

# Compton College

## Custom IPEDS Data Feedback Report 2017

### Summary of Findings

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The National Center for Education Statistics (NCES) distributes a standard report to college and university leaders each year entitled *IPEDS Data Feedback Report*. The report summarizes demographic, enrollment, and achievement data from the previous year (in this report, data through 2015-16 academic year and Fall 2016), and the present summary includes comparative references from earlier reports. *Median* results from a comparison group developed by each institution are displayed next to the institutional results. Not to be confused with an average, the *median* is simply the middle number of an ordered group of numbers. The darker bars on all charts represent Compton College while the lighter bars represent the comparison group median. Methodological notes are on pages 9 through 12 of the report.

Comparison groups are auto-selected by IPEDS based on institutional size, location and type (e.g., public, 2-year). Given Compton College's distinct student body and unique history, the automated group does not serve as a meaningful yardstick for comparison. In its place, a customized comparison group was used which includes:

- Baltimore City College (MD)
- Cerritos College
- LA Southwest College
- LA Trade Tech
- Merritt College
- West LA College

These colleges were selected because of their similarity in student demographics, institutional size, and urban/suburban location. With the exceptions of LA Trade Tech and Baltimore City College, this is the same comparison group used for Compton's [Academic Performance Profile](#).

### Figure 1. Race/Ethnicity and Gender

The gender distribution at Compton College is fairly similar to the comparison colleges', but Compton has a substantially larger percentage of Hispanic/Latino students (i.e., 10 percentage points higher than the group's median<sup>1</sup>). Although the Native Hawaiian and Pacific Islander population is small, IPEDS reports continuously indicate this population is fairly unique to Compton when compared with other peer institutions.

### Figure 2. Headcount and FTE

Compton College's institutional size is smaller by both headcount and Total FTE<sup>2</sup> enrollment compared to the median. Full-time enrollment and part-time enrollment are both less than the

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<sup>1</sup> The median college, whose numbers represent the midpoint of the peer group, may be different for each measure.

<sup>2</sup> FTE refers to full-time equivalent student enrollment. See *Methodological Notes* on Page 8 of the main report.

median (22% and 25% less, respectively). Because of this, it should be expected that any data based on Compton's enrollment will also be less than the peer group's median.

### Figure 3. Number of Degrees and Certificates

In 2015-16, Compton College awarded fewer Associate degrees (386) than the peer median (486), but reduced the gap from the previous year (316 vs. 423). Compton also awarded fewer mid-term certificates (48 vs. 300) and short-term certificates (131 vs. 296), and the gap between total certificates awarded has increased slightly since the previous year (i.e., about 84% less than the median). These gaps may be related to the prevalence of part-time students, or may be a result of Compton's smaller institutional size and enrollment compared to the peer group. Local data indicates the number of program awards has consistently increased over the past several years, remaining on track with or even surpassing goals listed in the 2015-2020 Strategic Plan.

### Figures 4-5. Academic Year Tuition and Fees

These figures show 3- and 4-year trends of college costs. Figure 4 shows that in 2016-17, Compton College had slightly lower tuition and fees (\$1,142) than the peer group median (\$1,226). Figure 5 shows that the average net price of attendance in 2015-2016 was about 23% higher for Compton College than its peer group's median.

### Figures 6-9. Grant/Scholarship Recipients

The percentage of *all students* receiving some form of reported financial aid was 55% in 2015-16, lower than the peer group median of 65% (Figure 8). Compton College students also received fewer Pell grants (30%), compared to the group median (38%). Figure 9 shows that the average Pell award amount (in dollars) was slightly higher than the median in 2015-16, although it had been slightly lower than the median in the previous two years. However, the average amount of any financial aid received at Compton was almost 11% higher than the median, similar to the previous two years. Note that Compton College students do not receive federal loans.

Figure 6 indicates financial aid rates specifically for full-time, first-time, degree/certificate-seeking (FTF) students. The percentage of FTF students receiving any kind of aid (82%) is the same as the median rate. The rates of FTF students receiving federal grants and Pell grants were both lower than the median (56% vs. 61% in both cases).

### Figures 10-16. Graduation, Persistence, and Transfer-Out Rates

These figures reflect a variety of graduation, persistence, and transfer rates. Persistence is measured with fall-to-fall enrollment (which IPEDS refers to as *Retention*).

Graduation rates for the Fall 2013 FTF cohort at Compton College were objectively low, with a 16% overall graduation rate and an 11% transfer-out rate measured in 2016 (Figure 11). The overall graduation rate was the same as the peer group median, and the transfer-out rate was one percentage point less than the median. The *transfer-out* rate measures all college

transitions, including to other community colleges. California Community College and local transfer rates, such as those reported in the [Annual Fact Book](#), are better measures of actual 4-year transfer.

Figure 12 represents graduation rates for the Fall 2013 FTF cohort, disaggregated by student ethnicity. Although the overall rates are the same as the group median, White, Black or African American, and Asian students graduated at rates below the median. However, these rates largely depend on the demographics of the cohort. While the previous year's report based on the Fall 2012 FTF cohort indicated graduation rates that were 7 points lower than the median for Hispanic/Latino students, IPEDS data for the Fall 2013 FTF cohort indicates Hispanic/Latino students are graduating at the same rate as the peer group median. For disaggregated completion rates of all students who received program awards in the 2016-17 academic year, see the [2016-17 Time to Completion Report](#).

College fall-to-fall retention rates in Figure 10 show higher persistence for full-time students (62% vs 59%) and part-time students (38% vs. 35%), compared to the group medians.

Figure 13 shows the graduation rates of Fall 2012 full-time first-time degree/certificate seeking students. Compton has slightly lower rates of completion for normal time and 200% time, but the rates for 150% are the same as the group median. Figure 14 shows graduation rates for Fall 2013 full-time, first time degree seeking student within 150% of normal time by financial aid type. Full-time, first time Pell grant recipients had the same graduation rate at 150% of the time as their comparison group. Because these rates are cohort-based, it is difficult to explain the year-to-year variation in performance when comparing peer institutions (e.g., Compton's 2011 cohort, in last year's report, had slightly lower rates of completion across all time spans).

Figures 15 and 16 are new figures included in this year's report, using an updated methodology for community college comparisons of achievement. The figures measure student success by including six-year, eight-year, and current enrollment markers disaggregated by first-time enrollment and non-first-time enrollment. Compton College performed below the peer group's median in terms of six-year and eight-year degree/certificate achievement but has higher rates of students who transferred or enrolled at another institution. Comparisons to the group median are similar for students enrolled full-time (Figure 15) and part-time (Figure 16), with the exception that full-time, non-first-time students have 6-year achievement rates higher than the group median.

### **Figure 17-20. Staffing, Salaries, Revenues, and Expenses**

Similar to Figure 3, the comparative staffing levels reported in Figure 19 may reflect differences in enrollment levels, local definitions, and institutional organization, so comparison is less meaningful. The revenue sources and expenses detailed in Figures 17 and 18 are also affected by institutional size and local definitions.

Figure 20 compares average salaries of full-time instructional staff and indicates rates are slightly higher at Compton compared to the median institution, but there is insufficient information from other colleges to draw meaningful conclusions.

## Conclusion

Compton College benefits from a customized comparison group reflecting similar features of the institution. On several measures of student achievement, Compton performed similarly to the group median. However, many of these rates are based on uncontrollable characteristics such as institutional size, enrollment, and local definitions. While some of these measures may still reflect improvements as a result of Compton College's unique history, outcomes such as the relatively high persistence rates and consistent increase in program awards (as seen in the [local data](#)) show promise for the future.