Compton College

Planning Resources

2018-2019

Compton College 2024

- 6,400 Full-Time Equivalent Students (FTES)

- Implement College Promise Programs with Compton, Lynwood, and Paramount Unified School Districts by fall 2019.

- Improve overall student completion rates by 2022-2023

- Implement the Tartar Focused & Directed Pathways to Completion by 2019

- Compton College wins an [Aspen Prize for Community College Excellence](#) by 2024

2018-2019 OVERARCHING PRIORITIES

2018-2019 Overarching Priorities

1. Maintain Student Enrollment at ~~6,060~~ *5,980* Full-Time Equivalent Students (FTES) for the 2018-2019 year (Strategic Initiatives – 1, 2, 3, 4, and 5).

2. Develop and begin the implementation of the 2019-2022 Compton College Enrollment Management Plan Strategic Initiatives – 1, 2, 3, 4, and 5).

3. Support Compton College transition from El Camino Community College District (Strategic Initiatives – 1, 2, 3, 4, and 5).

4. Support Compton College Accreditation efforts (Strategic Initiatives – 1, 2, 3, 4, and 5).

2018-2019 Overarching Priorities

5. Continue to the implementation of the Tartar Directed and Focused Pathways to Completion (Guided Pathways) for the 2019-2020 year (Strategic Initiatives – 1, 2, 3, 4, and 5).

6. Ensure the Student Success activities are coordinated and support Compton College Institutional Effectiveness Outcomes (Strategic Initiatives – 1, 2, 3, and 4).

7. Enhance student learning and success programs for Compton College students (Strategic Initiatives – 1, 2, 3, 4, and 5).

8. Continue to improve facilities to support student learning and success (Strategic Initiatives – 1, 2, 3, 4, and 5).

2018-2019 Overarching Priorities

9.   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 (Strategic Initiatives – 1, 2, 4, and 5).

10.   Enhance communication with students, employees, and the community. (Strategic Initiatives – 1, 2, 3, 4, and 5).

11.   Continue to develop Professional Development opportunities for employees. (Strategic Initiatives – 1, 2, 3, 4, and 5).
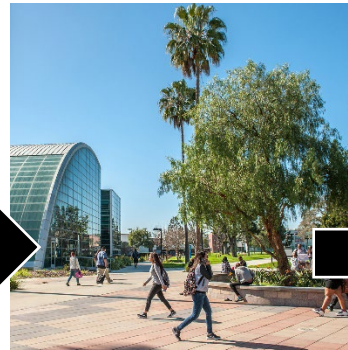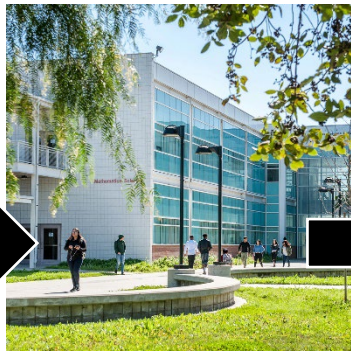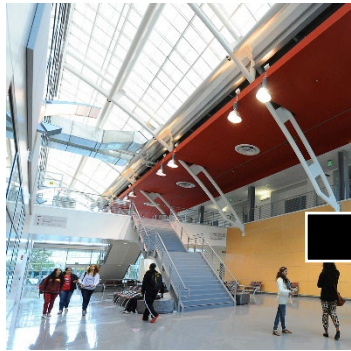
TARTAR COMPLETION BY DESIGN

Student-Centered Funding Formula

- **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
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

Tartar Completion by Design: *Connection Strategies*

CONNECTION
Initial Interest through Submission of Application

SSSP: 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: College Promise (expansion to zip codes and charters; promote Student Success Completion Grant)

Local Data Sharing: Spring recruitment

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

Strong Workforce: Build career pathways with high schools

Tartar Completion by Design: *Entry Strategies*

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

Institutional Set Standards

Student Readiness — Baseline: 54.7% → Target: 57.4%

Remedial English — Baseline: 36.2% → Target: 38.0%

Remedial Math — Baseline: 23.7% → Target: 24.9%

Three Term Persistence — Baseline: 56.5% → Target: 59.3%

ENTRY
Enrollment through Completion of "Gatekeeper" Courses

Guided Pathways: Development of meta majors

AB 705: Multiple Measures and Course Acceleration

BSI: Course articulation for English and Math

SSSP: Orientation, "What's Your Plan" campaign, class visits, Math and English Academy, HDEV courses, SSTARS

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

Equity: 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 Standards
30 Unit Completion— Baseline: 59.8% → Target:62.8%
Course Success — Baseline: 68.1% → Target: 71.5%

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

Guided Pathways:
Clearly defined program paths to completion

SSSP: Early Alert, phone calls, core service completion, faculty involvement presenting guidelines

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

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

SE: EOPS/CARE Peer Mentors, Speaker Series, counselor interventions, trainings and conferences

Case Management:
Intervention and follow up

BSI: 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 Standards
Overall Completion — Baseline: 35.9% → Target: 37.7%
CTE Completion — Baseline: 58.0% → Target: 60.9%

Outreach:
Students with less than 9 CTE units

AD-T Campaign:
Review General Studies on student education plan

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

SE: CTE counselors and monitoring

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, Division 2 student specialist, student completion tracking

Tartar Completion by Design: *Transition Strategies*

Institutional Set Standard

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

- Transfer
- Regional Living Wage

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

SSSP: Transfer Workshops, prep info packets

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

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

INSTITUTIONAL SET STANDARDS

Institution Set Standards and Goals

- Readiness 55% → 57%
- College-level English 36% → 38%
- College-level math 24% → 25%
- Persistence 57% → 59%

- 30 Units 60% → 63%
- Success 68% → 72%

  (not to dip below 63%)

- Degrees 493 → 518

  (not to dip below 264)
- Certificates 127 → 133

  (not to dip below 90)
- Completion 36% → 38%
- CTE Completion 58% → 61%

- Transfers 615 → 646

  (not to dip below 478)
- Transfer Rate 25% → 26%
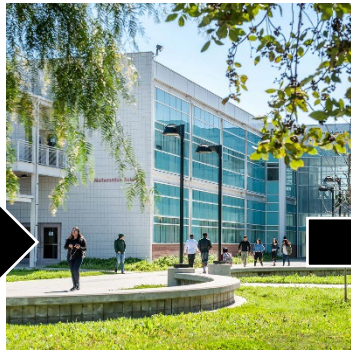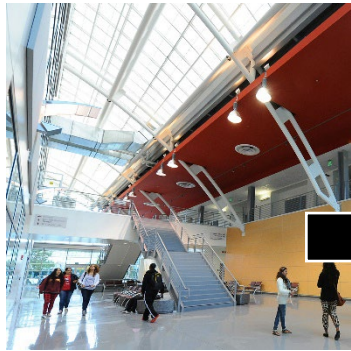
CONNECTION
Initial Interest through
Submission of Application

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

Definitions

Compton College set these Institution Goals and Standards in 2018 and will review progress toward goals annually. The first number after each label is the baseline figure and the second number is the College's goal. In 2018-19, Compton College will review progress to these goals and consider revisions to align these goals and measures to the California Community College Chancellor's Office Vision for Success.

- Readiness Rate – Percentage of new, non-exempt, full-time students completing assessment, orientation, and an abbreviated or comprehensive education plan by the end of their first semester.

- College-level English– Percentage of students successfully completing a college level English course within six years, whose first English course completed was below the transfer level.

- College-level Math– Percentage of students successfully completing a college level Math course within six years, whose first Math course completed was below the transfer level.

- Success Rate (Course Completion Rate) – Percentage of students earning an A, B, C, or P in a course.

- Persistence Rate – Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

- 30-Units– Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

- Completion – Percentage of degree, certificate, and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within their first six years of enrollment.

- CTE Completion – Percentage of students who attempted more than eight units of vocational or CTE coursework in a single discipline and completed a degree, certificate, or transferred within their first six years of enrollment.

- Transfer Rate – Percentage of students who transfer to a four-year university within their first six years of enrollment.

2018-19 PLANNING SCHEDULE

Due dates to remember

- Department 2019-20 plans – December 14, 2018

- Unit 2019-20 plans – February 28, 2019

- Area 2019-20 plans – March 31, 2019

- Evaluation of 2018-19 Department plans – May 15, 2019

- College 2019-20 Plan to Board – June 30, 2019

More detailed calendar available online at:
http://www.compton.edu/academics/ir/docs/Planning-and-Budget-Calendar-2019-2020.pdf

META-MAJOR DEVELOPMENT

Draft Meta-Majors

Business and Industrial Studies	Fine Arts, Humanities, and Communication	Public Health & Social Services	Science, Technology, Engineering, and Math (STEM)	Social Sciences
Business Administration	Music	Kinesiology & Wellness	Astronomy	Childhood Education/Dev
Business Management	Speech Communication	Nursing	General Science	History
Computer Information Systems	Studio Art	Physical Education	Physical Science	Political Science
Marketing	Communication Studies	Administration of Justice	Physics	Psychology
Air Conditioning & Refrigeration	General Studies (with emphasis in):	Pre-Nursing	General Studies (emphasis in): *Biological & Physical Sciences*	Sociology
Auto Collision	*-Culture & Communication;*	Radiologic Technology	Mathematics	General Studies (emphasis in): *Social & Behavioral Sciences*
Repair/Painting	*-Fine & Applied Arts; or,*	Respiratory Care	Pre-Engineering	General Studies
Automotive Technology	*-Arts & Humanities*	Fire & Emergency Technology	Architecture	Ethnic Studies
Cosmetology	Transfer Studies	Paralegal Studies	CPU Aided Design/Drafting	Liberal Studies (Elementary Teacher Education)
Machine Tool Technology	English Literature/Rhetoric & Composition	Contemporary Health	Chemistry	Anthropology
Welding	Spanish	First Aid	Biology	Economics
Accounting	English as a Second Language	Medical Terminology	Anatomy	Women's Studies
Office Administration	Dance	Recreation	Geography	
Real Estate	Film/Video	Human Development	Earth Science	
Electronics/CPU Hardware	Theatre		Physiology	
Construction Technology	Philosophy		Pre-Dentistry	
Manufacturing Technology	French		Pre-Medicine	
Fashion	Japanese			
	Sign Language/Interp			
	Journalism			

Date	Meeting Type	Task
Wed, 9-26-18	Tartar Focused & Directed Pathways	Committee review and feedback from staff and faculty
Thurs, 11-8-18	ASB Student Meeting	Student review and feedback
Fri, 11-9-18	Curriculum Daze	Faculty, staff, and administrator review and feedback
Tues, 11-13-18	Core Planning Team	Faculty, staff, and administrator review and feedback
Mon, 11-19-18	Student Focus Groups	Student review and feedback
Mon, 11-26-18	Managers and Supervisors Forum	Managers and Supervisors review and feedback
Thurs, 12-6-18	Academic Sen	Review/Approval
Mon, 12-10-18	Consultative Council	Review/Approval
Thurs, 12-13-18	Deans and Directors Council	Review
Thurs, 12-13-18	EM Committee	Present Final Plan
Tues, 12-18-18	Cabinet	Review/Approval
January 2019	Board Meeting	Review/Approval

2018-2022 ENROLLMENT MANAGEMENT PLAN

Date	Meeting Type	Task
Fri, 10-12-18	Workgroup	EM Approach Planning • Identify key players, completion by design elements, meeting fall meeting schedule, and goals and timeline • EM plan due December 14, 2018
Wed, 10-13-18	Email	Request for EM Action Items updates from responsible parties
Thurs, 10-25-18	EM Committee	EM Indicators data update and Discussion (IR Presentation)
Mon, 10-29-18	Email	EM Status Updates Due to Chairs
Tues, 11-6-18	Workgroup	2015-2018 EM Plan Evaluation - Update Action Item Statuses
Thurs, 11-8-18	Workgroup	Draft 2019-2021 EM Plan
Tues, 11-13-18	Workgroup	Continue Draft 2019-2021 EM Plan
Thurs, 11-15-18	EM Committee	Present 2015-2019 EM Plan Evaluation/Status Updates
Thurs, 11-29-18	EM Committee	Present 2019-2021 EM Proposed Plan
Thurs, 12-6-18	Academic Sen	Review/Approval
Mon, 12-10-18	Consultative Council	Review/Approval
Thurs, 12-13-18	Deans and Directors Council	Review
Thurs, 12-13-18	EM Committee	Present Final Plan
Tues, 12-18-18	Cabinet	Review/Approval
January 2019	Board Meeting	Review/Approval