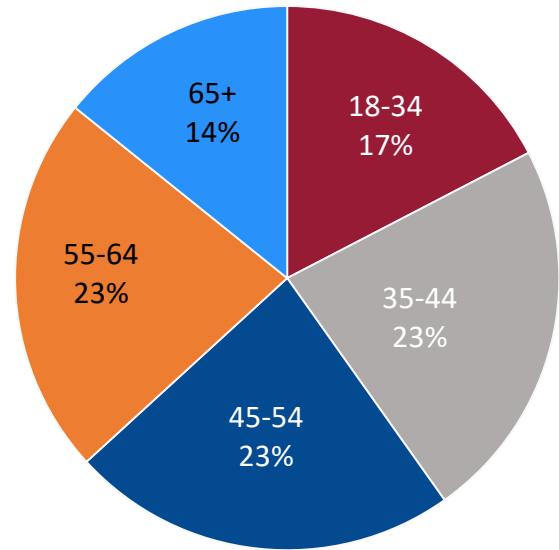
The Academic category includes instructors, counselors and librarians.

The Academic, Temporary category includes those who hold adjunct and/or part-time positions.

Age

In 2016-17, 69% percent of the Compton College workforce was between the ages of 35 and 64. These three groups (35-44, 45-54, and 55-64) each represent the largest proportion of employees (23%). Approximately 31% were either under the age of 35 or over the age of 64.

Fall 2016

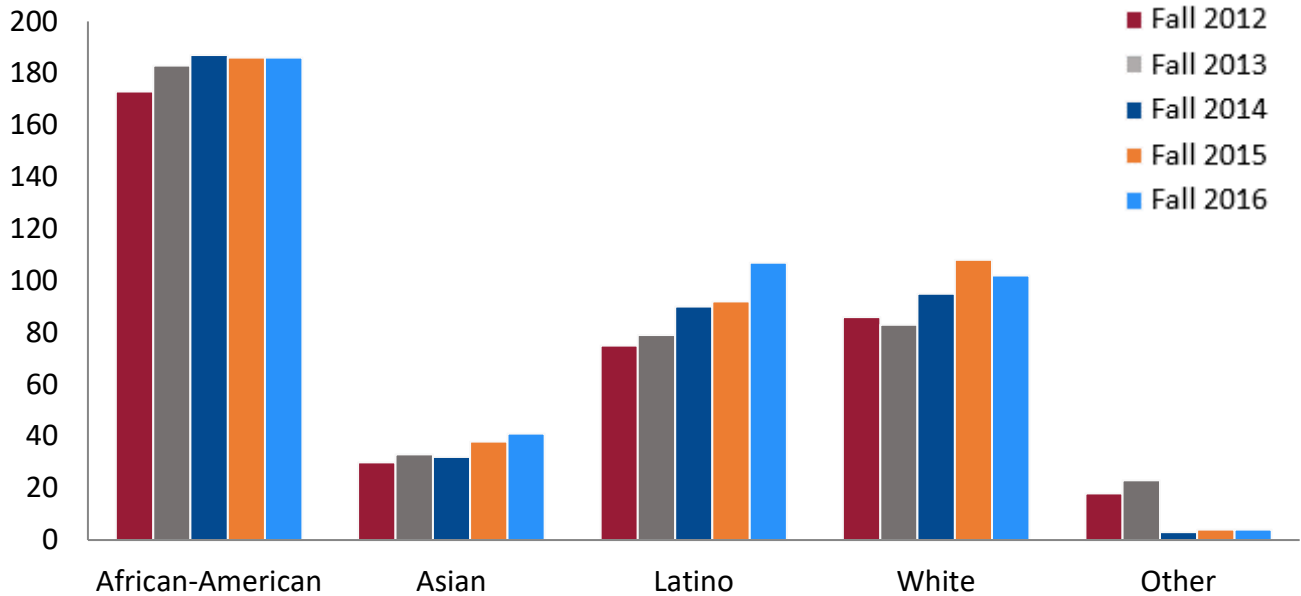
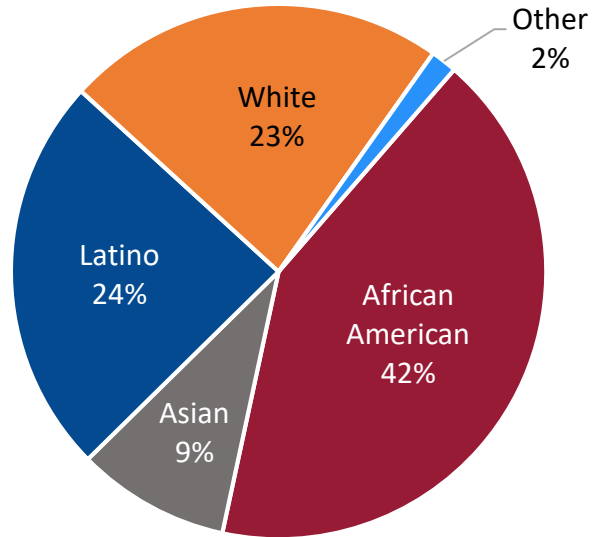


	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
18-34	49	55	59	65	77
35-44	81	88	87	93	101
45-54	91	100	103	108	102
55-64	108	102	96	102	100
65+	53	56	62	60	63
Total	382	401	407	428	443

Ethnicity

Nearly half of the 2016-17 Compton College workforce was African American, and substantial proportions of employees were either Latino or White. Over the past five years, there have been continuing increases in the number Asian, Latino, and White workers employed by the College, while the number of African American employees has remained relatively stable.

Fall 2016



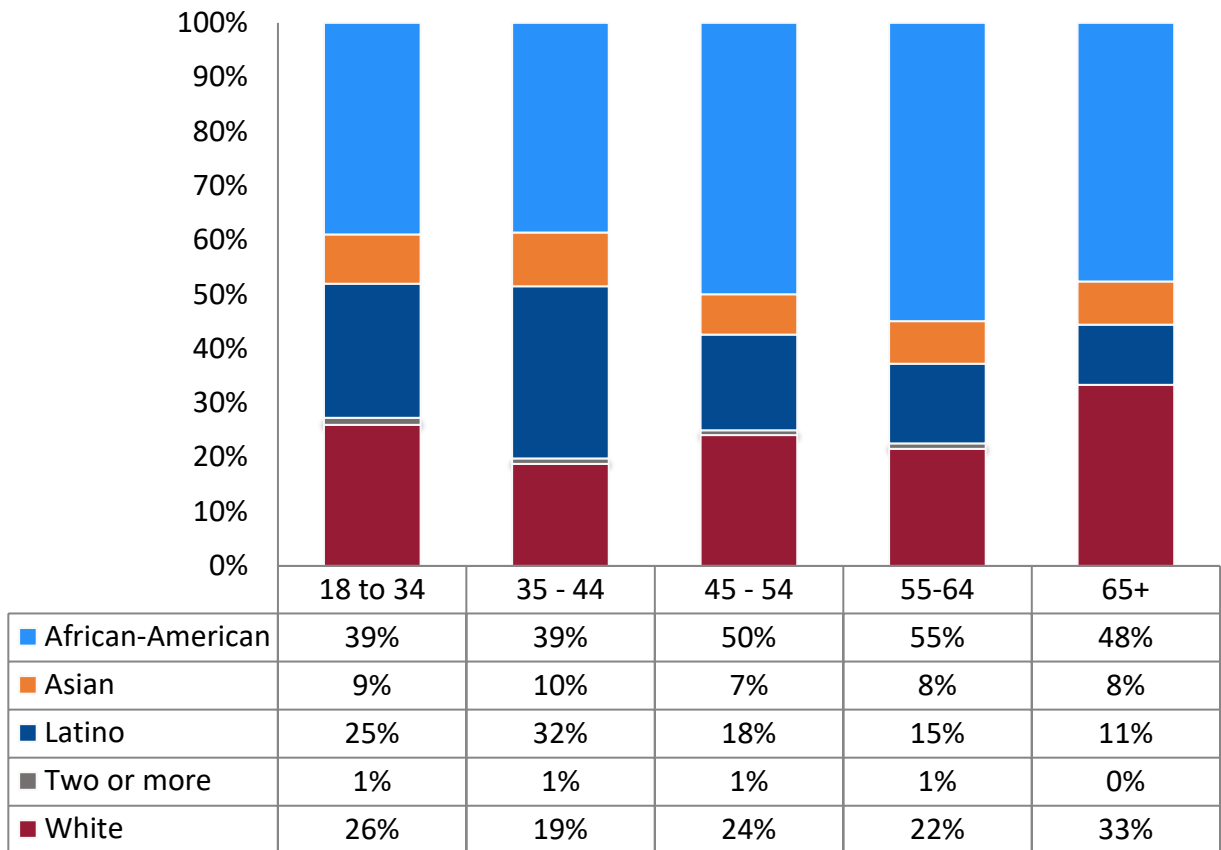
Other includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	173	183	187	186	186
American Indian or Alaskan Native	1	0	0	0	0
Asian	30	33	32	38	41
Latino	75	79	90	92	107
Pacific Islander	1	0	0	0	0
Two or More Races	0	4	3	4	4
Unknown or Decline	16	19	0	0	3
White	86	83	95	108	102
Total	382	401	407	428	443

Age by Ethnicity

The representation of different age groups varies according to the ethnic group of Compton College’s employees. African American employees are more likely to be 45 or older while Latino employees are more likely to be younger than 45.

Fall 2016

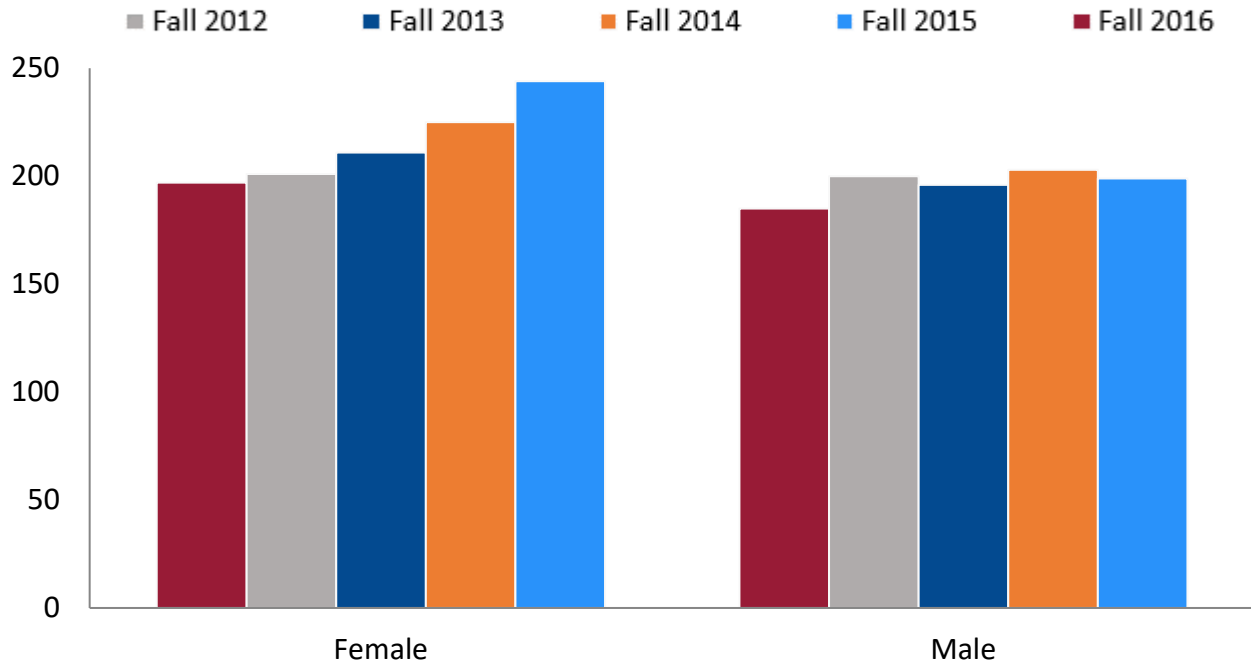
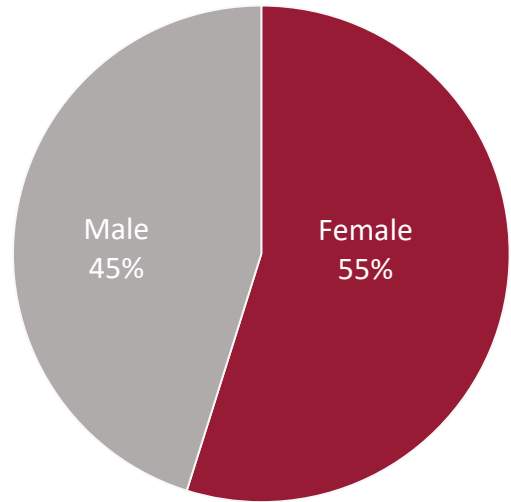


	18 to 34	35 - 44	45 - 54	55-64	65+
African American	30	39	54	56	30
Asian	7	10	8	8	5
Latino	19	32	19	15	7
Two or More Races	1	1	1	1	0
White	20	19	26	22	21
Total	77	101	108	102	63

Gender

In 2016-17, 55% of the Compton College workforce was female. Over the past five years, there has been a steady increase in the number of female employees at Compton College, while the number of male employees has remained relatively stable.

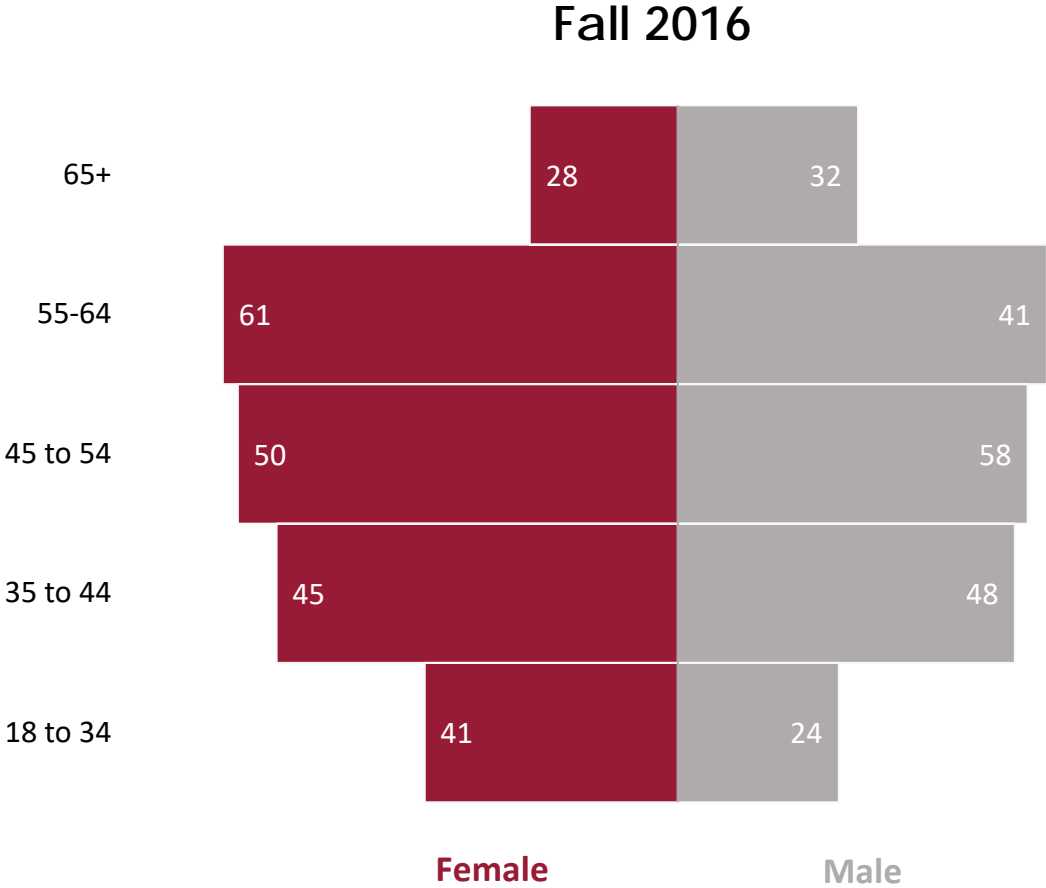
Fall 2016



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	197	201	211	225	244
Male	185	200	196	203	199
Total	382	401	407	428	443

Gender by Age

The largest gender differences among Compton College employees were seen in the 18-34 and 55-64 age groups, where females comprised at least 60% of these employees. Most other age groups were relatively evenly divided between males and females.

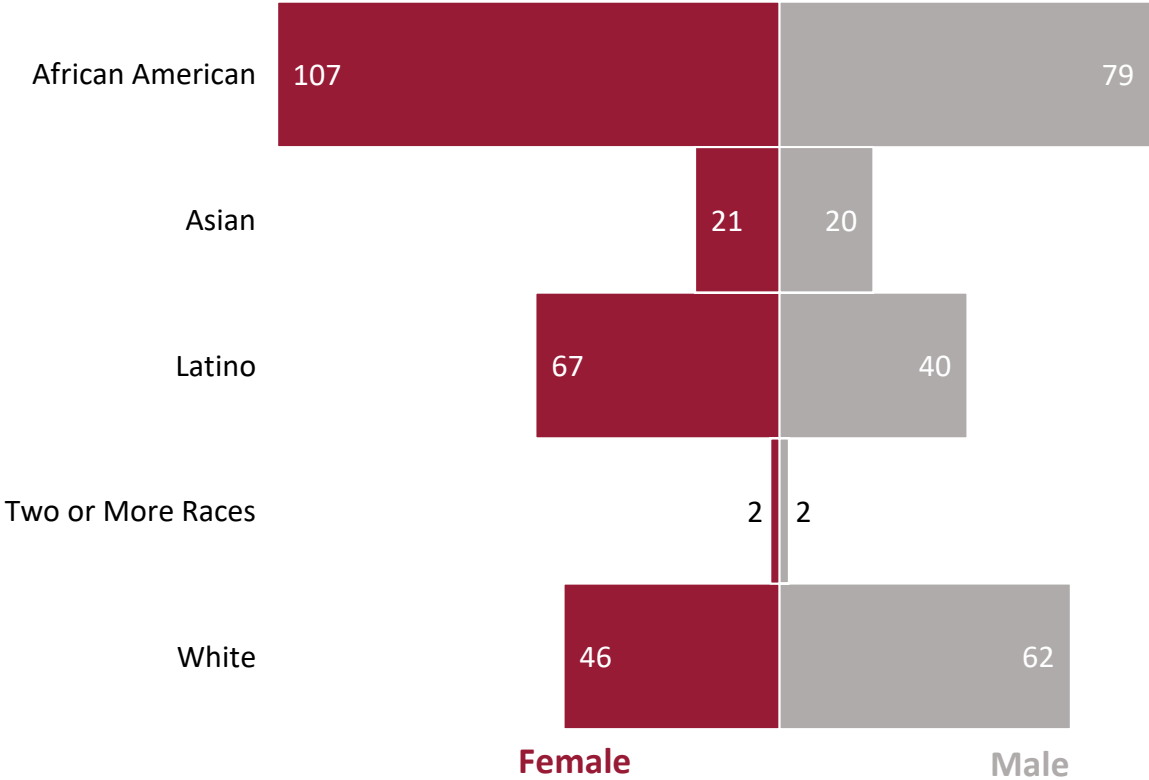


	18-34	35-44	45-54	55-64	65+
Female	63%	48%	46%	60%	47%
Male	37%	52%	54%	40%	53%

Gender by Ethnicity

In 2016-17, members of the workforce who identified as Asian or multi-ethnic were almost evenly divided between males and females. Over half of the African American and Latino members of the workforce were female, and over half of the White members of the workforce were male.

Fall 2016



	African American	Asian	Latino	Two or More Races	White
Female	58%	47%	57%	50%	43%
Male	42%	53%	43%	50%	57%

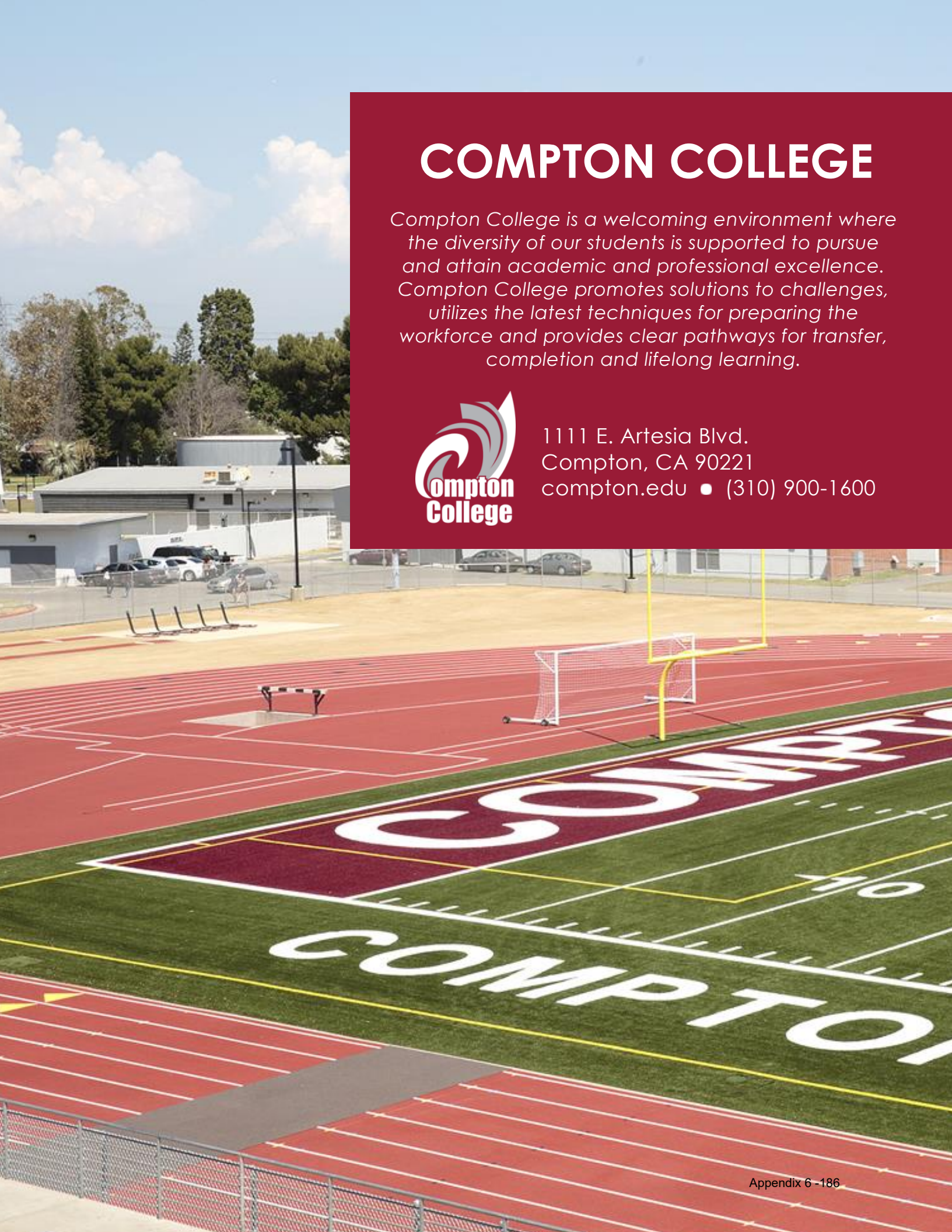
This page intentionally left blank.

COMPTON COLLEGE

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.



1111 E. Artesia Blvd.
Compton, CA 90221
compton.edu • (310) 900-1600





Compton Community College District
Office of the President/CEO
1111 E. Artesia Boulevard
Compton, CA 90221
310-900-1600
<http://district.compton.edu/index.asp>