

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 College 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.¹⁷

Los Angeles County - Snapshot of Key Demographics (2017)¹⁸:

Population:

In 2017, with a total population of approximately 10.2 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 36.6, and native-born citizens were generally younger than foreign-born citizens with a median native age of 28 in contrast to a median foreign-born age of 49.1.

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:

83.7% of the population of Los Angeles County were U.S. citizens, which was comparable to the 83.2% average for the state, but lower than the national average of 93%.

**Ethnicity:**

The largest share of citizens in Los Angeles County in 2017 were Hispanic, comprising 48.6% of the total population; white residents are the second most common at 26% of the total population; Asian residents make up 14.1% of the total population; Black or African American residents represent 7.81% of the total population.¹⁹

Languages Other Than English:

57.4% of Los Angeles County citizens were speakers of a non-English language, which is significantly higher than the national average of 21.5%. 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 2017 had 87,716 veterans who served in Vietnam, which is 1.8 times greater than any other conflict. Veterans from the second most common service era, Gulf (2001), numbered approximately 42,088.

Education:²⁰

- Degrees - According to the U.S. Department of Education, in 2016, 58,106 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 2015-16, in descending order, were general business administration and management, general psychology, and sociology; however, a relatively high number of people in the county majored in general animal sciences, food science, and general agriculture management. The most common for associate degrees for two-year programs were liberal arts and sciences, biological and physical sciences, and general social sciences.
- Degrees by Gender – In 2016, 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 2016 in Los Angeles County, was Hispanic or Latino (61,947), followed by white (41,973), Asian (25,309), and Black or African American (10,828).

Housing and Living:

In 2016, there were 3.31 million households in Los Angeles County.

- Median property values in 2017 were \$588,700, which represents a significant increase from the previous year's median of \$537,900.
- Rent vs. Own - 45.6% of the housing units in Los Angeles County were owner occupied, which was lower than the national average of 63.9%.

Economy:

Income and Wages:

- Median household income in 2017 in Los Angeles County stood at \$65,006, which was a marked increase over the previous year's figure of \$61,338.
- Wage by Gender - The average full-time male salary in 2017 was \$75,050 while the average full-time female salary was \$59,658 (in common occupational categories). 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 Coefficient²¹: The closest comparable wage Gini for Los Angeles County is from California. In 2017 California had a wage Gini of 0.497, which was higher than the national average of 0.479, which means that, wages in California were distributed less evenly in comparison with the national average.
- Poverty Rate by Age and Gender - In 2017, 17% of the population was determined to be living below the poverty line in Los Angeles County – 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 2017 was Hispanic or Latino (i.e., 37.89% of total impoverished). The second largest racial/ethnic group living in poverty were white – 29.1% of total impoverished).

Occupations:

- Most Common - The most common jobs in Los Angeles County, by number of employees, in the categories are Other Management Occupations Except Farmers, Ranchers, & Other Agricultural Managers (290,969 people), Building Cleaning & Pest Control Workers (160,309 people), and Other Personal Care & Service Workers Except Personal Appearance, Baggage Porters, Concierges, and Child Care Workers (152,009 people).
- Most Specialized - Compared to other counties, Los Angeles County had an unusually high number of textile, apparel, and furnishings workers (2.89 times higher than expected), entertainers & performers, sports, & related workers (2.74 times), and art & design workers (1.87 times).
- Highest Paid - The highest paid jobs in Los Angeles County, by median earnings, were legal occupations (\$91,709), law enforcement workers Including supervisors (\$82,302), and architecture & engineering occupations (\$82,293).

Industries:

- **Most Common** – In 2017 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 Five Industries by Share** - 1) healthcare and social assistance; 2) retail trade; 3) manufacturing; 4) accommodation and food service; and, 5) educational services, and 6) professional/scientific/technical services.

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.²²

District Population by City

CITY	POPULATION	%
Carson	92,927	24.7%
Compton	98,462	26.2%
Lynwood	71,989	19.2%
Paramount	55,412	14.7%
E. Rancho Dominguez	15,135	4.0%
W. Rancho Dominguez	5,669	1.5%
Willowbrook	35,983	9.6%

Note: Population numbers for these cities has not changed significantly since the 2010 census.

Community Demographic Trends²³

The cities of Compton, Lynwood, and Paramount make up most of the Compton Community College District population, followed by Willowbrook, and East and West Rancho Dominguez. Compton, Carson, and Lynwood have the highest enrollments at the College per thousand residents. Compton (27.2%), Los Angeles (16.1%), and Long Beach (15.4%) comprise the highest percentage of the College'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 67% of the population that the College serves, while African Americans represent 30%, and others 3%; yet, notably, the student population consists of 60% Latinos, 25% African American, 7% Asian, 4% white. By 2020, the under 20 age group of African American population is expected to decline by 40%, Asian by 14%, and Latinos by 10% 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-aged children; yet in the College’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 College. 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 College’s service area, therefore, is likely to increase substantially as well, which will afford the institution greater opportunities for increased enrollment.²⁴

Additionally, only 58.9% of residents in Compton, one of the primary cities in the College’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%.²⁵ Therefore, considering the relatively young population of the communities within the College’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 College’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 based upon 2017 data.

CHARACTERISTIC	LOS ANGELES COUNTY	COMPTON
Median Age	36.6%	30.5%
Place of Heritage (rank order)	Mexico, Philippines, China	Mexico, Philippines, China
Citizenship	83.8%	79.8%
Ethnicity (rank order)	Hispanic/Latino 49%	Hispanic/Latino 67%
	White 26%	Black 30%
	Asian 15%	White 1.2%
	Black 8%	2+ Ethnicities .8%
Language Other Than English	54% Spanish	61% Spanish
Median Property Values	\$588,700	\$287,300
Owner Occupancy	46%	54.3%
Median Household Income	\$65,006	\$48,117
Poverty by Ethnicity - Two Highest Percentages	Hispanic/Latino 37.8%	Hispanic/Latino 40.5%
	White 29.1%	White 24%

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

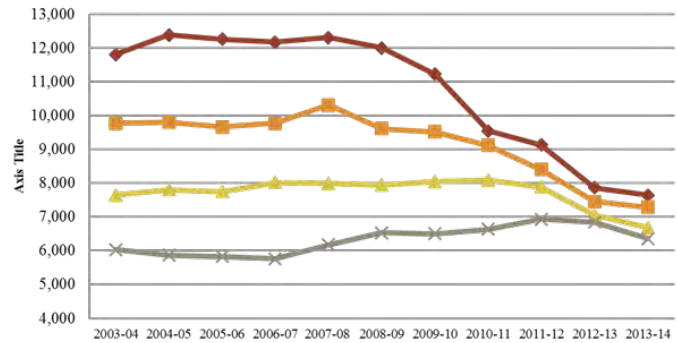
- the population of Compton is significantly younger;
- the ethnic composition of Compton’s population is substantially similar to that of Los Angeles County;
- the population of Compton is composed of significantly more Hispanic/Latino and Black residents than live in Los Angeles County;
- median household income in Compton is markedly lower than that of Los Angeles County;
- major differences in median property values are evident with property values in Compton being approximately 51% below the median for 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:

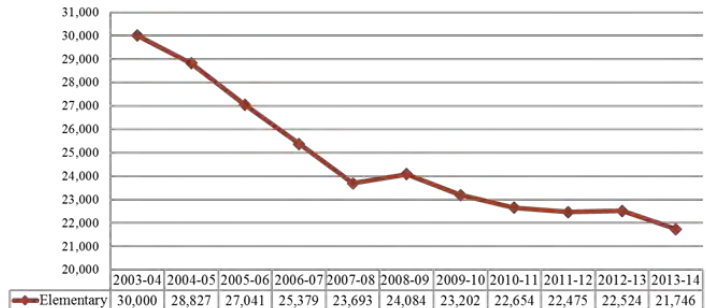
Local K-12 Trends

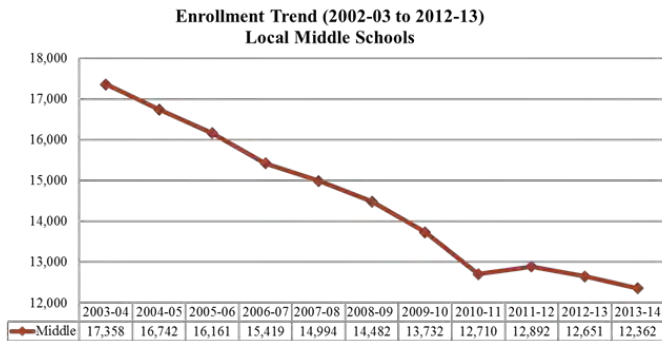
As the three charts below illustrate, K-12 enrollments have decreased steadily since 2003-04. Additionally, all high school grades showed decreases in enrollment numbers. Therefore, it is expected that the number of new students from high schools will continue to decrease, as fewer students are graduating 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 decline²⁶.

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



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





In sum, the decrease in K-12 enrollments in the area surrounding the College 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

Compton College’s 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 College District also send students to Compton College: 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 Compton College 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 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 2008-09 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 experienced declines of over 20% in student enrollments since the academic year. The decreases vary in degree and rate with a steep decline for some (Lynwood H.S.) while others have seen incremental declines each year. Marco Antonio Firebaugh High School was the only high school to have experienced growth through 2014-15, but it too has experienced declines in the last few years.
- The three highest yield rate high schools have come from Compton Unified School District (Compton, Dominguez, and high schools), which are also in-district high schools that have experienced losses in overall enrollments.
- 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 data in table below (API for New Enrollments by High School District) indicates, many of these feeder high schools perform at the lower end of the spectrum based on state rankings of API²⁷. API scores below 800, which are considered low performing, apply to the majority of the feeder high schools. Thus, these students arrive at Compton College requiring additional skills and support services that will promote their success.

New Enrollments by High School District Residence and API

HIGH SCHOOL	DISTRICT API	STUDENTS
Compton Unified	697	1,553
Los Angeles Unified	656	1,422
Long Beach Unified	784	804
Lynwood Unified	711	316
Paramount Unified	765	202
Centinella Valley	698	118
Bellflower Unified	795	103
Torrance Beach	869	102
Downey Unified	804	88
Inglewood Unified	719	79

Source: Local Data & U.S. Census Data & CDE Data as Illustrated

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).²⁸ The Bureau of Labor Statistics (BLS) projects a 5.2% unemployment rate in 2024 and labor productivity growth of 1.8% annually over this same projected period.²⁹ 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, Compton College offers many programs that will prepare students to enter the top growing occupational fields in the Los Angeles area through 2024. Notably, many of these same occupational fields are among those with similar employment projections but which require completion of a certificate (i.e., “post-secondary, non-degree award”).

Occupational Title	Percentage Change	Median Hourly Wage	Median Annual Wage
Web Developers	36.0	31.61	65,759.00
Occupational Therapy Assistants	34.0	33.73	70,158.00
Physical Therapist Assistants	29.5	33.44	69,556.00
Diagnostic Medical Sonographers	27.5	43.07	89,570.00
Medical and Clinical Laboratory Technicians	23.7	20.19	42,000.00
Cardiovascular Technologists and Technicians	23.7	30.86	64,197.00
Environmental Science and Protection Technicians, Including Health	19.7	22.18	46,129.00
Dietetic Technicians	18.8	15.92	33,093.00
Environmental Engineering Technicians	18.5	29.68	61,732.00
Respiratory Therapists	17.7	36.50	75,914.00
Agricultural and Food Science Technicians	16.3	18.87	39,251.00
Radio, Cellular, and Tower Equipment Installers and Repairs	15.9	27.23	56,635.00
Life, Physical, and Social Science Technicians, All Other	15.5	20.08	41,746.00

Source: California and EDD

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 offers an overarching view of the most significant changes in the student population at the College, which is critical to short-range and long-range planning for academic and student support programs.

Examining five-year trends in the table below, a number of changes are evident, including:

- significant increase in younger (19 years and under) enrollment (18% increase);
- major surge in enrollment of Latino students (21% increase); and,
- substantial increase in “special admit” (K-12) student enrollment (19.2% increase).

Five-Year Demographic and Enrollment Trend

CATEGORY	CHARACTERISTIC	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR TREND
All Students		12,655	12,159	11,602	12,403	12,205	-4%
Gender	Female	8,016	7,663	7,247	7,989	7,742	-3%
	Male	4,639	4,496	4,355	4,413	4,462	-4%
Age	19 or younger	2,601	2,564	2,722	3,115	3,067	18%
	20-24	4,989	4,748	4,403	4,509	4,527	-9%
	25-34	3,075	2,991	2,909	3,163	3,103	1%
	35-44	1,053	1,011	900	909	896	-15%
	45-54	681	574	441	456	407	-40%
	55 or older	256	273	227	251	205	-20%
Ethnicity	African American	4,596	4,080	3,520	3,342	3,095	-33%
	Amer Ind/Alaskan	25	23	17	14	9	-64%
	Asian	843	730	692	786	795	-6%
	Latino	6,076	6,367	6,461	7,319	7,360	21%
	Pacific Islander	97	88	76	73	66	-32%
	White	532	455	442	443	476	-11%
	Two or more races*	398	359	349	396	374	-6%
	Unknown of Declined	88	59	45	30	30	-66%

At the same time, notable downward trends included:

- striking declines in the number of Asian students who identified as American Indian/ Alaskan (-64%), African American (-33%), Pacific Islander students (-32%), and white students (-11%); and,
- significant drop in the number of middle-aged students (35-44, 45-54, and 55 years and older).

Thus, considering the above trends, students at the College are increasingly younger, Latino students.

Additional data on student enrollment patterns, which are detailed in the table below showing the five-year trend from Spring 2012 to Spring 2016, 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 Level	Full-time	1,442	1,285	1,893	1,624	1,444	0.1%
	Part-time	5,996	5,610	5,323	4,963	1,986	-66.9%
Cumulative Units	15 units or fewer	3,876	3,269	2,941	2,720	2,526	-34.8%
	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:

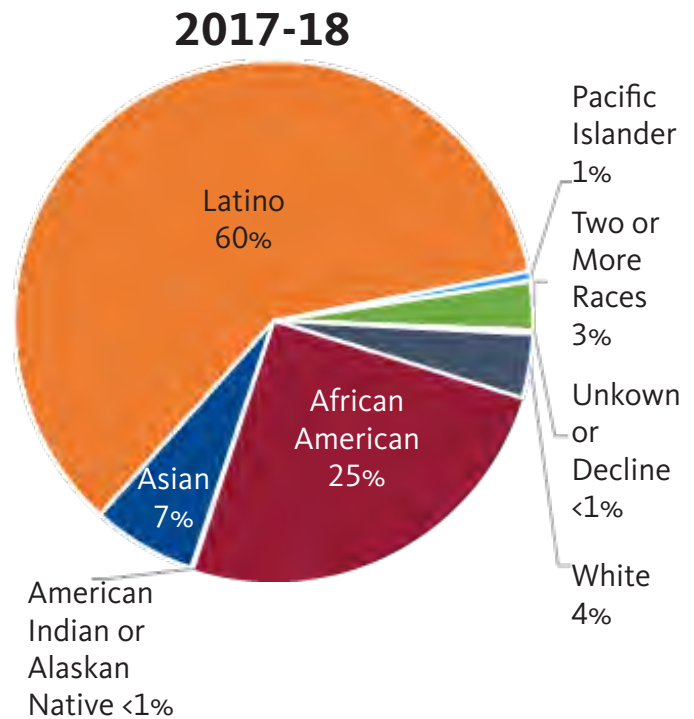
- drop in the number of students who are enrolled in both day and evening courses (-59%);
- precipitous decline in the number of students enrolled in “irregular”/distance education courses (-75.4%);
- major decline in the number of part-time students (down 66.9%); and,
- notable drop in the number of 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 College’s short- and long-range plans for academic and student support programs.

ADDITIONAL STUDENT DEMOGRAPHICS

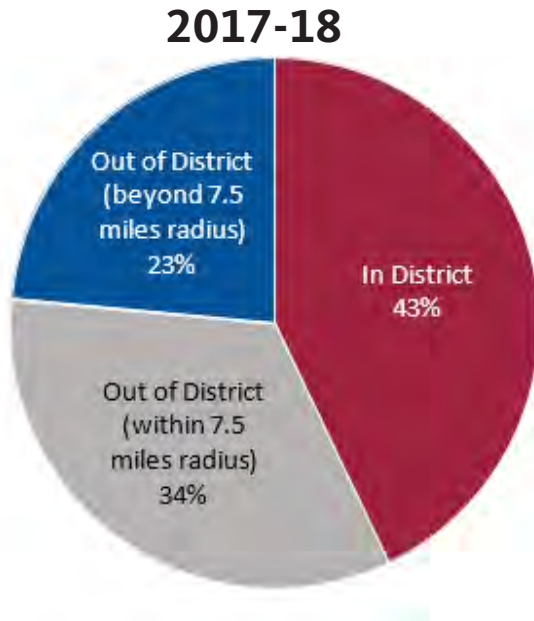
Ethnicity

Compton College has a rich history of ethnic diversity, which still characterizes the College. By the academic year 2017-18, 60% of the student body was composed of Latinos, followed by African Americans at 25%. Asian and white represent 7% and 4% of the student population, respectively.



Residence

By the 2017-18 academic year, 43% of Compton College students resided within the Compton Community College District service area, which includes the cities of Compton, Carson, and Lynwood, while roughly 34% live within 7.5 miles within of the College.

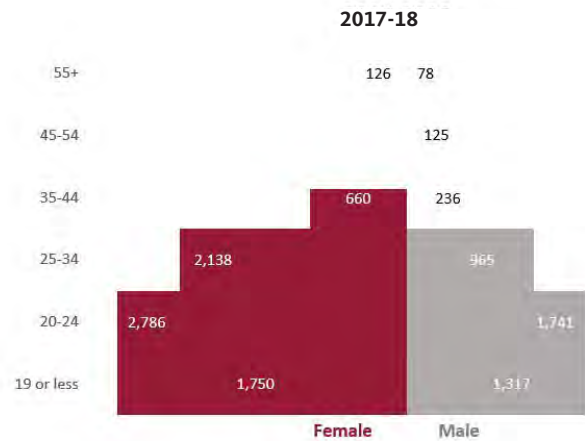


DEMOGRAPHIC DATA

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, drawn from the 2017-18 Factbook, provides greater depth to the basic information available regarding important student characteristics.

AGE DISTRIBUTION BY GENDER

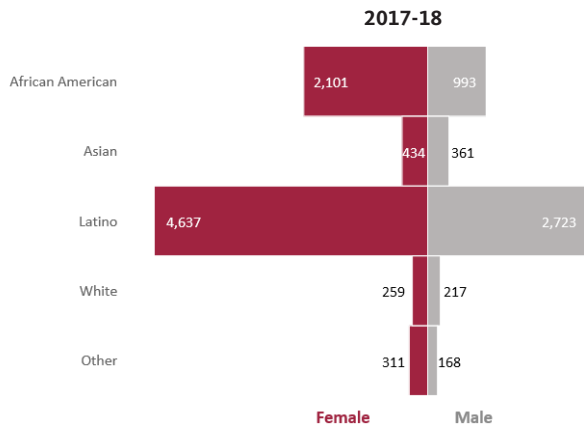
In general, the age distribution of Compton College’s students is representative of a wide range of age groups, but it is predominantly composed of young adults under the age of 24. Overall, there are more female than male students at Compton College: 63% female and 37% male. Differences that exceed this overall rate are only present among older female age groups (25-34, 35-44, and 45-54).



	19 or less	20-24	25-34	35-44	45-54	55+
Female	57%	62%	69%	74%	69%	62%
Male	43%	38%	31%	26%	31%	38%

GENDER BY ETHNICITY

All ethnic groups are comprised of a greater percentage of female than male students with the most notable gender differences among African Americans where the percentage of females is significantly greater than the percentage of males. Similarly, females are the overwhelming majority of Latino students attending the College.



ETHNICITY	MALE	FEMALE
African American	32%	68%
Asian	45%	55%
Latino	37%	63%
White	46%	54%
Other	35%	65%

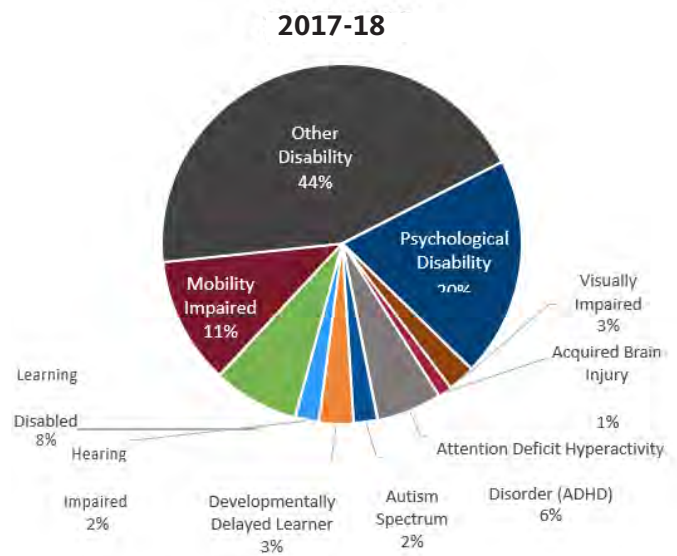
* Other includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

AGE BY ETHNICITY

While most ethnic groups at Compton College represent varying percentages of the student body relative to age or age group, 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 College's population as a whole. 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 to be Latino students.

DISABILITY STATUS

About 3% of Compton College students have a registered disability. The most common disabilities were psychological disabilities (20% of disabled students) followed by mobility impairment (11%). In 2016-17, students with Attention Deficit Hyperactivity Disorder (ADHD) and students on the autism spectrum were reported for the first time. In 2017-18, 6% of Compton College students with a registered disability reported having ADHD, while 2% reported being on the autism spectrum.



	2013-14	2014-15	2015-16	2016-17	2017-18
Acquired Brain Injury	18	10	9	5	~
Attention Deficit Hyperactivity Disorder*	-	-	-	16	19
Autism Spectrum*	-	-	-	7	7
Developmentally Delayed Learner	28	25	19	16	10
Hearing Impaired	8	9	9	~	7
Learning Disabled	32	27	22	25	25
Mobility Impaired	54	46	58	42	37
Other Disability	164	167	197	127	143
Psychological Disability	83	88	103	79	64
Speech/Language Impaired**	~	~	~	-	-
Visually Impaired	7	~	6	5	8
Total	395	377	424	326	324

SCHEDULE PATTERNS AND MODALITY

Whether pursuing degrees, transfer, vocational training, developmental skills, specialized programs for employment promotion, or occupational re-training, students enroll at Compton College in a variety of patterns: full-time or part-time; weekdays, evenings, weekends, or a combination thereof; and, regular and/or intermediate sessions. To provide alternate delivery modes for students, the College also provides distance education courses, including hybrid and online courses. Resources for distance education students 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. The data in the table below (Fall 2013 through Fall 2017) reflects modest declines in traditional day and evening enrollments, but increases in enrollment in irregular patterns, which include online courses.

Student Enrollment Pattern

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Daytime	5,473	5,519	5,362	5,546	5,348
Evening	1,670	1,616	1,403	1,349	1,354
Irregular	613	581	663	653	720
Total*	7,756	7,716	7,428	7,548	7,422

REAL HOUSING AND FOOD INSECURITIES

In March 2019, the California Community Colleges #RealCollege Survey Report was released by the Hope Center for College, Community, and Justice at Temple University and the California Community Colleges Chancellor’s Office. 436 Compton College students participated in the #RealCollege California Community College Survey, and below are our results compared to the

	FOOD INSECURITY	HOUSING INSECURITY	HOMELESSNESS
Compton College	59%	68%	18%
Statewide	50%	60%	19%

IMPLICATIONS FOR PLANNING

Given the demographic and economic conditions described above, significant implications for planning, which are addressed through the **Tartar Completion by Design** framework, include the following:

- growing Latino and Asian populations in California and Los Angeles County – many of whom speak a primary language other than English – suggests that Compton College has an opportunity to provide programs, particularly noncredit, to address the language skill needs of these populations;
- challenges associated with language barriers, skill deficiencies, and disabilities will require that additional resources be strategically directed toward increasing access and ensuring program completion.
- poverty rates, which are higher in service area cities, and which include predominantly Latino residents, validate **Tartar Completion By Design Goals** and **Guided Pathway Divisions**, which will provide efficient avenues of preparation for entry into high-demand job fields with potential for career advancement;
- addressing the diverse needs of the future students will require 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, alternative modalities of instructional delivery, and scheduling patterns that meet the needs of adult learners, particularly working populations;