

# 2017

## COMPREHENSIVE MASTER PLAN

COMPTON CENTER / FUTURE COMPTON COLLEGE



El Camino College  
Compton Center



DECEMBER 2016



# 2017

## COMPREHENSIVE MASTER PLAN

COMPTON CENTER / FUTURE COMPTON COLLEGE



El Camino College  
Compton Center



**facilities planning**

Gensler

**educational planning**

Integrated Academic Solutions

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## MESSAGE FROM THE CEO



The El Camino College Compton Center and Compton Community College District (CCCD) is pleased to introduce this 2017 Comprehensive Master Plan, which offers a long-range look into the future of Compton College for the next five to 10 years and beyond. This 2017 Comprehensive Master Plan reflects the vision of the ECC Compton Center and the future Compton College, where “Compton College will be the leading institution of student learning and success in higher education.” Recommendations are driven toward strengthening academic programs, student support services, and facilities growth. It also serves as a guide for linking our planning to budget, while providing direction in all endeavors.

For more than nine decades’ higher education has been provided within the Compton Community College District service area. Millions of students have been offered access to quality, comprehensive educational programs and services that meet the needs of our community. In November 2002, the Compton Community College District sought and won voter approval of Measure CC, authorizing the issuance of \$100 million in general obligation bonds to upgrade classrooms, labs, infrastructure, and instructional equipment, while making much-needed health and safety repairs and energy efficiency improvements. In November 2014, voters in the Compton Community College District approved Measure C, a \$100 million facilities bond designed to make technology and safety upgrades campuswide.

The ECC Compton Center's and the future Compton College's commitment to student success is seen through the mission statement, which guides all that we do:

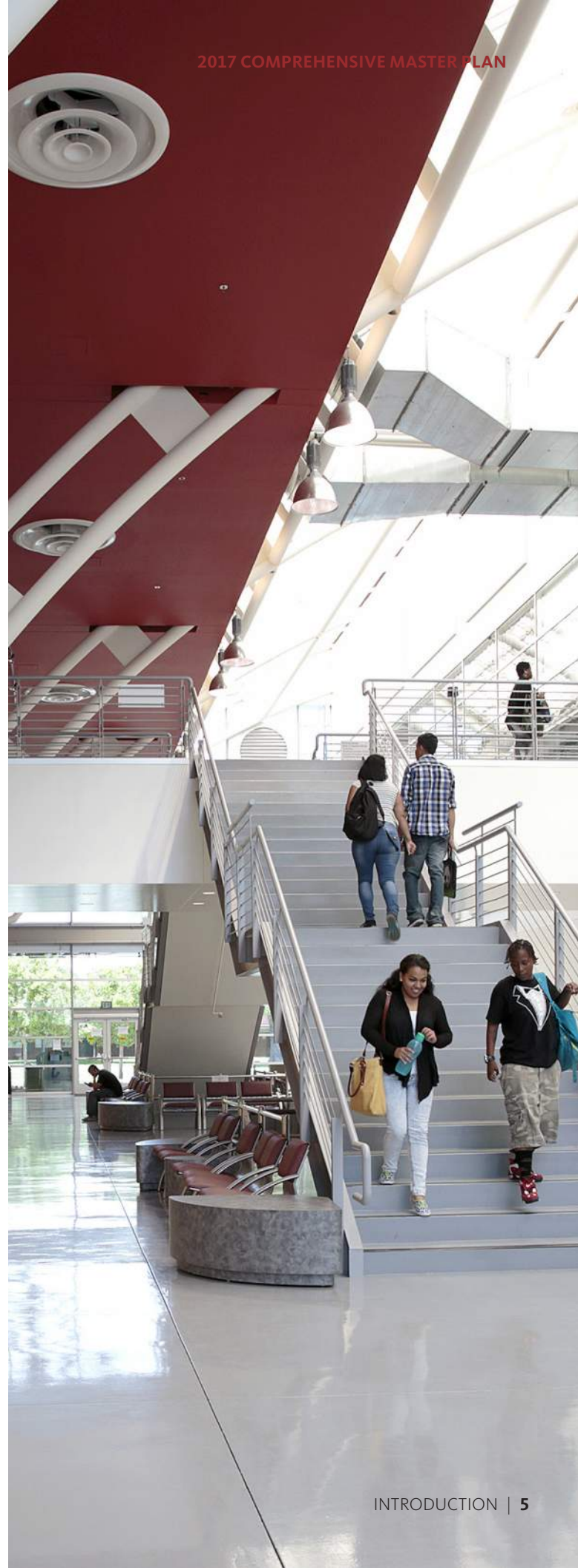
**“COMPTON COLLEGE IS A WELCOMING ENVIRONMENT WHERE THE DIVERSITY OF OUR STUDENTS IS SUPPORTED TO PURSUE AND ATTAIN ACADEMIC AND PROFESSIONAL EXCELLENCE. COMPTON COLLEGE PROMOTES SOLUTIONS TO CHALLENGES, UTILIZES THE LATEST TECHNIQUES FOR PREPARING THE WORKFORCE AND PROVIDES CLEAR PATHWAYS FOR TRANSFER, COMPLETION AND LIFELONG LEARNING.”**

This is a “living document,” which will undoubtedly change. The 2017 Comprehensive Master Plan provides a thoughtful guide for the future, while appreciating the rich history of our past. Thank you to all the students, faculty, staff and administrators who devoted time and effort in the creation of the 2017 Comprehensive Master Plan. The collective participation and dialogue between these groups was analyzed and streamlined to pinpoint the developments and improvements most critical to student success.

Sincerely,



Keith Curry  
Provost/CEO



## CONTEXT AND PURPOSE

The 2017 Comprehensive Master Plan serves as a guiding document that:

- Provides a synthesis of goals, objectives, and plans;
- Establishes a direction and parameters for the implementation of essential programs and activities;
- Fulfills the center's mission to promote solutions to challenges;
- Utilizes the latest techniques for preparing the workforce;
- Provides clear pathways for transfer, completion, and lifelong learning.

Accordingly, the 2017 Comprehensive Master Plan is centered upon clarifying and integrating the Center's goals and objectives, key internal and external conditions and trends, instructional programs, student services and support programs, growth projections, technology plan, staffing plans, long-range financial plans, and future space needs.

Additionally, as the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) granted Compton Center eligibility to apply for candidacy status in March 2016, this 2017 Comprehensive Master Plan serves as the central and integrated planning document, which prepares Compton Center for candidacy status as a second institution of El Camino College. Thus, the institution is looking ahead and working toward fulfilling its eventual permanent role as an independent accredited college of the Compton Community College District.

As the Center visualizes its mission, goals, and objectives for the next five to 10 years, this plan ensures that student learning and achievement will drive the planning for all instructional and support objectives and determine its resource allocations. Moreover, as the Center continues to improve its planning, procedures, programs and assessments to realize this accreditation goal, it will focus intently upon the continuous improvement of academic quality, integrity, and institutional effectiveness through ongoing, integrated planning and evaluation.

This 2017 Comprehensive Master Plan provides a strong foundation upon which to base the fulfillment of planning objectives that will serve to make the future Compton College a vibrant institution of higher learning and an invaluable resource for the community it serves.



## DOCUMENT OVERVIEW

**This Comprehensive Master Plan is organized according to the following basic chapters and key informational points:**

**Planning Context**

Explanation of the planning framework; mission, vision and values; strategic plans, goals and objectives;

**Compton Community College District Background**

Overview of the Compton Community College District; national, state and local context, issues and challenges;

**Profile of the campus, community and students** External and internal data; implications for planning;

**Programs and services**

Academic programs and data; student services programs and data, implications for planning;

**Facilities Space Analysis**

Space needs; growth projections; master plan space program;

**Existing Conditions**

Existing campus plan; current conditions;

**Recommendations**

2017 Facilities Master Plan; projects and phased development.



# PLANNING CONTEXT



## PLANNING FRAMEWORK AND PROCESS

The El Camino College Compton Center (hereinafter referred to as the “Center”) strives to insure the continuous quality improvement of its programs and services through integrated planning and evaluation processes, which are grounded in outcomes assessments for both academic and service areas. Furthermore, these strategic and planning processes operate to integrate institutional planning with systematic program review, dictate annual planning priorities and promote long-term institutional effectiveness. A thorough analysis of internal and external conditions and trends provide the context used to develop the Center’s vision and mission statements and aids in generating the appropriate goals and objectives to support Center’s goals.

The Center established the Strategic Planning Committee (SPC) in April 2015. This forty-member committee is comprised of representatives of CCCD/Center stakeholders. In May 2015, the SPC formed a fourteen-member steering group, consisting of faculty, classified staff, and administrators. The work of the SPC and the steering group provided the initial framework for the 2017 Comprehensive Master Plan.



**At its inception the Strategic Planning Committee focused on four mandates:**

1. Improve the Center's planning process by creating a framework that links all aspects of planning to resource allocation and provide regular evaluation of the effectiveness in all areas;
2. Review and make recommendations on the campus committee structure by utilizing a collective network of stakeholders to generate institutional data and communicate District and program activities;
3. Develop mission and vision statements for the Center and the Compton District to emphasize the institution's core values and identify strategic goals, which dictate the District's programs as well as its short- and long-range institutional planning; and,
4. Initiate an "ownership" culture and improve the work and relations ethics of all stakeholders on campus in order to help maintain the high-quality educational programs and student services that we strive to provide.

In addition to these assigned mandates, the Strategic Planning Committee developed guiding questions to provide high-level inquiry as well as more detailed working questions to provide focus for the development of this 2017 Comprehensive Master Plan.

To initiate their work, the SPC collaborated with the Vice President of Academic Affairs to survey all stakeholders regarding the District's strength, opportunities, aspirations and expected results for the Compton Center and Future Compton College. The survey, which was completed in April 2015, provided the basis for extensive discussions at the first planning summits held at different locations in and around the community between April 2015 and March 2016.

Additionally, in the spirit of collegial consultation, between November 2015 and January 2016, campus leadership, including the Provost/CEO Consultative Group, Academic Senate, and the Management Group, reviewed and approved the Mission and Vision Statements, Strategic Initiatives, and the Planning Model for the Compton Center and Future Compton College. The leadership has also reviewed the core values and the integrated planning calendar for the short- and long-term planning cycle.



## STRATEGIC PLAN

Through the inclusive planning process, the Center developed its mission, vision, values, and goals for the future Compton College for the period of 2017-2022. These will be implemented through strategic goals and objectives, which along with key action steps, performance indicators and benchmarks, will serve to aid in the monitoring the attainment of these mission and vision directed goals.



## MISSION

Mission statements are the cornerstones for strategic plans. They reflect the organization's most fundamental purposes and significant commitments, while also solidifying and communicating with stakeholders what the institution aspires to be. The Compton College mission statement is as follows:

*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.*

## VISION

Vision statements describe high-level goals for the institutions and articulate what the college wants to achieve through its mission. Accordingly, Compton College's Vision states:

*Compton College will be the leading institution of student learning and success in higher education.*

## VALUES

Value statements are operating philosophies that guide internal conduct as well as relations with the external world and also reflect the organization's ethos and most deeply held beliefs. Compton College's Values are grounded on the following principles:

- *Student Centeredness in the focus of providing students the opportunities for success.*
- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*
- *Support and Nurture in providing guidance in a professional and caring environment.*
- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*
- *Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.*
- *Fiscal Integrity in the transparent and efficient use of financial resources to support student success.*



## STRATEGIC GOALS AND OBJECTIVES - 2017-2022

The Strengths, Opportunities, Aspirations and Results (SOAR) survey and scan analyses for the future Compton College resulted in the establishment of five major goals with the overarching purpose of effectively serving the community:

1. Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.
2. Student Success: Compton College will support the success of all students to meet their education, and career goals.
3. Innovation: Compton College will enhance the success of students through the use of technology.
4. Workforce Development: Compton College will offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields to supply the needed manpower for the prevailing job industry.
5. Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

While the above goals will remain in place for at least five years and will be reviewed and/or revised thereafter, the objectives and key action steps for implementation, as described below, will be reviewed annually.

### GOAL 1. IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS.

**Objective 1. Tailor degree and certificate programs to meet the needs of our students.**

**Key Action Steps:**

- Move basic skills classes from credit to non-credit, thereby eliminating these classes from the unit limit requirement, and mitigating potential for loss of revenue.
- Increase efforts to attract students from the community and beyond through better advertisement of our various course offerings and programs.
- Provide orientation and customer service training for all campus personnel.

**Objective 2. Educate students about pathways to graduation and transfer.**

**Key Action Steps:**

- Fully and successfully implement Student Success and Support Programs (SSSP) plan.
- Align degree and certificate programs to meet local labor market needs.
- Provide professional development in student education planning for faculty, staff and administrators, and increase involvement and engagement in the planning process.
- Make mandatory/highly encourage participation in Human Development 10 (or similar classes) for all first-time students during their first semester or within the first year as a continuation of orientation.

**Objective 3. Provide a student-centered environment that leads to student success.**

**Key Action Steps:**

- Research current student needs and programs.
- Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.

**GOAL 2. SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION, AND CAREER GOALS.**

**Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.**

**Key Action Steps:**

- Provide additional resources for Dream Act students.
- Strengthen curriculum to match students' needs and expectations for transfer and awards.

**Objective 2. Minimize the equity gap for access, retention, graduation rates, and employment.**

**Key Action Steps:**

- Provide more support services like: Brother to Brother, FYE.
- Hire more personnel that are men of color and culturally competent.

**Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.**

**Key Action Steps:**

- Offer more courses that are in demand.
- Ensure that courses required for transfer are offered and available at all times of the day/evening.
- Improve and expand the most successful programs with highest enrollment to meet supply and demand.

**GOAL 3. SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.**

**Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.**

**Key Action Step:**

- Acquire Early Alert system, implement, and provide training.

**Objective 2. Provide robust distance education course and service offerings.**

**Key Action Steps:**

- Improve the online counselor to student ratio.
- Improve technical support for faculty and staff.
- Provide regular distance education training workshops for faculty.

**Objective 3. Enhance technology for teaching and learning through professional development.**

**Key Action Steps:**

- Upgrade/recycle computer and other technology equipment on a scheduled basis.
- Adopt a course management system (Canvas).
- Upgrade classrooms to smart classrooms.
- Improve the reliability of Wi-Fi access across the campus.

## **GOAL 4. OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH, AND TECHNICAL FIELDS.**

**Objective 1. Increase the number of degrees and certificates awarded in the health and technical fields.**

**Key Action Steps:**

- Increase Career and Technical Education (CTE) two-year degree options for evening students.
- Create a pipeline for students entering, and exiting with a CTE certificate or degree while retaining students in cohorts.
- Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).

**Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.**

**Key Action Step:**

- Increase outreach for health and technical field programs, including engaging community professionals.

**Objective 3. Create collaborative partnerships with industry leaders in the allied health and technical fields.**

**Key Action Steps:**

- Collaborate with the regional Workforce Investment Boards.
- Create a Collaborative Partnership Planning Team to develop and help implement a plan.

## **GOAL 5. ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS.**

**Objective 1. Establish faculty to faculty partnerships with K-12 Adult feeder schools to better align curriculum between the two segments, and to improve student preparation.**

**Key Action Step:**

- Provide professional development workshops for faculty on Common Core, basic skills and underprepared students

**Objective 2. Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.**

**Key Action Step**

- Analyze workforce trends to identify two new CTE program areas.

**Objective 3. Respond to the broader needs of the community served by Compton Community College District.**

**Key Action Steps**

- Fully implement a college ambassador program
- Improve transportation options for our campus.
- Offer high school classes on campus.
- Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs.
- Offer Center classes at high schools, peer mentors, bike friendliness, public relations, re-establish Kollege 4 Kids.

## DISTRICT PLANS

Compton Center/Compton Community College District has established a set of short- and long-range plans to provide direction for the fulfillment of the District's vision in support of student learning and institutional effectiveness. Summarized below are the essential elements of plans for technology, staffing, enrollment management, program review and planning, and the Facilities Master Plan.

### TECHNOLOGY PLAN

- Provide direct, universal and user-friendly access to information and instructional technologies by students, faculty, administrators and staff to facilitate improved teaching and learning.
- Promote student access, success in the pursuit of their educational and life career goals.
- Improve communication, collaboration and coordination among those who enable students, faculty and staff to make the most effective use of technology resources.
- Sustain and improve instructional, student and administrative support services.
- Promote alternative methods of education that integrate technology into instruction.
- Invest in faculty and staff development to increase use and application of technology resources.

### STAFFING PLAN

- Implement the CCCD Personnel Commission.
- Fully assess staffing needs based upon enrollment trend data, program review, employee turnover data, anticipated retirements in all units
- Review the positions needed to build administrative capacity for the Compton Center and Future Compton College.
- Respond to the eligibility requirements and standards required for the independent accreditation of the Compton Center and Future Compton College.
- Incorporate critical elements of the staff diversity and Equal Employment Opportunity Plan.

## ENROLLMENT MANAGEMENT PLAN

El Camino College Compton Center's Enrollment Management Plan (2015-2018), which was established in January 2016 and subsequently updated in March 2016, clearly states that the, "purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the Compton Center and its educational programs not only during periods when state and local funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are discouraging growth.

The plan attempts to ensure the following:

- the achievement of enrollment targets in order to obtain the maximum resources available to the college;
- maintenance of the greatest possible student access consistent with educational quality;
- a well-balanced and varied schedule, responsive to the needs of our students and community;
- a comprehensive educational program that is responsive to the needs of our students and community".

To achieve this overarching purpose, and thereby support the District's mission, the plan delineates these specific objectives:

1. Increase the number of Compton Center students who earn a degree or certificate to 319 Degrees and 111 Certificates as of the 2017-2018 academic year (an increase of 13% from the 2012-2013 baseline). (Strategic Initiative 1, 2)
2. Increase the number of Compton Center students that apply for a degree or certificates to 550 Degree Petitions and 182 Certificate Petitions as of the 2017-2018 academic year. (Strategic Initiative –1,2)
3. Increase the number of students that transfer to four-year colleges/universities to 544 as of the 2017-2018 academic year (a 5% increase from the 2012-2013 baseline). (Strategic Initiative – 1, 2).
4. Increase student retention to 89.5% by the 2017-2018 academic year (a 12% or 6 percentage-point increase from the 2012-2013 baseline). (Strategic Initiative – 1, 2)
5. Increase the success rates of Compton Center students to 68.3% by the 2017-2018 academic year (a 5% increase from the 2012-2013 baseline). (Strategic Initiative – 1)
6. Increase the persistence rate of students who enroll at the Compton Center in the sequential semester/term to 86.4% for 2nd semester and 80% for 3rd semester as of Fall 2017 (an increase of 20% for both rates, or a respective 4 percentage-point and 12 percentage-point increase from the Fall 2013 baselines). (Strategic Initiative – 1)
7. Decrease the number of Compton Center students on Satisfactory Academic Progress (SAP) by 5% as of the 2017-2018 academic year. (Strategic Initiative – 1, 2)
8. Increase the number of students from Compton Center feeder high schools who enroll at the Compton Center to 1,864 by spring 2018. (Strategic Initiative – 5)
9. Increase to 100% the number of first-time student who complete their Educational Plan, Orientation, and Assessment in order to ensure state guidelines are met. (Strategic Initiative – 1, 2, 5)

While the Enrollment Management Plan includes key indicators based upon projections from Student Achievement Outcomes Aspirational Goals, ECC Enrollment Management Committee targets, and sources such as the 2012-2013 High School Enrollment Trends Report, some goals and indicators for students' academic standing are still pending development.

In addition to establishing enrollment targets, the Enrollment Management Plan for the Compton Center identifies specific strategies to increase enrollment, including increasing course offerings, deploying an Early/Middle College High School program, developing a Cosmetology Program, which began in Fall 2016, establishing a Fire Academy Program in Compton in 2017-2018, increasing enrollment in the Afternoon College Program, offering courses at the Center's partnering Adult Schools in Compton, Lynwood, and Paramount, and creating Evening/Weekend Programs for adult and re-entry students to earn an associates of arts degree in general studies with an emphasis in social and behavioral sciences or biological and physical sciences.

With these specific strategies included in FTES allocations and targets, the Compton Center, which received funding in 2014-2015 for 6,060 FTES, has a total projected FTES target for 2018-2019 of 6,562.

Moreover, since strategic scheduling is critical to its enrollment management strategies, the Center will regularly and systematically assess the educational needs of students, business and the community and design programs, class schedules, and services responsive to their needs (Strategic Initiatives - 3, 4, 5). More specifically, the Center will examine enrollment data and trends, which allow for the exploration of growth opportunities that will foster and support students' timely completions of their educational goals.

In addition, insuring the integrity and quality of the curriculum and academic programs is essential to both student success and the optimization of enrollment growth opportunities. Thus, the Center's Enrollment Management Plan includes a commitment to timely and responsive review and revision of programs so that the Center can meet the changing needs of students and of the labor market. (Strategic Initiatives Goal 4). Similarly, because student retention and success is a critical component of enrollment management planning, the Center's plan incorporates a host of strategies designed to retain students and provide resources that will support their persistence and success. Accordingly, the Enrollment Management Plan integrates action plans designed to improve the student experience and increase student success via upgraded and innovative technologies, enhanced counseling opportunities, and matriculation services that make enrollment and registration easy, supportive, and helpful.

Also critical to the Enrollment Management Plan are specific efforts to recruit students from within the Compton Center service area, as well as from outside the District, by strengthening relationships and partnerships, which increase awareness of the Center's academic programs. (Strategic Initiatives Goal 5). In addition, a full complement of promotion strategies, including direct marketing, publications and advertising, are delineated in the Enrollment Management Plan.

## PROGRAM REVIEW AND PLANNING

All programs engage in program review (i.e. a systematic program evaluation process) every four years in order to:

1. recognize and acknowledge program/department performance;
2. assist in program/department improvement through self-reflection;
3. enhance student success by offering recommendations to improve their performance in program and student learning outcomes; and,
4. provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/ departments.

Full program reviews for Career and Technical Education (CTE) programs, conducted every four years, require responses to Supplemental Questions for CTE programs. In addition, every two years CTE programs must conduct a mini-review, which also require answers to Supplemental Questions for CTE programs that are then submitted to Academic Affairs.

Academic program review affords faculty a valuable opportunity to reflect on the successes and challenges of their academic programs, develop future directions for the programs, and consider how they can improve their programs to enhance student learning and success. After considering a variety of quantitative and qualitative data, including student learning outcomes (SLO) assessment results, program review identifies changes necessary to improve student learning and success in the program and its courses. At times, faculty can directly implement instructional or classroom changes without additional cost. Also, faculty may recommend in program review changes to the curriculum or to degrees and certificates, which are subsequently proposed to the Division and College Curriculum Committees. In addition, because funding requests in the recommendation of program review enter into the campus planning and budgeting processes, program review creates a vital link between student learning in the classroom and the allocation of resources.

In program review, recommendations are entered into Program Plans, and recommendations that incur a cost are carefully prioritized and connected to one or more of the College strategic initiatives.



The District has charged the Institutional Effectiveness Committee (IEC), a campus committee with representatives from faculty and administrative units, with the responsibility for reviewing and providing recommendations for each of the District's program reviews. Thus, after each program develops its program review, Division Deans then review and approve the program review, who then send the program review to IEC.

The IEC subcommittees evaluate the report and recommend approval to the full membership of IEC. The Planning and Budget Committee uses the approved program reviews for the improvement and funding of each program.

The Program Review Cycle Plan for all disciplines is noted in the table below:

PROGRAM	DIVISION	CTE	CURRENT DUE DATE	NEXT PR YEAR	FOLLOW-UP PR YEAR
Music (including Electronic Music)	2		Dec-17	2019	2023
Real Estate	2	y			
Heating, Ventilation, A/C & Refrigeration (HVACR)	2	y	Dec-17	2017	2021
Machine Tool & Manufacturing Technology	2	y	Dec-17	2017	2021
Mathematics	3		Dec-18	2018	2022
Administration of Justice	2	y	Dec-18	2018	2022
History	2		Dec-16	2019	2023
Social Science: Sociology, Anthropology, Ethnic Studies, Women's Studies, Economics	2		Dec-16	2016	2020
Computer Information Systems	2	y	Dec-17	2019	2023
Fire and Emergency Technology	2	y			
Child Development	1		Dec-16	2019	2023
Life Sciences	1		Dec-16	2016	2020
Political Sciences	2		Dec-16	2016	2020
Auto Collision Repair/Painting & Auto Technology	2	y	Dec-17	2017	2021
Business	2	y	Dec-17	2017	2021
Kinesiology, Physical Education, First Aid, Recreation	1		Dec-17	2019	2023
Welding	2	y	Dec-17	2017	2021
English	3		Dec-16	2019	2023
Learning Resources Unit	3		SP 2017	2017	2020
Psychology	1		Dec-18	2018	2022
Fine Arts: Art, Dance, Film/Video, Theatre	2		Dec-17	2017	2021
Communication Studies	3		Dec-16	2016	2020
English as a Second Language	3		Dec-16	2016	2020
Languages: Spanish, ASL	2		Dec-18	2018	2022
Chemistry	1		Dec-18	2018	2022
Earth Science	1		Dec-18	2018	2022
Physics/Astronomy	1		Dec-18	2018	2022
Human Development	3			2018	2022
Cosmetology	2			2019	2023
Nursing	1	y	Dec-17	2017	2021
Distance Education	2		Dec-17	2017	2021

## **FACILITIES MASTER PLAN**

This Facilities Master Plan is designed to:

- meet the requirements of the State Chancellor's Office;
- assist in decision making at the Campus and the District;
- tie directly into the Five-Year Capital Construction Plan;
- be a living document to be revisited regularly.

The purpose of the 2012 Facilities Master Plan Update for Compton Community College District was to update the recommendations to reflect the implementation of projects undertaken since the completion of the 2008 Facilities Master Plan. The need for this update was driven by the detailed engineering of the state-funded campuswide Infrastructure Project and the development of Final Project Proposals for Instructional Buildings 1 and 2. The updated recommendations were based on current enrollment projections and focused on the facilities affected by projects in design or under construction, and through a series of graphic and written descriptions described how the campus would be improved to meet the educational mission of the college, serve its changing needs, and address its projected enrollment. The plan identified the buildings to be removed, the buildings to be renovated, and the new facilities to be constructed as well as a number of proposed site improvements for the campus.

## **Accomplishments**

Since the approval of the 2012 Facilities Master Plan a number of facilities improvements have been completed. These improvements addressed the highest priority needs and have enhanced the overall campus experience.

### **Library-Student Success Center (L-SSC)**

Formerly the L-LRC (Library-Learning Resource Center), the new L-SSC opened. The L-SSC is a welcoming environment that provides essential instructional support services.

### **Allied Health Building**

The new Allied Health Building replaced the aging facility and provides a state-of-the-art instructional facility to support the Allied Health programs.

### **Central Plant and Campus Utility Infrastructure**

A comprehensive upgrade to campuswide infrastructure systems was completed along with the construction of a new Central Plant.

### **Information Technology Infrastructure and Wi-Fi**

An extensive upgrade to the IT Infrastructure now provides campuswide Wi-Fi access.

### **Emergency Server Room**

An new Emergency Server Room was developed in conjunction with a renovation of high priority (phase 1) improvements in the MIS Building.

### **Physical Education Improvements**

Renovations to the Football/Soccer Field was completed along with the addition of stadium lighting.

### **Cosmetology Facility**

A temporary facility to support the growing cosmetology program was installed. This is a temporary solution until the permanent home for Cosmetology is developed.



Library-Student Success Center (L-SSC)



Allied Health Building



Central Plant and Campus Utility Infrastructure



Physical Education Improvements



# BACKGROUND



## COMPTON COMMUNITY COLLEGE DISTRICT: PAST AND PRESENT

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.

The Compton Community College District encompasses an area of about 29 square miles, making educational services available to nearly 300,000 residents of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach and South Gate. Today, about 290 full and part-time faculty teach more than 40 degree programs and 20 certificate programs.

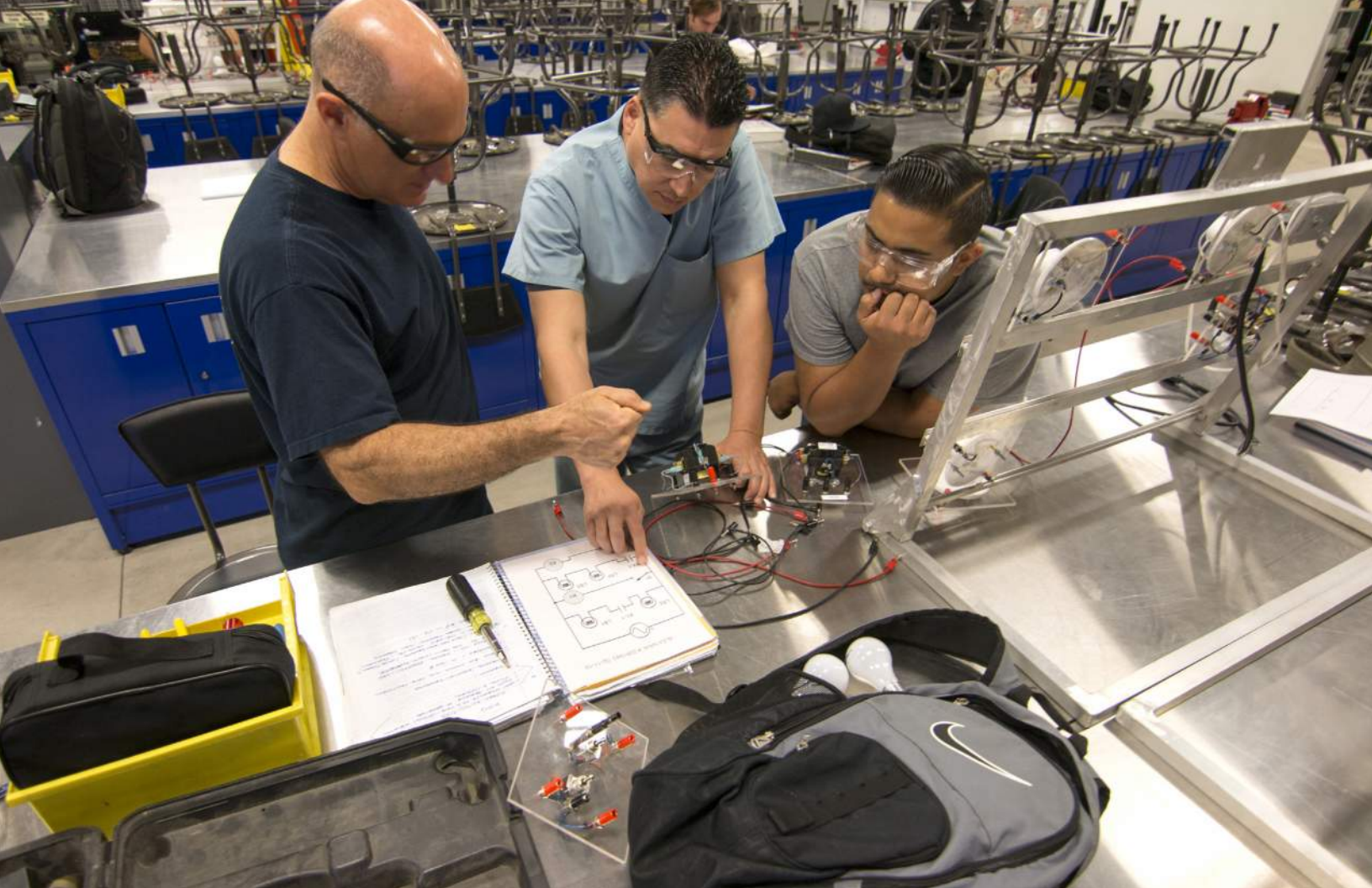
In November 2002 the Compton Community College District won voter approval of Measure CC, authorizing the issuance of \$100 million in general obligation bonds to upgrade classrooms, labs, infrastructure, and instructional equipment, while making much-needed health and safety repairs and energy efficiency improvements. An independent Citizens' Bond Oversight Committee was also established at this time.

After many successful years, and several challenging years, in June 2005 the Accrediting Commission for Community and Junior Colleges announced its decision to revoke Compton College's accreditation.

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.

El Camino College provides accredited instructional and related support, in addition to administrative services, to meet the needs of Compton Center students. El Camino College courses are taught at the Compton Center by Compton District employed faculty.

Through the agreement, residents of the Compton Community College District continue to have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses and related support services.





In November 2014, voters in the Compton Community College District approved Measure C, a \$100 million facilities bond designed to make technology and safety upgrades campuswide.

Administration at the Compton Center is led by the Superintendent/President of the El Camino Community College District.

The Provost/CEO of the Compton Center and CCCD serves under the direction of the Superintendent/President of El Camino Community College District for operations of the Compton Center; and under the direction of the Compton Community College District Board of Trustees for operations of the CCCD.

When the partnership between the Compton Community College District and El Camino College began in the 2006-2007 academic year the Compton Center's annual unduplicated enrollment was only 6,726 students, which was approximately half of what it had been four years prior. In the 2014-2015 academic year student enrollment stood at 12,161. As the increased enrollments indicate, students are drawn to Compton Center's array of high quality instructional programs that culminate in degrees, certificates, and transfer, as well as to the student and learning support services that provide students with the assistance and guidance they need to reach their academic and career goals.

## NATIONAL, STATE, AND LOCAL CONTEXT

### National Economy

Following the "Great Recession" of 2008-2009, leading economic indicators, including rising incomes and gross domestic product (GDP), suggest the development of a more robust national economy. In September 2016, the Bureau of Labor Statistics reported that the US economy grew at an estimated annualized rate of 1.4% in the second quarter, up from a previous estimate of 1.1%, and up from the first quarter, in which the rate was 0.8%.<sup>1</sup>

Additional signs of economic growth are evident in data regarding personal incomes. According to the Bureau of Economic Analysis, total personal income in the U.S. rose from approximately \$9.1 billion in the first quarter of 2014 to \$10 billion in the second quarter of 2016. Within the same time frame, disposable personal income rose from \$12.73 billion to \$13.94 billion.<sup>2</sup>

These increases in personal income and GDP align with the steady decline in the unemployment rate, which stood at a high of 9.9% in March 2010 and was reportedly 4.9% in August 2016. Furthermore, the Bureau of Labor Statistics reports that employment in the U.S. will continue to grow modestly with the civilian labor force projected to reach 163.8 million in 2024, growing at an annual rate of 0.5 percent.<sup>3</sup>

While the national economy is highly complex and influenced by a plethora of factors, domestic and foreign, these figures suggest a positive outlook for the national economy. As one group of economists noted recently in their comments about rising incomes and GDP, "in the context of our times, they continue to reflect the strength of the US economy in period of great uncertainty."<sup>4</sup>

### The California Economy

California's economy, like that of the nation, is improving. The unemployment rate, which stood at 11.6% in 2011, decreased to 5.7% in November 2015, and is expected to gradually fall to 5.5%.<sup>5</sup> Moreover, the labor force has been growing at 1% per year, and on average, in 2015 the economy added 40,000 new jobs per month. However, a fourth consecutive year of drought has contributed to a decrease in farm employment, which will likely continue as recovery from the drought gradually develops over the next few years.<sup>6</sup>

Personal income, which stood at \$1.69 billion in 2011 and increased to \$1.94 billion in 2014, has grown faster than anticipated with a growth rate of 5% that is expected to continue through 2017 and then level to approximately 4.5% in 2018, which is considered to be "full employment." Additionally, consumer inflation, as evidenced by the Consumer Price Index, has remained at roughly 2.5% and is expected to remain consistently at this level for the next several years.<sup>7</sup>

However, while many key economic measurements, such as those above, point to positive trends for California, significant economic challenges associated with poverty levels still confront the Golden State. In September 2016, the Census Bureau released poverty rates based on data from 2013 through 2015. Over this period, California's official poverty rate stood at 15% - relatively close to the national rate of 14.4%. Specifically, the "supplemental poverty measure," which accounts for forms of public assistance and adjusts poverty thresholds for a number of factors, such as the cost of housing, sets the poverty rate in California at 20.6%, which is significantly higher than in the rest of the nation, and which translates to approximately 8 million Californians being considered poor.<sup>8</sup> One primary factor for this difference is the state's higher housing costs.

In addition, according to the Legislative Analyst's Office (LAO), California's economy is impacted by regional conditions that result in uneven circumstances for the state's residents, as well as some degree of uncertainty about the long-range prospects for the economy. For example, the LAO asserts that the state's economy and budget rely significantly on the economic health of the San Francisco Bay area, including the Oakland and San Jose metropolitan regions where the technology industry is centered. In these areas, home and rent prices have increased exorbitantly and incomes are also relatively high. This results in higher tax revenues for the state, but should this region experience economic stagnation or decline, so too will state revenue experience a corresponding stagnation or decline.

Recent state legislation increased the California minimum wage for large and medium-sized employers to \$15 per hour by 2022. This increase will benefit approximately 5 to 6 million workers who made less than \$13 per hour in 2015 and who are typically employees in service sector jobs. At the same time, workers in inland areas of the state generally earn lower wages than workers in the state's coastal or metropolitan areas. Thus, workers' wages and their economic conditions will vary as a result of where they reside and the industries in which they are employed. Nonetheless, both the LAO and the Governor's Office assume several outcomes as a result of the increased minimum wage: "(1) higher wages will lead many low-wage workers to spend more money in the economy, (2) businesses will pass some higher wage costs to consumers by raising prices, and (3) job growth for the lowest-wage workers will slow to some extent as the costs of employing them rise."<sup>9</sup>

Despite its many challenges, California continues to be an economic powerhouse, as reflected in the LAO's August 2016 Jobs Report, which provides indicators of the resilience and dynamism of the state's economy. Notably:

- jobs in the state are up 2.3%--faster than the nationwide job growth of 1.7%--which now ranks California 12th among the 50 states by this measure;
- for the 18 major job sectors we track, 10 sectors ...have grown more quickly than the U.S. as a whole over the past year; and,
- most California metro areas have higher job growth rates than the U.S. over the past year.<sup>10</sup>

In June 2016 California was reported to be the sixth largest economy in the world – surpassing that of France – with a gross state product of 2.46 trillion in 2015.<sup>11</sup> According to Irena Asmundson, chief economist for the California Department of Finance, the state's economic strength is grounded in its diversity. So, despite economic downturns and a major drought, manufacturing and agriculture continue to perform well.<sup>12</sup> Thus, California's diverse and dynamic economy, to which California's community colleges will continue to contribute as well as lead, is poised to expand well into the future.

### California Community Colleges Today: Current Issues and Challenges

According to the California Community Colleges Chancellor's Office (CCCCO), California Community Colleges face four major challenges, which it has addressed in its Strategic Plan: 1) Demographic Change: A New California; 2) Educational Challenges; 3) Aligning State Educational Policies; and 4) Capacity for Change.<sup>13</sup>

As the CCCCCO notes, by 2025, the "state's multicultural character will expand dramatically, as the state adds between 7 and 11 million residents increasing the state's population of 37 million to almost 48 million will change California." Most notably, the Latino population is predicted to grow significantly and comprise the state's majority population by 2040, and Additionally, the Asian population will increase as well. Moreover, Californians will increasingly be older adults, with 22 percent of California's adults being age 60 or above by 2030.<sup>14</sup> Immigrants arriving from over sixty different countries will also contribute to California's diversity, and while immigrants from Asia, Europe and Canada will have tend to have higher income and levels of education, the majority, who will come from Central America and Mexico, will have lower levels of educational attainment and income.

However, educational and economic challenges will not be unique to newcomers to the state. For example, native-born Mexican students have consistently lower high school and college completion rates than do African-Americans, Asians, or Whites. Furthermore, overall, "California ranks far below top-performing states in the percentage of students taking rigorous math courses, [and] over half of the incoming community college students need basic skills programs."<sup>15</sup>

Aligning state educational policies in ways that bridge the chasm between K-12 and colleges presents additional challenges for the future. To accomplish this goal, it will be necessary to align coursework and assessments, share data systems that will allow for assess and track student achievement, and coordinate accountability systems.

In addition, increasing the capacity for change necessary to meet future challenges will require support for experimentation as K-12 and colleges create partnerships and pathways. Laws, regulations and compliance procedures, which can be barriers to innovation that do not clearly benefit students, will also have to be examined, and perhaps, modified so as to allow for the flexibility and creativity that will give rise to more effective approaches to improving student success.

Perhaps the greatest overarching challenge for California Community Colleges is that more students attain their educational goals. As the CCCCCO Strategic Plan notes, the Student Success Task Force reported that:

- Only 53.6 percent of our degree-seeking students ever achieve a certificate, degree, or transfer preparation. For African-American and Latino students, the rate is much lower (42 percent and 43 percent, respectively).
- Of the students who enter our colleges at one level below transfer-level in math, only 46.2 percent ever achieve a certificate, degree, or transfer preparation. Of those students entering four levels below, only 25.5 percent ever achieve those outcomes.
- Of our students who seek to transfer to a four-year institution, only 41 percent are successful. For African-Americans, only 34 percent succeed. For Latinos, the figure is 31 percent.<sup>16</sup>

Thus, successfully implementing measures designed to improve student retention and completion, such as expanding and improving financial aid, enhancing student support services, providing broader assistance to veterans and military members, increasing the use of non-credit courses, and improving access to students with disabilities, will all be major challenges for California Community Colleges over the next several decades.



# PROFILE



*El Camino College*

*El Camino College*

## PROFILE OF THE CAMPUS, COMMUNITY AND STUDENTS

### REGIONAL POPULATION TRENDS AND CHARACTERISTICS

According to the 2010 U.S. Census, the combined population of these cities - all of which are located within Los Angeles County - was over 277,000 people. Though not entirely within the CCCD, the unincorporated county areas are included as part of the service area because the Center encompasses a sizeable portion of these areas. Thus, an examination of County characteristics provides an important backdrop and point of comparison for information pertaining to the residents of the communities the District serves.<sup>17</sup>

#### Los Angeles County - Snapshot of Key Demographics (2014)<sup>18</sup>:

##### Population:

In 2014, with a total population of approximately 10.1 million, Los Angeles County was the first-largest county in California by population and encompasses 141 designated census places.

##### Age:

The American Community Survey, a U.S. Census Bureau document that provides information on the demographics and origins of the residents in Los Angeles County (and throughout the nation), reported that in 2014 the median age of residents in Los Angeles County was 35.8, and native-born citizens were generally younger than foreign-born citizens with a median native age of 27 in contrast to a median foreign-born age of 47.1.

##### Places of Heritage:

According to the American Community Survey, the most common countries of origin, in descending rank order, were Mexico, the Philippines and China.

##### Citizenship:

82.5% of the population of Los Angeles County were U.S. citizens, which was lower than the 86.2% average for the state and lower than the national average of 93%.

**Ethnicity:**

The largest share of citizens in Los Angeles County in 2014 were Hispanic comprising 48.4% of the total population; White residents are the second most common at 26.6% of the total population; Asian residents make up 14.1% of the total population; Black residents represent 7.9% of the total population.<sup>19</sup>

**Languages Other Than English:**

56.8% of Los Angeles County citizens were speakers of a non-English language, which is significantly higher than the national average of 21.1%. The most common language spoken in Los Angeles County, other than English, was Spanish. The second and third most common non-English languages were Chinese and Tagalog.

**Veterans:**

Los Angeles County in 2014 had 91,494 veterans who served in Vietnam, which is 2.2 times greater than any other conflict. Veterans from the second most common service era, Gulf (2001), numbered approximately 42,088.

**Education<sup>20</sup>:**

- Degrees - According to the U.S. Department of Education, 53,359 residents of Los Angeles County earned degrees or certificates from higher education institutions. The largest share of students with degrees awarded in Los Angeles County are enrolled at public four-year or above institutions. The three most common majors for bachelor's degree programs in 2013-2014, in descending order, were General Business Administration and Management, General Psychology, and Sociology; however, a relatively high number of people major in the County majored in General Animal Sciences, Food Science, and General Agriculture Management. The most common majors for associate degrees for two-year programs were Liberal Arts and Sciences, Biological and Physical Sciences, and General Social Sciences.
- Degrees by Gender – In 2014, at all of the top five public institutions in Los Angeles County ((i.e., University of Southern California; University of California, Los Angeles; California State University, Long Beach; California State University, Northridge; California State University, Los Angeles), women earned the majority of degrees granted.



- Degrees Awarded by Race/Ethnicity - The most common race or ethnicity of students with degrees awarded in Los Angeles County, were Hispanic or Latino (53,191), followed by White (42,890), Asian (23,121), and Black (11,975).

### Housing and Living:

In 2014 there were 3.3 million households in Los Angeles County.

- Median property values in 2014 were \$464,400, which was well above the California median of \$412,700.
- Rent vs. Own: 45.5% of the housing units in Los Angeles County were owner occupied, which was lower than the national average of 63.1%.

### Economy:

Income and Wages:

- Median household income in 2014 in Los Angeles County stood at \$55,746, which was below the \$61,993 median for California; however, the largest share of households in Los Angeles County had an income of \$75-\$100k.
- Wage by Gender: Male full-time employees in California made 1.2 times more than female full-time employees. The average male salary in 2014 was \$67,040 while the average female salary was \$53,794. Moreover, in all of the five most common occupational categories (i.e., miscellaneous managers, elementary/middle school teachers, retail sales, secretaries/administrative assistants, and cashiers) male employees earned more than female employees.
- Wage Distribution – Gini Coefficient<sup>21</sup>: The closest comparable wage Gini for Los Angeles County is from California. In 2014 California had a wage Gini of 0.505, which was higher than the national average of 0.485. In other words, wages were distributed less evenly in California when comparing to the national average.
- Poverty Rate by Age and Gender: 18.7% of the population for whom poverty status was determined in Los Angeles County (10 million people) as living below the poverty line were females age 25 to 34. This was higher than the national average of 15.5%. The largest demographic living in poverty was female age 25-34.

- Poverty by Race and Ethnicity: The largest race or ethnicity living in poverty in 2014 was Hispanic or Latino (i.e., 1.16 million or 39% of total impoverished). The second largest racial/ethnic group living in poverty were White – 897,452 or 30.3% of total impoverished).

### Occupations:

- Most Common - The most common jobs in Los Angeles County, by number of employees, were Administrative Supervisors, Retail Supervisors, and Executives.
- Most Specialized - Compared to other counties, Los Angeles County had an unusually high number of Art and Design, Personal Care and Service Supervisors, and Laborers and Movers.
- Highest Paid - The highest paid jobs in Los Angeles County, by median earnings, were Lawyers and Law Clerks, Physicians and Surgeons, and Architects, Surveyors, and Cartographers.

**Industries:**

- Most Common – In 2014 the most common industries in Los Angeles County, by number of employees, were Healthcare and Social Assistance, Retail Trade, and Manufacturing.
- Most Specialized - Compared to other counties, Los Angeles County had an unusually high number of Information, Arts/Entertainment/Recreation and Other Services, except Public Administration.
- Highest Paying - The highest paying industries in Los Angeles County, by median earnings, were Utilities, Professional/Scientific/Technical Services, and Mining/Quarrying/Oil and Gas Extraction.
- Top 5 Industries by Share: 1) Healthcare and Social Assistance (12.6%); 2) Retail Trade (10.7%); 3) Manufacturing (10.2%); 4) Accommodation and Food Service (8%); and, 5) Educational Services (7.9%).

**SIGNIFICANT LOCAL CONDITIONS AND TRENDS**

According to the 2010 U.S. Census, the combined population of these cities was over 277,000 people. As illustrated in the table below, the three largest city populations within the District’s services area, which also includes three unincorporated areas (i.e., East Rancho Dominguez, West Rancho Dominguez, and Willowbrook), are Compton, Lynwood and Paramount. These three cities combined represent 79.5% of the total population in the District’s service area. Though not entirely within the CCCD, the unincorporated county areas are included as part of the District’s population because the District encompasses a sizeable portion of these areas.<sup>22</sup>

**District Population by City**

CITY	POPULATION	%
Compton	98,462	34.8%
Lynwood	71,989	25.2%
Paramount	55,412	19.5%
E. Rancho Dominguez	15,135	5.5%
W. Rancho Dominguez	5,669	2.0%
Willowbrook	35,983	13.0%

Source: U.S. Census 2010

**Community Demographic Trends<sup>23</sup>**

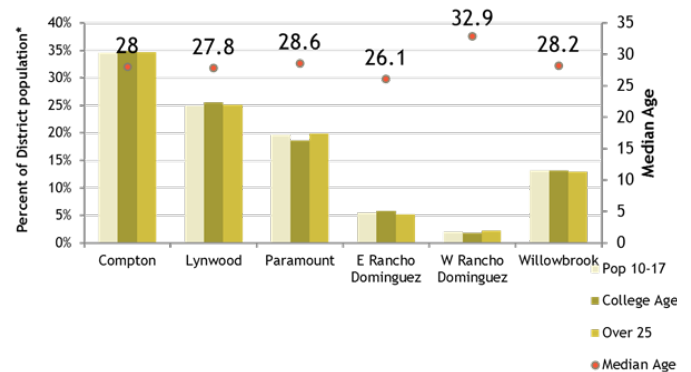
The cities of Compton, Lynwood, and Paramount make up most of the Compton Community College District population, followed by Willowbrook, East and West Rancho Dominguez. Compton, Carson, and Lynwood have the highest enrollments at the Center per thousand residents. Compton (27.2%), Los Angeles (16.1%), and Long Beach (15.4%) comprise the highest percentage of the Center’s student population. It is estimated that by 2020, the population of Compton, Lynwood, and Paramount under 20 years of age will decrease by 12% while the population over 20 years of age will increase by 8%, 9%, and 8% respectively.

Additionally, Latinos comprise 76% of the population that the Center serves, while African-Americans represent 20%, and others 4%; yet, notably, the student population consists of 45% Latinos, 44% African-American, Asian, White, and multi-ethnic 3% each, and Pacific Islander and others make up 1% each of the student population. By 2020, the under 20 age group of African-American population is expected to decline by 40%, Asian by 14%, and Latinos by 10% by 2020 as younger residents move out the area to secure employment. However, both Asian and Latinos of age 20+ population are expected to increase by 7% and 12%. Furthermore, Asian and Latino families are expected to move into the local communities, while the White and African-American numbers will decrease.

The service area’s population, in general, is projected to increase in population by approximately 2.4% through 2020. Each city is expected to experience an 8 to 9% increase in the population of residents age 20 years and older. However, at the same time, each district city is expected to see a decline of 12% in the population under 20 years old.

As in California generally, an age bubble has also passed through the state’s school system, leaving behind a significant reduction in young school age children; yet in the Center’s service area, where the median age is several years below California’s and the nation’s, the percentage of residents under 25 is and will remain quite high. Moreover, the largest anticipated growth will occur among adults 45 and older, a cohort which currently has low representation at the Center. Considering that the population of Los Angeles County is predicted to grow from 10.1 million to 11.07 million by 2025 – an increase of 9.6%, the student population in the Center’s service area, therefore, is likely to increase substantially as well, which will afford the institution greater opportunities for increased enrollment.<sup>24</sup>

Additionally, as the graph below illustrates, the population of the Compton Community College District is relatively young. The oldest region, West Rancho Dominguez, has a median age of 32.9 years and is the least populous region, while the most populous region, Compton, has a median age of 28 years, which means that half the population of that city is under 28 years old.



Additionally, only 58.9% of residents in Compton, one of the primary cities in the Center’s service area, have earned a high school diploma or higher, which is significantly lower than the rate in California (i.e., 82.2%), and 9.6% hold a bachelor’s degree or higher, which is one-quarter of the rate in the Los Angeles-Long Beach-Anaheim Metro Area of 32.7%.<sup>25</sup> Therefore, considering the relatively young population of the communities within the Center’s service area who have not attained a college degree, there exist substantial opportunities to increase outreach efforts to these residents, which, if successful, will result in increased enrollments.

## Comparative Analysis: Los Angeles County and the City of Compton

Given that Compton is the primary city in the Center’s service area, comparing its demographic and economic conditions to those of the county within which it is located illustrates significant disparities between and among populations in the region and brings into focus issues that must be addressed in institutional planning. The table below identifies key characteristics for such a comparison.

CHARACTERISTIC	LOS ANGELES COUNTY	COMPTON, CA
<b>Median Age</b>	35.8	20.9
<b>Place of Heritage (rank order)</b>	Mexico, Philippines, China	Mexico, Guatemala, El Salvador
<b>Citizenship</b>	82.5%	79.1%
<b>Ethnicity (Rank Order)</b>	Hispanic/Latino 48.4%	Hispanic/Latino 66.3%
	White 26.6%	Black 30.9%
	Asian 14.1%	White 1.1%
	Black 7.9%	2+ Ethnicities .8%
<b>Language Other Than English</b>	56.8% Spanish	62.1% Spanish
<b>Median Property Values</b>	\$464,400	\$233,400
<b>Owner Occupancy</b>	45.5%	54.9%
<b>Median Household Income</b>	\$55,746	\$43,230
<b>Wages by Gender</b>	Male Average \$67,010	Male Average \$34,474
	Female Average \$53,794	Female Average \$30,754
<b>Poverty by Age and Gender</b>	Highest Percent of Population – 18.7% - Female – Age 25-34	Highest Percent of Population – 26% - Female – Age 25-34

The following observations summarize notable demographic and economic differences between Los Angeles County and the City of Compton:

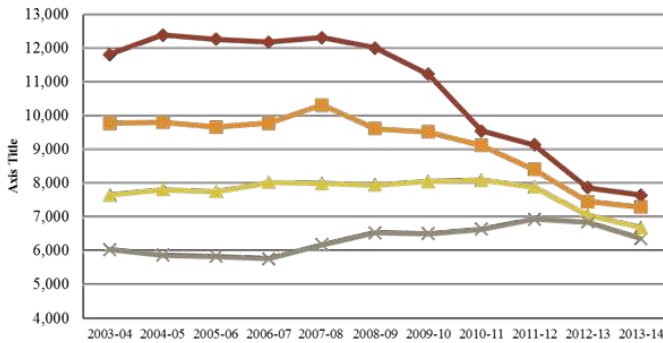
- the population of Compton is significantly younger;
- the population of Compton is ethnically less diverse with its top three places of heritage all being Latin American nations;
- the population of Compton is composed of significantly more Hispanic/Latino and Black residents than live in Los Angeles County;
- major differences in median property values are evident with property values in Compton being 49.74% below the median for Los Angeles County;
- wage disparities by gender are more pronounced: average male wages in Los Angeles County are 48% greater than the average male wage in Compton; the average female wage in Los Angeles County is 42.8% greater than the average female wage in Los Angeles County; and,
- females age 25 to 34 compose a greater segment of the population living in poverty compared to the same cohort residing in Los Angeles County.

## LOCAL K-12 TRENDS AND IMPACT ON HIGH SCHOOL ENROLLMENT RATES:

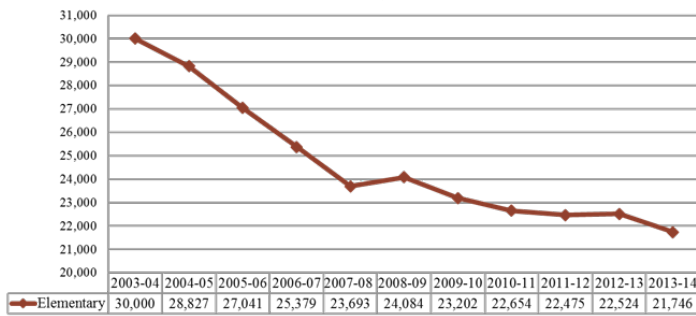
### Local K-12 Trends

As the three charts below illustrate, overall K-12 enrollments have decreased steadily since 2003-2004. All of the high school grades showed decrease in enrollment numbers. Therefore, it is expected that the number of new students from high schools will continue to decrease, as fewer students are graduating from high schools. Moreover, as the graphs below illustrate, middle and elementary school enrollments have also declined in the schools within the service area. Across Los Angeles County, 12th grade enrollment is projected to plateau through 2022-23, 11th grade may increase slightly because of increasing college awareness, but 9th and 10th grades enrollments are projected to decline<sup>26</sup>.

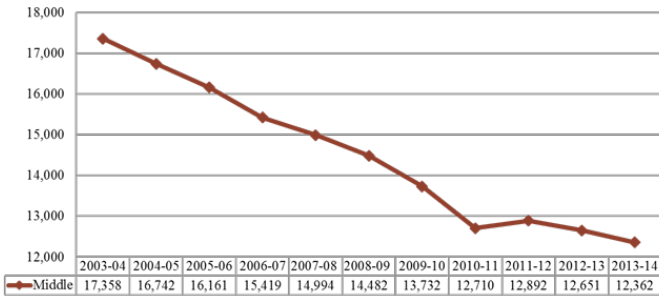
**Enrollment Trends (2003-04 to 2013-14)  
CCC District and Nearby High Schools**



**Enrollment Trend (2003-04 to 2013-14)  
Local Elementary Schools**



**Enrollment Trend (2002-03 to 2012-13)  
Local Middle Schools**



In sum, the decrease in K-12 enrollments in the area surrounding the Center will require innovative approaches to provide early awareness opportunities, and guided pathways for students, which will increase access, as well as providing support structures that will result in the attainment of their educational goals.

## High School Enrollment

El Camino College Compton Center feeder high schools include those students coming from school districts within the Compton Community College District: Compton, Lynwood, and Paramount school districts. Three school districts from outside the Compton Center District also send students to the Compton Center: Los Angeles, Long Beach, and Downey. The table that appears on the following page includes the top six feeder high schools from the following high school districts: Compton, Lynwood, and Long Beach. Compton Unified School District sends the largest number of students to the Compton Center and is represented with three high schools: Centennial, Compton, and Dominguez. Lynwood and Firebaugh high schools are in Lynwood Unified School District and Jordan high school is in Long Beach Unified School District.

- Overall, as noted previously, enrollments in feeder high schools have generally been declined over the last few years. Total local high school enrollments from the six feeder high schools have dropped by over 4,311 students since the 2008-2009 school year. Ninth grade enrollments have experienced the greatest decline. If this trend persists, fewer students may be coming through the feeder school pipeline in the near future.
- All but one of the six high schools demonstrated over 20% declines in student enrollments since the 2008-2009 academic year. The declines vary in degree and rate with a steep decline for some (Lynwood H.S.) and others an incremental decline each year. Marco Antonio Firebaugh High School was the only high school to experience a 22% increase in overall enrollments, but it also experienced fluctuations between the 2008 to 2016 academic years.
- The three highest yield rate high schools have come from Compton Unified School District (Centennial, Compton, and Dominguez H.S.), which are also in-district high schools, typically experienced about 30% losses in overall enrollments. Additionally, these three high schools have seen between 30-34% losses in student enrollment between freshman and senior year. The remaining three high schools, (Jordan, Lynwood, and Firebaugh) experienced smaller declines in enrollment between freshman and senior year. Many of the high schools appear to be going through natural ebb and flow in enrollment with years of growth followed by decline and vice versa.

## Total Enrollment Trend by Top Six Feeder High Schools

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Centennial	1,396	1,367	1,204	1,138	1,044	929	908	928
Compton	2,530	2,469	2,400	2,310	2,224	2,190	2,060	1,783
Dominguez	2,668	2,413	2,103	2,385	2,266	2,147	2,064	1,896
Jordan	4,104	4,056	3,803	3,589	3,604	3,481	3,367	3,195
Lynwood	4,097	3,152	2,493	2,453	2,331	2,317	2,351	2,352
Firebaugh	1,501	1,875	1,505	1,973	1,899	1,912	1,919	1,831
Total	16,296	15,332	13,508	13,848	13,368	12,976	12,669	11,985

Notably, in terms of outcomes, as the table above indicates, many of these feeder high schools perform at the lower end of the spectrum based on state rankings of API.<sup>27</sup> The data in the table below provides additional data for Compton Center first-time enrollments by school district residence along with district API.

## New Enrollments by High School District Residence and API

HIGH SCHOOL	DISTRICT API	STUDENTS
Compton Unified	697	1553
Los Angeles Unified	656	1422
Long Beach Unified	784	804
Lynwood Unified	711	316
Paramount Unified	765	202
Centinella Valley	698	118
Bellflower Unified	795	103
Torrance Beach Unified	869	102
Downey Unified	804	88
Inglewood Unified	719	79

Source: Local Data & U.S. Census Data & CDE Data As illustrated

In the data above, API scores below 800, which are considered low performing, applies to the majority of the feeder high schools. Thus, these students arrive at the Compton Center requiring additional skills and support services that will foster their success.

## REGIONAL LABOR MARKET TRENDS

Unemployment in Los Angeles County peaked in 2011 at 12.3%. However, by 2016, unemployment in both California and Los Angeles County remained consistent with the national average, which stood at 5.0% by September 2016. At this same time, California's rate stood at 5.5% (seasonally adjusted) and the Los Angeles Metropolitan Area (Los Angeles – Long Beach – Anaheim) was 5.1% (not seasonally adjusted).<sup>28</sup> The Bureau of Labor Statistics (BLS) projects a 5.2 percent unemployment rate in 2024 and labor productivity growth of 1.8 percent annually over this same projected period.<sup>29</sup> Thus, based upon the BLS modeling, the unemployment trends in the U.S., California and the Los Angeles Metropolitan area will likely remain within the current range over the next decade.

As the table below reflects, the top growing industries from through 2019 will be Accommodation, (11%), HealthCare and Social Assistance (13%), and Educational services (14%).<sup>30</sup>

### Top Growing Industries

DESCRIPTION	2014 - 2019 Change	2014 - 2019 % Change
Health Care and Social Assistance	89,072	13%
Accommodation and Food Services	42,628	11%
Professional, Scientific, and Technical Services	27,569	8%
Retail Trade	26,002	6%
Educational Services	21,079	14%
Other Services (except Public Administration)	18,583	7%
Wholesale Trade	18,159	8%
Admin & Supprt/Waste Mgmt & Remediation Svcs	13,914	4%
Information	5,876	3%
Arts, Entertainment, and Recreation	5,697	5%
Construction	4,593	2%

The top growing occupations for the same period are predicted to be Healthcare Practitioners and Technical (10%), Food Preparation and Serving Related (11%), Personal Care and Service (14%), and Healthcare Support (15%).

### Top Growing Occupations: 2014-2019

DESCRIPTION	2014 - 2019 Change	2014 - 2019 % Change
Food Preparation and Serving Related	42,987	11%
Personal Care and Service	29,118	14%
Office & Admin Support	24,099	3%
Healthcare Practitioners and Technical	22,095	10%
Sales and Related Occupations	19,963	4%
Healthcare Support	17,042	15%
Education, Training, and Library	14,713	6%
Transportation/Material Moving	12,640	4%
Business & Financial Operations	12,421	5%
Building & Grounds Cleaning & Maintenance	12,226	7%

Leisure and Hospitality, Construction, and Professional/ Technical are predicted to experience modest growth opportunities in the next five years. Allied health occupations are expected to grow between 20% (EMT and Paramedics) and 32% (personal care aides).

The highest growth jobs in Los Angeles County will be in the Advanced Manufacturing field, which is expected to see an average positive change of 41.9%. Computer Numerical Control Engineering Technician (129%), Quality Control Inspector (70.4%) and CAD/CAM Designer (46.3%) will also be positions with significant demand beyond 2019.

### Five Year Growth Rate for Advanced Manufacturing Jobs

OCCUPATION	CURRENT # OF EMPLOYEES	5-YEAR JOB GROWTH	% GROWTH RATE
CNC Machinist Operator	693	286	41.3%
CAD/CAM Programmer	427	112	26.2%
Tool/Die Maker	319	79	24.8%
Quality Control Inspector/Supervisor	207	216	70.4%
CAD/CAM Engineering Technician	105	46	43.8%
CAD/CAM Designer	229	106	46.3%
CNC Programmer	156	78	50.0%
CNC Engineering Technician	17	22	129%
<b>LA County Total</b>	<b>2,253</b>	<b>945</b>	<b>41.9%</b>



## STUDENT CHARACTERISTICS AND ENROLLMENT PATTERNS

### Five-Year Demographic and Enrollment Trends

Five-year demographic data offers an informative overview of the most notable trends in student characteristics and enrollment patterns. Thus, the information below captured in three table, offers an overarching view of the most significant changes in the student population at the Center, which is critical to short and long range planning for academic and student support programs.

The following two tables below provide an overview of ECC Compton Center student demographic information by Fall semesters, 2011 to 2015, which highlight important student characteristic and enrollment trends.

#### Fall 2011 to Fall 2015 – Gender, Age, Ethnicity

CATEGORY	CHARACTERISTIC	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	5-YEAR TREND
All Students		7,912	7,531	7,756	7,701	7,428	-6.1%
Gender	Female	5,134	4,877	4,971	4,880	4,684	-8.8%
	Male	2,777	2,653	2,784	2,820	2,743	-1.2%
Age	17 or younger	306	278	241	219	387	26.5%
	18-19	1,304	1,302	1,296	1,288	1,357	4.1%
	20-24	2,917	2,841	2,982	2,996	2,746	-5.9%
	25-29	1,232	1,148	1,228	1,272	1,251	1.5%
	30-39	1,200	1,073	1,097	1,063	959	-20.1%
	40-49	640	570	550	498	426	-33.4%
	50 or older	313	319	362	365	302	-3.5%
Ethnicity	African-American	3,388	3,027	2,888	2,665	2,249	-33.6%
	Amer Ind/Alaskan	14	15	13	12	16	14.3%
	Asian	460	483	427	363	331	-28.0%
	Latino	3,288	3,336	3,821	4,138	4,330	31.7%
	Pacific Islander	74	71	61	53	43	-41.9%
	White	319	266	264	225	213	-33.2%
	Two or more races*	205	231	229	210	214	4.4%
Unknown of Declined	164	102	53	35	32	-80.5%	

## Fall 2011 to Fall 2015 – Residency, Education, Enrollment Status

CATEGORY	CHARACTERISTIC	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	5-YEAR TREND
Residency	California Resident	7,745	7,419	7,634	7,509	7,302	-5.72%
	Out of State	53	58	41	65	65	22.64%
	International	114	54	81	127	61	-46.49%
Education Level	Not HS Grad	374	235	45	33	27	-92.8%
	HS Grad or Equiv.	6,159	6,012	6,249	6,285	5,978	-2.9%
	A.A./A.S. Degree	511	501	518	463	412	-19.4%
	Bachelor's or Higher	360	338	321	309	303	-15.8%
	K-12 Special Admit	276	218	189	159	329	19.2%
	Unknown	232	227	434	452	379	63.4%
Educational Goal	Intend to Transfer	2,295	2,298	2,374	2,434	3,186	38.8%
	Degree/Certif. Only	599	549	544	587	637	6.3%
	Retrain/recertif.	360	332	288	296	341	-5.3%
	Basic Skills/GED	596	468	544	526	403	-32.4%
	Enrichment	153	130	143	129	122	-20.3%
	Undecided	1,219	1,194	1,182	1,101	1,186	-2.7%
	Unknown	2,690	2,560	2,681	2,628	1,417	-47.3%
	Other**					136	
Credit Status	Credit	7,788	7,531	7,756	7,612	7,428	-4.6%
	Non-Credit	124	0	0	89	0	-100.0%
Enrollment Level	Full-time	1,917	1,714	1,905	1,966	1,767	-7.8%
	Part-time	5,995	5,817	5,851	5,646	5,267	-12.1%

Examining Fall 2011 to Fall 2015 patterns in the two tables above, a number of significant trends are evident. Notable five-year growth trends include:

- significant increase in younger (17 years and under) enrollment (26.5% increase);
- major surge in enrollment of Latino students (31.7% increase);
- substantial increase in “special admit” (K-12) student enrollment (19.2% increase); and,
- considerable growth in the number of students who identified transfer as their primary intention (38.8% increase).

At the same time, there have been noteworthy decreases in the following:

- female enrollments are generally declining (decrease of 8.8%)
- striking declines in the number of Asian students (-28%), Pacific Islander students (-41.9%), and White students (33.2%); and,
- significant drop in the number of middle aged students (30-39 and 40-49 years) – -20.1% and -33.4%, respectively.

Thus, considering the above trends, students at the Center are increasingly younger, Latino students whose primary educational goals are to transfer.

Additional data on student enrollment patterns, which are detailed in the table below, showing the five-year trend from Spring 2012 to Spring 2016, also reveals important changes in student attendance tendencies.

### Spring 2012 to Spring 2016 – Student Enrollment Patterns

Category	Characteristic	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	5-year Trend
Class Times	Daytime Student	3,141	3,318	3,109	3,022	2,903	40.7%
	Evening Student	1,544	1,474	1,281	1,145	1,174	-12.0%
	Comb Day/Eve Student	1,590	1,655	1,641	1,527	1,428	-59.0%
	*Irregular or Unknown	1,319	1,161	1,185	1,250	1,250	-75.4%
Unit Load (At Census)	Fewer than 6 units	3,253	2,990	2,653	2,318	2,463	-24.3%
	6 to 8.5 units	1,576	1,519	1,431	1,460	1,385	-12.1%
	9 to 11.5 units	1,289	1,101	1,239	1,185	1,138	-11.7%
	12 to 14.5 units	1,335	1,063	1,521	1,289	1,164	-12.8%
	15 units or more	374	222	372	335	280	-25.1%
Enrollment	Full-time	1,442	1,285	1,893	1,624	1,444	0.1%
Level	Part-time	5,996	5,610	5,323	4,963	1,986	-66.9%
Cumulative	15 units or fewer	3,876	3,269	2,941	2,720	2,526	-34.8%
Units	15.5 to 30 units	1,413	1,485	1,467	1,440	1,298	-8.1%
	30.5 to 60 units	1,628	1,707	1,717	1,698	1,733	6.4%
	Over 60 units	910	1,147	1,091	1,086	1,198	31.6%

\*"Irregular" percentage includes students enrolled exclusively in distance education courses.

In sum, an examination of the five-year spring semester data above evidenced several striking growth patterns:

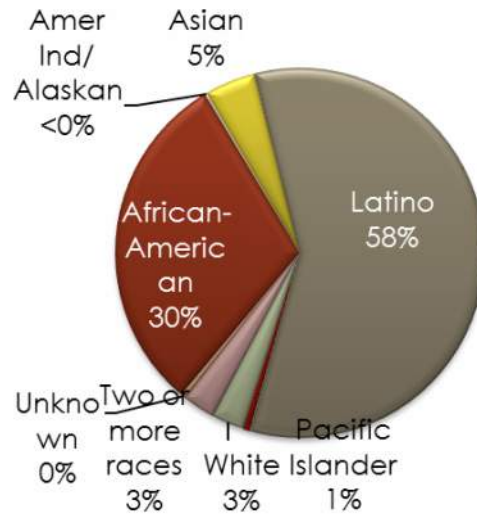
- significant increase in students attending day classes – 40.7% increase; and,
- major increase in the number of students with 60 or more units.
- at the same time, notable downward trends included:
  - drop in the number of students who are enrolled in both day and evening courses (59%);
  - precipitous decline in the number of students enrolled in “irregular”/distance education courses (75.4%);
  - major decline in the number of part-time students (down 66.9%); and,
  - notable drop in the number of students with 15 or fewer units (34.8%).

Understanding the underlying causes of the upward and downward trends that are evident in the data presented above will require the analysis of additional qualitative and quantitative data, which can be deployed to inform the Center’s short- and long-range plans for academic and student support programs.

## ADDITIONAL STUDENT DEMOGRAPHICS

### Ethnicity

The Compton Center has a rich history of ethnic diversity. Fifty-eight percent of the student body is composed of Latinos, followed by African-Americans at 30%. Asian and White represent 5% and 3% of the student population, respectively.



### City of Residence

Thirty-eight percent of Compton Center students reside within the Compton Community College District service area, while roughly 50% live within 7.5 miles within of the Center. The majority of students in the Compton Center's service area reside in Compton, Carson and Lynwood.

IN DISTRICT		
	n	%
Compton	2,005	27.0%
Lynwood	643	8.7%
Paramount	207	2.8%
In District Total	2,855	38.4%
OUT OF DISTRICT (WITHIN 7.5- MILES RADIUS)		
Long Beach	1,072	14.4%
Los Angeles	1,153	15.5%
Carson	376	5.1%
Gardena	220	3.0%
Torrance	229	3.1%
Bellflower	152	2.0%
South Gate	154	2.1%
Downey	87	1.2%
Lakewood	69	0.9%
Norwalk	54	0.7%
Bell	60	0.8%
Huntington Park	42	0.6%
Artesia	<15	<1.0%
Signal Hill	<15	<1.0%
Out of District Total (within 7.5-mile radius)	3,684	49.6%
Out of District (beyond 7.5 -mile radius)	889	12.0%
Grand Total	7,428	

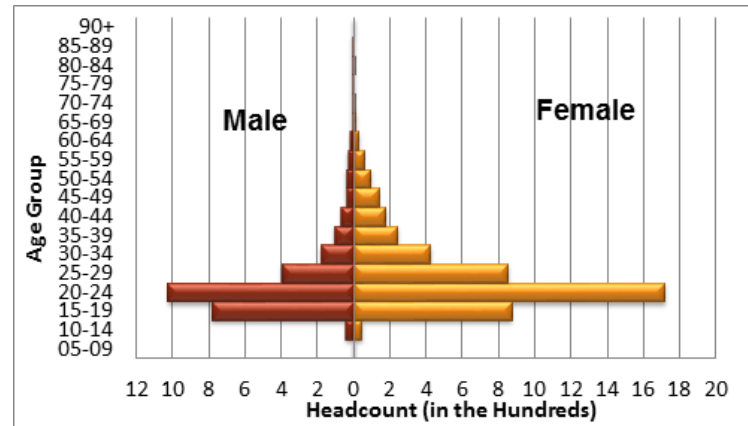
### CROSS-TABULATED STUDENT

### DEMOGRAPHIC DATA

Cross tabulations offer a methodology for analyzing the relationship between two or more variables and helps reveal relationships within data that may not be readily apparent. The cross-tabulated student demographic data presented below provides greater depth to the basic information available regarding important student characteristics.

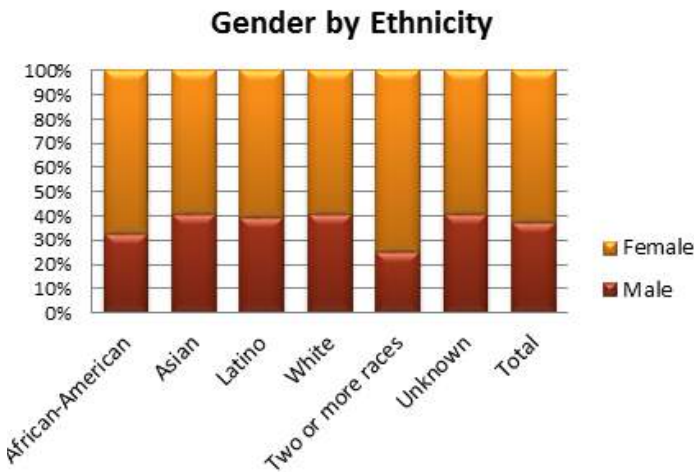
### AGE DISTRIBUTION BY GENDER

In general, the age distribution of Compton Center students is representative of a wide range of age groups, but it is predominantly composed of young adults. Thirty-seven percent of enrolled students are 20 to 24 years old. Overall, there are more female than male students at the Compton Center. The largest gender differences exist among working adults (ages 40-54) with smaller differences among high school (ages 15-19) students.



## GENDER BY ETHNICITY

All ethnic groups are comprised of a greater percentage of female than male students. African-American females represent a significantly larger percentage of this ethnic group at the Compton Center. Additionally, females are the majority of Latino students attending the Center as well as students, which is also true of the student cohort that identified themselves as being of two or more races.



ETHNICITY	MALE	FEMALE	TOTAL
African-American	735	1,514	2,249
American Indian	4	12	16
Asian	135	196	331
Latino	1,701	2,628	4,329
Pacific Islander	15	28	43
White	86	127	213
Two or more races	54	160	214
Unknown	13	19	32
<b>Total</b>	<b>2,743</b>	<b>4,684</b>	<b>7,427</b>

\* Total does not add up to Fall 2015 enrollment total of 7,428 due to invalid entry for gender.

## AGE BY ETHNICITY

The table below presents point measures of age for each ethnic group<sup>31</sup>. Overall, the average age of Compton Center students is 26, while the student median age is 23 and the mode for all ethnic groups is 20, except for African-Americans whose mode is 19. The mean age tends to be considerably higher than the median due to significant numbers of older-aged students.

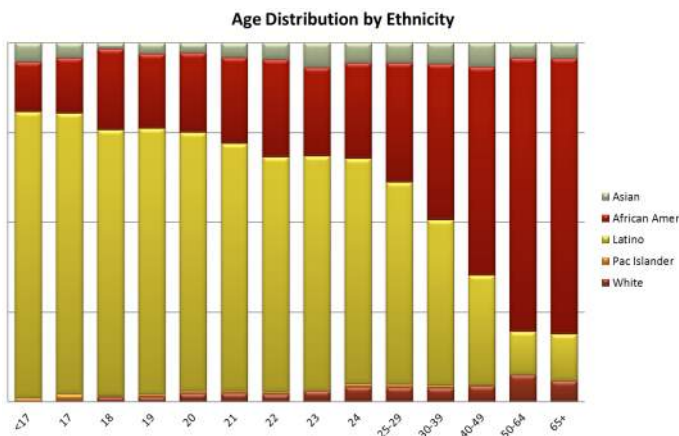
In general, African-Americans, American Indians, Whites and those students of unknown races tend to be older while Latinos and Pacific Islanders are relatively younger than the Center's population as a whole.

ETHNICITY	COUNT	MEAN	MEDIAN	MODE
African American	2,249	30.0	23	20
American Indian/Alaskan	16	33.8	23	19
Asian	331	27.3	23	19
Latino	4,330	23.4	23	19
Pacific Islander	43	23.7	23	19
White	213	29.9	23	19
Two or more races	214	26.1	23	19
Unknown	32	33.4	23	19
<b>Total</b>	<b>7,428</b>	<b>25.8</b>	<b>23</b>	<b>19</b>

### AGE DISTRIBUTION BY ETHNICITY

As suggested above, most ethnic groups at the Compton Center represent varying percentages of the student body relative to age or age group. African-Americans are more likely to be found among the working adult and older populations. Younger ages (pre-college and traditional college age) are more likely Latino students.

The chart below represents the percentage of students from each ethnicity within each age or age group. Smaller groups (American Indian/Alaskan Native) and unidentifiable groups (those who declined to state or whose ethnicity is unknown) were excluded from the chart but are found in the statistical table above.



### PRIMARY DISABILITY BY GENDER

PRIMARY DISABILITY	FEMALE		MALE		TOTAL	
	N	%	N	%	N	%
Acquired Brain Injury	3	1.9	1	1.1	4	1.6
Developmentally Delayed Learner	13	8.3	1	1.1	14	5.6
Hearing Impaired	4	2.5	3	3.3	7	2.8
Learning Disability	10	6.4	5	5.4	15	6.0
Mobility Impaired	17	10.8	9	9.8	26	10.4
Psychological Disability	33	21.0	18	19.6	51	20.5
Speech/Language Impaired	1	0.6	0	0.0	1	0.4
Visually Impaired	3	1.9	0	0.0	3	1.2
Other Disability	73	46.5	55	59.8	128	51.4
Total	157		92		249	

### DISABILITY STATUS BY GENDER

About 3% of the Center’s students have a registered disability, with more women registering with disabilities. Aside from unspecified disabilities, the most common disabilities are mobility impaired and psychological, comprising 31% of the registered disabilities combined.

#### Disability Status by Gender

STATUS	FEMALE		MALE		TOTAL	
	N	%	N	%	N	%
Registered Disability	157	3.4	92	3.4	249	3.4
No Disability Registered	4,527	96.6	2,651	96.6	7,178	96.6
Total	4,684		2,743		7,427	

\* Total does not add up to Fall 2015 enrollment total of 7,428 due to invalid entry for gender.

## SCHEDULE PATTERNS AND MODALITY

Whether pursuing of associate degrees, transfer, vocational training, developmental skills, specialized programs for employment promotion, or occupational re-training, students enroll at the Compton Center in a variety of patterns: full-time or part-time; weekdays, evenings, weekends, or a combination thereof; on and off campus; and, regular and/or intermediate sessions. To provide alternate delivery modes for students, the Center also offers distance education courses, including hybrid and online courses. In Fall 2014, hybrid courses were offered in three program areas, and online courses were offered in seventeen program areas. Distance education student resources include online orientation, course management system information, and a student handbook for distance education. Distance education faculty resources include training, instructional media and online communication tools, and resources supporting effective online instruction. Additional data can be found in the section above, entitled Spring 2012 to Spring 2016 – Student Enrollment Patterns.

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Daytime	5,154	5,088	4,773	5,134	5,135
Evening	1,895	1,771	1,642	1,642	1,595
Irregular	598	425	581	401	400
<b>Total*</b>	<b>8,734</b>	<b>7,912</b>	<b>7,531</b>	<b>7,756</b>	<b>7,701</b>

## IMPLICATIONS FOR PLANNING

Given the demographic and economic conditions described above, significant implications for planning are as follows:

- growing Latino and Asian populations in California and Los Angeles County – many of whom speak a primary language other than English – suggests that the Compton Center has an opportunity to provide programs, particularly non-credit, to address the language skill needs of these populations;
- students' language barriers and challenges associated with academic skill deficiencies will require that additional resources – staff, and facilities – be allocated in ways that increase access and insure completion of educational goals;
- poverty rates in Los Angeles County, which are higher in service area cities, such as Compton, and which include predominantly Latino residents, suggest a need to develop academic programs that provide efficient pathways (e.g., short-term CTE certificates) that prepare students for entry into high-demand job fields with potential for career advancement;
- addressing the needs of the future student population necessitates the development of innovative and culturally relevant support services that will foster student success in all academic programs (i.e., developmental skills, transfer education, career and technical programs);
- the expected increase in the regional population along with the increasing percentage of older adults and decreasing percentage of young adults and children indicates a need to develop programs, pathways and schedules that for adult learners, including working populations;
- emerging industries and occupations in the region that offer pathways to lucrative and critical careers must be one area of intense focus of development, particularly occupations in technical and scientific fields; and,
- decline in K-12 enrollments indicate a need to improve early awareness and outreach efforts to students in elementary, middle school and high school, while also designing programs for older adults, including, but not exclusively, retraining opportunities to maintain pace with changing industries and community service classes that facilitate lifelong learning opportunities.



# PROGRAMS AND SERVICES



In March 2016, the Office of Institutional Research distributed to the instructional and student services divisions the following set of questions for a Program Quality Survey:

### **INDIVIDUAL PROGRAM ANALYSIS:**

#### **Highlights from Program Quality Survey**

1. What is the name of your program of study or discipline (e.g. Biology, Medical Laboratory Technology, English, etc.), and how many degrees or certificates are offered?
2. What critical need, or demand does your program satisfy (e.g., degree requirement, employment eligibility, etc.)?
3. What do you consider to be greatest strengths of your program or discipline?
4. What is your department's five-year vision for your program of study or discipline?
5. What are the top two to three resources (e.g., staffing, marketing technology, policies and procedures, facilities, etc.) your program or discipline needs the most in order to reach your vision?

## **ACADEMIC PROGRAM DESCRIPTIONS AND REVIEWS**

Academic Programs' responses to these focus questions are captured in the table that follows:

**Academic Program Review – Quality Focus Responses**

<b>PROGRAM</b>	<b>QUESTION</b>	<b>RESPONSE</b>
<b>Communication Studies</b>	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	Communication Studies; does not award degrees or Certificates.
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	Its courses allow satisfaction of transfer eligibility, employment eligibility, prerequisite/recommendation needs for certificates and degrees in different disciplines. Meets transfer requirements Satisfies the requirement for degree and certificate programs.
	<b>3. Greatest strengths of your program or discipline?</b>	Communication Studies is committed to student success; preparing students in basic skills.
	<b>4. Department's five-year vision for your program of study or discipline?</b>	It wants to expand the college level course offerings as enrollment increases and improve success rates for disproportionately impacted groups by 5%.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	Smart classrooms with the latest technology and renovation of resources in existing classrooms are outstanding needs of the program.
<b>English</b>	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	All courses needed for the degree are not offered at the Center
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	Its courses allow satisfaction of transfer eligibility, employment eligibility, prerequisite/recommendation needs for certificates and degrees in different disciplines. Meets transfer requirements Satisfies the requirement for degree and certificate programs.
	<b>3. Greatest strengths of your program or discipline?</b>	English Department is committed to student success; preparing students in basic skills.
	<b>4. Department's five-year vision for your program of study or discipline?</b>	It wants to expand the college level course offerings as enrollment increases and improve success rates for disproportionately impacted groups by 5%.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	Smart classrooms with the latest technology and renovation of resources in existing classrooms are outstanding needs of the program.

PROGRAM	QUESTION	RESPONSE
English as a Second Language	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	English as a Second Language helps students to learn English in order to improve their English skills, employment eligibility, and to mainstream into regular college courses.
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	Meets transfer requirements and satisfies the ESL requirement for degree and certificate programs.
	<b>3. Greatest strengths of your program or discipline?</b>	The program has a strong commitment to student success.
	<b>4. Department's five-year vision for your program of study or discipline?</b>	It wants to expand the course offerings as enrollment increases. The vision is to increase student equity by 5% and have a strong and robust credit/non-credit morning and evening ESL program.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	It needs smart classrooms with the latest technology and funding to hire additional faculty and market our programs to the community.

PROGRAM	QUESTION	RESPONSE
Health	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	Associate Degree (Nursing); Associate Degree or Certificate of Accomplishment (Physical Education), and A.A.-T. (Kinesiology)
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	<p>The nursing major prepares graduates to manage and provide skilled nursing care to individuals in a variety of health care settings as entry level registered nurses. Students take Board of Nursing exam (NCLEX-RN) to practice as Registered Nurses in the Healthcare field or to transfer to a four-year university and pursue a BSN degree.</p> <p>The Kinesiology degree provides an orientation to the profession through participation in diverse physical activities and study of the dimensions of exercise. Students will enhance their ability to pursue advanced degree options or entry-level positions in the discipline. The Kinesiology program provides a foundation for the study of diverse dimensions of exercise science, sport, and movement studies.</p>
	<b>3. Greatest strengths of your program or discipline?</b>	<p>The nursing program boasts a seasoned faculty who are current and practicing in the healthcare industry.</p> <p>The Kinesiology department provides instruction by qualified professors and coaches in a variety of exercise and sport disciplines. We have strong academic and athletics programs with students transferring to four-year colleges to play sports and earn degrees.</p>
	<b>4. Department's five-year vision for your program of study or discipline?</b>	<p>In five years, the nursing program hopes to improve in the ADN enrollment and NCLEX pass rates. It is also working on developing both the LVN and CNA programs alongside the ADN.</p> <p>Kinesiology hopes that in the near future we will have additional programs like swimming, tennis, and taekwondo.</p>
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	<p>The recently opened Allied Health Building boasts of modern classrooms, skills lab for simulation, and a computer lab for study and online testing.</p> <p>The major needs for our PE program is the renovation of the sports gym and the faculty offices.</p>

PROGRAM	QUESTION	RESPONSE
Human Development	1. Name of your program of study or discipline; degrees or certificates offered?	Human Development; does not offer degrees or certificates but provides courses that are degree applicable and transfer to UC and CSU.
	2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?	HDEV courses offer exploration of cognitive, psychological, social and physical factors influencing success in college and in life.
	3. Greatest strengths of your program or discipline?	HDEV also provides students with the information, skills and resources necessary for successful educational experiences as well as career exploration and development across the lifespan.
	4. Department's five-year vision for your program of study or discipline?	The department's vision is to add more course offerings and create a handbook for each sector of HDEV courses.
	5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?	It is believed that having marketing on campus would help tremendously in the growth of the department. Continued professional development/training of all adjunct and full-time instructor to always have new pedagogy of teaching lessons and personal growth.
Human Services-Childhood Education	1. Name of your program of study or discipline; degrees or certificates offered?	Human Services-Childhood Education; offers A.A. degree, A.A.-T degree, and Certificate of Achievement.
	2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?	The Child Development program prepares students for careers in private or public programs serving infants, toddlers, preschoolers, children with special needs, or children in before- and after-school care. The program satisfies general education degree requirements, transfer requirements, and job training.
	3. Greatest strengths of your program or discipline?	Our excellent teaching is supported by real-life experience from our new Child Development Center.
	4. Department's five-year vision for your program of study or discipline?	See below.
	5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?	We are looking forward to improved enrollment and the renovation/upgrade of the old Abel Sykes Child Development Center to provide services to school-age children. A permit specialist is required to guide our students through the various processes of certification.

PROGRAM	QUESTION	RESPONSE
Mathematics	<b>1. Name of your program of study or discipline; degrees or certificates are offered?</b>	All courses needed for the degree are not offered at the Center
	<b>2. Critical need or demand does your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	Its courses allow satisfaction of transfer eligibility, employment eligibility, prerequisite/recommendation needs for certificates and degrees in different disciplines. Meets transfer requirements. Satisfies the requirement for degree and certificate programs.
	<b>3. Greatest strengths of your program or discipline?</b>	Mathematics Department is committed to student success; preparing students in basic skills.
	<b>4. Department's five-year vision for your program of study or discipline?</b>	It wants to expand the college-level course offerings as enrollment increases and improve success rates for disproportionately impacted groups by 5%.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	Smart classrooms with the latest technology and renovation of resources in existing classrooms are outstanding needs of the program.



PROGRAM	QUESTION	RESPONSE
Natural Science	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	A.S .and A.A.-T. degrees (Astronomy, Biology, Chemistry, Geography, Geology, Physics)
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	The science program offers opportunities for students to satisfy their general education degree requirements, pre-nursing requirements, and transfer requirements for science majors.
	<b>3. Greatest strengths of your program or discipline?</b>	The strengths of the program include experienced dedicated faculty members who provide real-world knowledge, faculty and staff support that help to nurture the students, and modern equipment in the lab and classroom for up-to-date instruction. Most importantly, Science program offers opportunity for student success, regardless of previous educational preparation. The classes help to build lasting study skills as learning is supported with excellent tutoring and supplemental instructions that provide students with the tools to succeed.
	<b>4. Department's five-year vision for your program of study or discipline?</b>	In five years, the Science program hopes to grow in both the quality and size of its academic disciplines, to increase student retention and success, and improve faculty performance with quality professional training. There are plans for continued improvement and the introduction of new programs and classes that will result in more degrees being offered. Some areas need virtual programs for students to download and use for study.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	Astronomy and Physics need help with marketing and recruitment especially of students from feeder high schools. The Science building needs an improvement of the facilities, including upgrading the classrooms, bathrooms, heater/air conditioner system, and flooring. Instructors require support to develop hybrid and online classes.

PROGRAM	QUESTION	RESPONSE
Political Science	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	Political Science; A.S. degree.
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	Program satisfies degree requirement & transfer.
	<b>3. Greatest strengths of your program or discipline?</b>	Instructors provide high-quality, diverse pedagogy. Student access is optimal with on campus and online course offerings. Courses are offered in the mornings, afternoons, evenings, and weekends. Greater course offerings adhering to the four-semester calendar, with both on campus and online course offerings. SLO and PLO proficiency Program Review completion every four years
	<b>4. Department's five-year vision for your program of study or discipline?</b>	Political Science wants increased student success rate, supplemental instruction, tutoring, partnering with FYE, instant classroom response system for classroom instructors.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	New instructional facility with office spaces for full and part-time Political Science instructors and smart classrooms equipped with multimedia projection system and international, national, and state maps are required for the growth of the area.

To augment this information while broadening and deepening the dialogue, the Center initiated focus group discussions in September 2016 that centered upon the following set of queries and built upon the initial Program Quality Survey questions:

### **Instructional Division Focus Questions:**

Describe your division and the programs and/or disciplines housed within it (e.g. Biology, Medical Laboratory Tech, English, etc.). What types of degrees or certificates are offered?

What critical need, or demand does your division/programs satisfy (e.g., degree requirement, employment eligibility, etc.)?

Considering the results of course and/or program outcomes assessments, as well as other key enrollment, student success and/or demographic data:

- What are the greatest strengths of your programs and/or disciplines?
- What are the most significant challenges for your programs and/or disciplines?
- Are there new programs or courses that need to be developed?
- Are there courses that need to be deleted from the curriculum or significantly revised?
- Are there programs in your division that need to be revitalized or discontinued?
- What is your five-year vision for the programs and disciplines in your division?

What are the top 2-3 resources (e.g., staffing, marketing, technology, policies, procedures, facilities, etc.) your division, program and/or disciplines need(s) the most in order to reach your vision?

Using these questions as the basis for discussion, the focus group meetings conducted in September 2016 yielded a more thorough and nuanced picture of the instructional and student services programs, including their challenges, vision and needed resources. Main responses to the above focus questions delivered during these focus group meetings are summarized as follows:

## **DIVISION 1**

**Describe Your Division And The Programs And/Or Disciplines Housed Within It (E.g. Biology, Medical Laboratory Tech, English, Etc.). What Types Of Degrees Or Certificates Are Offered?**

### **DISCIPLINES**

- Life Sciences, Earth Sciences, Health Sciences, Nutrition, Psychology, PE, Nursing, Child Development.

### **Degrees/Certificates**

- A.A. Degree, CDC certificates, Child Development permits issued and work in CDC, A.D.-T.'s;
- Offer online courses;
- Offer some weekend courses (Fri/Sat).

**What Critical Need, Or Demand Does Your Division/Programs Satisfy (E.g., Degree Requirement, Employment Eligibility, Etc.)?**

- Many courses are pre-requisites for nursing program and transfer programs;
- Many students in nursing and allied health – significant demand in these fields.

**Considering The Results Of Course And/Or Program Outcomes Assessments, As Well As Other Key Enrollment, Student Success And/Demographic Data:**

**What are the greatest strengths of your programs and/or disciplines?**

- Experienced instructors and time spent with students – true throughout the campus;
- Science programs are in high demand; but enrollment is currently limited because of lack of lab spaces for sciences.

**What are the most significant challenges for your programs and/or disciplines?**

- Science labs – lack of; can only offer “lite” science courses and limited number of sections; lectures and labs are in the same rooms;
- Lecture or general classroom spaces – need more;
- Students lack of fundamental skill and study skills needed to access and master the material – lack of mastery at lower/prior levels that impede student success;
- Supplemental Instruction in the sciences available, but need space for this in SSC; but SI is also offered right after classes, so might benefit by having dedicated SI spaces located in same spaces where science lectures and labs are so that students do not have to go to another building for SI;
- Faculty and staff need spaces within buildings that would allow them to meet with students;
- CDC – 2 classrooms and faculty offices are shared; rest of the building is condemned;
- Insufficient faculty office space;
- Need more classified staff – currently have two technicians for labs, but if they expand then more staff will be needed;
- Evening classes are frequently canceled; online delivery hurt the enrollments; need to stabilize and/or revitalize evening program, but also need to address student success and retention in online courses; some increase in retention last year, but need to still improve; note that scheduling patterns are M/W, T/TH, F, Sat.;
- Enrollments in some areas are struggling: recreation, first aid, contemporary health.

**Are there new programs or courses that need to be developed?**

- Need organic chemistry;
- Physics program and enrollments need to be built up – have been some gradual increases;
- Not enough calculus-based classes, so limits what can be done in terms of developing STEM;
- Science Academy for HS students – need to build this out and incorporate success strategies for them;
- Child Development and Psychology have healthy fill rates (@ 80%), so could offer more sections;
- Psychology and CD are currently part of FYE, but could expand into other areas of the curriculum.

**Are there courses that need to be deleted from the curriculum or significantly revised?**

- Recreation – stand-alone courses; no degree or certificate.

**Are there programs in your division that need to be revitalized or discontinued?**

- None

**What is your five-year vision for the programs and disciplines in your division?**

- Build enrollments in all programs;
- Improved retention;
- Professional development – may need some dedicated spaces for this in the library; innovation center in library;
- Space for faculty to gather and collaborate – currently have a lounge for Math Science faculty, but not for other areas;
- Molecular Biology – course needed;
- Biotechnology – certificates and degrees needed;
- CNA and LVN programs – partnering with Adult Education.

**What are the top 2-3 resources (e.g. staffing, marketing,**

technology, policies, and procedures, facilities, etc.) your division, program and/or disciplines need(s) the most in order to reach your vision?

- Need more faculty;
- Space – class, labs, office, gathering for collaboration;
- Equipment needed for some sciences;
- Astronomy – lab space – demand is huge, but not enough space to offer more sections (i.e., lab only holds 26 stations);
- PE facilities are dilapidated; renovating would increase enrollment; new coaches in track/field, volleyball, softball; have basketball; sand volleyball proposed;
- Technology - Just equipped science labs; row buildings have none.
- Perhaps distance education technology for additional outreach, which allows students to access courses from other locations, so helps with transportation issues and increases enrollments.

## **DIVISION 2**

**Describe Your Division And The Programs And/Or Disciplines Housed Within It**

### **DISCIPLINES**

- CTE: auto, HVAC, EMT, cosmetology;
- Business; CIS;
- Social Sciences: History, Political Science, CJ/AJ, Ethnic Studies;
- Arts: music, dance, film/video, theater; and
- Distance education

### **Degrees/Certificates**

- Certificates and degrees in discipline areas; transfer programs as well (e.g., business, social sciences);
- CDCP noncredit.

**What critical need, or demand does your division/ programs satisfy?**

- Career and technical education for labor force preparation;
- Job ready certificates; and,
- Transfer education.

**Considering the results of course and/or program outcomes assessments, as well as other key enrollment, student success and/demographic data:**

**What are the greatest strengths of your programs and/or disciplines?**

- Synergy; lots of faculty interaction;
- Faculty good at teaching non-traditional and at-risk students without sacrificing rigor;
- Highly skilled CTE faculty;
- Students in CTE programs get jobs;
- High school students are retained in CTE courses;
- Day/night/online access to classes; and,
- Cosmetology doing well – new this year;

**What are the most significant challenges for your programs and/or disciplines?**

- Need more curriculum that supports STEM (e.g., CAD, electronics and other technology-based courses);
- Need auto collision repair program – response to labor market demands;
- Need to address stigma of Compton; new facilities, Compton Promise, Performing Arts and Strong Workforce would help.
- Facilities; arts are biggest issue – no A/C, no performance space;
- Course cancelations and enrollment management;
- Institutional emphasis on general education for transfer, Nursing, and machine tool, but too much emphasis on these and not on other programs;
- Have curriculum, but lack proper facilities to offer courses (e.g., studio and performing arts);
- Customer Service – students get lost; staff do not always ask the right question or give correct information; need professional development; need a triage model.

**Are there new programs or courses that need to be developed?**

- Radiological Technician program;
- Phlebotomy;
- Applied Music course, but not for ADT purposes; have the class, but cannot offer it because of costs associated with private/personal tutoring, so students cannot complete the degree; makes recruiting students to the program difficult;
- Construction Technology (e.g., plumbing, electrician);
- Proposed new: fire academy at off-site firehouse on Rosecrans Avenue – curriculum exists, but need proper facilities.

**Are there courses that need to be deleted from the curriculum or significantly revised?**

- Prerequisites for some classes, such as CIS (see bullet point below)

**Are there programs in your division that need to be revitalized or discontinued?**

- Business/CIS needs to be significantly revitalized – been in straight decline for five years – could be that students do not need office technology applications because information is not relevant to digital natives;
- CIS is high demand field, but classes do not fill and get canceled; CIS classes in the catalog are just electives, so no reason for students to take them – need to revise program;
- Auto Technology and HVAC need to change toward “green” technology.

**What is your five-year vision for the programs and disciplines in your division?**

- Academic and technical rigor;
- Full-fledged, robust music department; Applied Music is essential – biggest need;
- Continuing education courses in CTE fields – need to help students upgrade skills and stay competitive;
- Apprenticeship program;
- CTE courses that can be offered online;
- Ensure that advisory board meets and minutes of meetings kept and posted;
- Contextualized learning for CTE; holistic and interdisciplinary collaboration to help students “connect the dots;”
- Fire Academy (see above regarding new programs);
- Studio and performing arts – only have drawing, no studio art; develop facilities needed for curriculum that already exists.

**What are the top 2-3 resources (e.g. staffing, marketing, technology, policies, and procedures, facilities, etc.) your division, program and/or disciplines need(s) the most in order to reach your vision?**

Biggest needs in rank order:

- Facilities
- Marketing
- Staffing

**DIVISION 3**

**Describe Your Division And The Programs and/or Disciplines Housed Within it**

**DISCIPLINES**

- Academic strategies, communication, English as a second language, english, human development, journalism

**Degrees/Certificates**

- A.A., A.S., A.A.-T., A.S.-T., Certificates
- ESL certificate of competency is in process of being developed.

**What Critical Need, or Demand Does Your Division/ Programs Satisfy**

- Transfer requirement;
- Certificate requirements for vocational programs;
- Basic skills course requirements;
- Math and English for vocational education;
- Collaboration with Adult Education consortium;
- Thematically connected math and English for the nursing program;
- FYE, which also includes history and political science.

**Considering The Results Of Course And/Or Program Outcomes Assessments, As Well As Other Key Enrollment, Student Success And/Demographic Data:**

**What are the greatest strengths of your programs and/or disciplines?**

- Cover the spectrum from developmental through transfer level;
- Learning communities – history, counseling;
- FYE – math, English, communication studies;
- ESL has three levels up to transfer level;
- Success and retention – although math and English are problematic in this regard;
- Tutoring is available;
- Basic skills math acceleration.

**What are the most significant challenges for your programs and/or disciplines?**

- Journalism is very weak;
- Math for business is struggling;
- Retention in Math is biggest problem – very low retention;
- Teacher Education for Math is also low enrolled – 10-12 students – needs more support;
- Success and retention in online classes; issues with regular effective contact within the course content, methods of instruction; monitoring online courses to insure quality is an issue – related to faculty evaluation also;
- Monitoring instruction at satellite campuses;
- Need a computer lab for writing courses.

**Are there new programs or courses that need to be developed?**

- Teacher Education for Math for Elementary Teachers;
- Non-credit courses for ESL and possibly tying ESL instruction to CTE and other programs (e.g., health).

**Are there courses that need to be deleted from the curriculum or significantly revised?**

- Some math courses need to be deleted

**Are there programs in your division that need to be revitalized or discontinued?**

- None

**What is your five-year vision for the programs and disciplines in your division?**

- Working on acceleration in basic skills – reading and writing combined as one course, combining reading levels into one course; Accelerated Math (37 and 67); de-accelerated Math (33, 43)
- COMS A.A.-T. and certificate, including A.A.-T. for English
- Multiple measures – HS scores and diagnostics; working on making efforts; part of common assessment initiative;
- Address success and retention online courses; moving to Canvas, which is more interactive, may help with this and also with insuring regular effective instructor contact; Adopt Canvas as new LMS – Spring 17;
- Competency Mapping: four years out of high school, four years working;
- HS connections need to be increased with faculty at the HS locations (currently done through Outreach office and HS Principals Breakfast);
- Considering Umoja, but not Puente at this time.



**What are the top 2-3 resources (e.g. staffing, marketing, technology, policies, procedures, facilities, etc.) your division, program and/or disciplines need(s) the most in order to reach your vision?**

- Drop-in help for all disciplines;
- Reading/Writing Center used for workshops across all disciplines;
- Math Science spaces in SSC for tutoring, supplemental instruction, workshops, etc;
- Math Lab in Math Building or Math Lab in Success Center, or both [follow Chaffey or LBCC models]:
  - / Math Science – SSC
  - / Writing – SSC
  - / Reading – F39
  - / Math Lab – M/S (also available for science)
- Maintenance of facilities – insufficient custodial staff; row buildings need larger trash cans;
- SMART classrooms needed;
- Tutoring stations at satellite locations;
- SSC (2.5 years) – library well used; 2nd floor computer labs are packed – need more labs.



## ENROLLMENT – FIVE-YEAR TRENDS – 2011-2012 TO 2015-2016

### FTES

FTES, a standard measurement of student enrollment in an academic department or an institution, is a key performance indicator and a measure of productivity as well as the basis for funding. In general, Full Time Equivalent Students (FTES) data are one of the strongest indicators of community need and student demand.

### Five-Year Center Trend<sup>32</sup>

As the table below shows, FTES have gradually deteriorated over the last five academic years:

YEAR	FTES	% CHANGE
2011-12	6087.52	
2012-13	5476.55	- 10.03%
2013-14	5253.82	- 4.06%
2014-15	5274.72	+ .397%
2015-16	4966.48	- 5.84%

### Five-Year Ftes Trends By Discipline

#### General five-year ftes discipline trend

Overall, FTES have been progressively decreasing over the last five years. Comparing FTES yearly discipline averages illustrates this decline:

YEAR	AVG. FTES/ DISCIPLINE	% CHANGE
2011-12	116	
2012-13	106	-8.6%
2013-14	104	-1.88%
2014-15	100	-3.84%
2015-16	96	-4.0%

### Highest 20% FTES by Discipline – Five Year Period

There are a total of 59 disciplines reported in enrollment data; thus, 11.8 (rounded to 12) represent 20% of the total disciplines. Disciplines that consistently earned the top 20% of FTES included in descending order: mathematics, English, anatomy, physical education, history, childhood education, psychology, chemistry, nursing, political science.

## PROGRAM DATA: ENROLLMENT, EFFICIENCY, STUDENT SUCCESS OUTCOMES

### **Lowest 20% FTES by Discipline – Five-Year Period**

– Within the category of disciplines that have consistently placed among the lowest 20% in terms of FTES generation for all five academic years are the following: real estate escrow, ethnic studies, academic strategies, law/legal assistance, recreation, manufacturing technology, and education. Within four of the five academic years, the discipline of fashion appeared among the lowest 20% in FTES generation; economics, geography and tutor training were among the lowest FTES earners for three of five years.

### **FILL RATE**

Fill rates are another indicator of student demand. Thus, an examination of fill rates to determine academic and facility planning implications is critical. However, in analyzing fill rate data it is important to be mindful of a variety of factors that impact fill rates, such as scheduling patterns, the availability of staff, and recruiting and hiring practices.

### **Fill Rates at First Census – Five-Year Trends by Discipline General Five-Year Trend**

In general, fill rates have steadily declined over the last five academic years. Several key sets of data illustrate this overall decline, but most tellingly was the comparative decrease from 2011-2012 in which the average fill rate was 95% to 2015-2016 in which the average fill rate was 75% - a 21% decrease over the five-year period. Additional data on average fill rates further illustrate this pattern of deterioration. For example, median fill dropped from 84% in 2011-2012 to only 69% in 2015-2016, which was a decrease of 17.85% in median fill over the five-year period. Additionally, the number of disciplines with fill rates of 100% or greater have precipitously declined from 26 disciplines in 2011-2012 to zero in 2015-2016.

### **Highest 20% Discipline Fill Rates – Five-Year Period**

There were a total of 59 disciplines reported in enrollment data; thus, 11.8 (rounded to 12) represented 20% of the total disciplines. Fill rate patterns according to discipline within the five-year period under examination were uneven. However, several disciplines were consistently among the top 20% in terms of fill rates: humanities, anatomy, speech communications, and chemistry. physiology appeared in the top 20% for four of the five years, while nutrition, auto collision and repair, and auto technology appeared in the top 20% in three of the five years.

### **Lowest 20% Discipline Fill Rates – Five-Year Period**

The disciplines of fashion and education appeared within the cohort of the lowest 20% fill rate in all five academic years. childhood education and academic strategies were among the group of disciplines in the lowest 20% fill rate for four of the five years. Both physics and office administration were among the lowest 20% in fill for all five years.

### **HEADCOUNT ENROLLMENTS**

Enrollments expressed in terms of headcount are another indicator of demand; however, it is important in interpreting enrollment data to consider factors that impact headcounts in particular courses such as class size maximums, facilities, safety considerations, availability of staff, and scheduling patterns, all of which can contribute to either robust or limited enrollments.

### **Enrollments at First Census – Five-Year Trend General Five-Year Trend**

From 2011-2012 to 2015-2016, headcount enrollments decreased from 48,388 in 2011-2012 to 39,662 in 2015-2016 – an overall decline of 18.03%. The year-to-year pattern of decline is captured in the table below:

<b>YEAR</b>	<b>HEADCOUNT</b>	<b>% CHANGE</b>
2011-12	48,388	
2012-13	43,267	-10.58 %
2013-14	42,071	-2.76 %
2014-15	41,537	-1.26 %
2015-16	39,662	-4.28 %

**Highest 20% Headcount Enrollments – Five-Year Period**

Again, there were a total of 59 disciplines reported in enrollment data; thus, 11.8 (rounded to 12) represented 20% of the total disciplines. English, mathematics, childhood education, history, physical education, psychology, and political science consistently ranked among the top 20% in headcount enrollments for all five academic years.

**Lowest 20% Headcount Enrollments – Five-Year Period**

Real estate escrow, fashion, law/legal assistance, recreation, education, and manufacturing technology were the disciplines that fell within the lowest 20% in headcount enrollments for all five academic years.

**EFFICIENCY – WSCH/FTEF- 2015 BASELINE**

The state efficiency benchmark of 17.50 FTES/FTEF is equivalent to of 525 WSCH/FTEF. Measuring overall course efficiency at the Compton Center in relation to this benchmark, average efficiency in 2015 stood at 464, which was significantly lower than the state benchmark. However, the median in terms of efficiency was 529.19. Efficiency by discipline is organized here into three tiers: Tier 1 includes disciplines above the 525 benchmark; Tier 2 includes disciplines between 524 and 464 (average); Tier 3 consists of disciplines with below average efficiency. The tiered groupings below are presented in rank order of highest to lowest:

**Tier 1**

Medical Assistance	830.98
Air Conditioning and Refrig	768.76
Anatomy & Physiology	691.99
Film/Video	637.37
Women's Studies	612.86
Theatre	607.45
Psychology	602.23
Ethnic Studies	596.51
Physical Education	588.82
Law/Legal Assistance	588.34
Chemistry	578.41
Dance	567.80
Biology	565.49
Office Technology	563.17
Sign Language/Inter Training	561.09
Auto Collision Repair/Painting	534.23
Education	531.16

## Tier 2

Manufacturing Technology	504.95
Mathematics	492.37
History	488.58
Political Science	475.22
Automotive Technology	474.92
Speech Communication	470.50
Health & First Aid	468.29

## Tier 3

English	459.51
Real Estate Escrow	457.60
Sociology	449.29
Earth Sciences	447.50
Welding	422.65
Human Development	422.37
Fire Academy/Emergency Tech	421.80
Childhood Education	417.98
Geography	416.74
Administration of Justice	407.91
Foreign Languages	405.79
Astronomy	404.51
Anthropology	396.42
Nursing	391.15
Art	385.50
Family Consumer Studies	382.72
Economics	362.77
Accounting	356.69
Tutor Training	333.20
Physics	332.44
Machine Tool Technology	319.00
Academic Strategies	315.34
Music	306.96
Office Administration	274.88
Computer Information Systems	272.64
Business Management	270.14
Philosophy	265.58
Humanities	227.40

## RETENTION AND SUCCESS

The tables below illustrate high-level trends in student retention and successful course completion, as well as projections that align with the Enrollment Management Committee's goals. Overall, retention rates have gradually improved from 75.2% in 2009-2010 to 86.5% in 2015-2016. Additionally, successful course completion rates have improved significantly from the 2009-2010 baseline of 60.8% to 66.8% in 2015-2016. Academic years highlighted represent projections developed in 2014.

## STUDENT SUCCESS OUTCOMES

YEAR	RETENTION <sup>33</sup>	SUCCESS <sup>34</sup>
2009-2010	75.2%	60.8%
2010-2011	77.1%	62%
2011-2012	77.1%	61.4%
2012-2013	79.8%	65%
2013-2014	83.5%	67.5%
2014-2015	85%	66.2%
2015-2016	86.5%	66.8%
2016-2017	88%	67.4%
2017-2018	89.5%	68.3%

Source: 2014 CEC Fact Book

Many factors influence student success and retention, such as students' basic skills preparation, access to support services, course curriculum, financial resources, and personal support networks. However, the examination of retention and success rates according to discipline is critical to the planning process, as these are important indicators that measure the degree to which students are achieving their educational and career goals, and how well the Center is meeting its mission. Additionally, success and retention rate disparities that are evident in different disciplines, as well as among student population groups, should inform the development of the directions and goals designed to increase overall student success and successfully address achievement, or perhaps more appropriately, "opportunity" gaps. Hence, the tables below provide four-years average retention and success data for all disciplines. Additional information regarding retention and success for different student population groups can be found in data sets developed for academic program reviews.

**Retention by Program: Fall 2011 to Spring 2015**

<b>PROGRAM</b>	<b>F2011</b>	<b>SP2012</b>	<b>F2012</b>	<b>SP2013</b>	<b>F2013</b>	<b>SP2014</b>	<b>F2014</b>	<b>SP2015</b>	<b>4YR AVG</b>
Academic Strategies	81.5	81.8	84.5	82.4	63.2	82.4	62.6	82.1	77.6
Admin Justice	77.2	73.1	78.9	74.1	80.7	76.2	79.4	71.7	76.4
Air Cond Refrig	74.2	89.8	82.3	91.4	95.5	94.4	95.5	95.1	89.8
Anatomy	72.1	70.4	76.2	78.1	76.1	73.6	66.9	77.3	73.8
Anthropology	78.6	67.8	83.3	85.2	88.3	90.2	91.3	87.4	84.0
Astronomy	84	84.7	93.2	86.3	86.5	62.9	68.4	70.6	79.6
Auto Collision- Repair	98.3	88.6	87.9	86.4	86.7	91	80	88.9	88.5
Auto Tech	85.4	85.4	81.5	86.7	85.5	90.3	84.3	84.4	85.4
Biology	43.2	51.9	48.8	48.5	50	56.9	54.8	82	54.5
Business	62.7	70	71	71.8	77.7	79.6	79.3	83.9	74.5
Chemistry	79.9	74	68.8	70.4	73.1	87.3	76.7	86.1	77.0
Child Development	77.7	81.8	87.8	84.1	81.8	80.6	85.1	72.6	81.4
Communication Studies	79.6	87.1	86.4	88.6	78	77.5	80.9	81.3	82.4
Community Health	65.8	80.3	82.1	86.7	79.5	77	68.9	64.6	75.6
Comp Info Systems	73.5	63.5	70.5	61.8	76.2	70.6	82.4	77.8	72.0
Cosmetology	92	100							96.0
Dance	74.8	82	74.4	76.2	79.6	80.3	90	91.9	81.2
Economics	83	79.2	80.4	82.5	80.8	92.6	89.7	88.8	84.6
Education	94.7	70.4	60	62.5	64.5	64.3	51.5	100	71.0
English	76.3	75.7	79.4	75	77.9	77.3	79.6	76.8	77.3
ESL	38.6	61.1		0	0	0	36	80	30.8
Ethnic Studies	72.9	69.6	77.7	66.4	76.7	71.4	66.3	69.2	71.3
Fashion	61.9	55.2	88.5	61.5	71.4	66.7	61.3	73.7	67.5
Film	71.9	66.7	80.9	79.8	79.5	94.5			78.9
Fire-Emergency Tech	79.4	82.8	88.6	70.6	79.5	85.2	77.2	94	82.2
First Aid	66.3	94.6	88.2	88.9	76.7	65.7	90.6	80.8	81.5
Geography		63.6		54.8		77.6	92.4	71.7	72.0
Geology	82	72.9	80.4	84	82.7	86.5	88.1	83	82.5
History	77.9	71.5	77.2	74.8	74.9	78.6	78.4	80.6	76.7
Human Development	87.8	89.6	87.1	87.2	88.6	84.4	83.8	84.3	86.6
Humanities	87	78.7	75.5	74.6	79.7	82.6	80.4	81	79.9
Journalism							88.9	78.9	83.9
Law	89.5	94.6	92.1	95.5	100	95.2	100	93.1	95.0
Library							95.1		95.1



PROGRAM	F2011	SP2012	F2012	SP2013	F2013	SP2014	F2014	SP2015	4YR AVG
Machine Tool Tech	64.8	83.1	73.2	91.9	94.3	92.1	73.6	75	81.0
Manufacturing Tech	71.4		58.8				78.9		69.7
Math	70.5	70.5	71.2	70.7	72.6	72.7	75.3	75.2	72.3
Medical Terminology	79.3	88.9	92.9	80	71.8	84.8	80.4	81.8	82.5
Microbiology	87.3	73.9	83.6	83.3	76	81.3	87	78.8	81.4
Music	67.8	75.1	69.5	78	75	81.5	80.8	79.4	75.9
Nursing	89.1	91.1	95.4	96.2	93.7	96	94.1	94.7	93.8
Nutrition	77.3	90	80.7	67.3	89.9	76.5	81.8	83.6	80.9
PE	78.6	82.1	82.3	78.2	87.5	83.6	87.3		82.8
Philosophy	82.1	64.7	79.1	72	80.3	75.3	80.7	61.6	74.5
Physics	94.9	91.7	88.8	90.4	84.9	85.1	58.8	86.8	85.2
Physiology	79.9	69.5	72.4	69.7	82	80.5	81.5	86.1	77.7
Political Science	74	73.5	81.5	74.6	80.2	72.8	82.9	76.6	77.0
Psychology	83.2	79	83	84.2	87.3	84.5	87.7	86.1	84.4
Real Estate	73.7	81.7	60.2	73.9	90.6	82.6	86.9	87.2	79.6
Recreation	92.6	80	93.9	95.8	68.8	65.2	89.5		83.7
Sign Language	61.5	60.8	69.4	68.5	73.4	70.6			67.4
Sociology	81.4	81.4	79.3	81.8	81.9	80.8	82.7	80	81.2
Spanish	80.9	74.9	77.9	74	80.7	85.4	88.1	80.4	80.3
Theatre	71.4	79.5	81.5	87.7	88.7	87.2	83.2	90.9	83.8
Visual Perform Arts	75.6	72	76.1	81.3	80.4	76.5	71.1	73.8	75.9
Welding	88.2	89.4	79.8	92.6	92.6	94.6	92.2	94.8	90.5
Women's Studies	78.6	70	85.2	82.6	80.4	83.8	68.1	80.3	78.6

**Percent Success by Program: Fall 2011 to Spring 2015**

<b>PROGRAM</b>	<b>F11</b>	<b>SP12</b>	<b>F12</b>	<b>SP13</b>	<b>F13</b>	<b>SP14</b>	<b>F14</b>	<b>SP15</b>	<b>4YR AVG</b>
Academic Strategies	46.8	63.5	64.1	54.1	45.6	60.4	46.8	66.0	55.9
Admin Justice	55.7	55.7	59.5	61.1	65.0	61.7	61.4	58.2	59.8
Air Cond Refrig	68.0	78.0	79.2	83.4	89.9	93.3	94.7	92.2	84.8
Anatomy	54.9	58.7	63.3	71.0	64.2	62.9	53.6	61.7	61.3
Anthropology	56.1	41.8	62.8	64.8	68.6	75.5	68.9	70.	63.6
Astronomy	71.3	71.0	79.6	71.8	67.3	44.3	55.1	47.1	63.4
Auto Collision-Repair	83.3	84.3	87.9	82.7	86.7	91.0	80.0	88.9	85.6
Auto Tech	69.6	77.1	71.9	64.8	74.6	85.0	74.3	73.4	73.8
Biology	25.4	29.5	30.6	25.5	27.5	40.1	39.1	74.1	36.5
Business	55.8	60.7	56.6	61.2	66.9	59.5	66.9	65.2	61.6
Chemistry	63.1	56.1	59.3	60.5	58.4	71.9	55.5	68.8	61.7
Child Development	59.5	63.7	67.9	67.1	66.0	60.2	57.5	53.2	61.9
Communication Studies	57.1	65.3	60.7	65.8	62.9	65.4	64.9	66.9	63.6
Community Health	60.8	71.8	70.1	67.6	71.8	56.6	62.3	58.6	64.9
Comp Info Systems	60.7	52.4	58.7	54.0	62.3	63.1	71.6	69.0	61.5
Cosmetology	72.4	74.2							73.3
Dance	66.9	64.0	54.3	62.6	66.0	70.9	60.8	77.9	65.5
Economics	73.6	73.3	54.3	73.8	59.6	81.5	70.1	76.5	70.3
Education	57.9	44.4	50.0	54.2	60.3	50.0	33.3	76.9	53.4
English	58.7	56.8	58.9	56.4	60.3	60.2	62.6	60.7	59.3
ESL	37.1	55.6	0.0	0.0	0.0	0.0	36.0	80.0	26.1
Ethnic Studies	59.8	52.0	68.0	51.7	57.4	59.7	57.5	61.5	58.5
Fashion	57.1	34.5	76.9	46.2	67.9	52.8	51.6	63.2	56.3
Film	50.9	44.1	64.7	64.5	58.4	58.7			56.9
Fire-Emergency Tech	32.0	61.5	62.4	50.6	55.7	64.8	50.6	70.0	55.9
First Aid	52.3	81.1	68.4	83.3	65.8	56.7	58.5	80.8	68.4
Geography		42.4		41.9		53.7	68.2	56.7	52.6
Geology	63.6		63.1		67.8		75.3		
History	54.9	52.9	66.9	57.8	60.1	65.4	65.3	65.7	61.1
Human Development	66.1	68.3	65.4	63.5	61.4	66.7	65.7	69.6	65.8
Humanities	66.9	59.8	68.2	65.6	72.7	75.5	71.3	70.4	68.8
Journalism							72.2	57.9	65.1
Law	81.6	86.5	81.6	86.4	83.9	95.2	91.7	93.1	87.5
Library							50.8		50.8
Machine Tool Tech	54.9	75.3	71.4	78.4	77.4	69.7	70.8	68.8	70.8
Manufacturing Tech	71.4		41.2				68.4		60.3
Math	48.8	48.6	50.7	49.0	50.1	53.5	53.0	52.4	50.8
Medical Terminology	62.2	69.4	56.6	59.0	42.7	65.2	59.8	57.1	59.0
Microbiology	81.7	71.1	79.7	80.3	71.3	74.2	81.2	76.9	77.1

PROGRAM	F11	SP12	F12	SP13	F13	SP14	F14	SP15	4YR AVG
Music	55.6	58.7	58.8	66.3	62.5	68.2	66.1	69.3	63.2
Nursing	82.1	83.4	87.1	89.5	86.3	85.2	86.4	85.6	85.7
Nutrition	31.8	66.7	54.4	66.7	66.7	66.7	52.3	53.6	57.3
PE	69.0	73.7	79.8	73.6	86.5	80.3	85.4		78.3
Philosophy	64.2	47.0	54.2	53.1	55.4	52.1	45.3	35.6	50.9
Physics	87.2	80.3	75.0	88.0	69.8	74.6	52.9	75.5	75.4
Physiology	73.4	64.9	67.8	60.7	75.0	78.9	76.7	82.1	72.4
Political Science	64.5	54.2	65.3	59.2	59.5	51.9	56.4	60.0	58.9
Psychology	69.1	62.7	73.9	69.9	71.6	67.7	67.4	72.1	69.3
Real Estate	53.9	74.0	57.8	39.1	62.3	82.6	73.8	59.6	62.9
Recreation	70.4	60.0	69.7	70.8	62.5	65.2	78.9		68.2
Sign Language	39.0	36.0	45.2	45.9	51.4	51.8			44.9
Sociology	63.3	59.4	63.0	64.1	61.6	63.0	64.8	62.6	62.7
Spanish	66.0	61.7	66.0	60.3	64.4	67.9	70.3	71.4	66.0
Theatre	50.5	59.7	66.4	67.7	70.7	67.9	64.0	83.6	6.3%
Visual Perform Arts	63.0	62.6	65.9	68.9	61.9	62.1	49.5	56.0	61.2
Welding	71.1	78.8	68.7	59.6	66.2	80.4	46.8	62.1	66.7

## COMPLETION AND AWARDS CONFERRED

Data regarding completion and awards conferred serve as key indicators of student interest in programs, retention and success. For the academic years 2010-11 to 2014-15 degree and certificate awards have increased substantially in relation to the institution's set minimum standards. The number of degrees awarded continued to rise for the 2014-15 academic year, exceeding the institution-set standard for this measure, which accelerated the attainment of the Center's 2019-2020 goal. Also, the number of certificates also continued to rise, exceeding the institution-set standard for this measure, which increases the likelihood of meeting the Center's established goal by 2019-20.

### Top Five Programs in Completion

Completion is defined as certificates and degrees awarded within each program. Accordingly, for the 2014-2015 academic year, the top five programs that awarded the greatest number of degrees are as follows:

1. Social and Behavioral Sciences
2. Arts and Humanities
3. Nursing
4. Biological and Physical Sciences
5. Business Administration

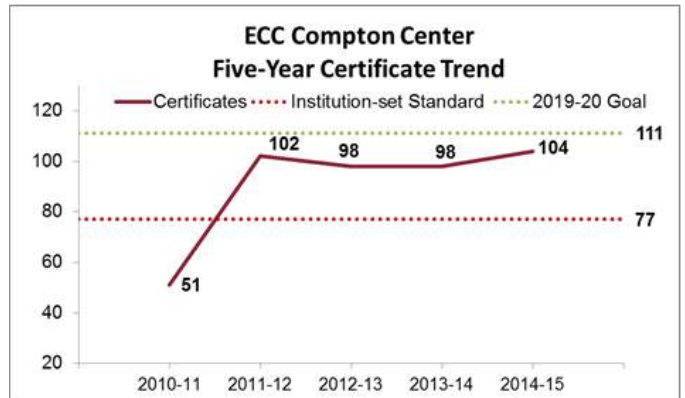
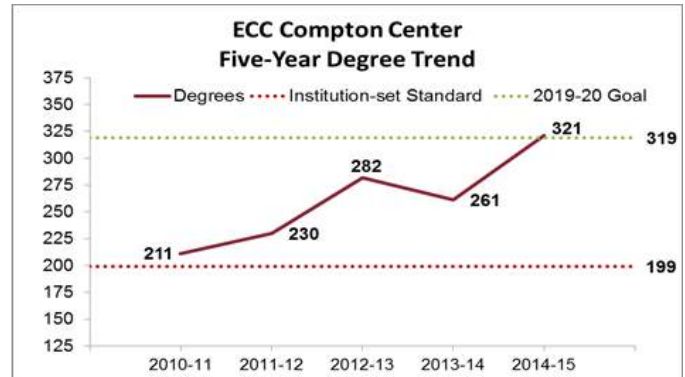
The top five programs that awarded the greatest number of certificates are as follow:

1. Air Conditioning & Refrigeration
2. Childhood Education
3. Automotive Technology
4. Administration of Justice
5. Music

### Five-Year Award Trend

As the charts in Figure 1 (below) illustrates, was been an overall five-year increase of 52% for degrees awarded and 104% for certificates awarded.

Figure 1. Five-year Degree and Certificate Trends for the Compton Center



## DEGREE OVERVIEW

Since the 2010-11 academic year, Compton Center has awarded an increasing number of degrees. 2013-14 was the first academic year in which there was not a uniform increase in degrees awarded, although the number of degrees was substantially greater than the 2010-11 year. When comparing 2013-14 to 2014-15, degree counts at Compton Center increased by 23%. The academic year 2014-15 was the record year for the most degrees awarded, while 2012-13 experienced the second highest number of awards (see table below).

Additionally, 2014-15 was the third year in which Associate of Arts for Transfer (A.A.-T) degrees have been awarded and the first year for Associate of Science for Transfer (A.S.-T) degrees. The A.A.-T and the A.S.-T degrees allow students to more easily transfer to a California State University (CSU) major on their path to earning a bachelor's degree, although it does not guarantee admission to any specific CSU campus or program. Students with these degrees who are admitted to a CSU are allowed to complete the units necessary (within 60 units) to earn a bachelor's degree from that institution. Degrees were awarded from seven A.A.-T programs and six A.S.-T programs during the 2014-15 academic year.

Overall, the number of associate degrees and associate degrees for transfer awarded to students at ECC Compton Center steadily increased over the past five years, with the exception of the 2013-14 school year. 2014-15 denoted the highest number of degrees awarded for this period. When comparing 2014-15 to the previous year, there was a 6% increase in A.A. degrees and a 12% decrease in A.S. degrees, but a 175% increase in A.A.-T degrees. The overall decrease in A.S. degrees may be due to the newly offered A.S.-T degrees.

### Compton Center Degree Awards by Type<sup>35</sup>

DEGREE TYPE	2010-11	2011-12	2012-13	2013-14	2014-15	5-YEAR CHANGE
A.A.	158	161	184	189	201	27%
A.A.-T.	0	0	10	12	33	N/A
A.S.	53	69	88	60	53	0%
A.S.-T.	0	0	0	0	34	N/A
<b>Total</b>	<b>211</b>	<b>230</b>	<b>282</b>	<b>261</b>	<b>321</b>	<b>52%</b>

Compared to the previous year, the number of degrees awarded in 2014-15 by each division increased, with the exception of the Humanities Division. Further, the largest increase in degrees awarded was in the General Studies Division with 22 more degrees than were awarded the previous year.

## CERTIFICATE OVERVIEW

Certificates of achievement generally require 18 or more units of study and a grade point average (GPA) of 2.0 or greater, although there are Honors and High Honors certificates with more demanding GPA prerequisites. Students may also attempt certificates acknowledging their completion of a greater number of units (i.e., more than 30 or more than 60 units of study). Because of the various certificate requirements, students are able to receive multiple certificates emphasizing different fields of study. As the data in the table below illustrates, the awarding of certificates has substantially improved since 2010 with 104 certificates awarded at Compton Center during the 2014-15 academic year, yielding a slight rise in the amount awarded compared to the previous year.

### Degrees and Certificates Awarded (2010-2015)<sup>36</sup>

LOCATION	AWARD	2010-11*	2011-12	2012-13	2013-14	2014-15	5-YEAR CHANGE %
Compton Center	Degrees	211	230	282	261	321	52%
	Certificates	51	102	98	98	104	104%
<b>Total Awards</b>		262	332	380	359	425	62%

## DEGREE AND CERTIFICATE AWARDS BY STUDENT DEMOGRAPHIC:

### 2014-2015 Snapshot Data

For the 2014-15 academic year, the 425 awards distributed by El Camino College Compton Center consisted of 321 degrees (76% of total awards) and 104 certificates (24% of total awards), which is pattern similar to the award distribution among African-American and Latino students—two of the most represented ethnicities in the student population at ECC Compton Center—who were awarded were 77% degrees and 75% degrees, respectively. Additionally, African-American and Latino students (combined 89%), two of the most represented ethnic groups on the campus (e.g., combined Fall 2011 enrollment: 84%), earned the majority of awards. Latino students received the largest proportion of A.S. degrees (36%) as well as the majority of A.A. degrees (53%).

This was disproportional compared to Latino 2011 enrollment (42%) but representative compared to their 2014 enrollment (53%). In terms of certificates awarded, African-American and Latino students combined received approximately 88% of the total number of awards.

This pattern continued to 2014-15, a year in which male students earned 149 total awards, with 64% of degrees and 36% of certificates. By comparison, there were 276 awards distributed to female students: 82% were degrees and 18% were certificates.

Additionally, in 2014-2015 the largest gender disparity was in A.A. and A.A.-T degrees awarded (75% and 79% female respectively) and the smallest was in certificates awarded (49% female). Most of Compton Center's A.A.-T, A.S., and A.S.-T degrees were received by female students (79%, 55%, and 59% respectively), but the data do not clearly indicate whether this is possibly due to a larger proportion of female students in the overall number of degree programs.

Also, in 2014-2015, the majority of degrees awarded at Compton Center were received by students ranging from 25 to 49 years of age (45%) rather than students aged 20 to 24 (42%). Students aged 25 to 49 received 44% of all A.A. degrees as well as a majority of A.S. degrees (72%). Students aged 20-24 received 61% of all A.A.-T degrees and 56% of degrees were received by students aged 20-24. The youngest degree recipient at Compton Center was 17 years old, and the oldest degree recipient was 77 years old.

Moreover, in 2014-2015, African-American and Latino students (i.e., both groups received a combined 88% of certificates) earned almost all of the certificates that were awarded, while White, Asian and Pacific Islander students received the remaining 12%. Among African-American students, 79% of the certificates received were short-term certificates, and among Latino students, 74% of the certificates received were short-term certificates.

Although female students enrolled at Compton Center at a higher rate in Fall 2011 (65%), which would be the same cohort of students receiving program awards a few years later in 2014-15, male students received a relatively large proportion of all certificates awarded in 2014-15 (51%). Most of the long-term certificates were received by male students (73%); however, female students received most of the short-term certificates (56%).

In terms of age groups, in 2014-2015 students aged 25 to 49 years (42%), and the age groups "20-to-24" and "over 50" earned the majority of certificates awarded at Compton Center - 37% and 20%, respectively. Students aged 20-24 and 25-49 (38% and 40% respectively) earned the most short-term certificates while students aged 25-49 received 50% of long term certificates.

## **INITIATIVES: OVERVIEW**

Compton Center maintains a number of academic initiatives that emphasize student success in specific fields of study and potential careers. These initiatives include the following programs: Career and Technical Education (CTE); Science, Technology, Engineering, and Mathematics (STEM); and Science, Engineering, and Mathematics (SEM). CTE programs involve technical courses designed to prepare students for future careers by providing specified knowledge and skills that are directly transferrable to given professions and workplaces. CTE programs cover a variety of majors (e.g., nursing, architecture, childhood education). STEM is a multidisciplinary approach to learning that integrates content as well as processes for thinking, which fosters innovation. Moreover, STEM education emphasizes opportunities for students to be actively engaged in their own learning and encourages them to actively develop their own understandings of the content through project-based learning. Some CTE programs, such as biotechnology, intersect with the STEM initiative. By contrast, the SEM initiative focuses more on transfer programs for math and science and less on technical programs and certificates.



Comparisons between the baseline year of 2010-2011 and 2014-2015 reveal overall increases in the number of degrees and certificates awarded in these program and initiative areas.

### Compton Center Degrees and Certificated Awarded by Initiative<sup>37</sup>

INITIATIVE	AWARD	2010-11*	2011-12*	2012-13	2013-14	2014-15	5-YEAR CHANGE%
CTE	Degrees	88	95	106	91	110	25%
	Certificates	50	102	89	91	98	96%
STEM	Degrees	2	4	16	2	7	250%
	Certificates	1	1	10	7	1	0%
SEM	Degrees	2	3	14	1	6	200%
	Certificates	0	0	0	0	0	0%

## INITIATIVE AWARDS BY STUDENT DEMOGRAPHIC

### Science, Technology, Engineering, and Mathematics (STEM)

Female students have previously been consistently underrepresented in STEM fields nationwide, and there also appear to be relatively fewer female than male students in STEM programs at Compton Center. Male students received 88% of STEM awards and females received 13% of STEM awards. Compared to their Fall 2011 enrollment (65%), women received proportionally fewer awards. Further, 100% of STEM awards recipients were Latino.

### Science, Engineering, and Mathematics (SEM)

Similar to STEM, males received the majority of SEM awards (83%).

Additionally, 100% of SEM recipients were Latino.

## CAREER AND TECHNICAL EDUCATION (CTE) DEGREES AND CERTIFICATES

Female students received a majority of CTE degrees (67%), however, CTE certificates were evenly split with males (49%). Although females received the majority of CTE degrees, particular degree programs are predominantly awarded to either males (e.g., automotive technology) or females (e.g., childhood education). Further, Latino students received more CTE degrees than other ethnic groups (43%), although Latino students received relatively similar proportions of CTE degrees compared to their Fall 2011 enrollment (42%). African-Americans received proportionally fewer CTE degrees (39%) compared to their Fall 2011 enrollment (43%).

## SUMMARY OF DEGREE AND CERTIFICATE AWARD PATTERNS

The reported data highlight particular patterns in the degrees and certificates awarded at the Compton Center. Compared to the previous year, degree and certificate awards increased. Further, 2014-15 appears to have been a peak year with record numbers of award counts. Additionally, in terms of degrees, Compton Center surpassed its 2019-20 goal set by the College. Should this trend continue, the College may also meet or surpass its 2019-20 goal for certificate awards. Compton Center will continue to promote strategic initiatives that support increases in student achievement.

## TRANSFER VELOCITY FOR 2008-2009 ENTERING COHORT BASELINE

The California Community Colleges Chancellor’s Office routinely collects and analyzes transfer data using the methodology of tracking all first-time freshmen six years after their initial enrollment. During this six-year period, students who exhibit “behavioral intent to transfer” are placed into the Transfer Velocity Cohort. More specifically, to be included in the transfer cohort, students must complete 12 credit units and attempt a transfer-level math or English course within six years following initial enrollment. Moreover, because the Transfer Cohort is not finalized until the sixth year, transfer rates for preceding years are retroactively calculated. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

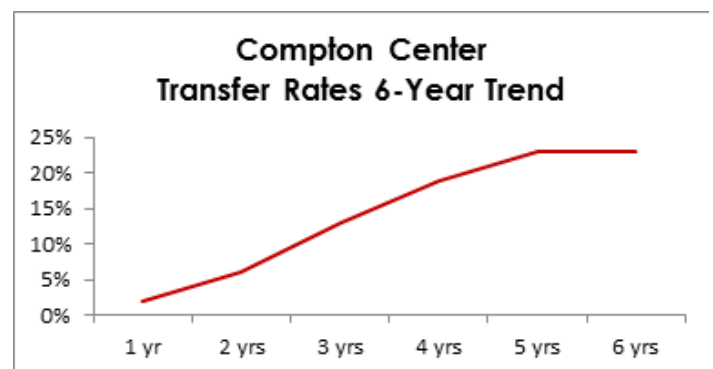
To calculate the transfer rate, Transfer Cohort data is matched with data from California State University (CSU), University of California (UC), and the National Student Clearinghouse (NSC). This reveals students’ enrollment status at a four-year institution. Dividing the number of enrolled students at a four-year institution by the total cohort size yields the transfer velocity rate for the cohort of students who entered the Compton Center in 2008-09. As highlighted in the table and chart below, transfer rates increased the most between the second and fifth year. During these years, transfer rates increased by 4 to 7 points. By the sixth year, transfer rates reached a high of 23%.

**Transfer Rate by Years to Transfer, 2008-09 (N=337)**

Time Window	Transferred Student	Transfer Rate
1 yr	6	2%
2 yrs	20	6%
3 yrs	44	13%
4 yrs	63	19%
5 yrs	76	23%
6 yrs	77	23%

Source: California Community Colleges Chancellor’s Office Data Mart

Figure 1. Transfer Rate by Years to Transfer, 2008-09



Source: California Community Colleges Chancellor’s Office Data Mart

## INSTITUTIONAL EFFECTIVENESS OUTCOMES 2014-2015

Institutional effectiveness outcomes are one of the major components of the Institutional Effectiveness Partnership Initiatives, which is designed to develop a framework of indicators and college (and/or district) goals to improve student outcomes. The table below captures the Compton Center's 2012-2013 baseline goals, measured progress through 2014-2015, and indicators regarding the Center's trajectory toward reaching its 2019-2020 goals. As illustrated here, the Center is on track to meet its 2019-2020 goals in five of fourteen goals, and has already met or exceeded the 2019-2020 goals in two areas: three term persistence rate and CTE completion rate.

Achievement Measure	2012-13 Baseline	2014-15	On Target With Goal	2019-2020 Goal
Readiness				
<b>Student Readiness Rate</b> <i>(Completion of Orientation, Assessment, and Education Plan)</i>	N/A	68.6% Fall 2015	<input type="checkbox"/>	100.0%
Progress				
<b>Successful Course Completion Rate</b>	65.0%	64.2%	<input type="checkbox"/>	68.3%
<b>Remedial Writing Completion Rate</b>	32.6%	33.1%	<input checked="" type="checkbox"/>	35.9%
<b>Remedial Math Completion Rate</b>	20.3%	18.7%	<input type="checkbox"/>	22.3%
<b>Three-Term Persistence Rate</b>	46.6%	52.2%	<input checked="" type="checkbox"/>	48.9% ★
<b>30-Units Achievement Rate</b>	52.5%	53.0%	<input checked="" type="checkbox"/>	55.1%
Completion				
<b>Degrees Awarded</b>	281	316	<input checked="" type="checkbox"/>	318
<b>Certificates Awarded</b>	96	104	<input checked="" type="checkbox"/>	108
<b>Number of Transfers</b>	518	481	<input type="checkbox"/>	544
<b>Overall Completion Rate</b>	31.5%	30.6%	<input type="checkbox"/>	33.1%
<b>Prepared Completion Rate</b>	70.9%	62.0%	<input type="checkbox"/>	74.4%
<b>Unprepared Completion Rate</b>	27.6%	27.1%	<input type="checkbox"/>	29.0%
<b>Transfer Rate</b>	32.2%	Coming Soon	<input type="checkbox"/>	33.8%
<b>Career Technical Education (CTE) Completion Rate</b>	41.9%	52.9%	<input checked="" type="checkbox"/>	44.0% ★

The growth projections for all academic disciplines captured in the table below are based on the *2015 Long Range Enrollment and WSCH Forecast*, which the California Community Colleges Chancellor's Office distributes annually. Fall 2015 serves as the baseline data and an applied 2.1% annual growth, as determined by the state, results in the figures for academic years up until 2025.

## **GROWTH PROJECTIONS FOR ACADEMIC DISCIPLINES**

Instructional Discipline	2015 WSCH	2025-WSCH	Increase
Academic Strategies	211.28	273.40	62.12
Accounting	652.76	844.67	191.91
Administrative Of Justice	762.81	987.08	224.27
Air Conditioning and Refrig	1314.59	1701.08	386.49
Anatomy & Physiology	5805.80	7512.71	1706.91
Anthropology	412.28	533.48	121.21
Art	905.94	1172.28	266.35
Astronomy	250.80	324.54	73.74
Auto Collision Repair/Painting	1287.50	1666.03	378.53
Automotive Technology	1253.80	1622.42	368.62
Biology	2737.00	3541.68	804.68
Business Management	375.50	485.90	110.40
Chemistry	2412.00	3121.13	709.13
Childhood Education	1931.10	2498.84	567.74
Computer Information Systems	798.84	1033.70	234.86
Dance	567.80	734.73	166.93
Earth Sciences	608.60	787.53	178.93
Economics	226.41	292.98	66.57
Education	75.08	97.15	22.07
English	13536.45	17516.17	3979.72
Ethnic Studies	248.20	321.17	72.97
Family Consumer Studies	541.50	700.70	159.20
Film/Video	265.20	343.17	77.97
Fire Academy/Emergency Tech	295.00	381.73	86.73
Foreign Languages	1222.81	1582.31	359.51
Geography	346.80	448.76	101.96
Health & First Aid	1476.95	1911.17	434.22
History	2236.20	2893.64	657.44
Human Development	1500.60	1941.78	441.18
Humanities	141.93	183.65	41.73
Law/Legal Assistance	122.40	158.39	35.99
Machine Tool Technology	523.20	677.02	153.82
Manufacturing Technology	113.48	146.85	33.36
Mathematics	12014.83	15547.18	3532.36
Medical Assistance	691.51	894.82	203.30
Music	853.09	1103.90	250.81
Nursing	6292.65	8142.69	1850.04
Office Administration	114.38	148.00	33.63
Office Technology	576.61	746.14	169.52
Philosophy	276.26	357.48	81.22
Physical Education	3834.49	4961.82	1127.34
Physics	262.90	340.19	77.29
Political Science	1483.00	1919.00	436.00
Psychology	2561.15	3314.13	752.98
Real Estate Escrow	95.20	123.19	27.99
Sign Language/Inter Training	308.20	398.81	90.61
Sociology	1308.60	1693.33	384.73
Speech Communication	1859.80	2406.58	546.78
Theatre	556.10	719.59	163.49
Tutor Training	72.00	93.17	21.17
Welding	858.90	1111.42	252.52
Women's Studies	255.00	329.97	74.97
<b>TOTAL</b>	<b>79435.26</b>	<b>102789.23</b>	<b>23353.97</b>

## STUDENT SERVICES PROGRAM DESCRIPTIONS AND REVIEWS

As part of the Office of Institutional Research's program review query conducted in March 2016 the following set of questions for a Program Quality Survey were distributed to the Student Services Programs:

### **Individual Program Analysis: Highlights from Program Quality Survey**

1. What is the name of your program of study or discipline (e.g. biology, medical laboratory technology, English, etc.), and how many degrees or certificates are offered?
1. What critical need, or demand does your program satisfy (e.g., degree requirement, employment eligibility, etc.)?
1. What do you consider to be greatest strengths of your program or discipline?
1. What is your department's five-year vision for your program of study or discipline?
1. What are the top two to three resources (e.g., staffing, marketing technology, policies and procedures, facilities, etc.) your program or discipline needs the most in order to reach your vision?

Student Services programs' responses to the focus questions posed are summarized in this table below:

## Student Services Program Review – Quality Focus Responses

PROGRAM	QUESTION	RESPONSE
Athletics	1. Name of your program of study or discipline; degrees or certificates offered?	No degree or certificate; we provide student opportunities in high-level intercollegiate athletic competition.
	2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?	We run a total of 13 sports programs for a diverse student population to continue their education and athletic careers - with opportunities to earn four-year university scholarships.
	3. Greatest strengths of your program or discipline?	Academic success; healthy living; preparation for life and workforce; teamwork; goal-setting; problem-solving; time management; discipline represent the strengths of our program.
	4. Department's five-year vision for your program of study or discipline?	Our vision is to continue building through: facility improvements; increased student and coaching recruitment; improved academic support/resources; and financial sustainability
	5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?	Our needs are staffing, facilities, and budget.
CalWORKs and Special Resource Center	1. Name of your program of study or discipline; degrees or certificates offered?	No degree or certificate;  CalWORKs - specialized support services for single parents on welfare returning to college.  SRC - specialized support services for students with disabilities requiring accommodations for educational limitations.
	2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?	Refer to responses above and below.
	3. Greatest strengths of your program or discipline?	Strengths of both programs include comprehensive case management services for meeting and resolving student needs as well as strong partnerships with on and off campus resources for student referrals.
	4. Department's five-year vision for your program of study or discipline?	Both departments plan to grow enrollment and strengthen the Center's financial support of our services by increasing student success leading to persistence, retention and completion by our students.

PROGRAM	QUESTION	RESPONSE
CalWORKs and Special Resource Center	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	Budget support for the SRC has been falling over the last few years and the CalWORKs Program has not had a Center budget since at least 2006. CalWORKs needs Center/Student Equity budget to help meet program expenses and expand services especially counseling staff and work study for students. The Special Resource Center needs to retain adjunct counseling faculty to maintain student contact hours while full-time faculty teach and provide specialized LD testing, etc. There is also a need for better facilities for the High-Tech Center, with an area separate from the lab for student extended time testing, and new computer stations to replace the damaged ones currently in use.
EOPS/CARE	<b>1. Name of your program of study or discipline; degrees or certificates offered?</b>	No degree or certificate; offer book vouchers, priority registration, academic, career, and vocational counseling, transportation assistance, student enhancement workshops, and probation intervention/workshops are made available to qualified students.
	<b>2. Critical need or demand your program satisfies (e.g., degree requirement, employment eligibility, etc.)?</b>	A big part of our program is the counseling component that helps guide our students to success.
	<b>3. Greatest strengths of your program or discipline?</b>	See responses to Questions 1, 2, and 3 above.
	<b>4. Department's five-year vision for your program of study or discipline?</b>	The EOPS/CARE program would like to increase the number of students served, hire another full-time EOPS/CARE counselor and another full-time EOPS/CARE program assistant to assist with growth in the program.
	<b>5. What are the top two to three resources your program or discipline needs the most in order to reach your vision?</b>	We look forward to better staffing and marketing of our program.



As occurred with Instructional Divisions, focus group discussions with Student Services faculty and staff in September 2016 centered upon the following set of questions for the purpose of deepening the analysis:

### **Student Support Services Questions**

- 1. Describe the student support services offered by the departments in your area (e.g., Financial Aid, DSPS, Counseling, etc.).**
- 2. Considering the results of service area outcomes assessments, as well as other key student success, enrollment and/or demographic data:**
  - What are the greatest strengths of the programs and/or services in your area?
  - What are the most significant challenges for the programs and/or services in your area?
  - Are there new programs or services that need to be developed?
  - Are there programs or services that need to be discontinued or significantly revitalized?
  - What is your department's five-year vision for your programs and/or services?
- 3. What are the top two to three resources (e.g., staffing, marketing technology, policies and procedures, facilities, etc.) your programs and/or services need the most in order to reach your vision?**

Student Services program faculty and staff provided the following responses to these focus questions:

- 1. Describe the student support services offered by the departments in your area (e.g., Financial Aid, DSPS, Counseling, etc.).**
  - Financial aid works with ECC, but will become more independent.
  - Will need new, better technology – now Datatel, but insufficient integration of databases; will also impact Admissions and Records/SSSP;
  - Welcome Center is first stop for students – SSSP services here – apply, orientation, assessment, counseling and registering for classes;
  - Counseling;
  - Financial Aid;
  - EOPS/CARE;
  - CalWORKs;
  - Student Athletics;
  - Student Development; and,
  - DSPS.

No veterans office (not eligible); No Health Center; but planning both for future.

**2. Considering the results of service area outcomes assessments, as well as other key student success, enrollment and/or demographic data:**

- What are the greatest strengths of the programs and/or services in your area?
  - / Strong student focus and personal attention;
  - / EOPS/CARE book voucher program - \$500, counselor contact three times semester, progress reports and follow up with students; workshops (\$10 meal voucher EOPS; \$24 meal voucher CARE); provide counseling and intervention points, workshops for probation, assistance with transportation;
  - / CARE program is one of the largest in the state;
  - / CalWORKs has work study program; partnerships with employers in the area via relationship with South Bay WIB, which is a major factor in student retention; books and supplies paid for in coordination with county;
  - / DSPS has a high-tech center;
  - / Outreach – more off-site courses, including summer; developmental courses, Spanish, human development, psychology, ASL, robotics; hire CalWORKs students; reliance on adjunct counselors;
  - / Transfer/Career Center is share space with the Welcome Center – all in the same place helps students find services because centralized, but having them all co-located makes it crowded; one transfer/career counselor and one SSSP counselor;
  - / SSSP and counseling working collaboratively on improving services and workshops to students;
  - / Foster program shares office with YESS; and,
  - / Upward Bound tutoring Tuesday – Friday 3-5 p.m.
- What are the most significant challenges for the programs and/or services in your area?
  - / Financial Aid operations are operated through El Camino College; need an independent process;
  - / El Camino College runs the veterans programs (have to because of accreditation), but goal is to restore this to Compton;
  - / Space and location – would be better for students for services to be centralized; too many programs and services in too small a space; space is very limited.
  - / Special Resource Center (DSPS) and Technology currently located upstairs in High Tech Center – second floor – but also not enough classroom space for DSPS courses, which are growing;
  - / Growing needs, but not enough staff to meet those needs;
  - / Higher needs on the autism spectrum and faculty are struggling with this and need help, especially with the technology that serves and supports instruction for DSPS students;
  - / Adjunct have a hard time connecting with full-time colleagues;
  - / Facilities and staffing needed – currently three people; one Interim Student Development & Athletics Director, one Student Development Coordinator (Vacant) and one Student Life Specialist) running all of student development with no clerical support, except for student workers who cannot provide all of the kinds of services and assistance students need; there is office space for student development;
  - / Athletics: “Bare Bones” operation. Have 13 programs, but do not have faculty or equipment needed to recruit; all coaches are part-time; three full-time staff, director, athletics specialist, and one full-time athletic trainer; two part-time athletic trainers; one part-time athletic counselor; director also oversees Student Development Office;

- / SSSP data tracking – data compilation is done manually; tracking of core services is an issue; need a way to track and report that is not manual and is integrated; cannot place holds on students who do not complete SSSP services and cannot track for priority registration, which is a Title 5 requirement;
  - / Admissions and Records: do not have the staff to dedicate to issues like residency (i.e., eight full-time, four part-time); staff are multi-tasking; too many functions recorded manually, on paper, and too many steps in the processes and too many required signatures, which makes it difficult for staff and for students.
  - Are there new programs or services that need to be developed?
    - / Health services and psychological services needed;
    - / More services and support for Athletics/student athletes;
    - / New athletic orientation;
    - / Case management counseling;
    - / Upward Bound;
    - / Compton Promise – full cost covered, including books – collaborating with Compton USD, Lynwood USD, Paramount USD, CSU Dominguez Hills;
    - / Adult Education Consortium;
    - / Services for homeless students – Homeless Students Task Force – food, clothes, shelter, showers in locker rooms, cosmetology services – noted that one third of students are homeless, one third are jobless, one half are hungry, one third have no transportation – hunger and transportation are major issues that need to be addressed; focus on the non-traditional student; and
    - / Technology expansion – integrated databases and reduction of paper – more digital record keeping and reporting.
  - Are there programs or services that need to be discontinued or significantly revitalized?
    - / Too much use of paper – need to shift to technology – but also need to help students learn how to use technology.
  - What is your department’s five-year vision for your programs and/or services?
    - / One stop shop – Welcome Center – currently, all SSSP services are spread out in offices all over campus and students get lost at each of these multiple entry points;
    - / Additional computers – 15 available now in Welcome Center;
    - / Health and psychological services;
    - / Veterans services; and,
    - / Meet the needs of non-traditional students including addressing students’ needs that are affected by poverty (homelessness and hunger, access to social programs).
3. **What are the top two to three resources (e.g., staffing, marketing technology, policies and procedures, facilities, etc.) your programs and/or services need the most in order to reach your vision?**
- Rooms for growth;
  - Dedicated work spaces for specific needs, spaces for orientations;
  - Spaces for students to network, socialize, eat, study, etc.;
  - Safety – security for staff – exits in buildings are a problem – areas where staff have no alternative exits in case of emergency;
  - Offices that allow for privacy – currently “open;” and,
  - ADA compliance and accessibility.

## SERVICE DATA

### SPECIAL POPULATIONS HEADCOUNT DATA

The table below documents the unduplicated headcounts for academic years 2012-2013 to 2015-2016, including fall, winter, spring and summer terms, reported as special populations<sup>38</sup>:

PROGRAM	2012-2013	2013-2014	2014-2015	2015-2016
ASEM - Achievement in a Science, Engineering, or Mathematics				31
CAA - Career Advancement Academy	12	32	38	19
CalWORKs - California Work Opportunity & Responsibility to Kids	902	723	683	688
CARE - Cooperative Agencies Resources for Education	403	278	683	688
DSPS - Disabled Students Programs & Services	512	488	513	489
EOPS - Extended Opportunity Programs & Services	1236	1260	1186	1429
First Generation	3349	2380	2130	2083
Foster Youth	144	140	108	139
MESA - Mathematics, Engineering, and Science Achievement	0	0	0	29
Military (Active Duty, Active Reserve, National Guard)	2	1	0	5
Puente	0	0	0	9
Special Admit	620	363	520	983
Umoja	0	0	0	5
Veteran	63	81	77	108

In general, special population headcounts fluctuated along with Center enrollments, which experienced a pattern of decline over the last four academic years. However, notably, marked increases of students in EOPS, special admit, and Veteran populations have also developed. Additionally, while Foster Youth headcounts decreased noticeably in 2014-2015, with the increase in 2015-2016, the headcount for students in reported as Foster Youth has remained fairly consistent over the four-year period.

## STUDENT SUCCESS AND SUPPORT PROGRAM DATA AY

2014-2015 and 2015-2016 – The Student Success and Support Program (SSSP), formerly known as matriculation, is a process designed to improve access to California Community Colleges while helping credit students succeed in reaching their educational goals. Thus, this mandated program focuses on efforts to help students successfully complete courses, and persist through a succession of academic terms to reach their objectives. The components of the program focus upon assisting students through the critical processes and services associated with admissions, orientation, assessment and testing, counseling, and student follow-up. Students who complete admission, orientation, assessment and an education plan are afforded priority registration.

The table below provides headcount data regarding the number of students who received various SSSP services in the 2014-2015 and 2015-2016 academic years. As illustrated, the average number of students who received academic progress services and counseling/advising services increased substantially in AY 2015-2016. However, education planning services, assessment services and orientation services declined, which corresponds to, and is likely attributable to, the general decrease in student enrollment that the Center experienced in 2015-2016.

SERVICE TYPE	SU14	FA14	SP15	AY Avg.	SU15	FA15	SP16	AY Avg
Academic/Progress Probation Services	1	128	183	104	122	154	203	160
Counseling/Advisement Services	52	581	1135	589.3333	674	1079	1177	977
Education Plan Services	517	890	1341	916	574	779	1097	817
Initial Assessment Services Placement	522	688	878	696	718	633	410	587
Initial Orientation Services	534	885	1031	816.6667	621	876	686	728

Source: CCCCCO Datamart - data for 2014-2015 and 2015-2016.

## STUDENT SERVICES PROGRAM SUCCESS AND RETENTION

Outcomes for student services programs can best be measured by the success and retention of the students these programs served. The success rate is defined as the percentage of students who receive a final grade of A, B, C, P, or IPP in their course(s). The *retention rate* is the percentage of students who remain enrolled through the end of a course out of all students enrolled in a given term; it is the percentage of students who did not drop late or withdraw from course.

Applying these definitions, the top five student services programs in terms of average five-year success rates were:

PROGRAM	AVERAGE FIVE-YEAR SUCCESS RATE
Extended Opportunity Programs and Services	68.9%
Cooperative Agencies Resources for Education	66.4%
Financial Aid	65.1%
California Work Opportunity and Responsibility to Kids Act	64.7%
Disabled Student Programs and Services	60.4%

In terms of retention, the top five student services programs in terms of average five-year retention rates were:

PROGRAM	AVERAGE FIVE-YEAR RETENTION RATE
Extended Opportunity Programs and Services	84.6%
Cooperative Agencies Resources for Education	83.1%
California Work Opportunity and Responsibility to Kids Act	81.9%
Financial Aid	81.6%
Disabled Student Programs and Services	79.2%

## IMPLICATIONS FOR PLANNING

The quantitative and qualitative program data regarding academic and student support services at the Center point to a number of significant implications for future planning. The most notable implications are described below.

### FOR ACADEMIC PROGRAMS

- Enrollment trends indicate an overall trend of decline. However, given the projected population growth in the county, the median age of residents in the service area (e.g., 28 in the city of Compton) and the significant percentage of the population who have not earned a college degree (i.e., 58.9% in Compton), there will be significant opportunities to increase enrollment at the Center. This will require innovative approaches to the strategic scheduling of classes that will allow students to enroll in more courses and complete degrees and certificates in an efficient and timely fashion – all of which will likely improve access. Additionally, developing more non-credit opportunities as well as certificates and degree programs with carefully constructed pathways for students will also increase access and improve enrollment.
- Developmental and transfer courses, particularly mathematics, english, physical education, child education, psychology, speech communications, anatomy, history, and political science, are subject areas that have experienced consistently high demand. Increasing offerings in these areas will require additional lecture and lab spaces, as well as additional staff.
- With 58% of the student body currently composed of Latinos, followed by African-Americans at 30%, and the predicted increase in the number of Latino residents in the region, the further development of culturally responsive programs and curriculum will be essential to serving the needs of the population in the Center's service area. In addition, as students consistently identify transfer as their educational goals, the initiation and/or planned expansion of programs, such as Puente and Umoja, which are designed to help prepare students from diverse backgrounds to successfully transfer to four-year institutions will be critical to their success. Moreover, in addition to planning the academic and student support components of programs such as these, the Center will need to allocate the space, staff and professional development training upon which the successful implementation of these programs depends.

- The growing demand for associate degrees and associate degrees for transfer, as evidenced by four of the top five degree awards (i.e., social and behavioral sciences, arts and humanities, biological and physical sciences, business administration), combined with a strong transfer velocity rate, indicates a strong interest in the transfer program. Thus, developing additional degrees, particularly associate degrees, which provide a clear transfer pathway to the California State University system, will afford students with additional opportunities to achieve their transfer goals. Moreover, developing additional tutoring, supplemental instruction, and student support services will likely contribute to students' persistence, retention and success in transfer programs.
- To meet the workforce needs in the region, while preparing students for well-paying jobs in the 21st century economy, developing and/or revitalizing career and technical programs will be vital. As noted previously, some of the highest paying occupations in Los Angeles County, by median earnings, were utilities, professional/scientific/technical services, and mining/quarrying/oil and gas extraction. The top five industries by share in the County, which will be positioned to continue serving as major sources of employment for Compton Center graduates, are healthcare and social assistance (12.6%), retail trade (10.7%), manufacturing (10.2%), accommodation and food service (8%), and, educational services (7.9%). The highest growth jobs in Los Angeles County will be in the advanced manufacturing field, which is expected to have an average positive change of 41%. computer numerical control engineering technician (129%), quality control inspector (70%) and CAD/CAM designer (46%) will also be occupations in significant demand beyond 2019. Developing apprenticeship programs for students in these technical fields will endow them with invaluable training that will provide Center graduates with the real-world experience they need to enter competitive job markets.

Thus, focusing curriculum and program development on majors that prepare students for careers in these job fields (e.g., engineering, LVN, phlebotomy, radiological technician, human services, advanced manufacturing, hospitality) will likely attract more students to the Center, position graduates for rewarding and lucrative careers in the region, and meet some of the greatest needs of regional employers. The specialized curriculum for many of these programs will require additional facilities designed especially for the delivery of the technical curriculum in these fields of study.

- Technological upgrades in all lecture and laboratory classrooms are critical to the delivery of 21st century curriculum. Additionally, the development of telepresence technology that allows for “real time” teaching and learning from multiple locations will increase access to courses and programs, which is particularly important for many residents in the service area for whom transportation is a major barrier to their enrollment.



## FOR STUDENT SERVICES PROGRAMS

- The location and adequacy of spaces for student services programs is essential to providing students with access to the support services that are critical to their enrollment, persistence, retention, and success. Services that are currently located in various offices at the Center and/or housed in spaces that are too small and limited to meet demand must be centralized and fully developed. Additionally, programs that serve similar needs should be co-located, which will enable staff to collaborate more effectively and help students to more easily access needed support services. Moreover, the intention to develop a “case management” approach to counseling will necessitate increasing and strategically locating student services spaces.
- The increase in the DSPS population, including the growth in students with higher needs on the autism spectrum, indicates a need for technologies that will support these students and the faculty and staff in the DSPS program. The Special Resource Center (DSPS) is currently located on the second floor of the High-Tech Center, which is a serious ADA access issue. At the same time, classroom space for DSPS courses, which are growing, is insufficient to meet demand. Thus, the increasing needs of DSPS students highlights an area where the upgrade of facilities and technologies is essential to providing critical services.
- The expansion and integration of technology is another area that requires substantial planning and the directing of resources. Integrated databases and the ability to maintain digital records will reduce the amount of “paper” processing and reduce inefficiencies in the routing of administrative records. Additionally, data compilation for the Student Success and Support Program is currently performed manually, resulting in the time-consuming and error-prone tracking and reporting of core services (e.g., staff cannot place holds on student records for those who do not complete SSSP services, and therefore cannot track for priority registration, which is a Title 5 requirement). Thus, the Center must deploy integrated databases for student services programs and all aspects of student record keeping.
- Services for homeless students (e.g., food, clothes, shelter, showers in locker rooms, transportation) are essential to meeting the needs of non-traditional students. This will require the Center to strategically plan and fund the development of programs and facilities to address the needs of this most vulnerable student population.



# SPACE ANALYSIS



## SPACE ANALYSIS

This Facilities Space Analysis section provides an important link from the educational plan to the facilities plan. It describes the methodology used to develop the Space Program, which outlines the amount and type of space necessary to support Compton through the year 2025.

The Master Plan Space Program is based on a series of standards established by the California Community Colleges Chancellor's Office (CCCCO). The standards are used by the CCCCCO and Compton for developing the District Space Inventory and the Five-Year Construction Plan, which are updated annually.

The following elements are used in the development of the facilities master plan program and included in this section:

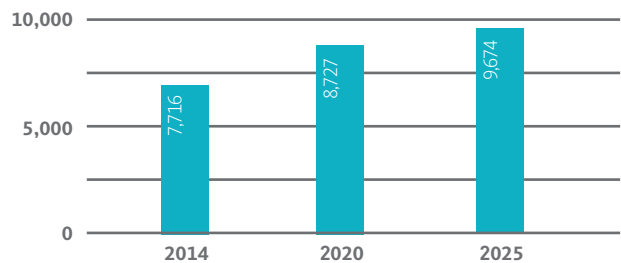
- Enrollment Forecasts
- Space Inventory
- Space Utilization and Planning Standards
- Capacity Load Ratios
- Space Inventory Analysis
- Proposed Demolition
- Facilities Master Plan Program

# FACILITIES PLANNING FORECAST

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and project total enrollment and WSCH for the District using an average anticipated growth factor.

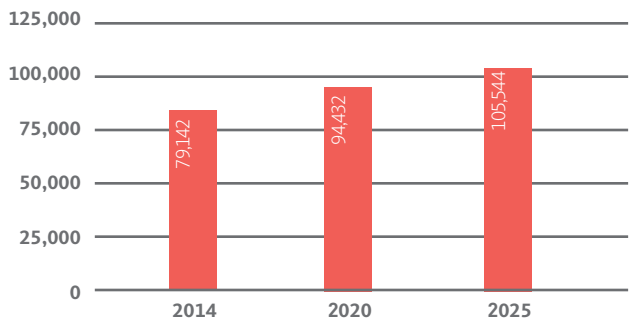
The forecasts were reviewed during the development of this 2017 CMP and updated to respond to the external scan and internal discussions. The base year used for this analysis is the fall semester of 2015 (the most recent complete year of data available at the start of this planning process), and the long-range forecast is for fall semester of 2025.

**table 1:** ENROLLMENT FORECASTS



Source: CA Community Colleges Chancellor's Office (CCCCO)

**table 2:** WEEKLY STUDENT CONTACT HOURS (WSCH) FORECAST



Source: CA Community Colleges Chancellor's Office (CCCCO)

## SPACE INVENTORY

The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database of all the California Community Colleges facilities, and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction projects, projecting future facility needs, and analyzing space utilization across the system.

The CCCCO mandates annual updates of the inventory of all facilities in the district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

The space type “other” includes a number of spaces on campus that are considered to be in non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the overall inventory related to facilities.

### ROOM USE



**100s**

Classrooms  
Support

### LECTURE



**300s**

Offices  
Support  
(All offices including  
administrative and student  
services)



**530s**

AV/TV  
Technology  
Support

### INSTR. MEDIA



**200s**

Labs  
Support

### LAB



**400s**

Library  
Study  
Tutorial  
Support

### LIBRARY



**520, 540 – 800s**

PE  
Assembly  
Food Service  
Lounge  
Bookstore  
Meeting Rooms  
Data Processing  
Physical Plant  
Health Service

### OTHER

## SPACE UTILIZATION AND PLANNING STANDARDS

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations, prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants).

The Title 5 space standards used to determine future capacity requirements are listed in **table 3**. Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.



**table 3:** PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH *LESS THAN* 140,000 WSCH

CATEGORY	FORMULA	RATES / ALLOWANCES
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference Rooms	ASF per FTEF	140
Library / Learning Resource Center	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media AV / TV / Radio	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

\* Varies per discipline

Source: TITLE V Space Standards

## CAPACITY LOAD RATIOS

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to facilities.

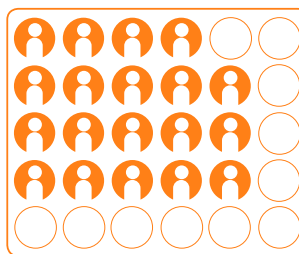
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
- Capacity/load ratios are rolled up and measured as an aggregate by room use category.

### RIGHT SIZED



# of seats = # of students  
**100%** capacity / load

### OVER CAPACITY



# of seats > # of students  
**over 100%** capacity / load

### UNDER CAPACITY








# of seats < # of students  
**under 100%** capacity / load

## SPACE INVENTORY ANALYSIS

The 2015 Space Inventory Report was used as the basis for the analysis of space. The table below includes a summary of the categories of space and their respective totals.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. As described on the following pages, there are several facilities that are recommended to be removed as part of this master plan. The following table represents an adjusted inventory in which the removal of temporary facilities and several buildings is accounted for. The new column is referred to as the “adjusted inventory.”

	2015 Space Inventory (ASF)	Proposed Demolition (ASF)	Adjusted Inventory (ASF)
 LECTURE +LAB	95,030	28,052	66,978
 OFFICE	38,216	23,321	14,895
 LIBRARY	28,393	7,285	21,108
 INSTR. MEDIA	4,713	3,845	868
 OTHER	100,214	58,815	41,399
<b>TOTAL ASF</b>	<b>266,566</b>	<b>121,318</b>	<b>133,790</b>

## PROPOSED DEMOLITION

The campus has existed in its current location for almost six decades and has been distinguished by the high quality and durability of its facilities. Many of the buildings have had a long history of service, and there is a need to address issues arising from the evolving building code, aging infrastructure, and deferred maintenance, as well as to embrace advances in energy efficiency and educational technology.

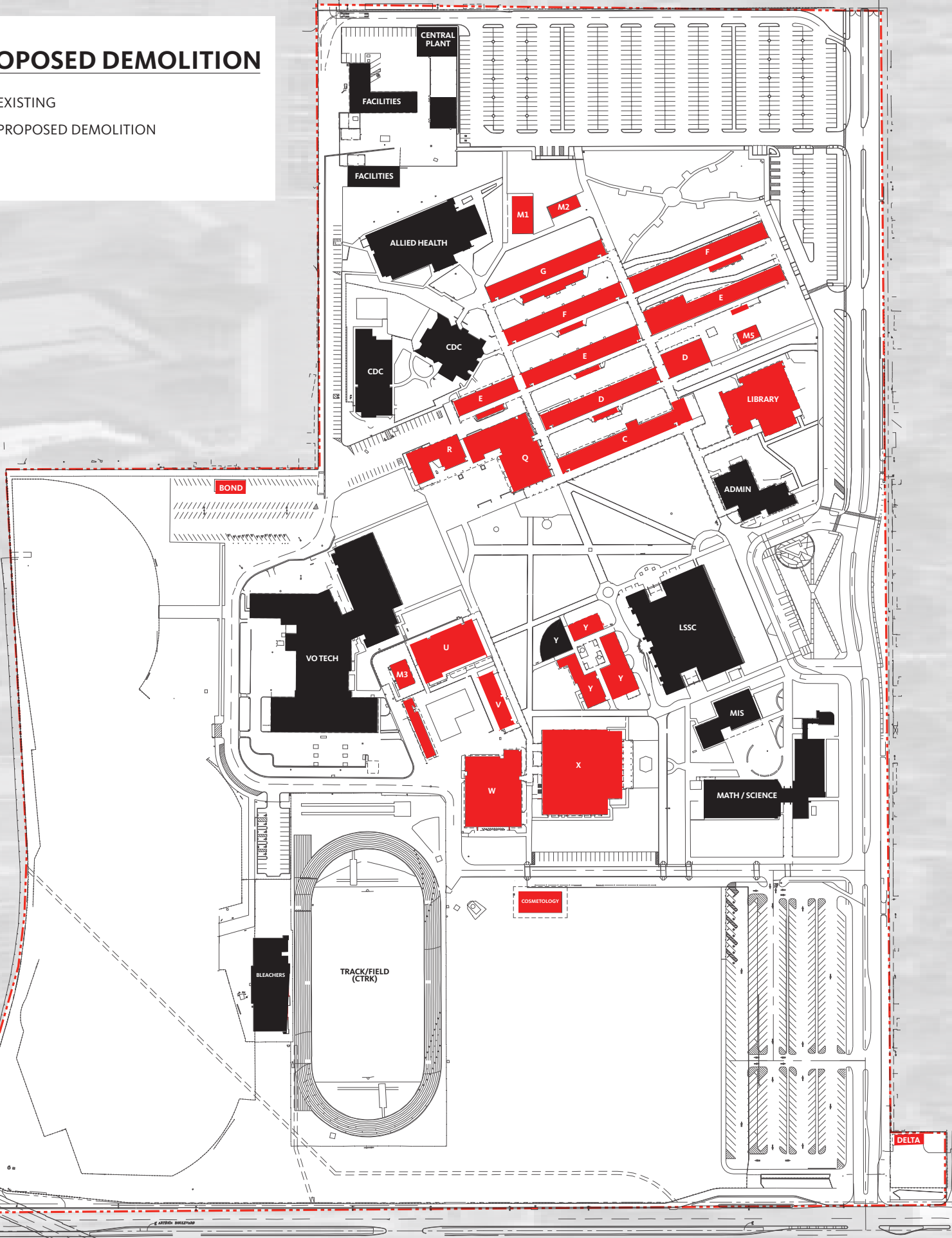
Analysis of the condition and cost to rehabilitate these facilities lead to the identification of those for which renovation is not a feasible option. In addition, the analysis of the existing campus identified temporary facilities to be replaced with space in permanent facilities.

The Facilities Master Plan recommends removal of the following facilities:

- Library - Building B
- Delta Building
- Building C
- Building D
- Building E
- Building F
- Building G
- Building Q
- Building R
- Building U
- Building V
- Building W
- Building X
- Building Y (except the Little Theater)
- Building Z (Pool Area)
- Temporary Facilities

# PROPOSED DEMOLITION

- EXISTING
- PROPOSED DEMOLITION







## MASTER PLAN SPACE PROGRAM

The Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:

- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type and space.
- The current inventory (2016) for the campus was subtracted from the total space requirements described above to result in the net ASF need by type of space for the 2025 master plan horizon.

The overall square footage need on campus is calculated by dividing the ASF by a grossing factor to arrive at gross square footage (GSF). The ASF is the assignable or usable space within a building, and the GSF is the added space required for circulation, stairs, elevators, restrooms, etc. The State Chancellor's Office recommends grossing factors for community college facilities that average approximately 65% for instructional facilities.

The Master Plan Program highlights that there is a need for additional ASF to accommodate the projected growth. Following the removal of several buildings, this need increases and provides an opportunity to improve the overall efficiency and utilization of facilities. The additional need for ASF served as the basis for developing recommendations for future facilities.

	Adjusted Inventory (ASF)	Space Needs 2025 (State Standard ASF)	Additional Need (ASF)
 LECTURE +LAB	66,978	133,790	66,812
 OFFICE	14,895	27,410	12,515
 LIBRARY	21,108	21,376	268
 INSTR. MEDIA	868	9,348	8,480
<b>TOTAL CAP/LOAD ASF</b>	<b>103,849</b>	<b>191,925</b>	





# EXISTING CONDITIONS



## EXISTING CONDITIONS

This chapter of the master plan includes a summary of the existing conditions on the Compton Center campus.

The analysis was based on information gathered at campus tours, meetings, and discussions with Compton Center staff and the Master Planning Committee. The findings are summarized in a series of graphic plates on the following pages that illustrate patterns and characteristics to guide future development.

The graphics include:

- Campus Plan
- Campus Development History
- Campus Zoning
- Vehicular Circulation and Parking
- Pedestrian Circulation
- Facilities Condition Index
- Seismic Risk

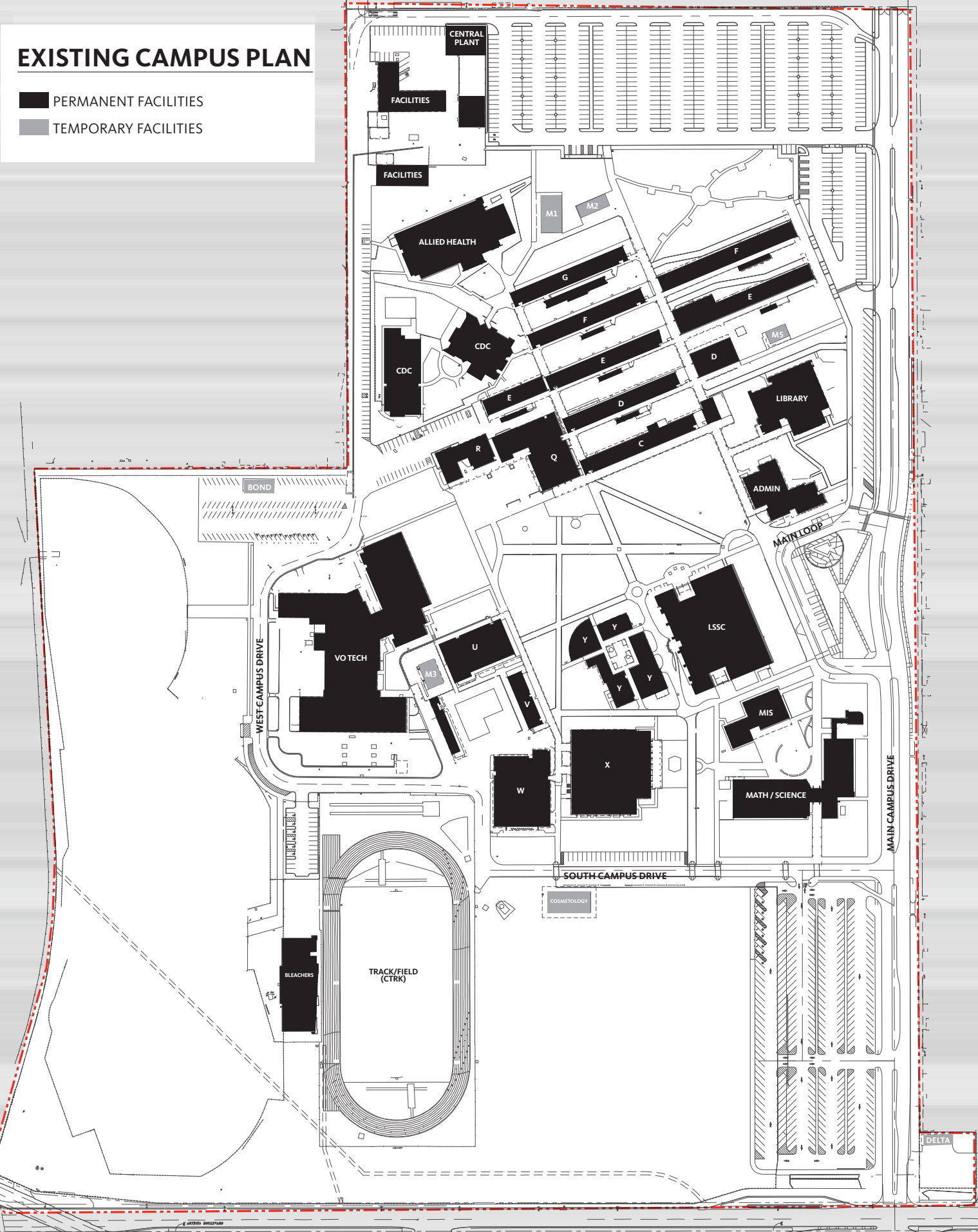
## EXISTING CAMPUS PLAN

The Compton Center campus is located in the city of Compton on a 88-acre site. The L-shaped campus is basically level with a gradual slope toward the southwest and is visible from nearby SR-91 freeway. The campus is surrounded by residential communities to the west, north, and east sides, and Artesia Boulevard and SR-91 to the south. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy and is not included in the scope of this plan.



# EXISTING CAMPUS PLAN

- PERMANENT FACILITIES
- TEMPORARY FACILITIES



## CAMPUS DEVELOPMENT HISTORY



Compton Community College 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, and the new college campus was constructed at the present site. Classes began on the new campus in the fall of 1953.

The following graphic summarizes the age of all existing building in campus.

### **1950s**

C, D, E, F, Q, R, Administration A, Facilities, Library B, Bleachers, Maintenance J, U, V, W, Y, Bookstore, Cafeteria, Delta, Garage/Warehouse, Stadium

### **1960s**

G, U, V, W, Z, Y, Gym

### **1980s**

Child Development Center, M1, M2, M3, M5

### **1990s**

Vocational Technology, Math/Sciences Buildings, Science Greenhouse

### **2000s**

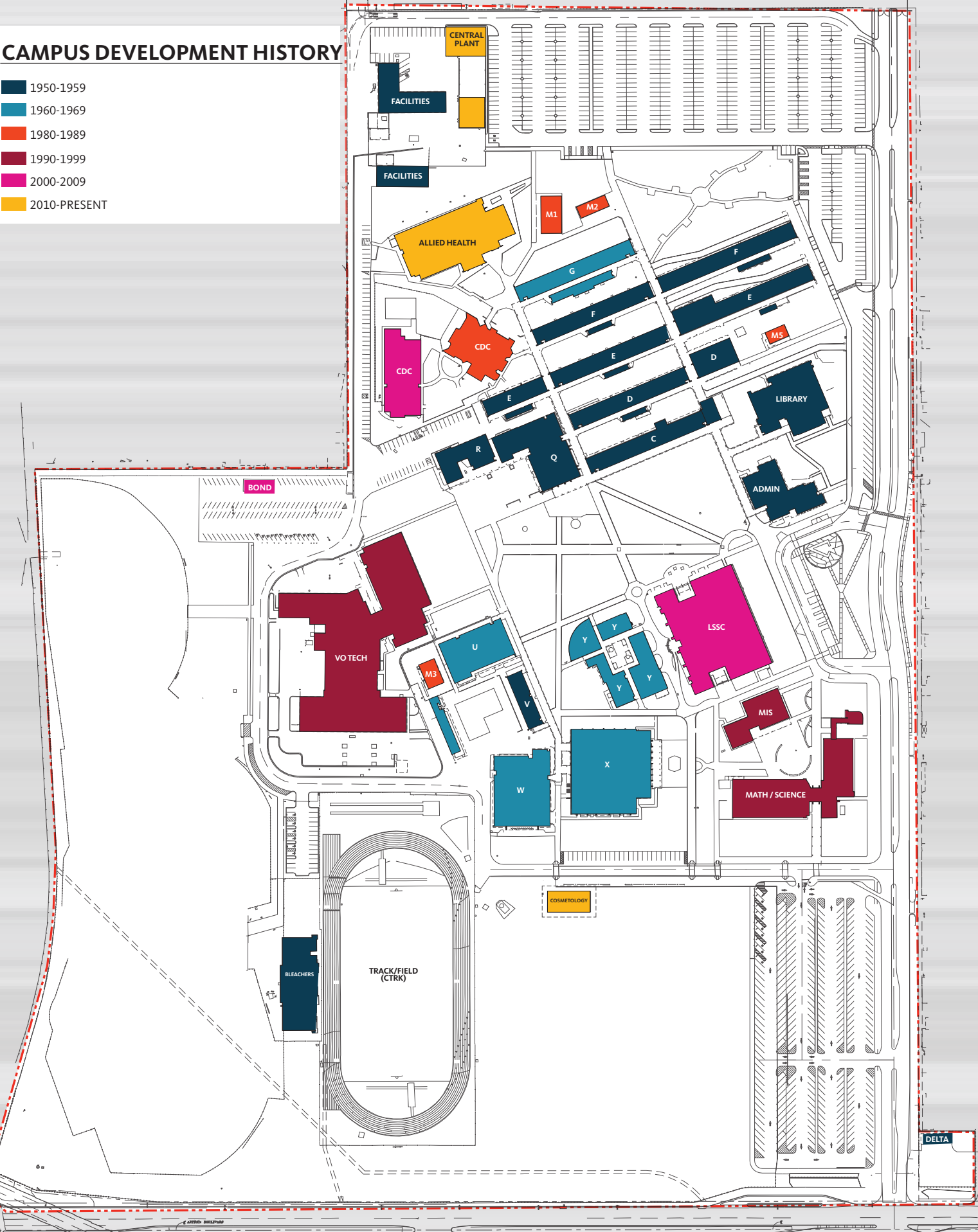
Infant Care Center, Library/LRC, Bond Trailer

### **2010s**

LSSC, Central Plant, Allied Health (replacement), Utility Infrastructure, MIS Building (enhancement) & Emergency Server Room (upgrade)

# CAMPUS DEVELOPMENT HISTORY

- 1950-1959
- 1960-1969
- 1980-1989
- 1990-1999
- 2000-2009
- 2010-PRESENT



## CAMPUS ZONING

Existing zoning of building and site functions throughout the campus are illustrated on this graphic. Colors indicate the current assigned functions of buildings and identify the general zoning of uses on the campus.

### OBSERVATIONS:

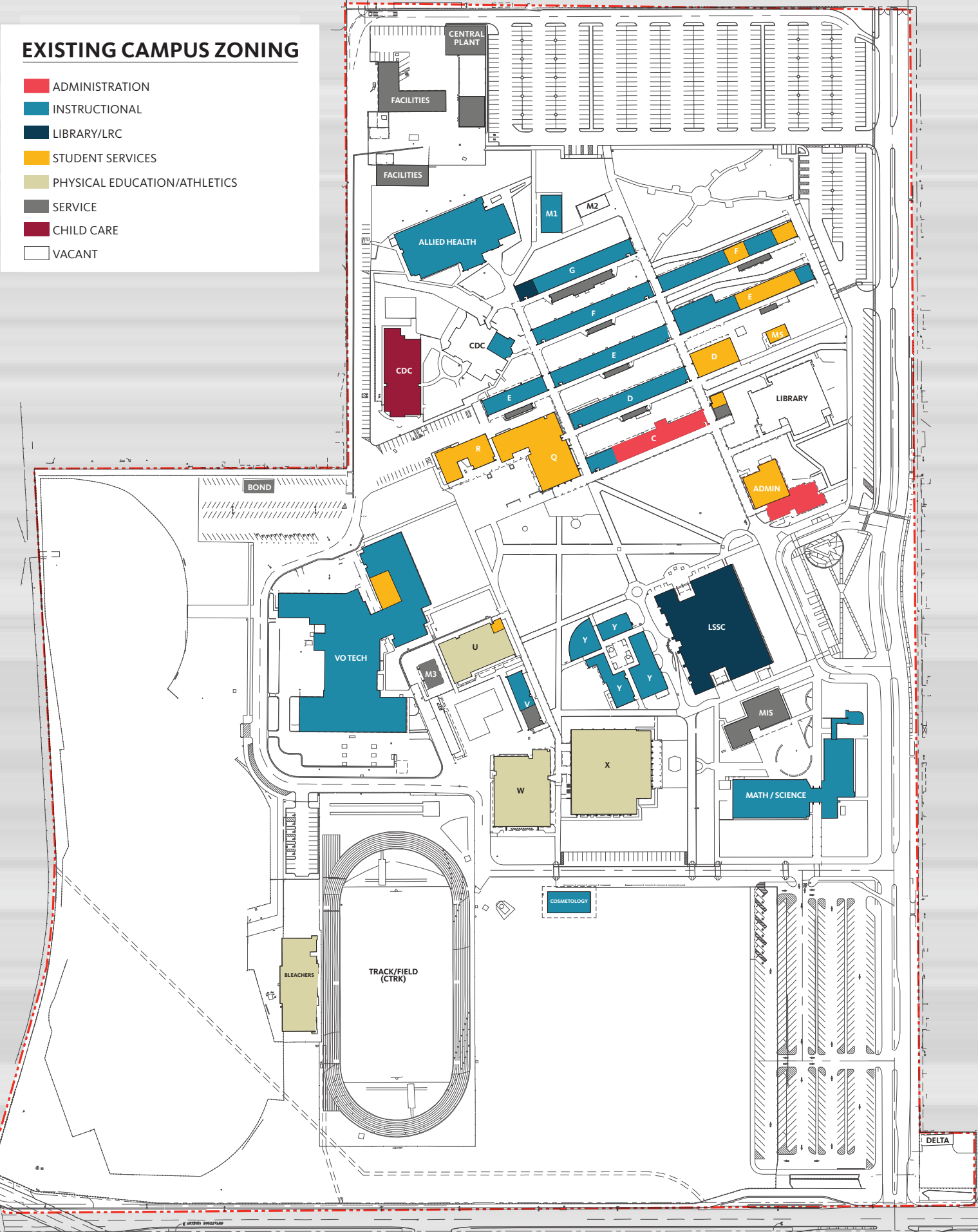
- Student Services functions are dispersed throughout the campus and not easily found by students.
- Instructional functions are located mostly on the north side, with some on the west and south sides.
- The existing Faculty Lounge is underutilized.
- Athletic fields are located near the freeway, where the noise and night lighting of athletic events do not disrupt residential areas.
- The Rose Garden is used for some informal events, but generally is underutilized.





EXISTING CAMPUS ZONING

- ADMINISTRATION
- INSTRUCTIONAL
- LIBRARY/LRC
- STUDENT SERVICES
- PHYSICAL EDUCATION/ATHLETICS
- SERVICE
- CHILD CARE
- VACANT



# VEHICULAR CIRCULATION AND PARKING

The existing campus vehicular circulation patterns are illustrated on this graphic plate.

## OBSERVATIONS:

- The north-south vehicular route is well marked for public traffic. The route on the west side is difficult to find and appears to be more like a service drive.
- The primary vehicular entry is from the south along Artesia Boulevard.
- The largest parking lots are located on the north and south sides of campus with smaller lots on the east and west sides.
- The Main Loop drive serves as the main campus drop-off.
- Visitor parking areas close to student support services functions are limited.

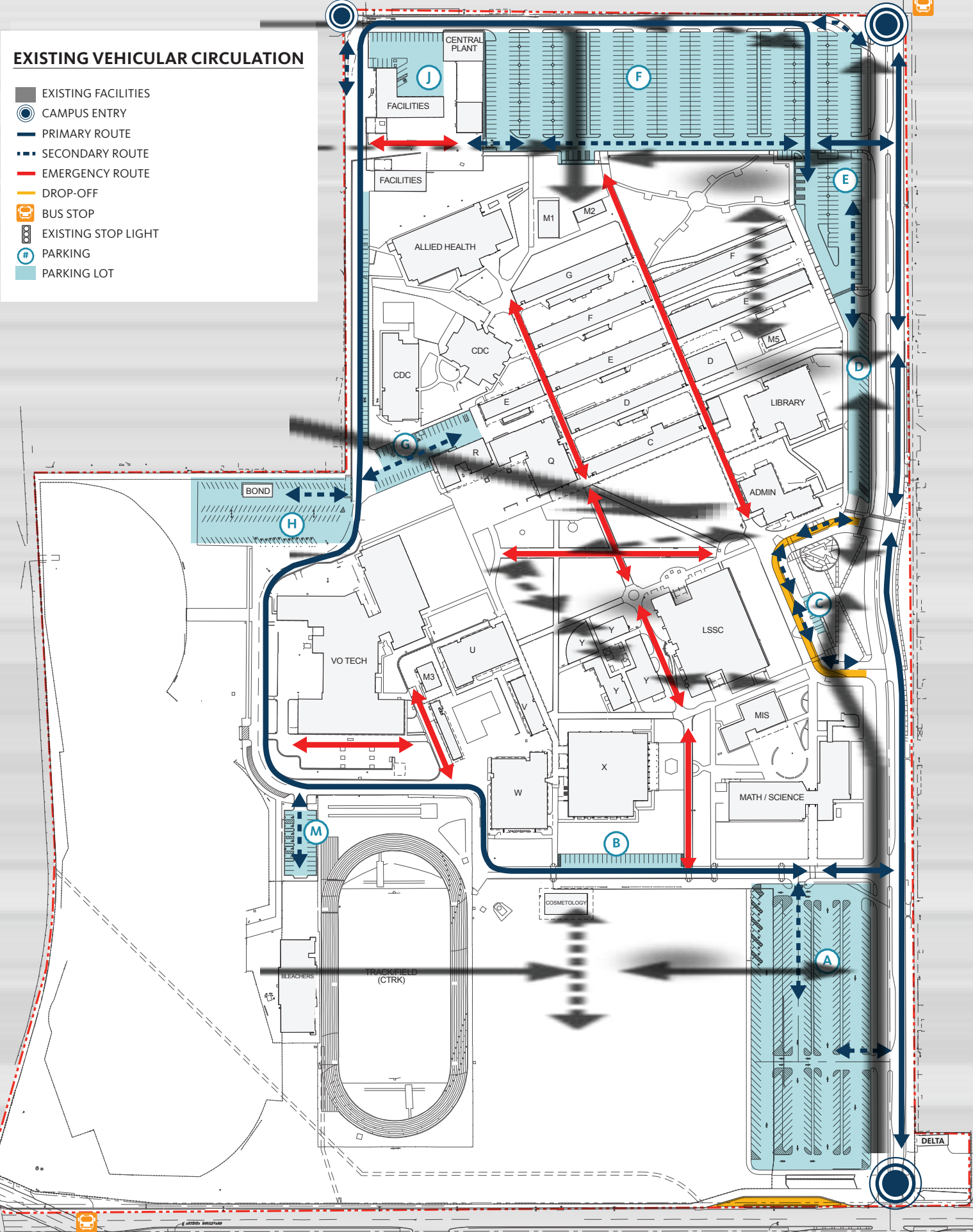
## Parking Spaces Count

LOT	# OF SPACES
A	280
B	26
C/ADMIN	16
D/E/F	368
G	77
H	85
X	46
J	22
MLB	24
<b>TOTAL</b>	<b>944</b>



EXISTING VEHICULAR CIRCULATION

- EXISTING FACILITIES
- CAMPUS ENTRY
- PRIMARY ROUTE
- SECONDARY ROUTE
- EMERGENCY ROUTE
- DROP-OFF
- BUS STOP
- EXISTING STOP LIGHT
- PARKING
- PARKING LOT



The existing campus pedestrian circulation patterns and student gathering spaces are illustrated on this graphic plate.

**OBSERVATIONS:**

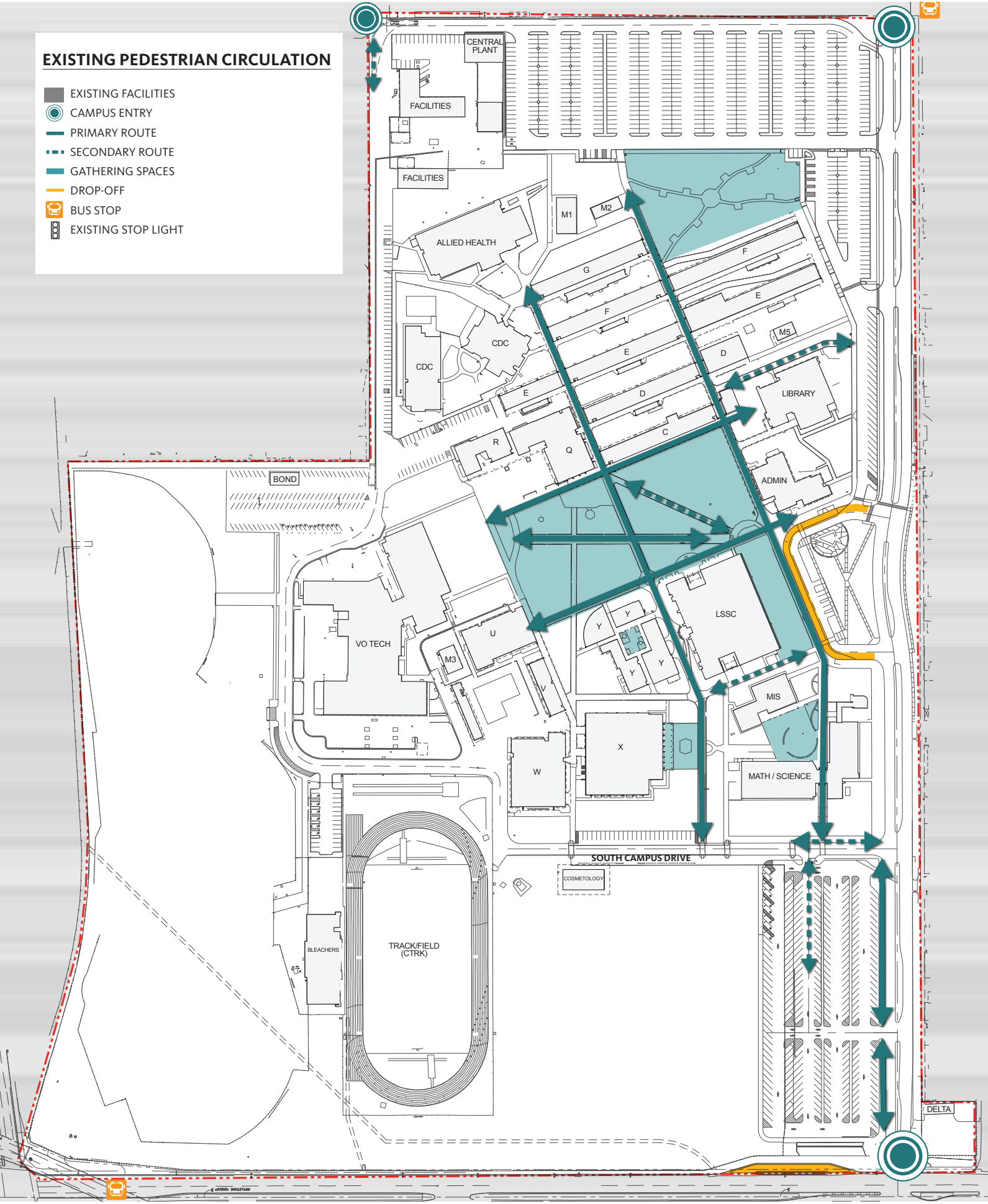
- The primary pedestrian entrance is on Greenleaf. Pedestrians also enter from several paths connected to the surrounding neighborhoods.
- The pedestrian gateway is well-developed near the Administration and Library buildings. Other gateways on the north, west, and south sides are underdeveloped.

## PEDESTRIAN CIRCULATION



EXISTING PEDESTRIAN CIRCULATION

- EXISTING FACILITIES
- CAMPUS ENTRY
- PRIMARY ROUTE
- - - SECONDARY ROUTE
- GATHERING SPACES
- DROP-OFF
- BUS STOP
- EXISTING STOP LIGHT



The Facilities Condition Index (FCI) for a building is a ratio of deferred maintenance dollars to replacement dollars and provides a straightforward comparison of the campus' building assets.

The CCCCCO conducts surveys of college campuses at regular intervals and buildings are assigned FCI scores. This diagram summarizes the scores as reported on FUSION.

The original 1950s buildings have high FCI numbers (>50%). This indicates that the cost to renovate would be very high and replacement should be considered.

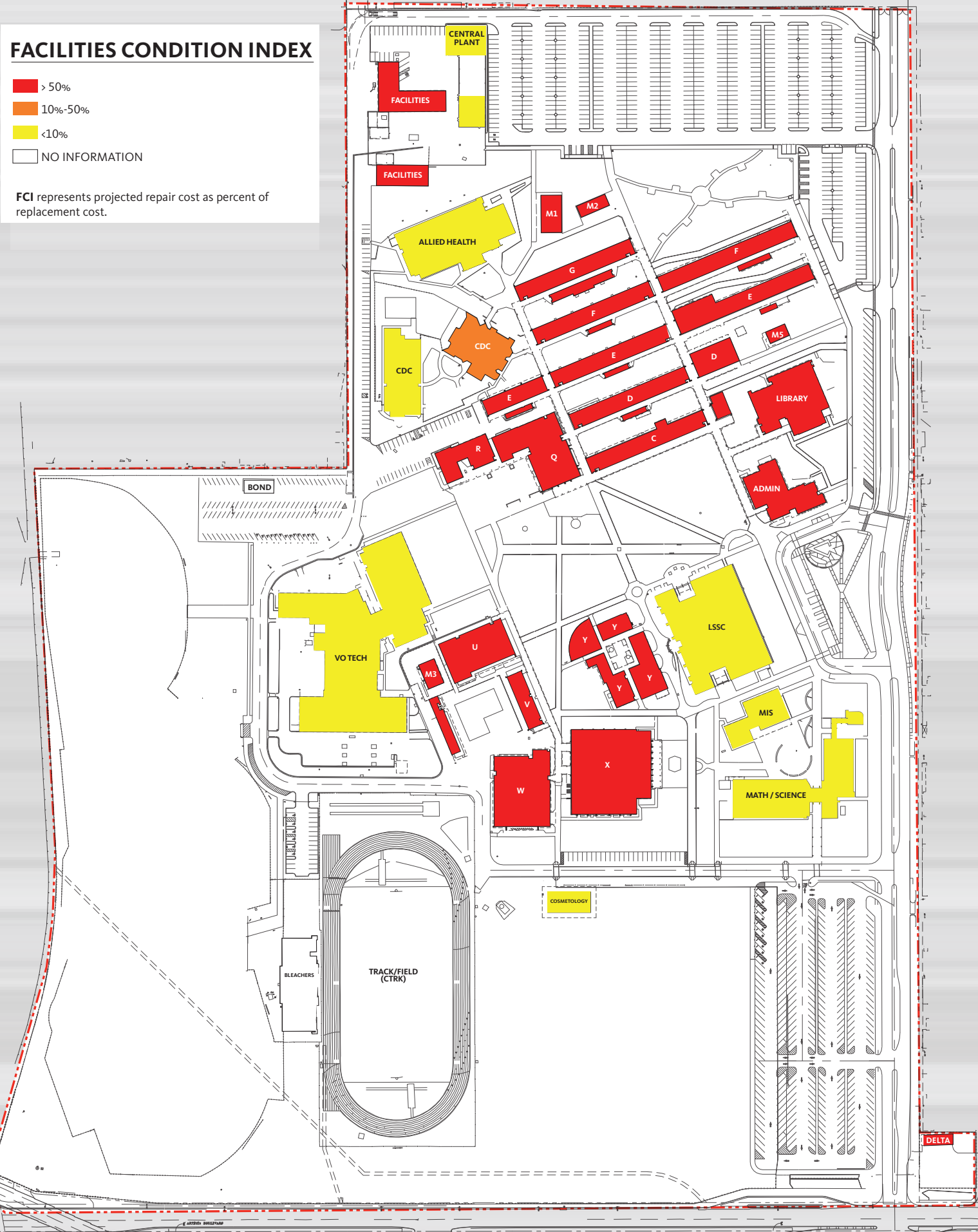
## FACILITIES CONDITION INDEX



### FACILITIES CONDITION INDEX

- > 50%
- 10%-50%
- <10%
- NO INFORMATION

FCI represents projected repair cost as percent of replacement cost.



## SEISMIC RISK

In 2012 a campuswide seismic study was conducted. The following criterion were used in the evaluation of the existing buildings' structural systems in the event of a seismic event:

### GRADE:

- A.** Risk of minor structural damage in seismic event repairable.
- B.** Risk of moderate structural damage in seismic event; substantial repair.
- C.** Risk of substantial structural damage in seismic event; repair may not be cost effective.
- D.** Risk of extensive structural damage; recommend removal due to cost to repair.

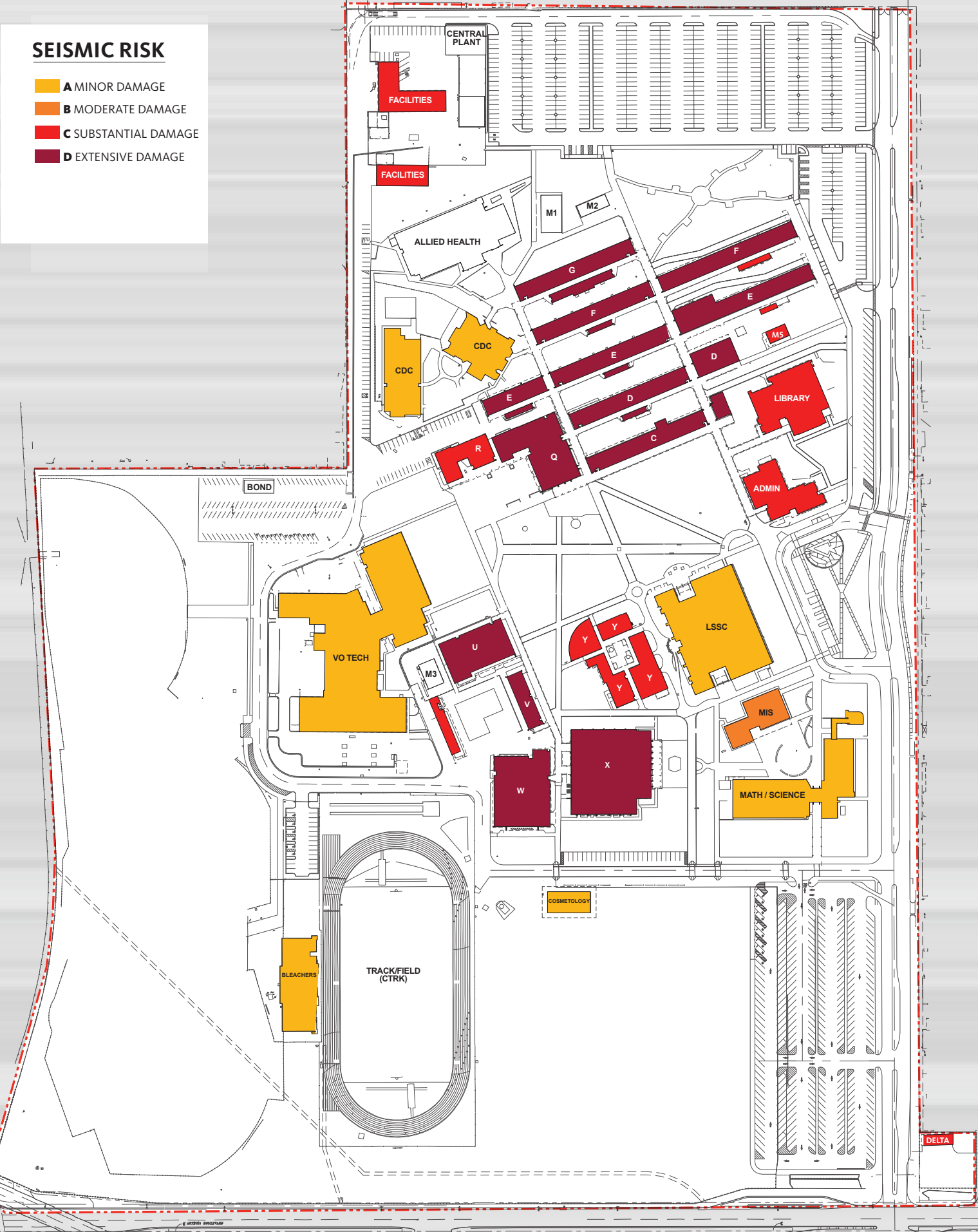
The graphic plate on the right is a graphic representation of the grades on the overall campus plan.





SEISMIC RISK

- A** MINOR DAMAGE
- B** MODERATE DAMAGE
- C** SUBSTANTIAL DAMAGE
- D** EXTENSIVE DAMAGE





COMPTON COLLEGE  
**GOT E-MAIL?** Check Your...  
2011-12-15 10:00 AM - 12:00 PM  
2011-12-15 10:00 AM - 12:00 PM  
2011-12-15 10:00 AM - 12:00 PM  
2011-12-15 10:00 AM - 12:00 PM  
2011-12-15 10:00 AM - 12:00 PM

HEALING24.COM @HEALING24

# RECOMMENDATIONS



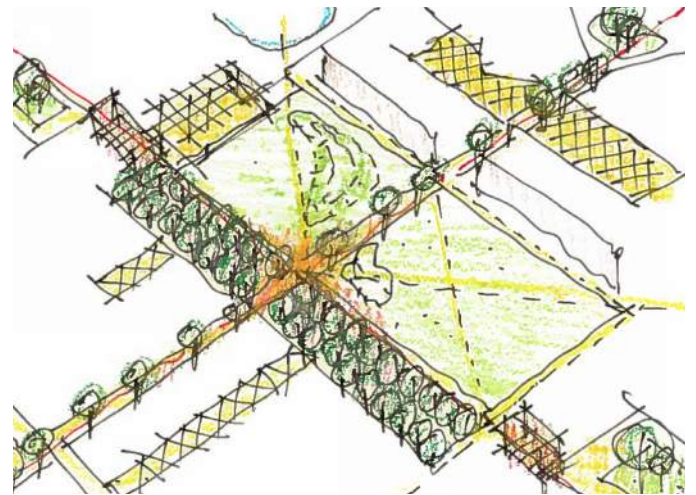
The 2017 Facilities Master Plan for the Compton Center presents an overall picture for the future. The recommendations include a series of improvements designed to support the Center's educational mission, serve changing needs, address projected enrollment and provide a framework for future campus development.

This chapter describes the building and site projects in the FMP and is organized into the following sections:

- Facilities Master Plan
- Site improvement projects
- Phased development

## RECOMMENDATIONS

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The actual design of each project will take place as projects are funded and detailed programming and design occurs.



# FACILITIES MASTER PLAN

The 2017 Facilities Master Plan (FMP) includes recommendations for new construction, building renovations, and site development projects.

New construction of buildings to replace outdated facilities that are at the end of their service, are intended to provide the necessary spaces for a growing campus and align with Compton's educational mission. The planning and location of the new facilities provides an opportunity to improve the overall functional zoning of the campus and to serve as a physical manifestation of the mission, vision and values of the campus.

In addition to new construction, the FMP also recommends the renovation and modernization of several existing facilities in order to renew their functional purpose and extend their life as a valuable existing asset. The opportunity with the renovation projects is to update key instructional and student services programs to meet the growing demands of shifting pedagogy and delivering of services as well as to conform to evolving building code requirements such as life safety, accessibility and sustainability.

## **NEW CONSTRUCTION**

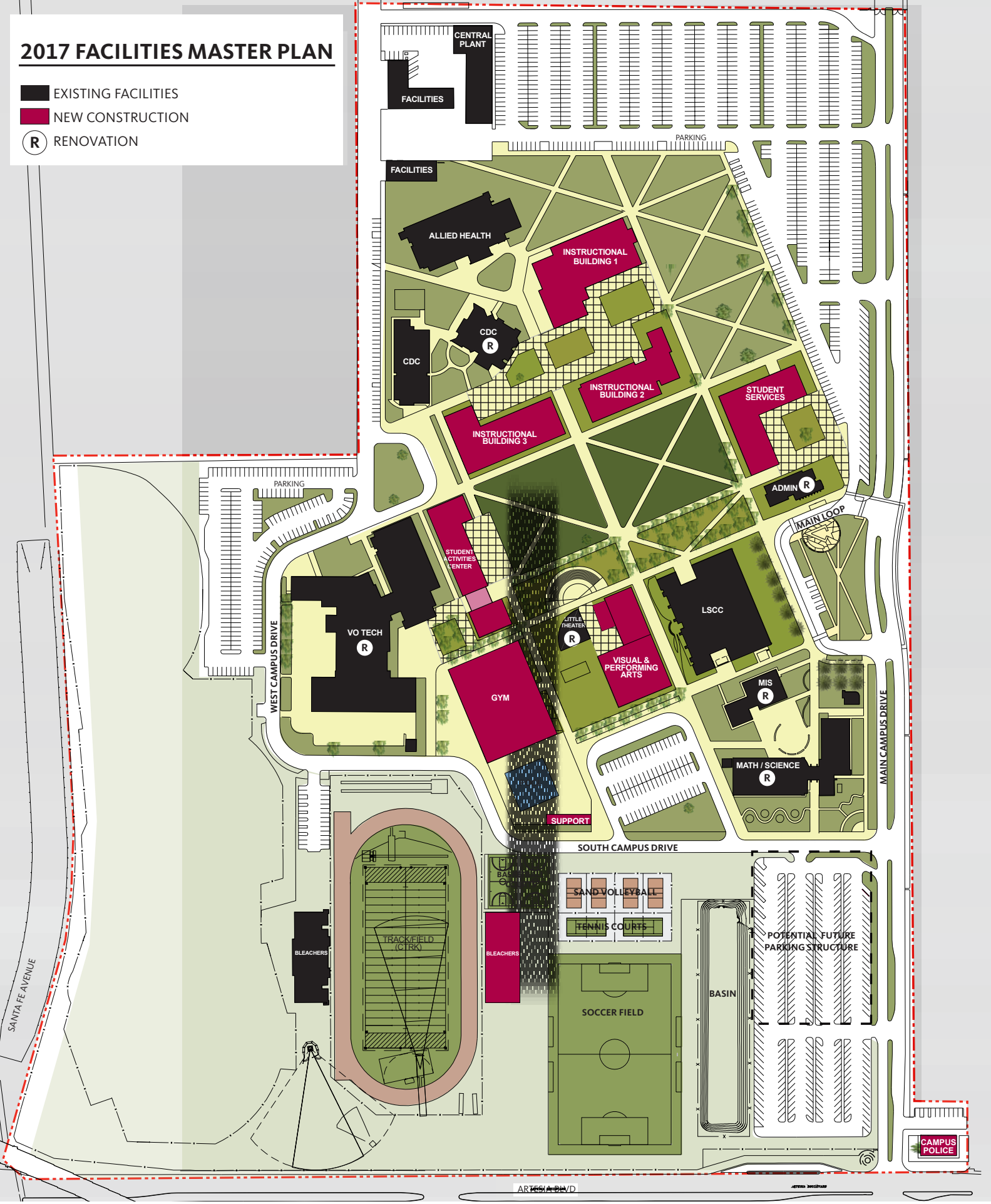
- Campus Police
- Instructional Building 1
- Instructional Building 2
- Instructional Building 3
- Student Activities Center
- Student Services
- Visual and Performing Arts
- Gymnasium
- Pool Facility

## **RENOVATION**

- Little Theater
- Administration Building
- Management Information Systems Building (MIS)
- Vocational Technology Building (Vo Tech)
- Math/Science Building
- Child Development Center (CDC)

# 2017 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- NEW CONSTRUCTION
- R RENOVATION



## A WELCOMING FRONT DOOR

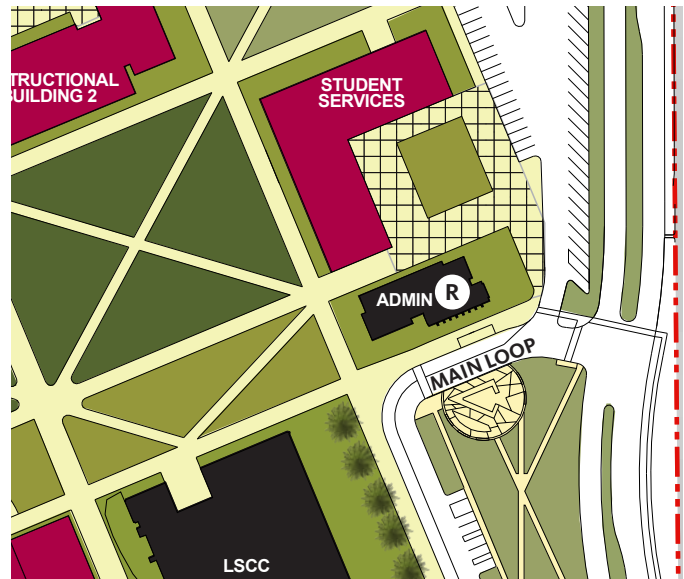
The campus arrival experience is a wonderful opportunity to create a positive and lasting impression for students and visitors to the campus. The FMP includes recommendations to enhance the existing arrival experience and to create a welcoming front door with improved access to student support services.

### STUDENT SERVICES

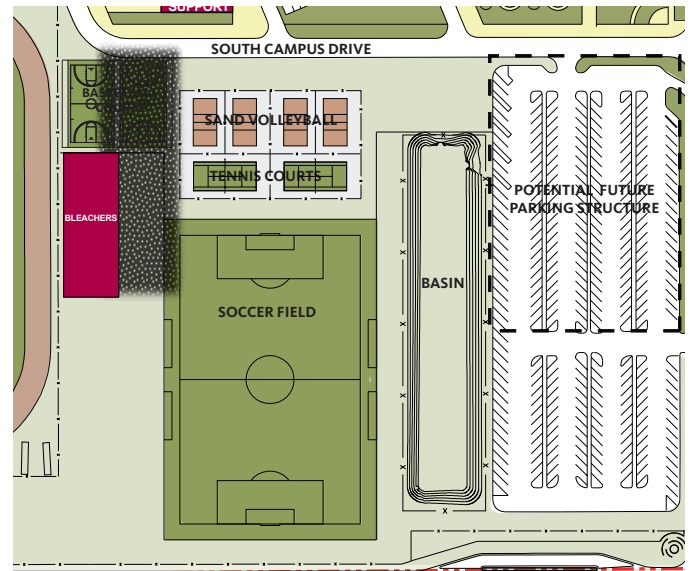
A new Student Services building is proposed to consolidate dispersed programs, replace aging facilities and locate in a central, front door location. The consolidation of these key support functions will increase student access to services, improve efficiencies and enhance student success. The new multi-story building will house all student support services and a new campus bookstore.

### ADMINISTRATION

The existing Administration Building was constructed in 1953, as part of the original campus, and is an important part of the campus history. The FMP recommends renovating a portion of the building for administrative offices and a board room and removing the student services section of the building. These functions will move into the new Student Services building.







## A FOCUS ON HEALTH AND WELLNESS

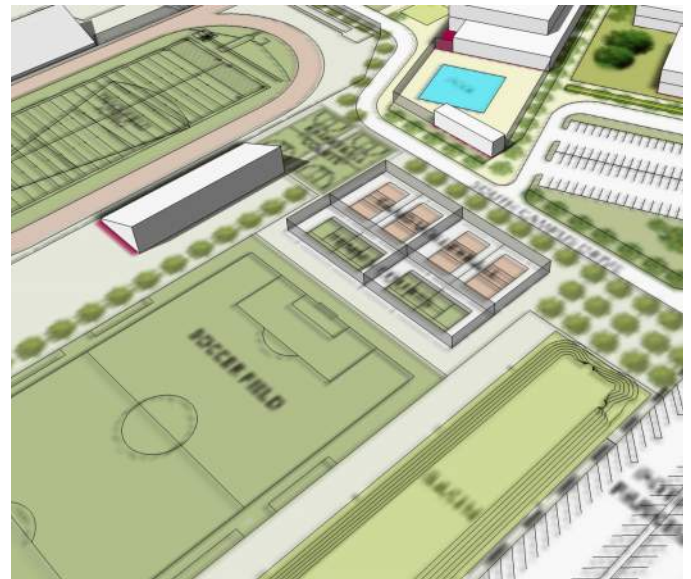
Development of the southern end of the campus is recommended to support physical education and athletics programs at the Center. Proposed improvements will enhance the campus entry experience and welcome the community to Compton.

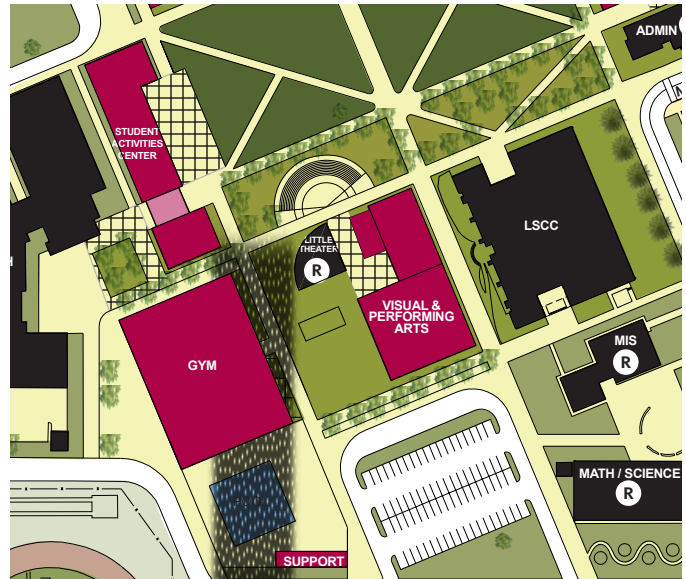
### BLEACHERS

A bleacher facility is recommended to provide additional stadium seating, equipment storage, restrooms and concession space.

### FIELDS AND COURTS

A new soccer field is proposed along with sand volleyball, tennis and basketball courts.





## COMMUNITY ENGAGEMENT

### GYM

A new Gym is proposed to replace functions currently housed in the existing Main Gym, Shower and Locker Buildings. This facility will be located on the southwest corner of the central quad, adjacent to the Student Activities Center, and will maximize opportunities for student use and engagement.

### POOL

The proposed 25-meter pool will be located to the south of the new Gym and share locker and support facilities. A pool support building will house pool equipment.

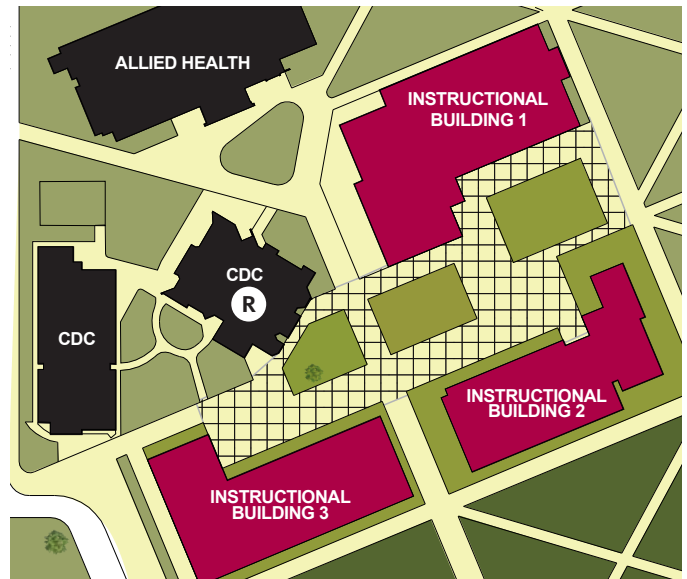
### VISUAL AND PERFORMING ARTS

A new facility to support music, dance, performing arts, film and video is recommended to replace aging facilities and provide a vibrant learning environments for these important programs. Strategic placement of this new facility supports adjacencies with the renovated Little Theater and the development of an outdoor courtyard.

### STUDENT ACTIVITIES CENTER

The west end of the main quad will be framed by the new Student Activities Center. The new center will become a hub of activity bringing students, faculty and staff together to socialize, study and meet. Functions to be housed in the new facility will include food services, student activity spaces, meeting rooms and a faculty/staff lounge.





## A NEW ACADEMIC VILLAGE

A cluster of new instructional buildings extends off of the main quad and will replace aging facilities, address program needs and support evolving pedagogies. Organized around smaller landscape courtyards, these spaces bring the existing Child Care Center and new Allied Health Building into the fold and are activated by outdoor learning spaces and study areas.

### INSTRUCTIONAL BUILDING 1

Instructional Building 1 will be the first of a series of interdisciplinary facilities to replace the existing row buildings. This project is an approved state funded project and is currently in the design phase.

### INSTRUCTIONAL BUILDING 2

Instructional Building 2 will be the next facility to be constructed. The design will include an outdoor learning courtyard to enhance student collaboration. This project is an approved Final Project Proposal (FPP) and awaiting state funding.

### INSTRUCTIONAL BUILDING 3

The last of the interdisciplinary facilities will be Instructional Building 3. This building will be designed to complete the replacement of the aging row buildings and be sized to support the academic program needs.



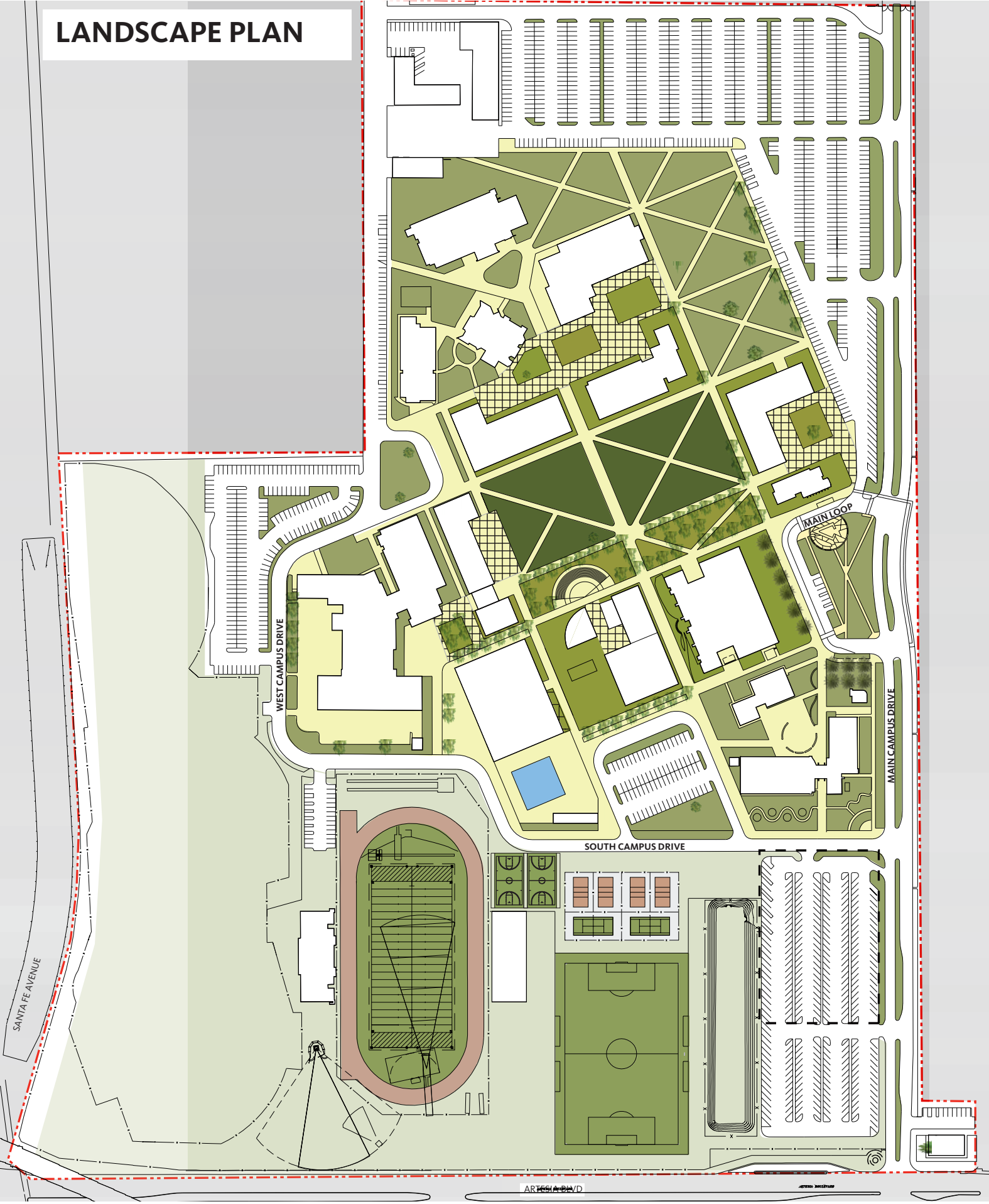
## SITE IMPROVEMENTS

To complete the campus environment there are several opportunities to reinforce the image and provide a cohesive and memorable experience for all students, staff and visitors to the campus. A number of site improvement projects are recommended to address improved campus image/identity, circulation and connections as well as an overall enhanced campus environment.

They including the following:

- New central campus quad – scaled appropriately to support a variety of gatherings and activities. Special events like graduation as well as smaller day to day functions with shaded seating areas and outdoor amphitheater
- Enhanced paved and landscaped courtyards between key academic and student-oriented buildings
- Enhanced paved and landscaped pedestrian connections across campus (including allowances for fire truck access)
- Bleachers and support space for the existing Track and Field
- Additional outdoor sports courts including two basketball courts, four sand volleyball courts, two tennis courts and a soccer field
- Enhanced building entrances, edges and drop-off areas
- Increased surface parking areas with landscaped buffer to the core of campus – this buffer zone will also provide space for future academic buildings
- Allocate space for a potential future parking structure
- Landscaped storm water detention areas

# LANDSCAPE PLAN

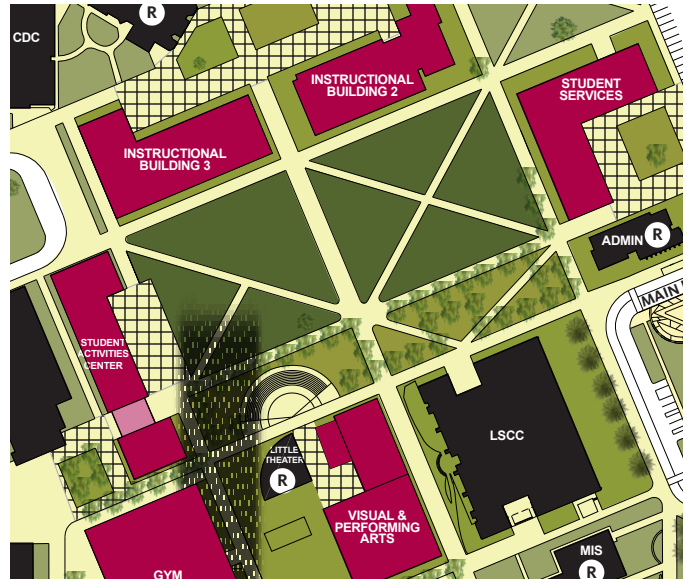


AR 10/15/17

## A REIMAGINED LIVING ROOM FOR THE CAMPUS

A redefined and reimagined central quad strengthens the campus core and sense of community. Activated by student-oriented spaces on each end with major pedestrian pathways connecting to all areas of the campus, the central quad becomes the “heart of the campus.”

The quad will be designed to support a variety of activities including informal study space, career fairs, ceremonies and graduations. Additionally, functions in adjacent buildings will extend out into the quad such as outdoor dining (from the Student Activities Center) and outdoor performances (from the Visual and Performing Arts building).





## PHASED DEVELOPMENT

The recommended phasing plans that follow represent a logical sequence for implementing the Facilities Master Plan. They are organized according to key space needs and the incremental replacement of existing outdated facilities. Each phase of the four primary phases described below includes a combination of demolition, renovation, new construction and associated site improvement scope. Note some of the elements of Phase 4 are more time flexible and could be implemented as part of the preceding phases.



# PHASE 1

## NEW CONSTRUCTION

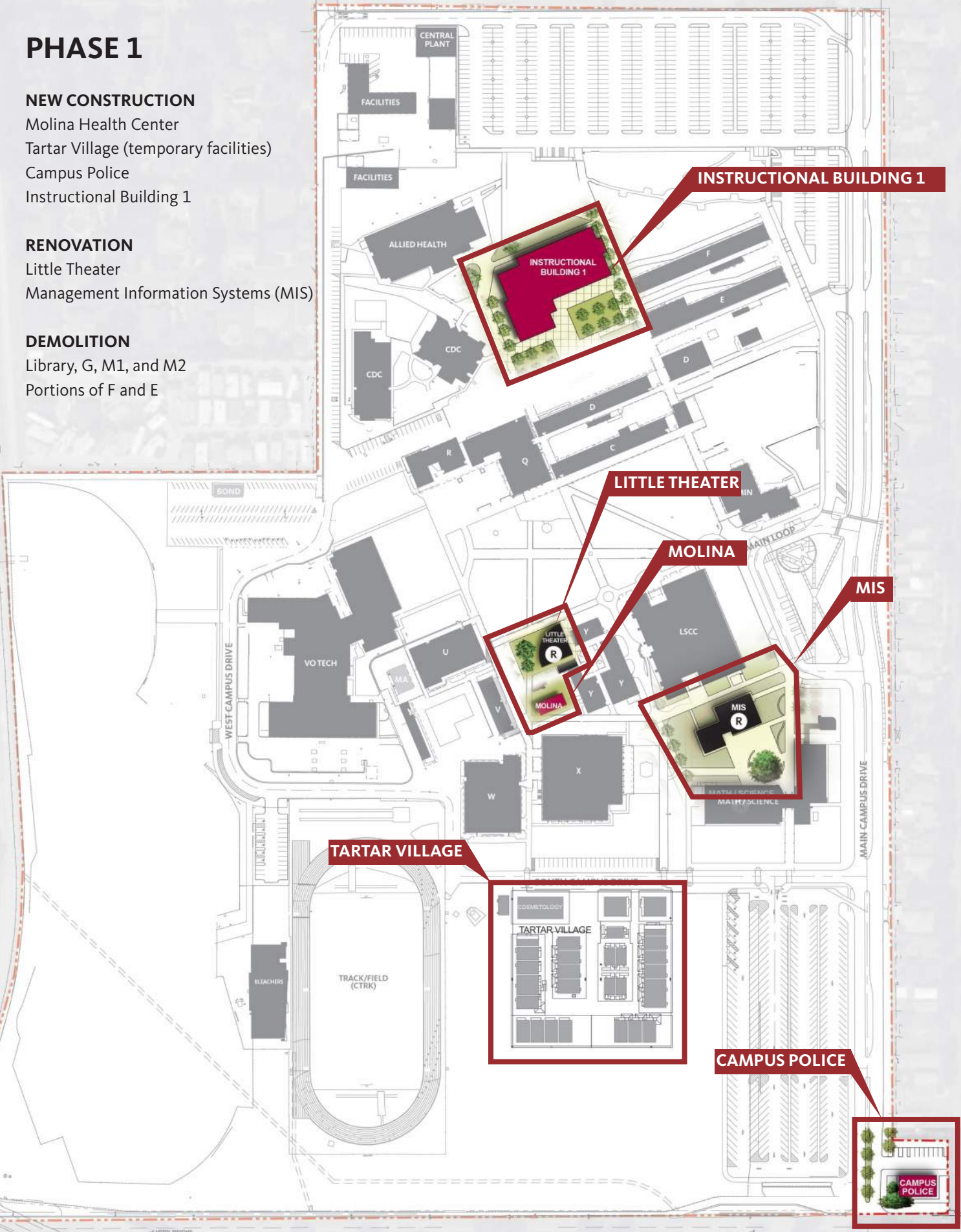
- Molina Health Center
- Tartar Village (temporary facilities)
- Campus Police
- Instructional Building 1

## RENOVATION

- Little Theater
- Management Information Systems (MIS)

## DEMOLITION

- Library, G, M1, and M2
- Portions of F and E



# PHASE 2

## NEW CONSTRUCTION

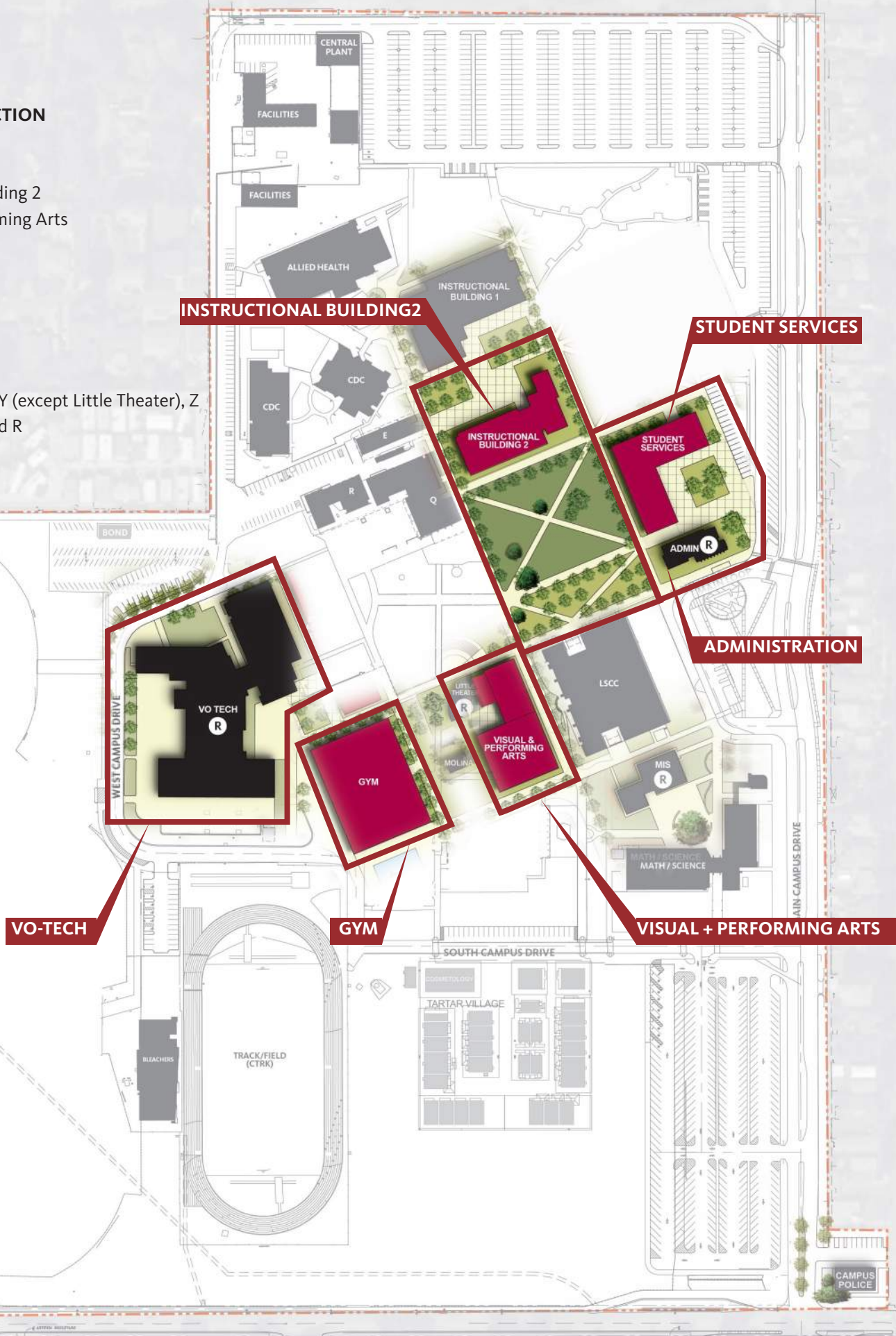
- Student Services
- Gym
- Instructional Building 2
- Visual and Performing Arts

## RENOVATION

- Administration
- Vo-Tech

## DEMOLITION

- D, E, F, U, V, W, X, Y (except Little Theater), Z
- Portion of E, Q and R



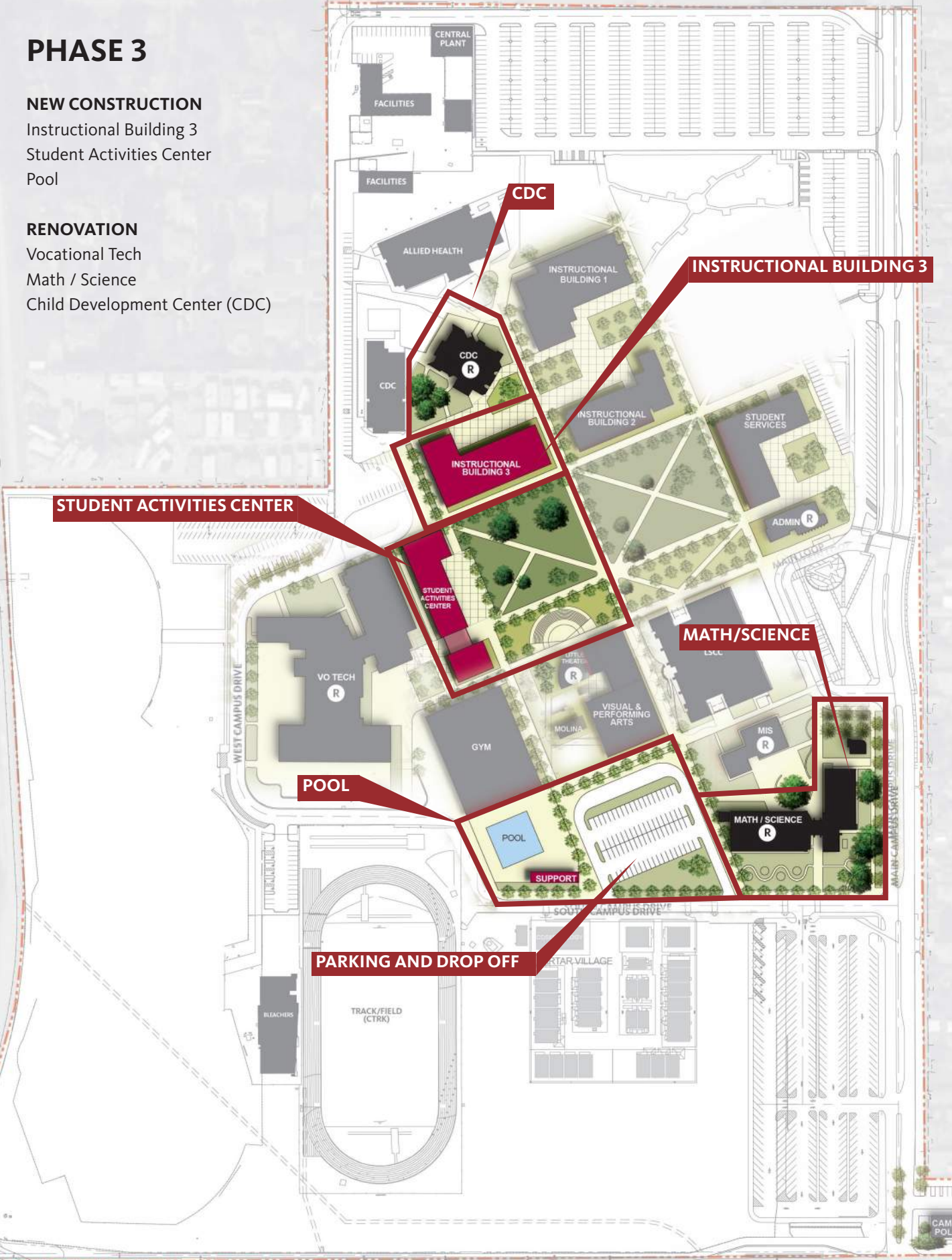
# PHASE 3

## NEW CONSTRUCTION

- Instructional Building 3
- Student Activities Center
- Pool

## RENOVATION

- Vocational Tech
- Math / Science
- Child Development Center (CDC)



STUDENT ACTIVITIES CENTER

CDC

INSTRUCTIONAL BUILDING 3

MATH/SCIENCE

POOL

PARKING AND DROP OFF

# PHASE 4

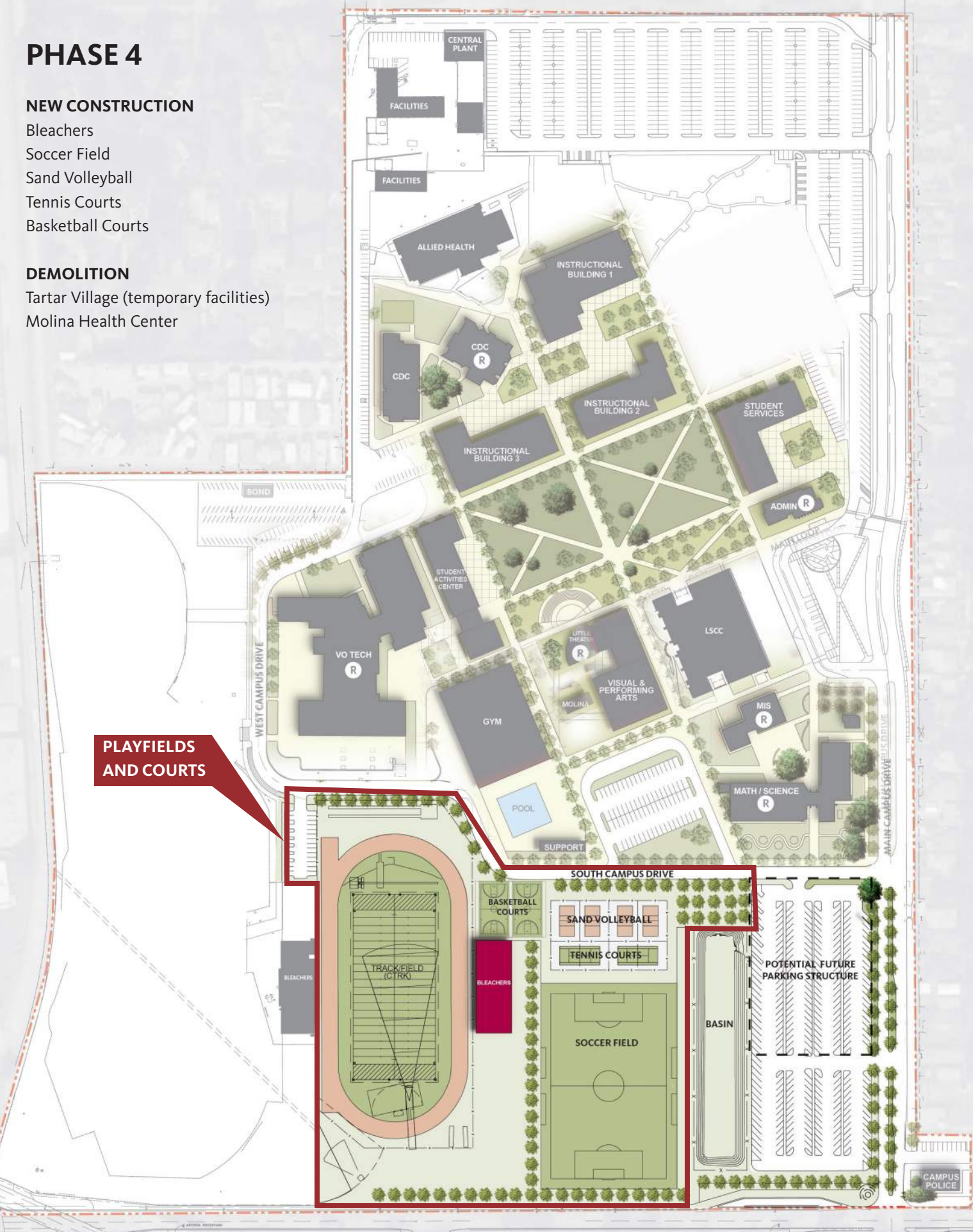
## NEW CONSTRUCTION

- Bleachers
- Soccer Field
- Sand Volleyball
- Tennis Courts
- Basketball Courts

## DEMOLITION

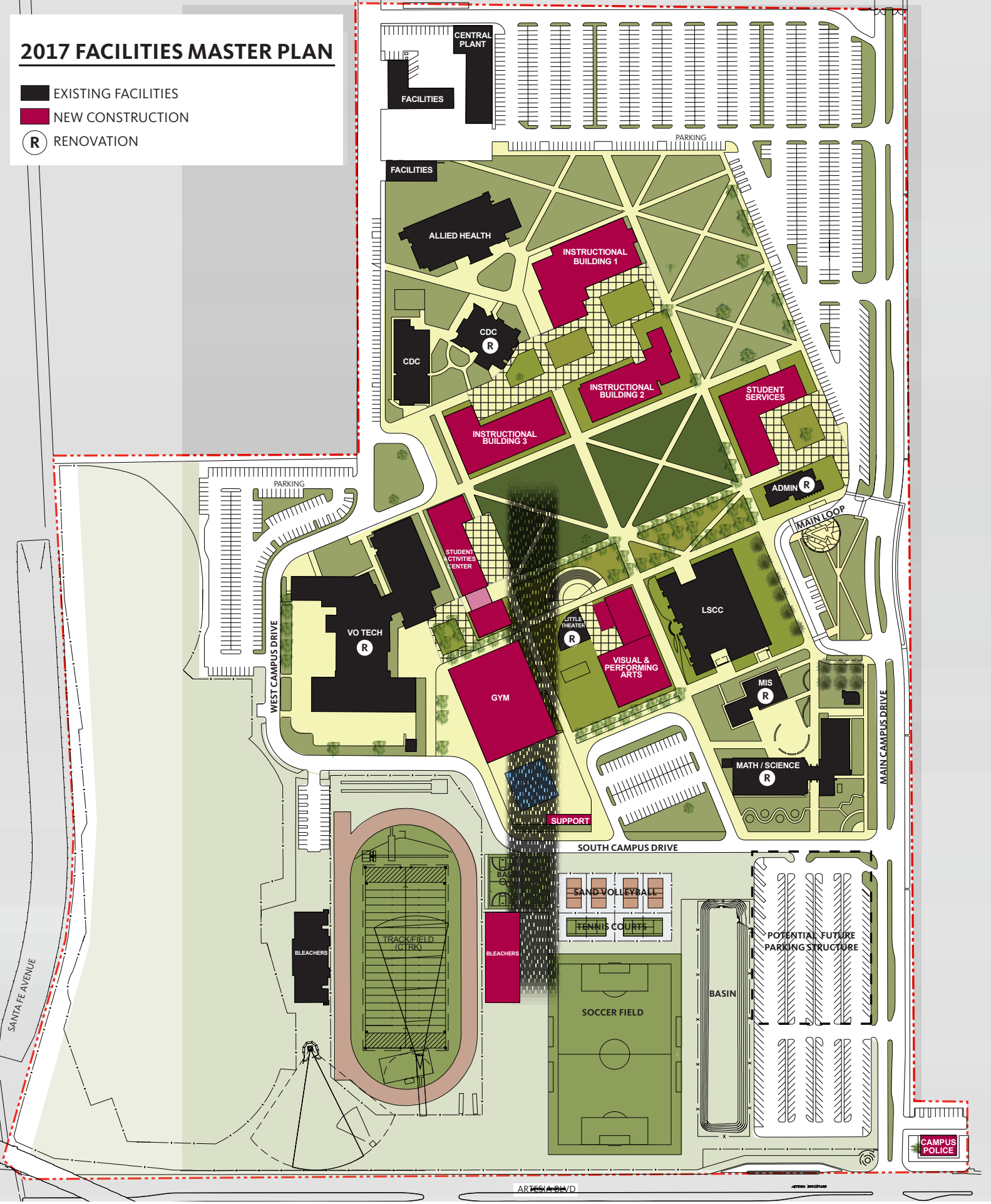
- Tartar Village (temporary facilities)
- Molina Health Center

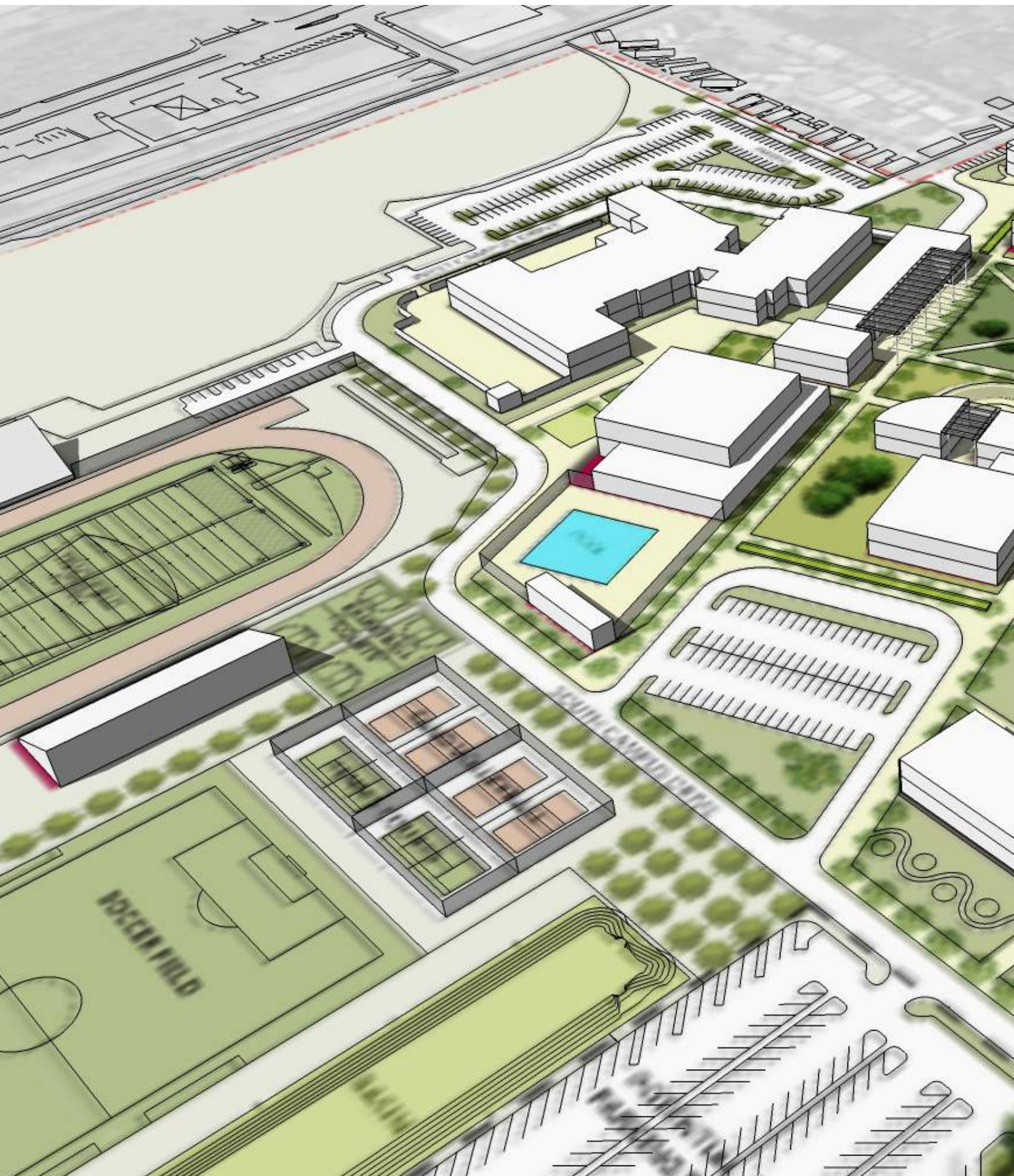
**PLAYFIELDS AND COURTS**

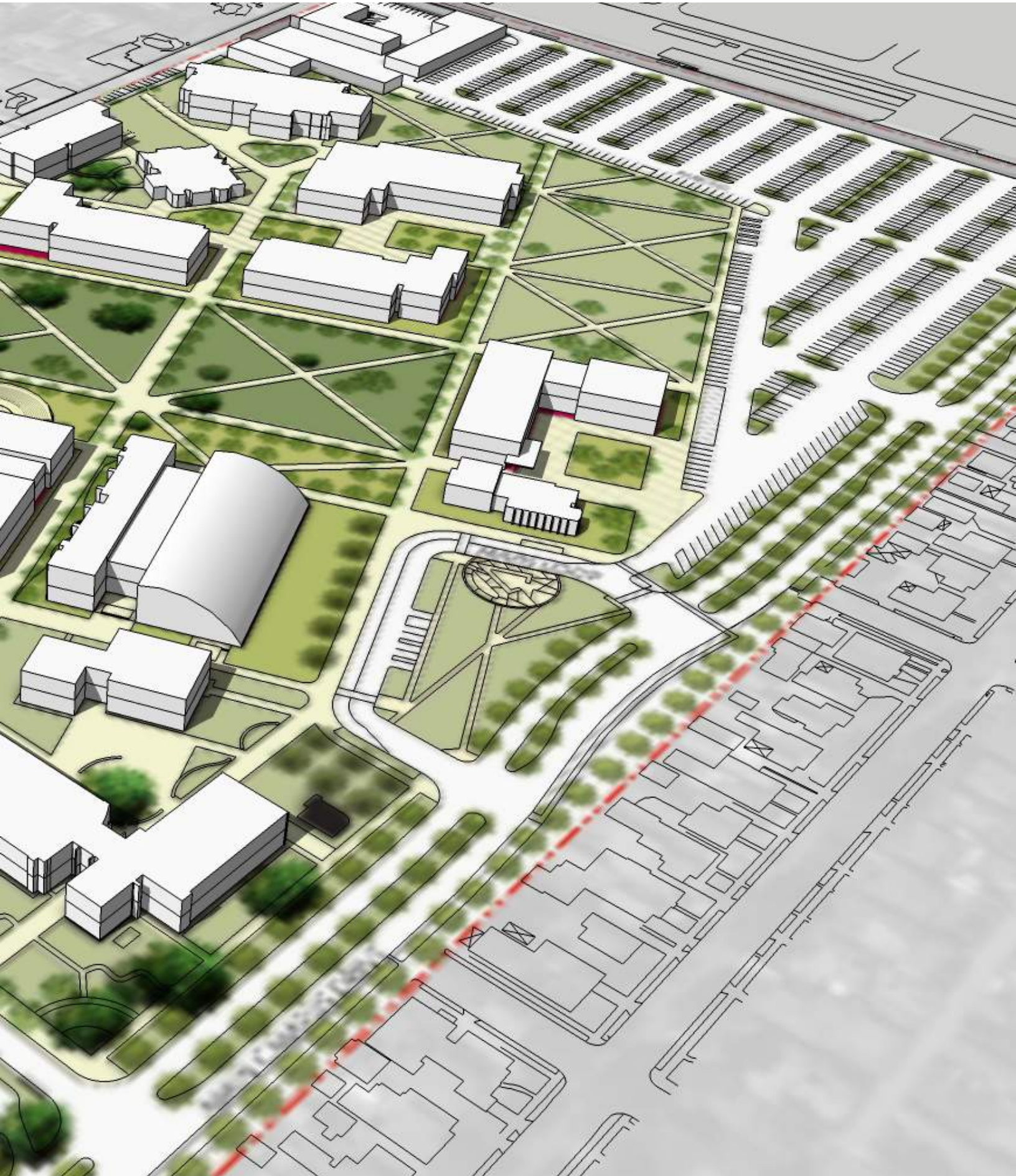


# 2017 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- NEW CONSTRUCTION
- R RENOVATION











# APPENDIX



## PLANNING RESOURCES

The development of the 2017-2022 Compton Community College District (CCCD) Comprehensive Master Plan draws upon information from a variety of sources. The sources listed below, which appear in alphabetical order, serve as a repository of resources for internal and external stakeholders who are engaged in ongoing inquiries and dialogues that will enhance future planning as well as the institution's commitment to continuous quality improvement.

**American Community Survey** - <https://www.census.gov/programs-surveys/acs/> - [Note: The American Community Survey, produced by the U.S. Census Bureau, is the premier source for detailed information about the American people and workforce and changes taking place in U.S. communities.]

**Bureau of Economic Analysis** (U.S. Department of Commerce) – [www.bea.gov](http://www.bea.gov)

**Bureau of Labor Statistics** (U.S. Department of Labor) – [www.bls.gov](http://www.bls.gov)

**California Community College Chancellor's Office** – [www.cccco.edu](http://www.cccco.edu)

**California Department of Education** - <http://www.cde.ca.gov/>

**California Department of Finance** – Governor's Budget - [www.ebudget.ca.gov](http://www.ebudget.ca.gov)

**California Department of Transportation** – [www.dot.ca.gov](http://www.dot.ca.gov)

**Census Reporter** - <https://censusreporter.org/> [Note: Census Reporter uses information from the U.S. Census bureau to create profiles and comparison pages and visualizations that provide a friendly interface for navigating data.]

**Data USA** – <https://datausa.io/> [Note: Data USA is a comprehensive website and visualization engine utilizing public US Government data.]

**El Camino Community College District Institutional Research and Planning** - <http://www.elcamino.edu/administration/ir/>

**EMSI** (Economic Modeling Specialists) –

[www.economicmodeling.com](http://www.economicmodeling.com)

[NOTE: EMSI provides labor market data and analysis to leaders in higher education, business, and community development.]

**Legislative Analyst's Office: The California Legislature's  
Nonpartisan Fiscal and Policy Advisor** - [www.lao.ca.gov](http://www.lao.ca.gov)

**National Center for Education Statistics Data Center**

– IPEDS (U.S. Department of Education) – <https://nces.ed.gov/ipeds> [Note: IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs.]

**U.S. Census Bureau** - <https://www.census.gov>

## ENDNOTES

<sup>1</sup> Cooley, Thomas, Griffy, Ben, and Rupert, Peter (September 29, 2016) GDP Report Shows Modest Gains, U.S. Economic Snapshot. Retrieved from <https://econsnapshot.com/2016/09/29/gdp-report-shows-modest-gains/>

<sup>2</sup> <http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1#reqid=9&step=1&isuri=1>

<sup>3</sup> Bureau of Labor Statistics News Release (December 8, 2015). Retrieved at <http://www.bls.gov/emp>.

<sup>4</sup> Cooley, Thomas, Griffy, Ben, and Rupert, Peter (September 29, 2016) GDP Report Shows Modest Gains, U.S. Economic Snapshot. Retrieved from <https://econsnapshot.com/2016/09/29/gdp-report-shows-modest-gains/>

<sup>5</sup> Governor’s Budget Summary, 2016-2017. Retrieved at <http://www.ebudget.ca.gov/2016-17/pdf/BudgetSummary/EconomicOutlook.pdf>.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid

<sup>8</sup> California Legislative Analyst Office. (January 7, 2016) Retrieved at <http://www.lao.ca.gov/LAOEconTax/Article/Detail/206>

<sup>9</sup> Ibid

<sup>10</sup> Ibid

<sup>11</sup> “California Passes France as World’s 6th Largest Economy” Fortune. June 17, 2016. <http://fortune.com/2016/06/17/california-france-6th-largest-economy/>

<sup>12</sup> Ibid.

<sup>13</sup> California Community College Chancellor’s Office. Retrieved at [http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2013StrategicPlan\\_062013.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2013StrategicPlan_062013.pdf)

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Bellflower, Lakewood, Long Beach, and Carson are not included here because the district only touches a small fraction of these cities.

<sup>18</sup> Source for all information on key demographics for Los Angeles County <https://datausa.io/profile/geo/los-angeles-county-ca/#demographics> (2014).

<sup>19</sup> The term “Hispanic,” as opposed to Latino, as used here, follows the nomenclature of the source.

<sup>20</sup> DataUSA drew data on higher educational attainment from the U.S. Department of Education’s data source NCES IPEDS. Reporting data is for 2013-2014.

<sup>21</sup> The Gini coefficient, named after the Italian statistician who developed it, is a measure of statistical dispersion intended to represent the equality of a distribution, and is the most commonly used measure of inequality. Values range from 0 to 1, with 0 being perfect equality. Note that the GINI is a measure that is looking at the spread of a distribution and does not necessarily imply a higher or lower average value of the distribution.

<sup>22</sup> Bellflower, Lakewood, Long Beach, and Carson are not included here because the District only touches a small fraction of these cities.

<sup>23</sup> All population projection data is derived from EMSI (July 2016).

<sup>24</sup> California Department of Transportation. Retrieved at [http://www.dot.ca.gov/hq/tpp/offices/eab/socio\\_economic\\_files/2014/LosAngeles.pdf](http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2014/LosAngeles.pdf)

<sup>25</sup> Census Reporter. Retrieved at <http://censusreporter.org/profiles/16000US0615044-compton-ca/>.

<sup>26</sup> <http://www.cde.ca.gov/ds/sd/>

<sup>27</sup> The state API ranking is based on a scale of 1-10 with 10 being awarded to schools with the highest achievement in terms of standardized test targets. Ten of the top 15 feeders rank in the bottom 30% (1,115 students) in state rank. Only one school ranks in the top 30% in state rank.

<sup>28</sup> National unemployment data retrieved at <http://data.bls.gov/timeseries/LNS14000000>; State unemployment data drawn from Bureau of Labor Statistics and retrieved from <http://data.bls.gov/timeseries/LASST060000000000003> (for California, September 2016); Metropolitan area data drawn from <http://www.bls.gov/news.release/pdf/metro.pdf>; (October 23, 2016)

<sup>29</sup> Bureau of Labor Statistics; retrieved <http://www.bls.gov/news.release/ecopro.nr0.htm> (October 23, 2016)

<sup>30</sup> EMSI Los Angeles County is the source for all labor market data presented.

<sup>31</sup> Definitions of descriptive statistics used to measure age: mean age is the average age, or the single age that best describes the ECC-Compton Center student body; median age is the age at which 50% of the ECC population lies above and below; and mode age is the single most common age.

<sup>32</sup> CCCCCO Datamart Report including reported credit and non-credit.

<sup>33</sup> Retention projections are in alignment with goals which the Enrollment Management Committee established. Targets for 2017-2-18 represent a 12% increase from 2012-2013 baseline.

<sup>34</sup> Success projections are in alignment with the Student Achievement Outcomes Aspirational Goals. Targets for 2017-2018 represent a 5% increase from the 2012-2013 baseline.

<sup>35</sup> A.A.-T. awards were not awarded until the 2012-13 academic year and AS-T awards were not awarded until the 2014-15 academic year.

<sup>36</sup> Awards reported as of MIS Data Submission in Summer/Fall. Actual campus figures may be slightly different. Sources: CCC Chancellor's Office; El Camino College Admissions and Records; El Camino College Reporting Services. Counts include multiple degrees and certificates awarded to students.

<sup>37</sup> To preserve student privacy, some frequency information is not reported in this table.

<sup>38</sup> Source: CCCCCO Datamart; data only available from AY 2012-2013.







