COMPTON COLLEGE 2024
ENROLLMENT MANAGEMENT PLAN

Compton
Community College District

JUNE 2020

COMPTON COLLEGE 2024 ENROLLMENT MANAGEMENT PLAN

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CHAPTER 1

PLAN PURPOSE, BACKGROUND, AND CONTEXT

Section 1:
Purpose

Strategic enrollment management provides a comprehensive approach to enrollment, which fundamentally facilitates an institution's fulfillment of its mission, vision, and values. The Compton College 2024 Enrollment Management Plan (EMP) integrates and aligns with the goals for student success established in the District's Strategic Initiatives and Tartar Completion by Design, including the implementation of Guided Pathway Divisions. Furthermore, this EMP supports the fiscal stability of Compton College as California's 114th community college. While Compton College has funding protection until 2026, this EMP will position the College to thrive under the new Student-Centered Funding Formula (SCFF) and the California Community Colleges Chancellor's Office Vision for Success initiative.

Moreover, at Compton College, where the success of every student is a shared responsibility, the implementation of this EMP, which compels the commitment of all institutional units, will allow Compton College to build the institutional infrastructure needed to execute the new Guided Pathways structure and refine services for students based upon Tartar Completion by Design. Accordingly, the overarching purpose of this plan is to:

- develop enrollment goals, which align with and support the College's mission and strategic initiatives;

- ensure student success by expanding access, increasing engagement, and fostering persistence and completion;

- offer students clear Guided Pathways to high-quality courses and programs and the critical support services they need to accomplish their educational and career goals;

- implement objectives and strategies that result in equitable access and outcomes, and thereby, eliminate equity gaps;

- assure fiscal stability by integrating strategic enrollment management into the budget and allocation process;

- ensure that data is used effectively to inform enrollment decisions; and,

- encourage collaboration among departments across the campus to support the enrollment program.

Section 2:
Background

Compton College's previous Enrollment Management Plan's (2015-2018) stated purpose was "to create a responsive, flexible, educationally sound, research-based approach to enrollment management" in order to ensure the viability of educational programs regardless of increases or decreases in state or local funding levels. The strategic initiatives for the 2015-2018 Enrollment Management Plan included:

A   Student Learning

B   Student Success and Support

C   Collaboration

D   Community Responsiveness

E   Institutional Effectiveness and

F   Modernization

The 2015-2018 Enrollment Management Plan established objectives and outcome goals to increase over time, including the:

- number of students from feeder high schools;
- number of first-time students completing assessment, orientation and education plans;
- retention and persistence rates;
- satisfactory academic progress rates;
- course success rates;
- number of degree and certificate petitions received;
- number of degrees and certificates awarded; and,
- number of students transferring to four-year colleges and universities.

Between 2015-2016 and 2017-2018, Compton College made significant strides in several key areas, particularly regarding the number of degrees and certificates awarded and the number of students transferring to four-year colleges and universities. Additionally, the College saw modest but steady improvement in retention rates and successful course completions over this same time period. Data management system limitations hampered the College's ability to track some of the objective metrics; however, as the College implements technological improvements to automate records processing, more effective data management systems will position the College to consistently track and report other outcomes (e.g., the number of degree and certificate petitions received) related to Enrollment Management Plan goals and strategies.

Section 3:
Context

In 2017, the California Community Colleges Chancellor's Office adopted the new Student-Centered Funding Formula and Vision for Success initiative to encourage colleges to support students in the timely attainment of a degree or certificate, provide additional support to students who face barriers to education, and make community college funding more stable and flexible.

The Vision for Success initiative strives to create a state community college system that:

- increases by at least 20% the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;

- increases by 35% the number of students transferring annually to a UC or CSU;

- decreases the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent systemwide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;

- increases the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure;

- reduces equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years and fully closing those achievement gaps within 10 years; and,

- reduces regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

To ensure the successful implementation of the Vision for Success, Compton College adopted the Tartar Completion by Design framework and launched five Guided Pathway Divisions:

- Business and Industrial Studies;
- Fine Arts, Communication and Humanities;
- Health and Public Services;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The Guided Pathway Divisions represent collections of academic majors, with related courses (commonly known as "meta-majors"), which are clustered groups of degrees and certificates. Guided Pathway Divisions will not only help undecided students explore their interests and goals while gaining exposure to several possible academic majors, but will also allow them to take courses that apply to multiple majors. Guided Pathway Divisions will, ultimately, narrow students' options and help them make informed decisions about academic and career choice. Furthermore, as part of Guided Pathways, Compton College has employed Tartar Success Teams, which will improve the institution's responsiveness to students who need guidance and support.

In addition to the Vision for Success, the state's adoption of the Student-Centered Funding Formula (SCFF) marked a significant departure from the way that community colleges receive funding. For decades the state funded community colleges based upon access (i.e., how many students they served). The new SCFF provides colleges with the traditional base allocation based upon Full-Time Equivalent Students (FTES), as well as a new supplemental allocation that counts the number of low-income students served and the student success allocation that funds specific student performance outcomes. Thus, this EMP highlights the objectives and activities, which not only support the Vision for Success goals, but also organizes specific activities around Tartar Completion by Design in ways that focus on the whole student experience (i.e., connection, entry, progress, completion, and transition) while increasing the College's supplemental and success allocations. Ultimately, the goals, objectives, and key actions delineated in this EMP represent Compton College's contribution to the system's Vision for Success goals by supporting students from entry to program completion, and transfer or living-wage employment.

CHAPTER 2

COLLEGE MISSION, VISION, VALUES AND IMPLICATIONS FOR ENROLLMENT MANAGEMENT PLAN

The Compton College mission statement, which serves as the cornerstone of all planning by reflecting the College's most fundamental purposes, is as follows:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

The vision statement, which declares what the College wants to achieve through its mission, states:

Compton College will be the leading institution of student learning and success in higher education.

Compton College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply held beliefs, are grounded on the following principles:

- *Student-centered focus in providing students the opportunities for success.*

- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*

- *Supportive and nurturing guidance in a professional and caring environment.*

- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*

- *Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.*

- *Fiscal integrity in the transparent and efficient use of financial resources to support student success.*

Fulfilling Compton College's commitment to the success of all students by providing a welcoming, inclusive, innovative, and student-centered approach to all institutional functions, necessitates the execution of a detailed Enrollment Management Plan, which is organized around student-centered goals that addresses the complete student experience, as well as opportunities for interventions, which impact students' enrollment, persistence, success, and program completion.

This Enrollment Management Plan supports the College's implementation of its mission, vision, and values by integrating Enrollment Management Plan goals with all other College's plans, which allows the College to:

- strategically deploy data and technology;

- invest in the professional development of faculty and staff to improve outcomes for all students;

- design flexible, alternative course schedules to meet students' diverse needs and accelerate students' program completion;

- develop policies and procedures that improve access to enrollment;

- expand community partnerships that provide students with accessible avenues to enrollment, relevant work-based experiences, and transitions to four-year colleges or universities or to living-wage employment; and,

- effectively and efficiently ensure fiscal stability by aligning goals and key actions to the state funding formula.

Create
**your
success**
Story!

CHAPTER 3

ENROLLMENT MANAGEMENT PLAN STRUCTURE AND INTEGRATION
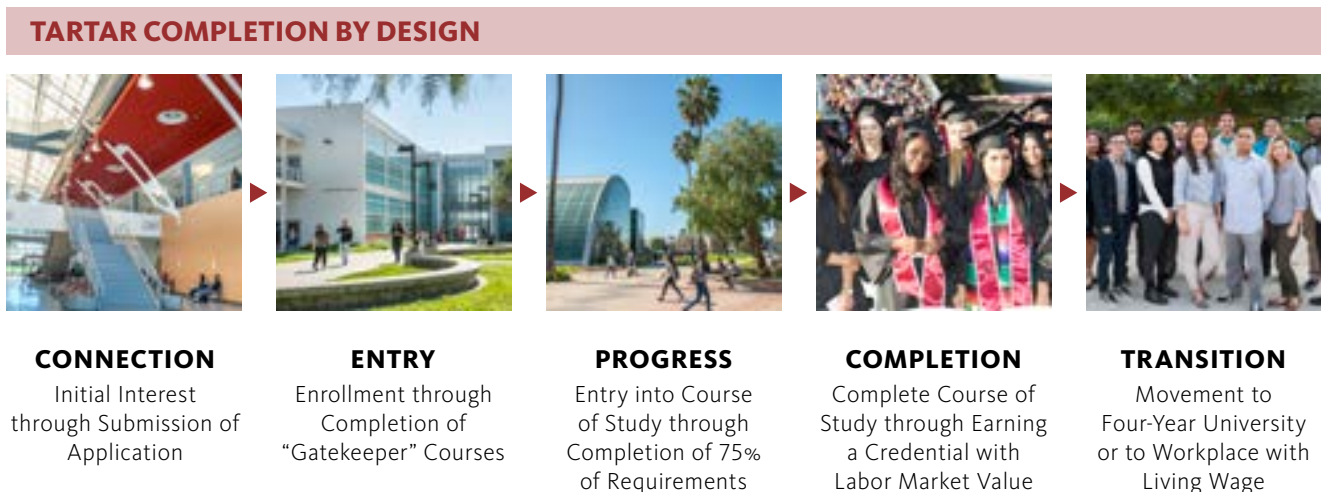
Section 1:
Overview and Summary of Comprehensive Master Plan Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions

In the spring of 2019, the College updated its 2017 Comprehensive Master Plan resulting in the Compton College 2024 comprehensive master plan, which established a student-centered focus for all college planning via the Tartar Completion by Design framework. The Compton College 2024 comprehensive master plan identifies the College's five overarching strategic initiatives, which serve as the basis for all College planning. Tartar Completion by Design focuses upon and organizes activities around the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition to employment or transfer to a four-year institution). Additionally, Compton College has implemented Guided Pathways (i.e., curricular roadmaps of coursework resulting in students' earning a degree or certificate) and has organized the College around Guided Pathway Divisions, which incorporate Tartar Success Teams. Therefore, Compton College designs instructional and support services around the complete student experience.

Section 2:
Compton College 2024 Enrollment Management Plan Goals and Activities Aligned to Tartar Completion by Design

Compton College 2024 established the College's approach to enrollment management through the adoption of broad goals that align with and support Tartar Completion by Design and ensure significantly improved outcomes for students. To achieve these broad goals, strategies, and metrics that the Enrollment Management Committee has developed, Compton College will execute an annual implemention plan.

TARTAR COMPLETION BY DESIGN

| **CONNECTION** | **ENTRY** | **PROGRESS** | **COMPLETION** | **TRANSITION** |
| Initial Interest through Submission of Application | Enrollment through Completion of "Gatekeeper" Courses | Entry into Course of Study through Completion of 75% of Requirements | Complete Course of Study through Earning a Credential with Labor Market Value | Movement to Four-Year University or to Workplace with Living Wage |

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

Tartar Completion by Design Correlation - Connection and Entry

Strategies

1. Marketing and Communication Strategies

   • Develop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study.

   • Increase the number of inquiries for each targeted audience.

   • Enhance College branding opportunities.

   • Increase targeted marketing efforts and improve communication with prospective students, including advertising, website features, social media, digital and print publication, email and text notifications, and direct mail.

   • Develop marketing that targets students who are recently unemployed. Implement accurate academic program maps to support recruitment strategies.

   • Coordinate CRM Recruit messages.

   • Develop culture-specific information strategies, which include multilingual translations of key college information.

2. Outreach and Recruitment Strategies

   • Develop a structured marketing plan to inform potential students and referral sources regarding dual enrollment opportunities.

   • Increase information about and access to the First-Year Experience (FYE) program.

   • Structure communities around Guided Pathways.

   • Finalize, assess, and refine Guided Pathway academic program maps to provide students with a semester-by-semester path from program entry to completion.

   • Expand Welcome Center services by Guided Pathway Divisions.

   • Expand Financial Aid Office services and Outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).

   • Fully implement Compton College Welcome Week activities in the fall and spring semesters.

   • Implement child care services to potential students on campus as identified at the Tartar Success Institute.

   • Implement accurate academic program maps to support recruitment strategies.

   • Expand CRM Recruit services.

   • Implement recruitment for English as a second language (ESL) students for credit and non-credit classes as called for in the Compton College 2024 comprehensive master plan.

   • Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.

3. Faculty and Staff Diversity Strategies

    •   Implement the Compton College 2024 Human Resources Staffing Plan goals (see Section 3 below).

    •   Partner with the USC Race and Equity Center to launch the Faculty Preparation Academy program.

    •   Implement the Equal Employment Opportunity (EEO) Plan.

4. Implement the hiring recommendations from the Center for Urban Education.

5. Student Friendly Environment Strategies

    •   Research hours of operation to assess impact on students and make recommendations for changes according to findings; and, develop standardized operating hours across campus as supported by research results.

    •   Implement the recommendations of the Compton College 2024 comprehensive master plan regarding the expansion and integration of technology to enhance student access to information and College services, including, but not limited to, the implementation of third-party assistance with answering phone calls 24/7 and additional services that may be available through BlackBelt.

5. (Cont.)

    •   Improve campus signage at Compton College as identified at the Tartar Success Institute.

    •   Establish student commons across campus as identified at the Tartar Success Institute.

    •   Increase student engagement activities across campus for all students.

6. Expand the First-Year Experience (FYE) Program

    •   Implement a Financial Aid Application Campaign.

    •   Initiate a separate First Year Experience New Student Orientation that includes overview of First Year Experience program requirements, large group icebreaker and connection activities, and workshops (e.g., College expectations and etiquette, financial aid, navigating MyCompton and Canvas, plagiarism).

    •   Deploy CRM Advise to provide intervention services early in the semester.

    •   Develop a comprehensive list of contacts and communications with students.

    •   Provide team building and cultural social trips.

2

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

Tartar Completion by Design Correlation - Connection and Entry

Strategies

1. Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts.

2. Establish data sharing agreements with K-12 partners, community-based organizations, and Los Angeles County departments to connect students with services and support.

3. Develop partnerships with community-based organizations, Los Angeles County departments, and K-12 partner districts, particularly middle schools, to design a parent, family and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, college, and career readiness.

4. Implement the hiring recommendations from the Center for Urban Education.

5. Increase student awareness of Compton College Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.

6. Implement CRM Recruit and obtain additional training and technological equipment to track disproportionately impacted prospective Compton College Promise Program students.

7. Translate Compton College Promise Program-related publications, media, and materials to reach diverse populations.

8. Collaborate with campus partners (Integrating Outreach into First Year Experience, Extended Opportunity Program and Services/Cooperative Agencies Resources for Education, financial aid, and Guided Pathway activities) on Compton College Promise Program outreach efforts to improve student success.

9. Develop and sustain the capacity of feeder middle and high schools to prepare all students for higher education through participation in the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP).

10. Fully implement student laptop loan program.

GOAL

3

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

Tartar Completion by Design Correlation - Connection and Entry

Strategies

1. Offer dual enrollment program, including the following:

   • Afternoon college (i.e., College courses offered at the high school site after the regular school day),

   • College and Career Access Pathways (CCAP) partnerships (i.e., series of College courses that lead to an identified guided pathway during the regular high school day), and

   • Early College (i.e., College courses and curriculum designed to provide the opportunity for a high school student to obtain a college degree built throughout the school day.)

2. Establish partnerships with K-12 districts to financially support dual enrollment specialists.

3. Assign dual enrollment specialists to serve as liaisons between the College and Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District.

4. Develop dual enrollment policies and procedures, which are published in a manual that serves as a practical guide to key components, characteristics, practices, and processes associated with dual enrollment.

5. Develop a Guided Pathways onboarding process for dual enrolled students and their parents/guardians that includes outreach, application, special programs, career and pathway planning, orientation, registration, summer bridge, and continuous technological support for all processes.

6. Implement the CCCMyPath portal to provide structured guidance to help keep students on the path to completion, provide them with information and resources, and bridge the gap between application, enrollment, and registration. CCCMyPath will provide

6. (*Cont.*)

   • Career exploration, setting goals and finding programs.

   • Individually customized pathways.

   • Prescriptive task-based advising.

   • Intelligent resource recommendations, visual progress dashboard, and nudges and reminders; and

   • Analytics and data warehouse.

7. Develop a program for regular cross-functional team meetings for high school faculty, College instructors, and industry partners to develop and align curriculum and build strategies to prepare students' readiness for specific college courses and degree pathways at Compton College.

8. Offer professional learning opportunities to enhance faculty abilities to teach "learners" in the high school dual enrollment setting, including effective practices for delivering college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines.

9. Collaborate with the Career Ladders Project to provide expertise and technical assistance with Compton College's dual enrollment component for career and technical education programs.

10. Research, identify, explore, and evaluate a cloud-based platform to manage dual enrollment student registration, instructor onboarding, communication between students and instructors, integrate with the College's Student Information System, improve coordination with high school partners, and assist with reporting.

Partner with College leaders and regional workforce partners to develop schedule patterns, alternative mobalities, and access to services that meet the needs of working adults and non-traditional students.

Tartar Completion by Design Correlation - Entry, Progress, Completion

Strategies

1. Continue to expand flexible schedule options including:

   - Accelerated terms (e.g., seven and eight weeks) of condensed courses to allow students to complete two "mini" terms (or "mini-mesters") within the same timeframe.

   - Intensive three-week January term and moving back the regular start of the after-the-holiday classes to late January, and intensive three-week summer term prior to the start of regular summer term.

   - Maximize block scheduling - courses that are scheduled two times per week – which are most consistently linked with positive student outcomes.

   - Develop Weekend College consisting of courses offered only on Friday evenings, Saturdays, and/or Sundays, or a combination of weekend + online hybrid courses which are offered in a compressed term, and in which, students can earn most or all of the credits needed for a degree or certificate by attending class on weekends only.

2. Expand late-start (e.g., 14-week and 12-week terms) course offerings, particularly for gateway courses, which begin several weeks into the term as an option for students to find the right fit without starting at a disadvantage or for students who are waiting for financial aid.

3. Expand access to distance education courses, programs, and services through a Consortium Partnership Agreement with the California Community Colleges Chancellor's Office California Virtual College (CVC) Online Education Initiative (OEI).

4. Establish a partnership with Calbright College for Compton Community College District residents with pathways to Compton College and four-year universities.

5. Conduct a data-based assessment of student demographics, including predominant working hours and the local K-6 school schedules, design schedules that address the needs of commuters, part-time students, and parents with young school-age children.

6. Conduct a data-based assessment of student demographics to develop course schedules that match students' needs within particular disciplines (e.g., if parents of young children are enrolled in Child Development and Family Studies Courses, consider scheduling most of that program's requirements between 9 a.m. and 3 p.m. when their children are in school).

GOAL

5

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

Tartar Completion by Design Correlation - Entry, Progress, Completion, Transition

Strategies

1. Increase virtual access to all student support services (e.g., Cranium Café chat box), such as advising, program technician assistance, and financial aid information.

2. Offer New Student Orientations online.

3. Finalize all Academic Program Maps and establish a schedule for an annual review and revision of the maps.

4. Offer early alert and intervention services via CRM Advise.

5. Expand CRM Recruit features and services to include:

   • Streamline digital processes to reduce manual data entry

   • Wireless access for off-campus outreach activities via a secure network

   • Provide access to technology for data management and adhere to Family Educational Rights and Privacy Act regulations

6. Maximize the utilization of Degree Works to further student completion and transition through student-driven videos explaining Degree Works and how to use it, and student utilization of "what if" scenarios to assess degree options and self-assessment features to determine whether they are on track in their program.

7. Identify, explore, and evaluate a platform that will help with room optimization, uncover space bottlenecks, improve college scheduling, and strengthen faculty potential within the College's scheduling needs.

Enhance and fully implement early alert outreach and in-reach intervention strategies to help students persist and succeed.

Tartar Completion by Design Correlation - Entry, Progress, Completion, Transition

Strategies

1. Utilize major preparation advising worksheets to help students from onboarding through completion and to transition.

2. Implement an opt-out (i.e., default) course schedule policy and procedure for students under each intended major; develop opt-out schedules that include mornings, afternoons, evenings, and/or a combination thereof with scheduled blocks of 12-15 units offerings; align opt-out curriculum and create learning community cohort experiences for students with opt-out/default schedules.

3. Create student milestones and checkpoints for students in their Guided Pathway Divisions.

4. Develop protocols for early alert tools that can be embedded throughout an academic term and provide faculty and staff within all Guided Pathway Divisions with professional development opportunities and training on early alert tools (i.e., CRM Advise).

5. Offer online counseling and online tutoring for distance education courses.

6. Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges.

7. Expand the reach and functions of transfer and employment transition services (e.g., University of California and California State University application workshops, collaborations between discipline faculty and the Transfer and Career Center, visiting tours to four-year institutions and prospective employers, internship program, Transfer Center coordinator and support staff).

8. Implement a career services education plan for Compton College students by Guided Pathway Divisions.

9. Develop and implement a career assessment training program for counseling faculty and advisors by Guided Pathway Divisions.

10. Expand mental health services and training for both students and staff.

11. Expand resources and services for students in need of housing, food, clothes, child care, transportation, technology and other essentials.

12. Establish partnerships with community-based organizations, K-12, and Los Angeles county departments to support basic needs of Compton College students.

13. Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.

14. Expand and evaluate Assembly Bill 705, the Seymour-Campbell Student Act of 2012 interventions, to increase the number of students who pass transfer-level English and math in their first year at the college.

INTEGRATION OF THE ENROLLMENT MANAGEMENT PLAN, HUMAN RESOURCES STAFFING PLAN, AND TECHNOLOGY PLAN

Section 1:
Integration of Compton 2024 Human Resources Staffing Plan

Focused attention on recruiting, developing, and retaining passionate, motivated, culturally competent faculty, staff, and administrators is imperative for the creation of a student-centered environment that achieves equitable outcomes for all students. Accordingly, the goals and strategies established in the Compton 2024 Human Resources Staffing Plan serve to support the full and effective implementation of the College's Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Equal Employment Opportunity Plan actions.

Overall, these goals position the College to deploy a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of diverse faculty, staff, and administrators that reflect the demographic diversity of the district. The goals and objectives include the following:

GOAL

1

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

- Objective 1: Develop a "recruitment team," which will disseminate candidate recruitment information and position details via traditional online portals (i.e., cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce, religious organizations, alumni, nonprofit organizations, diversity program directors/administrators, and participatory community bodies.

- Objective 2: Examine recruiting and retention incentives (e.g., assistance with student loans, housing, child care, and flexible schedules).

- Objective 3: Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants.

- Objective 4: Employ culturally relevant and sensitive job announcements based upon the Center for Urban Education (CUE) partnership and reports.

- Objective 5: Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community college.

GOAL

2

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

- Objective 1: Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high-traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn).

- Objective 2: Advertise job openings in publications targeting primarily minority populations.

GOAL

3

Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities.

- Objective 1: Based upon the findings and recommendations of the Center for Urban Education (University of Southern California) revise the structure of job announcements, the interview process, and interview questions.

- Objective 2: Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction; scripted role-play scenarios that allow candidates to demonstrate a distinct facet of their teaching, mentoring, student interactive skill sets, and writing exercises.

- Objective 3: Recommend and conduct more frequent equivalency evaluations to allow a broader and more diverse cross-section of candidates to meet the minimum requirements for consideration of the open position.

- Objective 4: Require a portfolio or a demonstration/sample performance lesson, which demonstrates candidates' cultural competence and ability to effectively address diverse learning styles and student experiences.

- Objective 5: Host job preparation workshops for potential applicants to provide information about applying for jobs at Compton College, the application and selection process, supporting documents (e.g., resumes/curriculum vitae, cover letters, transcripts or certifications), and interviewing tips.

Section 2:
Integration of Compton 2024 Technology Plan

Compton College is deploying technology to not only reach out to students, but also to support them from connection through completion, and track outcomes in order to understand how the College is achieving its mission and ways it can improve. Accordingly, the goals and objectives of the Compton College 2024 Technology Plan, which align with and support the College's Strategic Initiatives, Tartar Completion by Design, and Guided Pathway Divisions, include the following:

GOAL

1

Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer.

- Objective 1: Fill critical technology staff vacancies and work with Human Resources to develop innovative and strategic approaches to successfully recruit and retain highly qualified candidates.

- Objective 2: Conduct a full assessment of the existing campus ITS environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.

- Objective 3: Capture records of student usage of support services (e.g., use of student ID card linked to Banner record) to inform and guide student support planning.

- Objective 4: Implement technology solutions to support the student experience (e.g., Ellucian Banner modules that enhance enrollment services and financial aid processing, software programs that provide online student orientations, and early alert).

GOAL

2

Provide technological tools, which allow for the effective monitoring of degree and career pathways.

- Objective 1: Implement degree audit and Program Mapper modules.

- Objective 2: Implement program maps of all Compton College degrees and certificates, and link to California State University, Dominguez Hills bachelor's degrees.

GOAL

3

Provide students and employers with digital resources that connect students with opportunities and information related to students' academic and career pathways.

- Objective 1: Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.

GOAL

4

Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

- Objective 1: Implement campuswide technology to ensure an improved student experience through Tartar Completion by Design.

- Objective 2: Implement campuswide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.

- Objective 3: Assess students' access to personal computer technology and the internet and implement strategies to increase student access to computers and the internet.

- Objective 4: Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.

- Objective 5: Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.

- Objective 6: Through participation in the California Virtual Campus – Online Education Initiative (CVC-OEI), implement distance education professional development and student supports, including online tutoring and counseling for all Compton College students.

- Objective 7: Ensure the implementation of regular technological training related to student education planning software (e.g., degree audit, career pathways web applications) in coordination with the Professional Development Manager.

- Objective 8: Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.

CHAPTER 5

COMPTON COLLEGE ENROLLMENT TARGETS

Section 1:
Compton College FTES Targets by Enrollment Group

Compton College's enrollment targets focus on the groups of students who are at the center of the College's enrollment management goals and strategies. Ultimately, the College will assess the enrollment outcomes, persistence, and success for these targeted groups, including an assessment by equity groups to determine gaps in access and success.

TABLE 1: Compton College Five-Year FTES Projections and Targets

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	5,869	5,869	6,045	6,227	6,413
Target FTES (Fill Rate)	4,201 (70%)	4,695 (80%)	5,135 (85%)	5,626 (90%)	6,097 (95%)
Summer	590	568	603	641	675
Fall	1,775	2,020	2,215	2,433	2,643
Winter	277	340	378	420	462
Spring	1,556	1,768	1,940	2,131	2,316

SECTION OFFERED	1,381	1,381	1,422	1,465	1,509
Summer	194	168	167	167	167
Fall	584	593	613	634	654
Winter	91	107	105	109	114
Spring	512	550	537	555	573

EARLY COLLEGE HIGH SCHOOL PROGRAM FTES	54	57	61	65	65
Number of Sections	18	18	18	18	18

COSMETOLOGY FTES	183	202	211	220	220
Number of Sections	40	44	44	44	44

DUAL ENROLLMENT (AB-288) FTES	76	86	98	112	112
Number of Sections	25	27	29	31	31

AFTERNOON COLLEGE PROGRAM FTES	97	108	122	137	137
Number of Sections	32	34	36	38	38

CAMS FTES	92	96	102	108	108
Number of Sections	30	30	30	30	30

ADULT EDUCATION - CTE FTES	20	40	50	60	60
Number of Sections	4	8	10	12	12

ADULT EDUCATION - IGETC FTES	--	38	40	43	43
Number of Sections	--	12	12	12	12

Section 2:
FTES Targets for Guided Pathways

In addition to setting enrollment targets by student groups, Compton College has also set FTES targets for Guided Pathways, which are captured in Table 2.

TABLE 2: Compton College Five-Year FTES Projections and Targets for Guided Pathway Divisions

	2019-20	2020-21	2021-22	2022-23	2023-24
Business and Industrial Studies	155	159	164	169	174
Fine Arts, Communication, and Humanities	271	276	284	292	301
Health & Public Services	240	245	252	260	268
Science, Technology, Engineering, and Math (STEM)	316	322	331	341	351
Social Sciences	373	380	391	403	414
Total	1,355	1,381	1,422	1,465	1,509
Vs. Prior Year (%)		1.9%	3.0%	3.0%	3.0%

*Note that the 2019-20 counts only include currently "Active" sections. "Pending", "Cancelled" and "Inactive" sections are not included. Also, counts do not necessarily reflect "stacked" sections or completed active courses that do not have grade sheets submitted.

CHAPTER 6

ACCJC ACCREDITATION STANDARDS AND CORRELATION TO ENROLLMENT MANAGEMENT PLAN GOALS, OBJECTIVES, AND STRATEGIES

Section 1:
ACCJC Accreditation Standard I.A.B.C., Standard II.A., C.,
Standard II I.A., C., D., and Standard IV.A.

The Compton College 2024 Enrollment Management Plan correlates to the following
Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards:

Standard I:

Mission, Academic Quality and Institutional Effectiveness and Integrity - The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

B. Assuring Academic Quality and Institutional Effectiveness

7. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

9. The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

C. Institutional Integrity

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

14. The institution ensures that its commitment to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard II:

Student Learning Programs and Support Services - The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. (Eligibility Requirement 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity and success for all students.

C. Student Support Services

3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (Eligitbility Requirement 15)

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (Eligibility Requirement 16)

Standard III:

Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

A. Human Resources

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (Eligibility Requirement 18)

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Standard IV:

Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi college districts or systems, the roles within the district/system are clearly delineated. The multi college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

3.   Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Section 2:
Correlation of ACCJC Standard to the Compton College 2024 Enrollment Management Plan

The Compton College 2024 Enrollment Management Plan and the established goals and objectives relate to and support these standards by:

- developing an Enrollment Management Plan that stems from the College's mission, and which positions the College to achieve its mission;

- analyzing and applying quantitative and qualitative data to plan and implement an Enrollment Management Plan, which will improve the delivery of educational programs and services;

- basing the Enrollment Management Plan on an evaluation of the College's current practices across all areas of the institution, including instructional programs, student and learning support services, and resource management, including staffing and technology;

- addressing both short-term and long-range needs for educational programs and services as well as the human, physical, technological, and financial resources required to address those needs;

- incorporating goals and strategies which will provide current and prospective students with information regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials, as well as with information about financial aid and other supports available to them;

- creating goals and objectives for the development of flexible course schedules that will allow students to complete certificate and degree programs more quickly and efficiently;

- integrating goals and objectives that foster innovative instructional delivery modes, teaching methodologies and learning support services to effectively address the diverse needs of the students Compton College serves, and thereby, supporting equitable outcomes for all students;

- planning for the expansion of counseling and/or academic advising programs to support student development and success from entry into a program of study and through to program completion;

- including goals and objectives for the professional development of counselors, faculty, and other personnel responsible for the advising function to successfully deliver timely, accurate, and useful information that ensures students' completion of program requirements, graduation, transfer, and transition to employment;

- creating programs, practices, and services that support the College's diverse personnel and student body;

- integrating into the Enrollment Management Plan the technology services, professional support, facilities, hardware, and software required to support the College's operational functions as it implements the goals and objectives of this plan; and,

- positioning the College to align the elements of the Enrollment Management Plan with the Student-Centered Funding Formula, which will thus provide a reasonable expectation of both short- term and long-term financial solvency.

CHAPTER 7

ENROLLMENT MANAGEMENT COMMITTEE

The Enrollment Management Committee, a consulting body for the President / Chief Executive Officer (CEO), is responsible for the development and implementation of the key elements of the District's Enrollment Management Plan, particularly, marketing, recruitment, and retention goals, objectives, and key activities. Additionally, this committee is charged with developing Full-Time Equivalent Student (FTES) targets utilizing past and present student data, identifying trends and project enrollment data for each academic year, and regularly assessing the Enrollment Management Plan.

The Enrollment Management Committee's membership includes representatives from administration, faculty, and classified units: Vice President of Student Services, Vice President of Academic Affairs, two faculty representatives, two classified representatives, a student representative, and a staff assistant.

This committee meets the first Wednesday of every month. Meeting agendas and minutes can be found at the Enrollment Management Committee [website](#).

CHAPTER 8

IMPLEMENTATION AND ASSESSMENT OF ENROLLMENT MANAGEMENT PLAN

The Enrollment Management Committee will create an action plan identifying the key actions required to achieve the goals and objectives of this Compton College 2024 Enrollment Management Plan. The action plan will detail the lead responsible party, a timeline, and a status field. This action plan will be shared with the campus community and the identified leads will be responsible for reporting status updates monthly.

The Enrollment Management Committee also will assess progress toward the Enrollment Management Plan goals annually. This assessment will include three components:

1. Evaluation of the Institutional Set Goals;

2. Evaluation of outcomes related to the Student-Centered Funding Formula; and,

3. Analysis of FTES and fill rates by Guided Pathway Divisions and courses.

This evaluation will be conducted in the fall for the previous academic year to have time to capture completion and transfer data. The first evaluation of this new plan will occur in November 2020. In addition to this outcome assessment, individual departments will continue to assess their Service Area Outcomes and the processes of their activities that are related to the Enrollment Management Plan.