

TARTAR TALKS

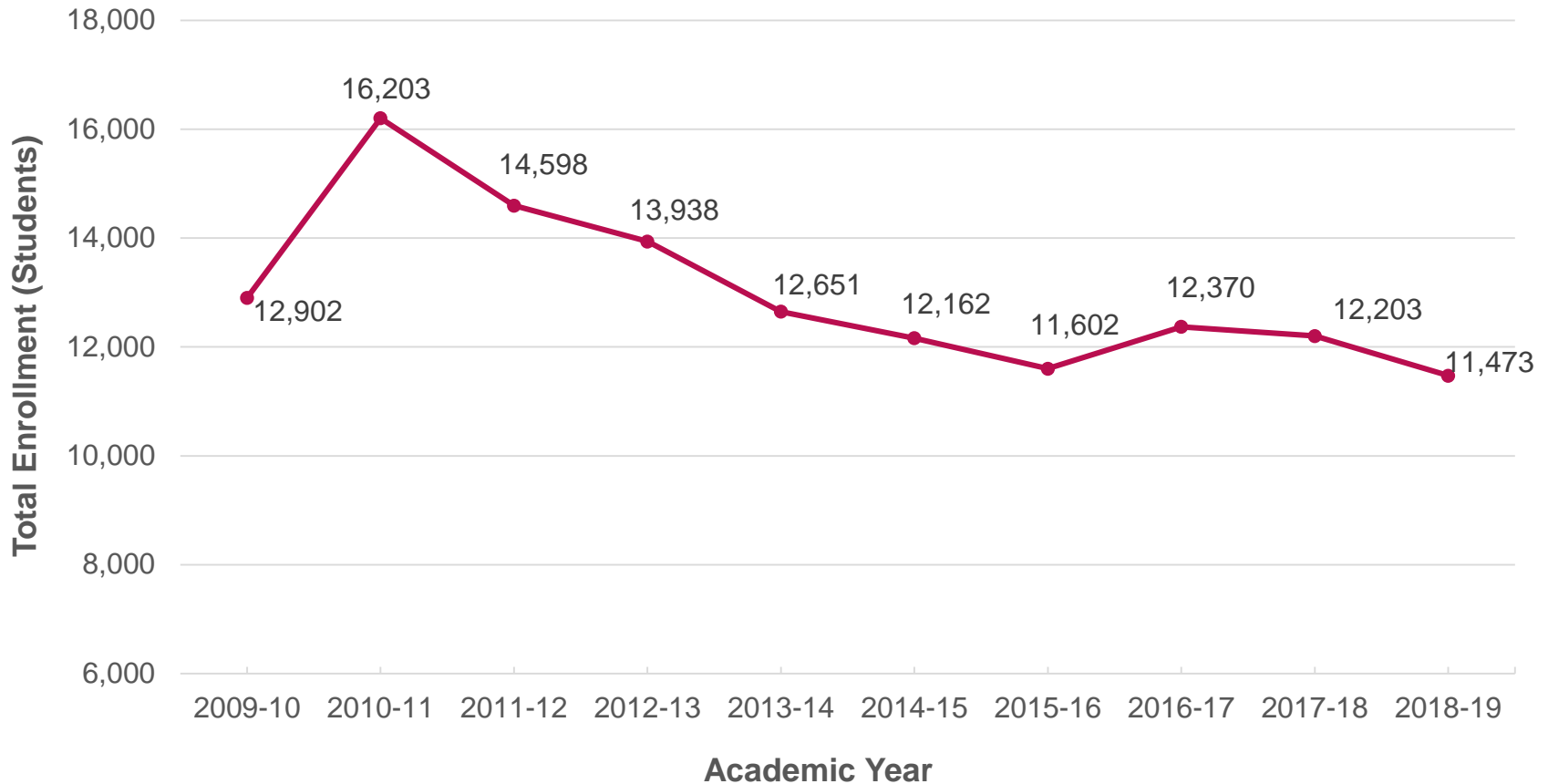
**Keith Curry, Ed.D.
President/CEO
Compton College**

February 25, 2020



Enrollment

Compton College Annual Enrollment
2009-2010 through 2018-2019



Compton College Five-Year Enrollment Projection

	2019-20	2020-21	2021-22	2022-23	2023-24
Funded FTES	5,980	5,980	5,980	5,980	TBD
Potential FTES @100% Fill Rate	5,861	6,010	6,261	6,469	6,639
Target FTES (Fill Rate)	4,116 (70%)	4,511 (75%)	5,008 (80%)	5,494 (85%)	6,000 (90%)
Summer	503	533	568	603	641
Fall	1,712	1,882	2,111	2,314	2,536
Winter	277	341	374	412	453
Spring	1,620	1,755	1,955	2,166	2,369

Compton College Reported FTES 2019-20

	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2022-24</i>
Funded FTES	5,980	5,980	5,980	5,980	5,980
Potential FTES @100% Fill Rate	<i>5,861</i>	<i>6,010</i>	<i>6,261</i>	<i>6,469</i>	<i>6,639</i>
Reported FTES	<i>4,116 (70%)</i>	<i>4,511 (75%)</i>	<i>5,008 (80%)</i>	<i>5,494 (85%)</i>	<i>6,000 (90%)</i>
Summer	508				
Fall	1,868				
Winter	260				
Spring	1,735				

Compton College Course Sections Offered

	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>
Sections Offered	1,379	1,414	1,473	1,522	1,562
Summer	192	167	167	167	167
Fall	563	590	621	641	660
Winter	91	107	110	114	118
Spring	533	550	575	600	617

Five-Year Fiscal Management Plan

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Balance	\$12,596,822	\$11,061,668	\$11,358,609	\$12,334,941	\$13,901,075
Revenues (state and local combined)	\$41,074,446	\$42,273,952	\$43,420,233	\$44,483,089	\$45,575,974
Expenditures	\$42,609,600	\$41,977,010	\$42,443,901	\$42,916,955	\$43,396,341
Projected Ending Balance	\$11,061,668	\$11,358,609	\$12,334,942	\$13,901,076	\$16,080,709

2019-2020 Budget available online:

www.compton.edu/district/district_budget/docs/CCCD-Final-Budget_2019-2020.pdf



Compton College 2024 Enrollment Management Plan

GOAL 1: Develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and nontraditional students.

GOAL 2: Develop clear, consistent, accessible information about Compton College, Guided Pathways, the Oliver W. Conner Compton College Promise and financial aid, transfer and career opportunities, counseling/advising services, and steps to enrollment for the community, K-12 partners, regional employers and workforce partners.

GOAL 3: Work collaboratively with faculty, staff, and external stakeholders to develop dual enrollment opportunities for high school students.



Compton College 2024 Enrollment Management Plan

GOAL 4: Partner with College leaders and regional workforce partners to develop schedule patterns, alternative modalities, and access to services that meet the needs of working adults and nontraditional students.

GOAL 5: Partner with College leaders to develop and deploy innovative technologies to provide all students with easily accessible, timely information regarding enhanced counseling and guidance opportunities, online tutoring, educational planning, and campus resources.

GOAL 6: Develop early alert outreach and intervention strategies to help students persist and succeed.

Completion by Design



<https://www.completionbydesign.org/s/>

The final report on the Gates-funded initiative states:

In 2011, nine colleges joined the Bill & Melinda Gates Foundation on a student success initiative called Completion by Design (CBD). They all shared the premise that addressing the problem of completion requires a long-term, large-scale approach. These colleges recognized they could have a significant positive impact on student success rates if they were willing to redesign their entire institutions around degree completion. Six years later, the student experience at these colleges looks markedly different. (p.3)



Tartar Completion by Design



CONNECTION
Initial Interest through
Submission of Application

ENTRY
Enrollment through
Completion of
"Gatekeeper" Courses

PROGRESS
Entry into Course of Study
through Completion of 75%
of Requirements

COMPLETION
Complete Course of Study
through Earning a Credential
with Labor Market Value

TRANSITION
Movement to Four-Year
University or to Workplace
with Living Wage

Student-Centered Funding Formula

- FTES (Overall, CDCP (enhanced non-credit), Dual Enrollment)
- College Promise Grant, AB540 and PELL recipients
- Transfer-level math & English completion

- Associate for Transfers
- Associate Degrees
- Baccalaureate Degrees
- Certificates (16+ Units)
- 9+ CTE Units Completion

- Transfer
- Regional Living Wage



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Enrollment through
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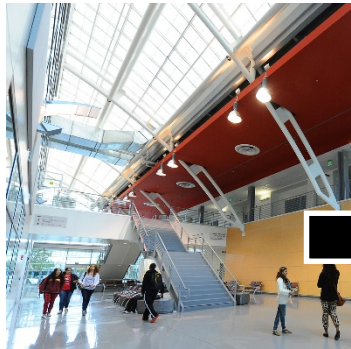
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Guided Pathway Divisions

- Programs that are fully mapped out and aligned
- Redesigning and integrating basic skills
- Structured onboarding process
- Instructional support
- Early alert
- Proactive academic/career counseling



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The Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Guided Pathway Divisions

TARTAR SUCCESS TEAMS

Dean

Division Chair

Faculty (by discipline within a meta-major)

Guided Pathway Counselor

Academic Counselor

Instructional Coordinator

Student Services Advisor

Student Support Services (Admissions & Records, EOPS/CARE, CalWORKs, Special Resource Center, Health Center, and Financial Aid/ Veteran Services)

Student Success Center

Strong Workforce/Adult Education

Research & Planning

Professional Development Faculty Liaison

Campus Police Liaison

Health Center Liaison



Tartar Completion by Design: *Connection Strategies*

- **FTES** (Overall, CDCP (enhanced non-credit), Dual Enrollment)
- **College Promise Grant (BOG), AB540, and PELL recipients**



CONNECTION

Initial Interest through
Submission of Application

SSSP/ SEA: New Student
Welcome Day, provide study tools
and encourage studying before test

Adult Ed Block Grant: Outreach
at adult schools, Alignment of ESL
and CTE curriculum, secondary
articulation agreements

Enhanced Non-Credit:
Build new curricula

AB 19/AB 2: College Promise
(expansion to zip codes and charters; promote
Student Success Completion Grant)

Local Data Sharing:
Spring recruitment

AB 288/ AB 30: Dual Enrollment
(Increase course offering and section counts)

Strong Workforce: Build career
pathways with high schools

Tartar Completion by Design: *Entry Strategies*

- Transfer-level math & English Completion



ENTRY

Enrollment through
Completion of
“Gatekeeper” Courses

Guided Pathways:
Implementation of Guided Pathways and Tartar Success Teams; “What’s Your Plan” campaign, class visits, HDEV courses, SSTARs

AB 705: Multiple Measures and Course Acceleration

Institutional Set Goals

Student Readiness — Baseline: 54.7% → Target: 100%

Transfer-level English Y1 — Baseline: 16% → Target: 27%

Transfer-level Math Y2 — Baseline: 3% → Target: 11%

First-time, Full-time Persistence — Baseline: 56% → Target: 64%

Outreach: Orientation, Math and English Academy

Adult Ed Block Grant: Adult school marketing, Lunch and Learn Workshops, student behavior assessment

SEA: Foster Youth and Veteran focus, Diagnostic test/ Workshops for Math, Embedded Tutors, Math and English Academy

Strong Workforce: Career Advancement Academy, focus on specific programs, Job Speaker, intrusive career planning, social supports, probation workshops

Tartar Completion by Design: *Progress Strategies*

Institutional Set Goals

Course Success — Baseline: 68% → Target: 74%

Average Units Completed per Academic Year (Part-Time) — Baseline: 7 Units → Target: 12 Units
Average Units Completed per Academic Year (Full-Time) — Baseline: 21 Units → Target: 24 Units



PROGRESS

Entry into Course of Study
through Completion of
75% of Requirements

Guided Pathways: Clearly defined program paths to completion; Early Alert, phone calls, core service completion; Intervention and follow up

Outreach: Core service completion

Strong Workforce: Build job skills connected to career interest, work based learning, Pathways tool to build motivation

Housing and food insecurity:
Local investments to assist students in need

SE: EOPS/CARE Peer Mentors, Speaker Series, counselor interventions, trainings, conferences, Embedded Tutors/SI Coaches, Directed Learning Activities, Workshops

Tartar Completion by Design: *Completion Strategies*

- Associate for Transfers
- Associate Degrees
- Certificates (18+ Units)
- 9+ CTE Units Completion



COMPLETION

Complete Course of Study
through Earning a Credential
with Labor Market Value

Institutional Set Goals

Associate Degrees Awarded — Baseline: 315 → Target: 466
Associate Degrees for Transfer Awarded — Baseline: 172 → Target: 211
Certificates Awarded — Most recent year: 104 → Target: 133

Outreach:

Students with less than 9 CTE units; follow-up with former Compton College students

AD-T Campaign:

Review General Studies on student education plan

Adult Education Block Grant: Track Completion of milestones, create major specific cohorts

Guided Pathways:

Modification/creation of 9unit CTE certificates; clear pathways to completion; reduction in program unit counts

Strong Workforce: Improve English Language skills in non credit, promote completion of AA/AS and transfer courses, my10yearplan, student completion tracking

Tartar Completion by Design: *Transition Strategies*

- Transfer
- Regional Living Wage



TRANSITION
Movement to Four-Year
University or to Workplace
with Living Wage

Institutional Set Standard

Transfer Rate— Baseline: 24.6% → Target: 25.8%

Counseling: Transfer Workshops, prep
info packets

SE: HBCU and HIS Tours, promote local
transfer activities, additional support to
transfer path students, LIB 1 course and
usage of library resources

Strong Workforce:
Align key career and technical education
programs to workplace need

Thank You!

QUESTIONS?

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