

# Planning Summit

*Growing Enrollment at Compton College is  
Everyone's Job*

Lauren Sosenko

April 30, 2021



# Agenda

- Opening remarks, Dr. Keith Curry
- Land Acknowledgement
- Norms
- Planning Process Framing
- Enrollment Data: Applicant Yield Rate, Persistence, and Course Success Rate
- Applying to College Activity
- How do we learn what works/doesn't work and pivot?

# Compton College Land Acknowledgement



[www.tongvapeople.org](http://www.tongvapeople.org)

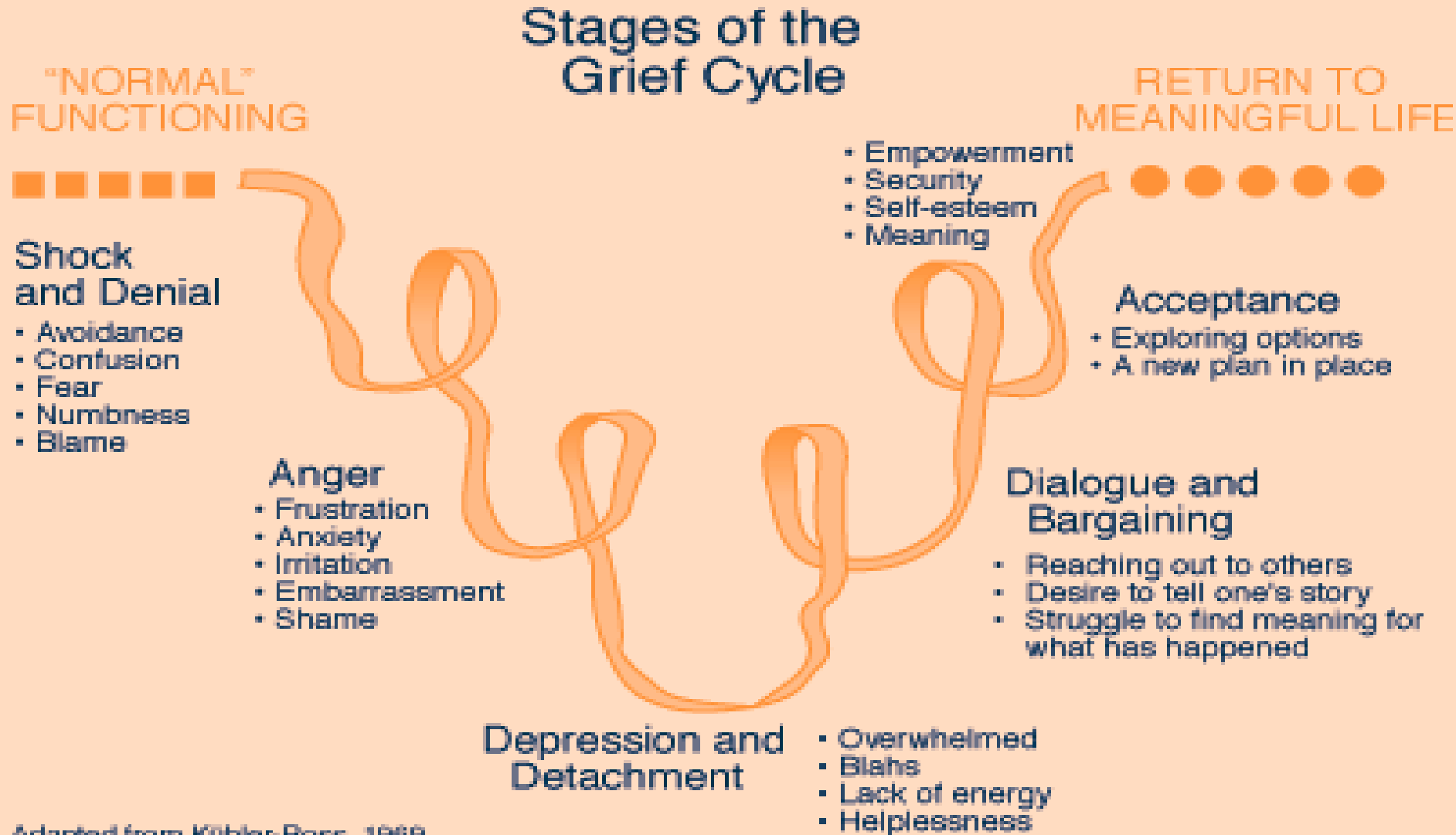


Planning Summit, April 27, 2021

Vulnerability is the  
birthplace of innovation,  
creativity and change.

Brené Brown

# A cautionary tale: Elizabeth Kubler-Ross and Data Use



# Norms

Norms Jamboard

Parking Lot Jamboard



*"Compton College has a great story to tell!"*

*– Former First Lady Michelle Obama*

# PLANNING PROCESS FOR 2021-2022

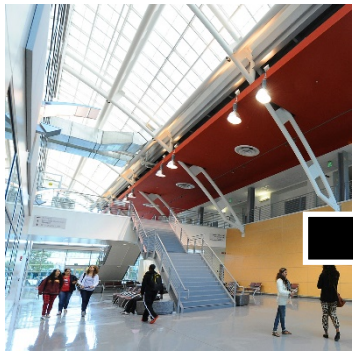


Planning Summit, April 27, 2021



# Enrollment is Everyone's Responsibility

- Applicant Yield Rate
- Persistence
- Course Success



## 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

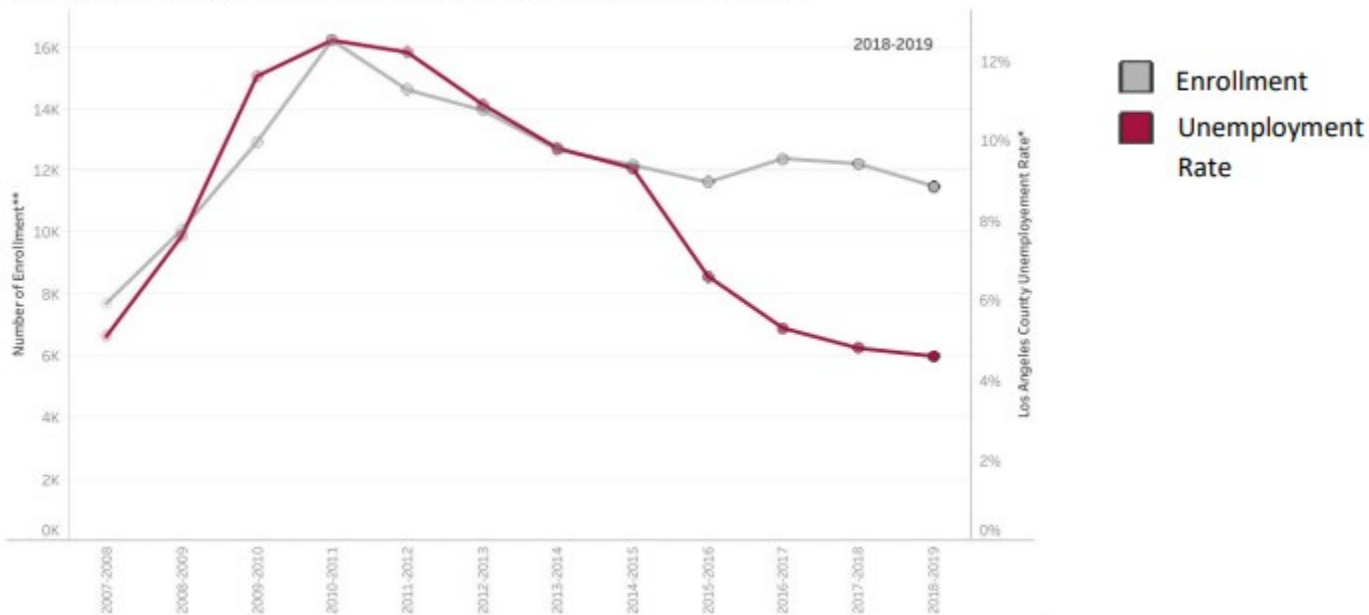




# Enrollment within a Social/Economic Context

- Pandemic
- Unemployment

LA County Unemployment Rate vs Compton College Enrollment Trend



# Inquiry

## Data Use Template- Inquiry

- What question are you trying to answer/what are you trying to understand?
- What do the data say? What differences do you see among different student groups?
- What is surprising, did you not expect to see?
- What in the data confirms what you know?
- What else do you need to know to make a decision, take action? (Do you really need more information?)

# What is FTES?

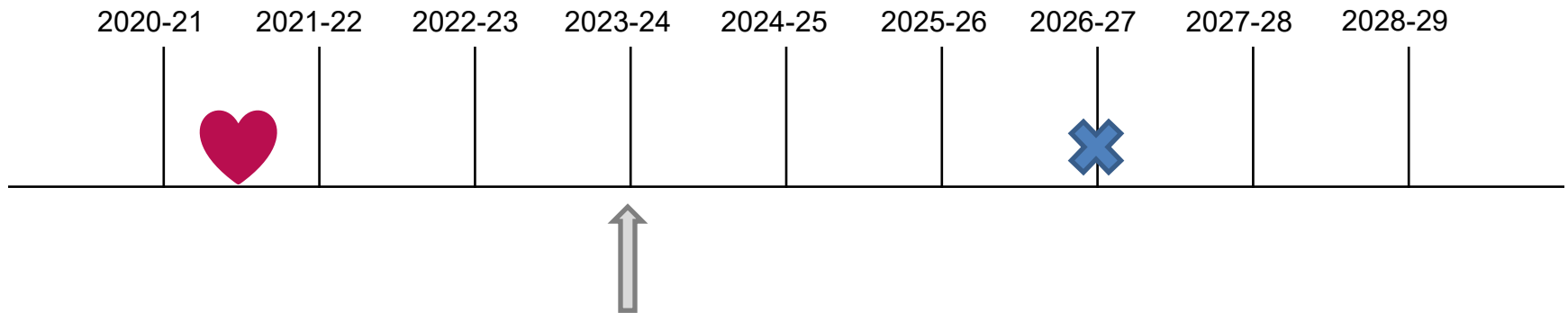
- Full-time equivalent students (FTES) “Butts in seats”
  - Using our accounting system for weekly, daily, and positive attendance
  - 1 FTES=525 hours
  - Reported through 320 report produced by Academic Affairs
- What influences FTES:
  - Number of new students who enroll in classes (**Applicant Yield Rate**)
  - Number of students who continue to enroll in classes (**Persistence**, and influenced by **course success rate**)

# Compton College Funding

- 5,980 FTES, produced 4,544 in 2019-2020  
(-1,436 FTES @\$4,014 per FTES **(\$5,764,104)**)

Note: [Exhibit C for 2019-2020](#)

- Hold Harmless expires 2025-2026



# Student Centered Funding Formula

- Student Centered Funding Formula

- 70 FTES, 20 Equity, 10 Success

- FTES average of 2023-2024, 2024-2025, 2025-2026

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

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

- Transfer
- Regional Living Wage



### CONNECTION

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# Let's look at FTES data:

- [Enrollment Report from Dr. Curry's President/CEO message](#)

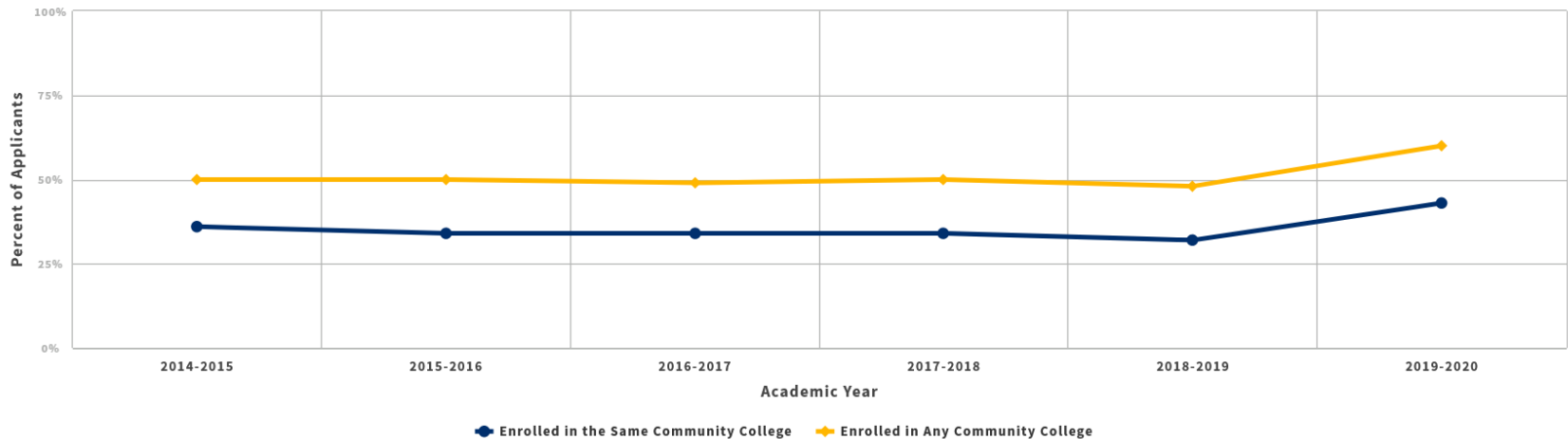


# Applicant Yield Rate

## SUCCESSFUL ENROLLMENT

### Applicants Who Enrolled in a Community College

Among applicants who indicated an intent to enroll in the selected college in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student at a community college in the selected year

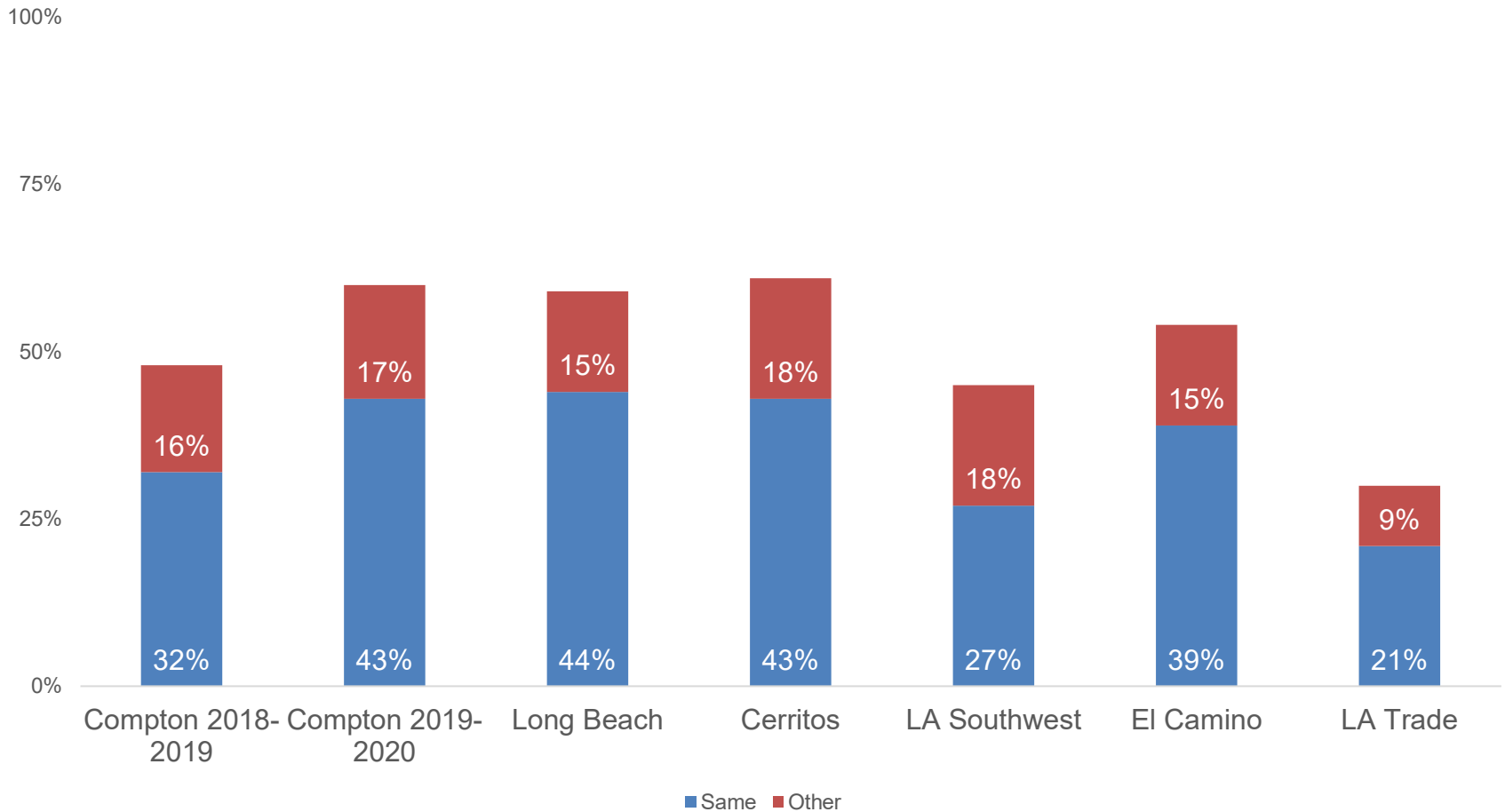


Source: Open CCC Apply, CCC Apply International, Chancellor's Office Management Information System

# Applicant Yield Rate, 2019-2020

- 51% Latinx
  - 41% Black or African American
  - 43% overall
  - *State:*
  - *50% Latinx*
  - *39% Black or African American*
  - *32% overall (although ranged to 45% over last 5 years)*
- 
- Gap!

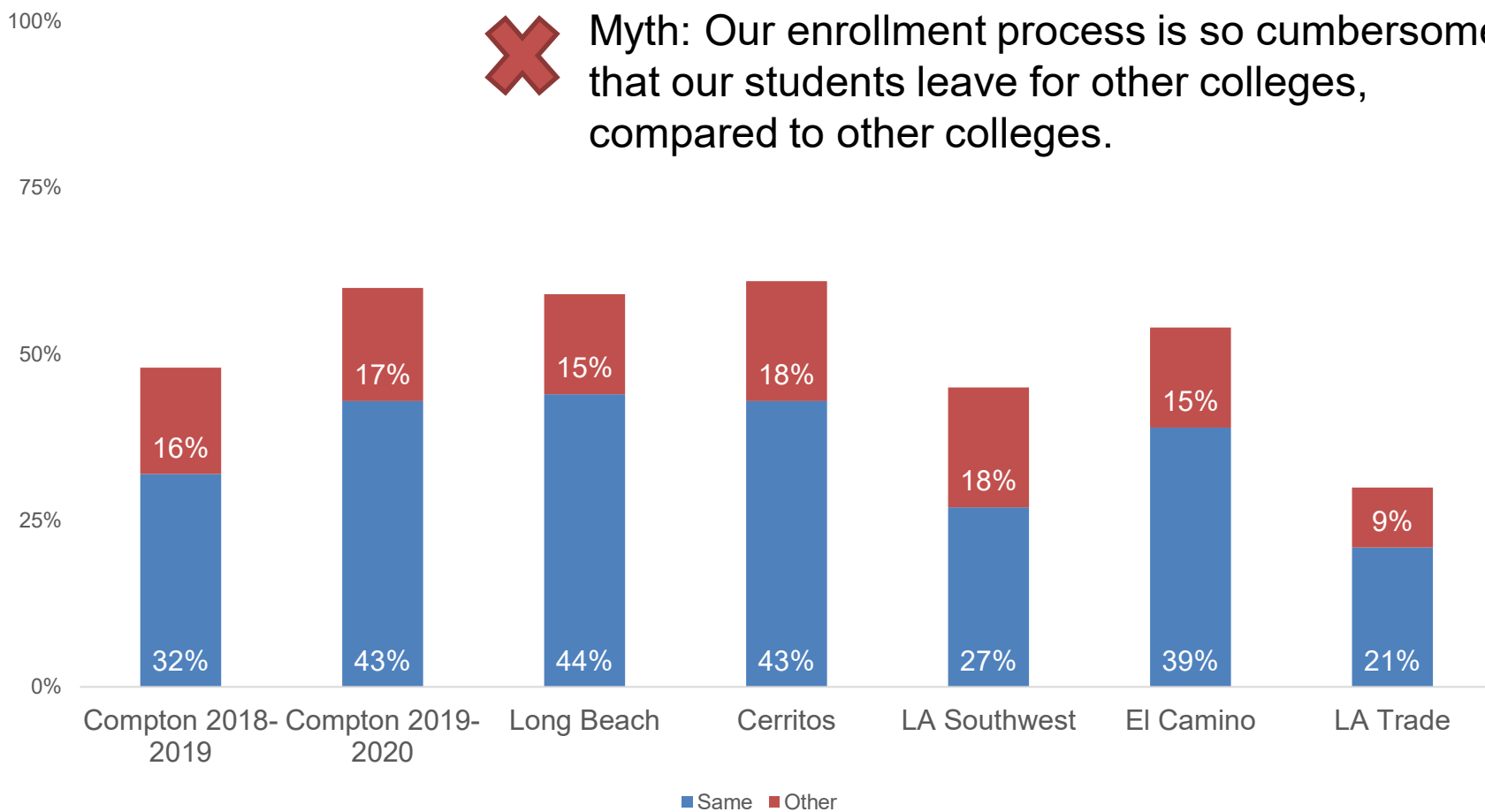
# We aren't so different...compared to neighbors



# We aren't so different...compared to neighbors



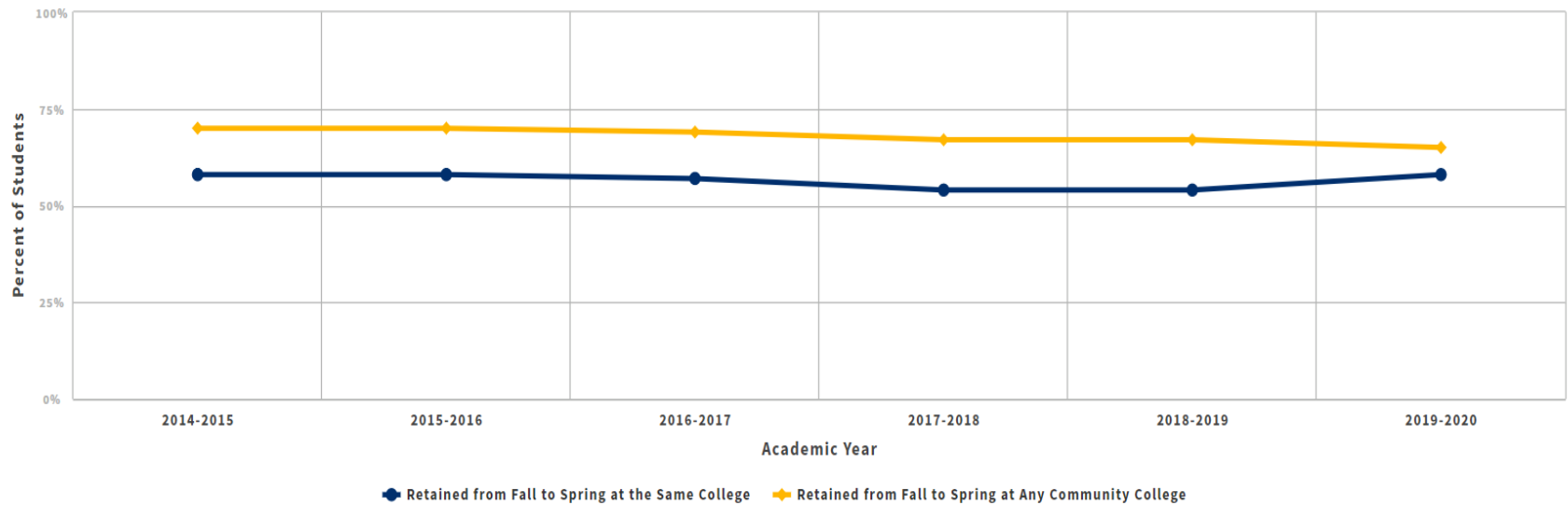
Myth: Our enrollment process is so cumbersome that our students leave for other colleges, compared to other colleges.



# Persistence

## Retained from Fall to Spring

Among students in selected student journey, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution



Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match

# Persistence

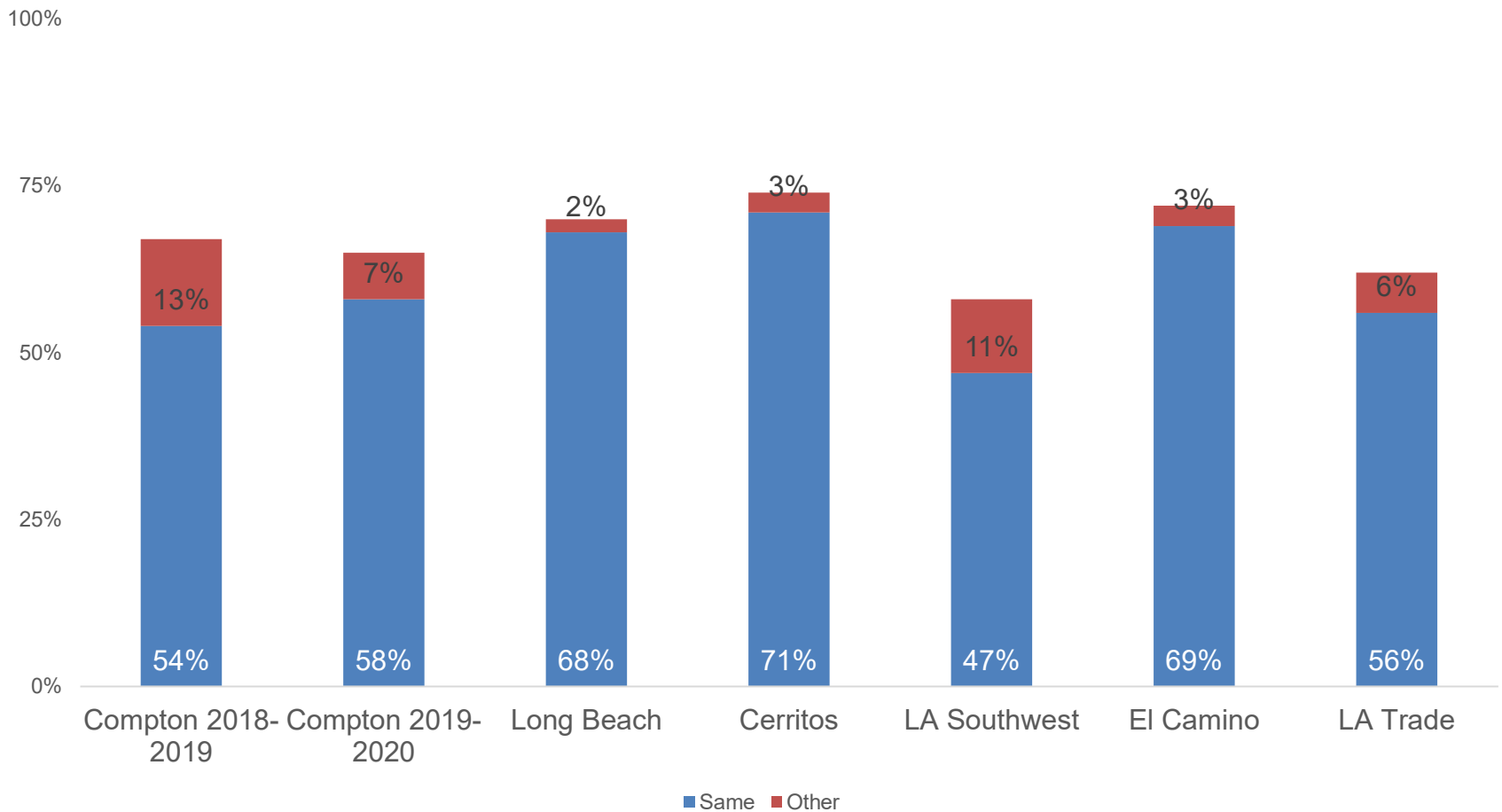
- 58% Overall
- 59% Black or African American
- 60% Latinx
- 51% Asian
- 54% Filipino
- 53% White



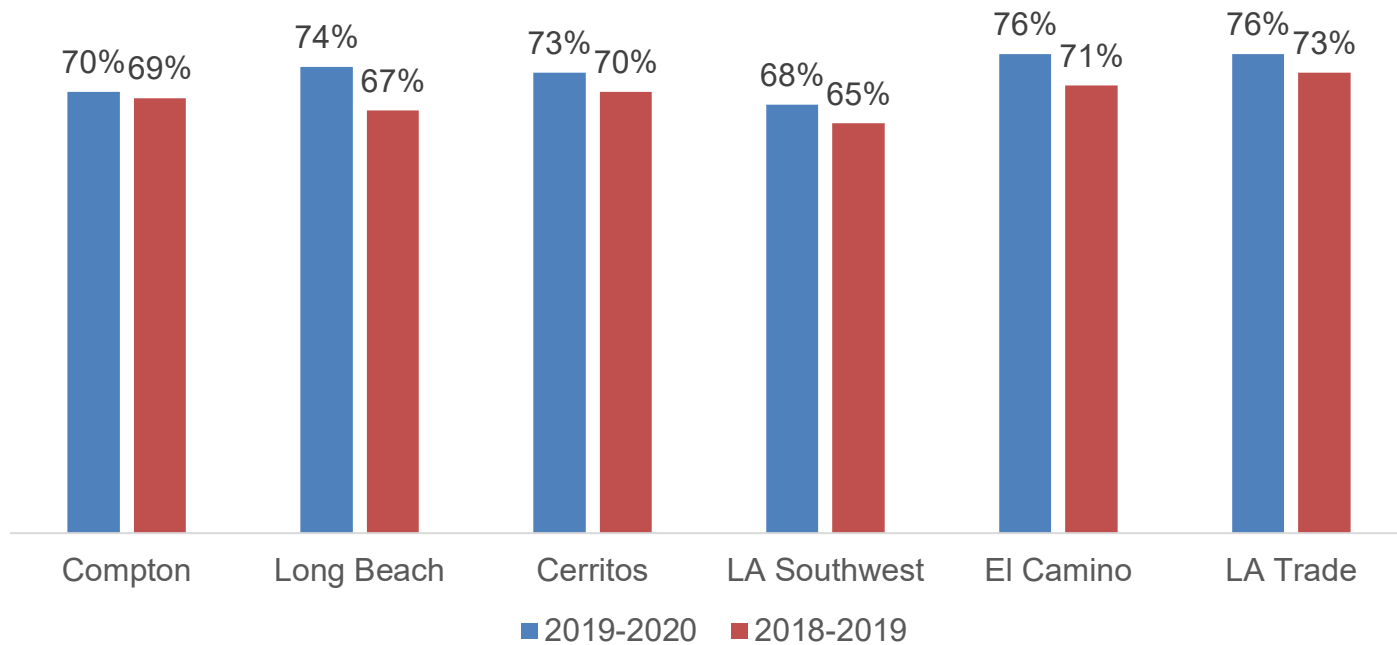
# Persistence

- 58% Overall
  - 59% Black or African American
  - 60% Latinx
  - 51% Asian
  - 54% Filipino
  - 53% White
- Much smaller populations, but with together enough to bring the average down!
- Gap!
-

# Persistence – Compared to neighbors



# Course Success Rate



# Compton College Course Success by Ethnicity, 2019-2020

70% Overall

88% Asian

87% Filipino

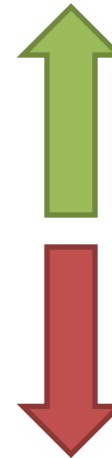
75% White

72% Latinx

67% Native American/Alaskan Native

64% Black or African American

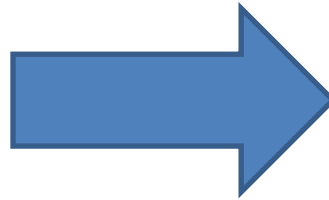
55% Pacific Islander



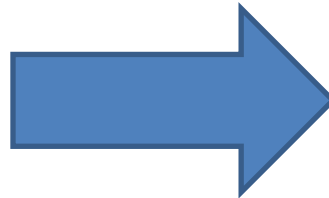
*Institutional set goal 72%*

# So much is already happening across the campus...here are a few examples:

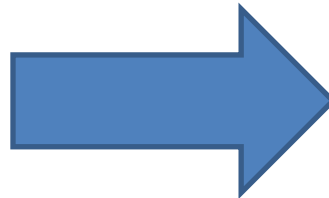
- Connection Design Team
- Dual Enrollment Specialists
- CRM Recruit Launch
- Call Center
- Design Team about Entry
- Tartar Success Teams Case Management, FAFSA Completion Campaigns
- Compton College 2024 Faculty Teaching and Learning Action Plan
- Math and English Communities of Practice
- Achieving the Dream – Campus wide data use
- CRM Advise



Applicant Yield Rate



Persistence



Course success

# Break Out Groups- Logistics

- Apply to Compton College
- Apply to another local college
  - “prospective student”
  - Note taker
  - Reporter
- Record notes about your experience on the [shared document](#)



# Questions to Consider

**CCCApply is not totally in our control....we know that.**  
But we may be able to use it in different ways (e.g., are there earlier data points that we can use to inform our work? What do the messages to students look like?)

- What do you observe?
- How many steps are there? How long does it take?
- What is the progression of steps?
- What “supplemental” data is requested?



# ACTIVITY REPORT OUT





# HOW DO WE PIVOT?

# Salient Questions about planning and budget:

- How do we, as an institution with declining enrollment, strategically invest across our campus?
- What safeguards do we put in place to ensure the long-term fiscal stability for our campus?
- *How do we learn what works and what doesn't work and pivot to re-purpose resources rather than always asking for more?*
- Should we treat enhancements (ongoing) and augmentations (one-time) requests the same?
- How could we strengthen our planning process to be more driven by demonstrated need and evidence of effectiveness?

# Data Use

- Tracking **leading** and **lagging** indicators
  - ❖ **Number of calls** to prospective students will lead to increased **Applicant Yield Rate**
  - ❖ **Fewer students earning zero units in their first term** to prospective students will lead to increased **persistence**
  - ❖ **Improved culturally responsive teaching practices and increased professional development participation** to prospective students will lead to increased **course success**

*Allows you to understand earlier what is happening and how to pivot*

# Call-Center

Leading:

Lagging:



# Salient Questions in how we spend money:

*How do we learn what works and what doesn't work and pivot to re-purpose resources rather than always asking for more?*

Thoughts or ideas? Please share on the [shared document](#).

# Planning Summit Evaluation

