

Spring 2020
Professional Development Day

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

February 13, 2020



Welcome to the Spring 2020 semester!



*Create your
success story!*

www.compton.edu



I have a dream...



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

2019-2020 President/CEO Priorities

1. Be more accessible to Compton College Faculty, Staff, Students, and the community.
2. Follow-up on all recommendations and request.
3. Provide Professional Development Opportunities to Faculty, Staff, and Students.
4. Ensure Campus Committees are meeting and minutes are posted on the Campus Committees webpage.
5. Improve Compton College Facilities.
6. Submit a request to the Department of Finance to protect Compton College Full-Time Equivalent Students (FTES) through 2028-2029.
7. Ensure the Collaborative Governance Document is completed.

Partnerships



EVERYTABLE



More Graduates for a Thriving California

Gensler



USC Race and Equity Center



OLIVER W. CONNER COLLEGE PROMISE

USC Rossier

Center for Urban Education

FOUNDATION for Compton Community College District



THE KRESGE FOUNDATION



Compton College 2024

“When you talk about community college transformation, the conversation includes Miami Dade College, Georgia State University, Guttman College, and now Compton College is in that conversation”

William F. L. Moses
Managing Director, Education
Kresge Foundation





TOP TEN



10. 2019-2020 Compton College Goals

1. Implement Tartar Completion by Design to ensure all students complete more quickly with less units, transfer, and are employed in their field of study.
2. Maintain Student Enrollment at 5,980 Full-Time Equivalent Students (FTES) for the 2019-2020 year.
3. Complete all Compton College Accreditation efforts.
4. Continue to improve facilities to support student learning and success.
5. Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.
6. Create a stronger sense of connection among employees and students and the college.

9. AB 705 Implementation



ENTRY

Enrollment through
Completion of
"Gatekeeper" Courses

Measure	2016-17 Baseline	2017-18 Most Recent	2018-19	2021-22 Goal (Assessed Annually)
Completion of Transfer-Level English in First Year	15.7% 185 Students	13.6% 142 Students	14.2% 138 Students	27.0% ^{VS} 281 Students
Completion of Transfer-Level Math in First Year	3.1% 36 Students	3.1% 32 Students	3.2% 24 Students	11.0% ^{VS} 114 Students

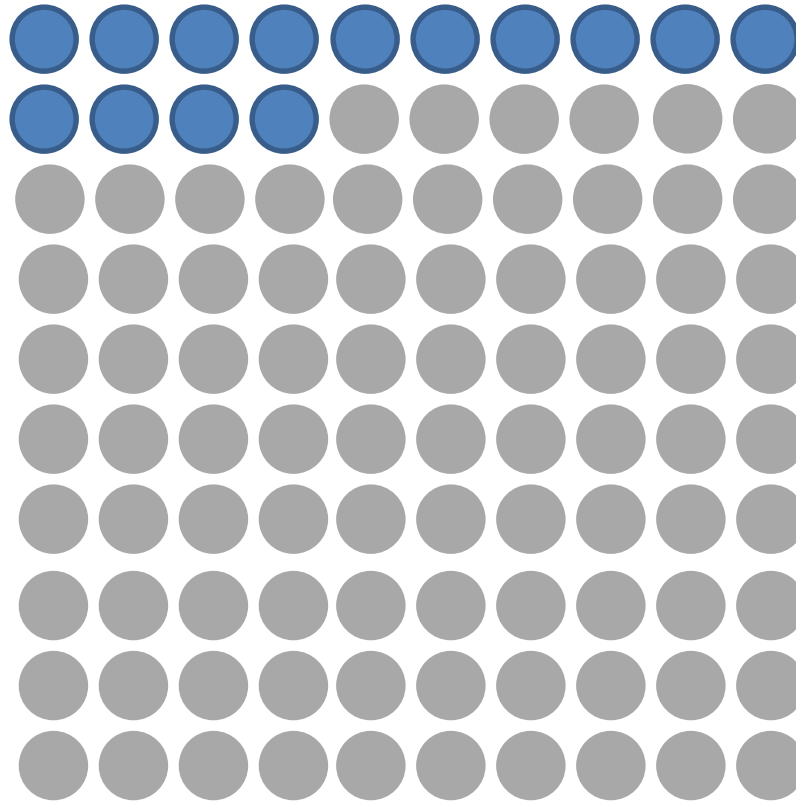
9. AB 705 Implementation

Only 14 out of 100 new students pass transfer-level English in their first year.



ENTRY

Enrollment through
Completion of
"Gatekeeper" Courses



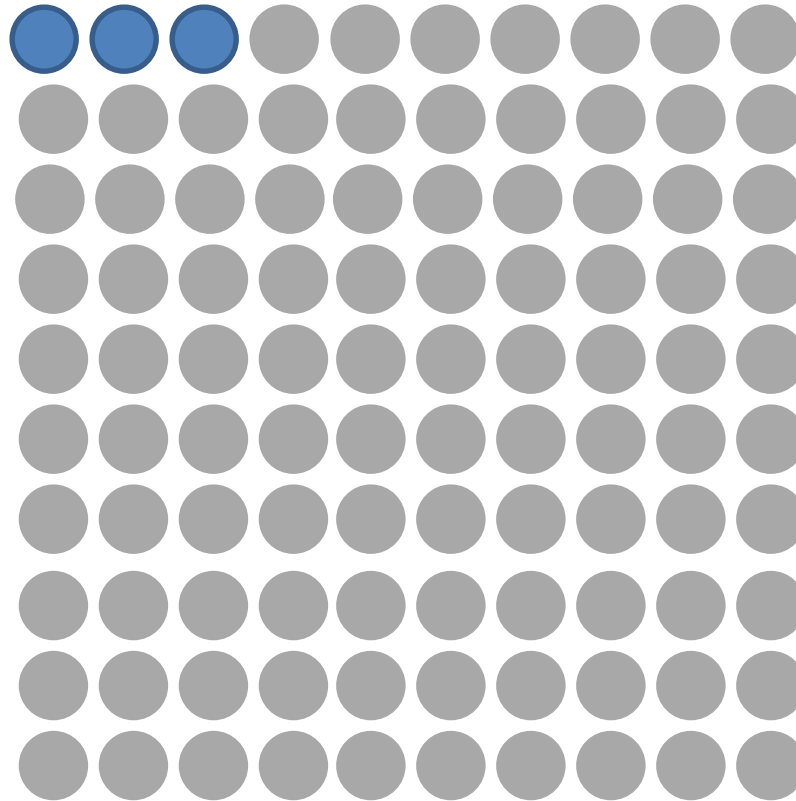
9. AB 705 Implementation

Only 3 out of 100 new students pass transfer-level math in their first year.



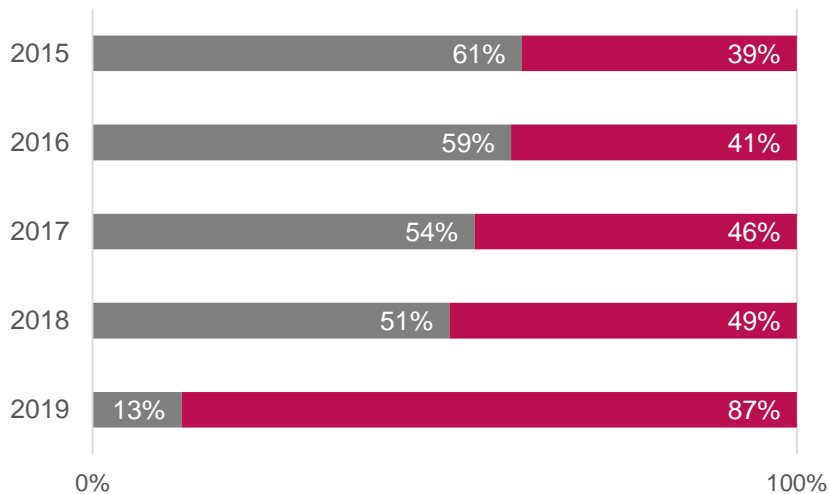
ENTRY

Enrollment through
Completion of
"Gatekeeper" Courses

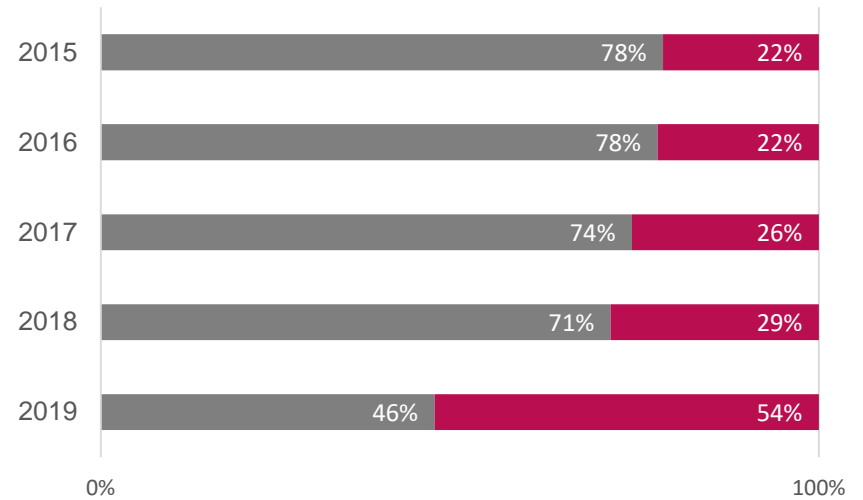


9. AB 705 Implementation

English Sections Offered in Fall Terms



Math Sections Offered in Fall Terms



■ Below Transfer-level ■ Transfer-level

8. Facilities



INSTRUCTIONAL BUILDING 1
\$18.8 million, new construction
Est. Completion: Spring 2021



INSTRUCTIONAL BUILDING 2
\$25.6 million, new construction
Est. Completion: Fall 2021



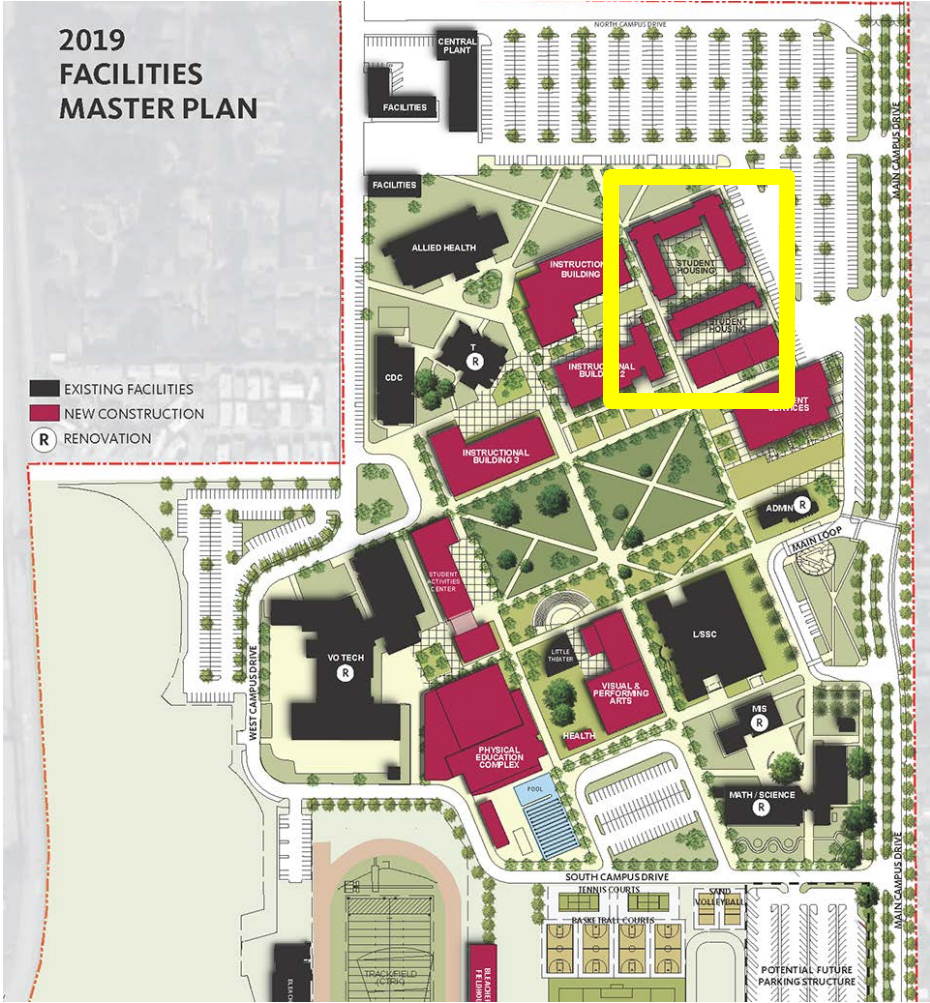
STUDENT SERVICES BUILDING
\$20.4 million, new construction
Est. Completion: Winter 2022

7. Our Students' Housing & Food Needs

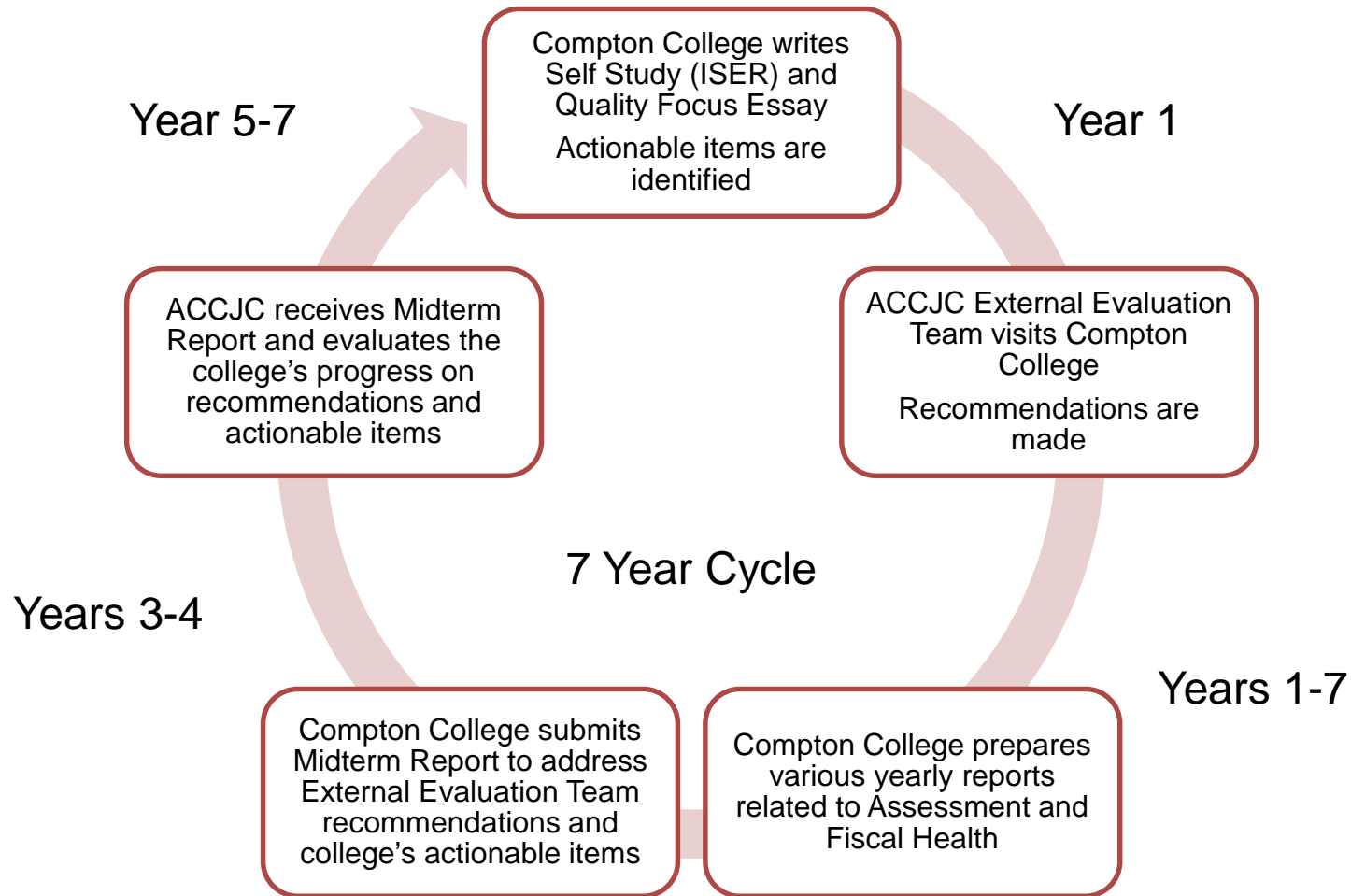
Compton College outpaces other community colleges in housing and food insecurity.

	Food Insecurity	Housing Insecurity	Homelessness
Compton College – 2018	59%	68%	18%
California Community College - 2018	50%	60%	19%
Compton College - 2019	56%	63%	23%
#Real College Survey 2019	39%	46%	17%

7. Our Students' Housing & Food Needs



6. Accreditation



6. Accreditation

Mid-Term Report Timeline: Spring 2020

Date	Action
February 2020	<ul style="list-style-type: none">• Complete Accreditation Mid-Term Report• Update Institutional Self-Evaluation Actionable Items• Update Quality Focus Essay Action Plan
March 2020	<p>Accreditation Standard Committees will:</p> <ul style="list-style-type: none">• Submit Draft Accreditation Mid-Term Report Responses to Accreditation Faculty Coordinator• Review First Draft of Accreditation Mid-Term Report for Accuracy & Provide Edits.
May 2020	<ul style="list-style-type: none">• Editors Complete Second Draft of Accreditation Mid-Term Report Responses• Post Accreditation Mid-Term Report Responses on Compton College website• Hold two Accreditation Forums on Accreditation Mid-Term Report

5. Student Learning Outcomes and Program Level Outcomes

- *I.B.2 Standard: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services (ER 11).*
- *I.B.6 Standard: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Based upon the 2017 Self-Evaluation report we identified two actionable items that we need to implement to maintain accreditation:

- 1. Disaggregate learning outcome data for SLOs, PLOs, and SAOs**
- 2. Disaggregate learning outcomes data between Distance Education and traditional courses**

5. Student Learning Outcomes

Completion, Review

Three-year Student Learning Outcome Assessment cycle established in 2013-2014

Term	Count of SLOs	Count Assessed	% Assessed
Fall 2019	354	44	12%
Spring 2019	127	57	45%
Fall 2018	105	70	67%
Spring 2018	138	98	71%
Fall 2017	104	98	94%
Spring 2017	159	132	83%

5. Program Level Outcomes

Completion, Review

Term	Count of PLOs	Count Assessed	% Assessed
Fall 2019	25	4	16%
Spring 2019	4	0	0%
Fall 2018	30	4	13%
Spring 2018	10	4	40%
Fall 2017	28	22	79%
Spring 2017	6	3	50%

- Spring 2020 pilot, includes four scheduled PLOs and all outstanding PLOs
- Institutional Effectiveness support for easy data submission through Qualtrics surveys.

4. Collaborative Governance

Definition of Collaborative Governance:

Decisions at Compton College are the result of the participation and collaboration among all constituent groups, including the Board of Trustees, administration, faculty, staff, and students. Collaborative Governance at Compton College is the cornerstone necessary to achieve the mission, vision, and strategic initiatives of our institution. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions are made that will drive student success at Compton College.

Tartar Success Team Institute

3. 2019-2020 Follow-Up Items:

1. ✓ Implement Compton College Welcome Week Activities
2. Improve Campus Signage at Compton College
3. Revise the Compton College Communications Guide and Processes
4. Establish Student Commons Across Campus
5. ✓ Create a Compton College Mobile Application
6. Examine the College's Hours of Operation
7. Implement Career Services for Students by Guided Pathway Division
8. ✓ Childcare for Students and Potential Students
9. Fully Implement OER Campuswide by fall 2021
10. Revise the Compton College Student Program Maps

2. Tartar Success Teams Implementation

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



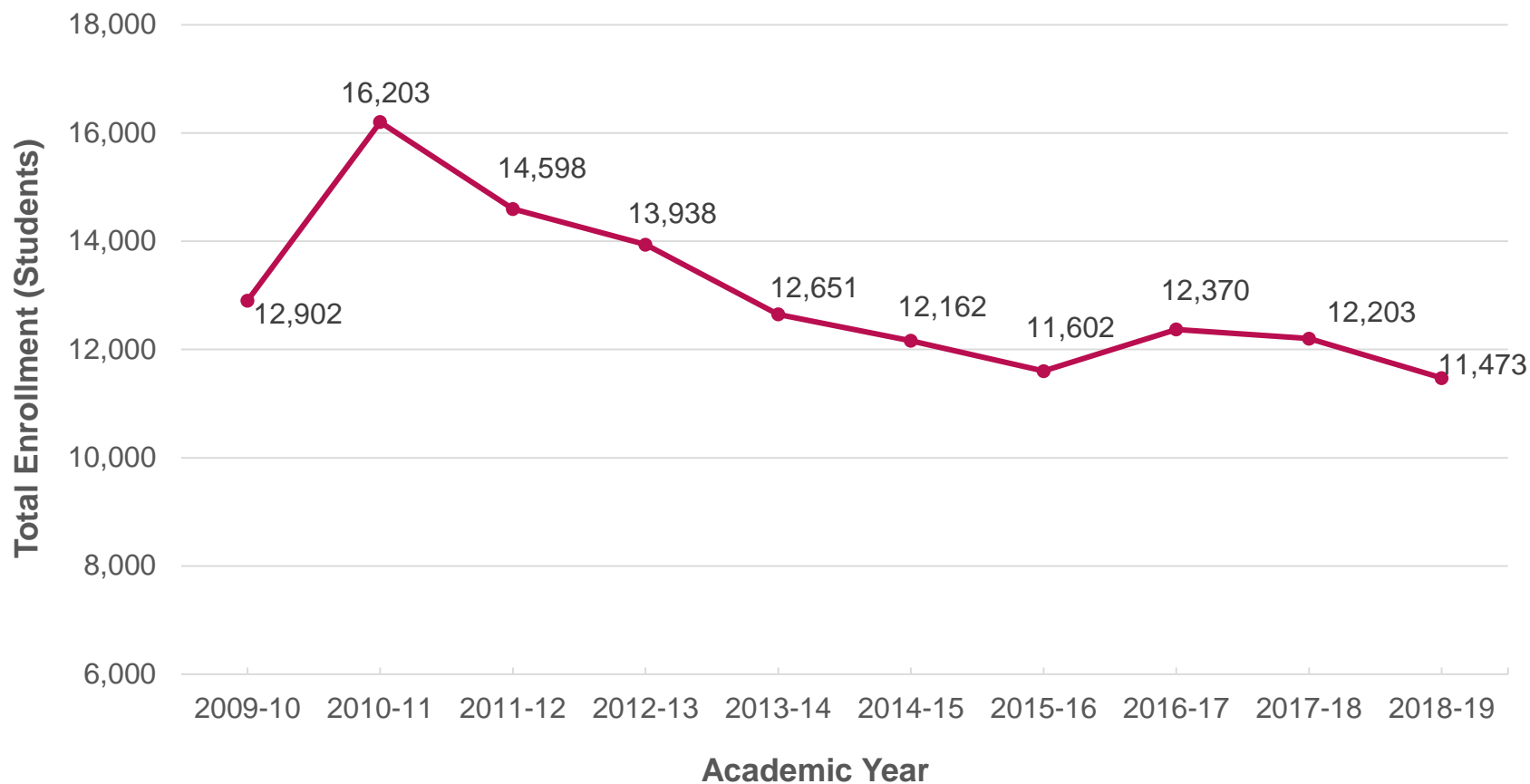
2. Tartar Success Teams Implementation

Georgia State University Visit



1. Enrollment

Compton College Annual Enrollment
2009-2010 through 2018-2019



1. Enrollment

Compton College Five-Year Enrollment Projection

Year	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

1. Enrollment

Compton College Reported FTES 2019-20

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Funded FTES	5,980	5,980	5,980	5,980	5,980
Potential FTES @100% Fill Rate	5,861	6,010	6,261	6,469	6,639
Reported FTES	4,116 (70%)	4,511 (75%)	5,008 (80%)	5,494 (85%)	6,000 (90%)
Summer	508				
Fall	1,868				
Winter					
Spring					

1. Enrollment

Compton College Course Sections Offered

Year	2019-20	2020-21	2021-22	2022-23	2023-24
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

1. Enrollment

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.

1. Enrollment

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.