

Spring 2022
Professional Development

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

February 10, 2022



Welcome to the Spring 2022 Semester!



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success story!*

www.compton.edu



Kamilo Ali Curry – My 12 Year Old





COMPTON COLLEGE ENROLLMENT



Spring 2022 Professional Development Day

Community College Enrollment

College enrollment continues to slide as free tuition and loan forgiveness stall

<https://www.cnbc.com/2022/02/08/college-enrollment-declines-as-free-tuition-long-forgiveness-stall.html>

Community colleges continue major enrollment decline

Large numbers of students left school during the pandemic and never came back

<https://www.washingtonpost.com/education/2021/12/28/community-college-enrollment-drops/>

Pandemic Enrollment Drops Leave 1 Million Potential Students Behind

<https://www.diverseeducation.com/students/article/15287306/enrollment-trends-continue-downward-spiral>

California community college enrollment drops below 2 million students, more than previously reported

<https://edsources.org/2021/california-community-college-enrollment-drops-below-2-million-students-more-than-previously-reported/663225>



Community College Enrollment

College enrollment plummeted during the pandemic. This fall, it's even worse

<https://www.npr.org/2021/10/26/1048955023/college-enrollment-down-pandemic-economy>

Fewer High School Graduates Go Straight to College

<https://www.insidehighered.com/news/2022/01/07/fewer-high-school-graduates-enroll-college>

Why students are abandoning community colleges in droves

<https://hechingerreport.org/its-just-too-much-why-students-are-abandoning-community-colleges-in-droves/>

Fall Enrollment Drops Bring Fresh Worries

Enrollment rates at community colleges continue to plummet across the country as administrators seek solutions to stanch the outward flow of students.

<https://www.insidehighered.com/news/2021/10/25/community-college-enrollments-worry-campus-leaders>

Community college enrollment crisis?

Historical trends in community college enrollment

<https://www.aacc.nche.edu/wp-content/uploads/2019/08/Crisis-in-Enrollment-2019.pdf>



Enrollment Management Strategies

- Continue to implement the recommendations in the Compton College 2024 Enrollment Management Plan.
- Develop the 2022-2023 Outreach and Recruitment Activities and Calendar (Connection and Entry). Target audiences include:
 - Oliver W. Conner College Promise Program
 - Former Students
 - Dual Enrollment
 - New Students
 - Reverse Transfer Students
 - Veterans
 - Foster Youth
 - Formerly Incarcerated
 - Parents/Guardians
 - High School Counselors

Enrollment Management Strategies

- Implement Summer Enrichment activities at Compton College beginning in summer 2022.
- \$100,000 allocated for faculty and departments to submit proposals to offer a summer program.
- The 2022-2023 budget will include an additional \$500,000 for marketing and outreach activities for summer 2022 through June 2023.
- Explore opportunities to use Higher Education Emergency Relief Fund and American Rescue Plan to reengage former Compton College students.



COMPTON COLLEGE INSTITUTIONAL SET- GOALS



Spring 2022 Professional Development Day

Equity Definition

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, backgrounds, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality educational experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.

Successful Enrollment

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Successful Enrollment (Number of successful enrollment students)	34%	34%	32%	43%	...	45%
Guided Pathway North Star, Equity	3,175	2,904	2,527	4,776		
Gender						
Male	36%	39%	33%	43%	...	
	1,175	1,153	916	1,690		
Female	34%	33%	32%	44%	...	
	1,988	1,744	1,574	3,030		
Ethnicity						
Asian	38%	28%	16%	38%	...	
	50	41	40	111		
Black or African American	30%	30%	28%	41%	...	
	1,092	951	726	1,093		
Latinx	37%	41%	37%	51%	...	
	1,481	1,400	1,208	2,548		
White	34%	27%	26%	10%	...	
	55	61	54	88		
Filipino	34%	37%	38%	48%	...	
	42	42	41	100		
Pacific Islander or Hawaiian Native	35%	18%	*	45%	...	
	26	16		34		
Two or More Races	33%	32%	31%	43%	...	
	390	374	336	386		
Unknown/Non-Respondent	25%	*	19%	38%	...	
	22		74	375		
Multiple Values Reported	60%	*	43%	***		
	12		35			
All Masked Values	19%	16%	20%	42%	...	
	5	19	13	41		

Dual Enrollment

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Number of Dual Enrollment Students	1,114	1,150	1,391	1,986	1,634	1,518
Gender						
Male				730 37%	600 37%	
Female				1,224 62%	1,014 62%	
Ethnicity						
American Indian /Alaskan Native				*	*	
Asian				140 7%	137 8%	
Black or African American				159 8%	125 7%	
Latinx				1,521 77%	1,271 78%	
Native Hawaiian or Pacific Islander				15 1%	9 1%	
White				29 2%	24 2%	
Two or More				33 2%	29 2%	
Unknown/ Non-respondent				85 4%	37 2%	

The high school population is 50/50 male, female.

The Compton College student population is 63% Latinx and 22% Black or African American (2019-2020 Factbook)



Fall to Spring Persistence

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
All Students' Fall-to-Spring Persistence Rate (Number of students persisting from fall to spring)	58%	54%	56%	58%	...	60%
Guided Pathway North Star	3,747	3,652	3,930	2,349		3,590
Gender						
Male	56%	52%	52%	56%	...	
	1,253	1,131	987	790		
Female	59%	56%	56%	60%	...	
	2,308	2,057	1,831	1,541		
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	43%	40%	49%	51%	...	
	72	68	75	37		
Black or African American	50%	49%	49%	59%	...	
	916	781	634	543		
Latinx	63%	58%	58%	60%	...	
	2,305	2,098	1,878	1,502		
Filipino	51%	57%	62%	54%	...	
	64	71	76	36		
Native Hawaiian or Pacific Islander	55%	39%	36%	*	...	
	21	13	10			
White	38%	36%	42%	53%	...	
	62	59	65	29		
Two or More	59%	51%	46%	70%	...	
	107	90	74	49		
Unknown/ Non-respondent	*	*	*	*	...	

Fall to Fall for First-Time Students

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
First-Time Full-Time Students	5%	60%	62%	74%	...	66%
Returning after 1 Year (student count)- Guided Pathway North Star	231	230	236	206	...	237
Gender						
Male				59% 90	...	
Female				93% 112	...	
Ethnicity						
American Indian /Alaskan Native				0	...	
Asian				*	...	
Black or African American				81% 29	...	
Latinx				77% 161	...	
Filipino				0	...	
Native Hawaiian or Pacific Islander				*	...	
White				*	...	
Two or More				*	...	
Unknown/ Non-respondent				35% 9	...	

Course Success

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Course Success Rate (Number of enrollments; Institution-Set Standard = 62.6%)	68% 26,032	68% 24,477	69% 22,016	70% 16,419	70% 16,546	74% 26,108
Gender						
Male	68% 9,570	68% 8,990	68% 7,807	68% 5,633	69% 4,808	
Female	68% 16,461	69% 15,486	69% 14,209	71% 10,636	70% 11,270	
Ethnicity						
American Indian /Alaskan Native	67% 37	50% 10	*	67% 30	70% 30	
Asian	84% 1,326	85% 1,416	86% 1,495	88% 363	89% 878	
Black or African American	58% 6,578	61% 5,817	63% 5,072	64% 3,665	62% 3,377	
Latinx	70% 16,443	70% 15,629	69% 13,883	72% 10,413	72% 10,726	
Native Hawaiian or Pacific Islander	56% 130	56% 102	58% 82	55% 67	52% 80	
White	80% 686	81% 748	79% 735	75% 277	71% 267	
Two or More	65% 769	64% 713	65% 625	75% 413	65% 419	
Unknown/ Non-respondent	74% 63	65% 42	61% 121	60% 844	64% 481	

Math and English in First Year

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Completion of Transfer-Level English in First Year (Number of first-time students that complete transfer-level English)	34% 261	37% 275	46% 277	44% 268	...	48% ^{VS} 324
Ethnicity						
Asian	60% 6	69% 18			...	
Black or African American	26% 48	32% 47	34% 41	36% 41	...	
Latinx	36% 194	38% 198	49% 215	47% 201	...	

Note: Gender breakdown was not available from the data source. Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, White, or Unknown/Non-respondent were not available from the data source.

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Completion of Transfer-Level Math in First Year (Number of first-time students that complete transfer-level math)	10% 81	11% 69	13% 75	26% 101	...	18% ^{VS} 98
Ethnicity						
Asian	28% 5	54% 7			...	
Black or African American	9% 19	8% 132	11% 125	28% 60	...	
Latinx	10% 47	10% 449	14% 413	26% 273	...	
White	8% *	27% 3				

Awards

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Associate Degrees Awarded Institution-Set Standard = 264 Total Degrees	315	437	454	332	456	466 ^{VS}
Gender						
Male				87 26%	98 21%	
Female				244 73%	349 77%	
Ethnicity						
American Indian /Alaskan Native				0 0%	5 1%	
Asian				15 5%	19 4%	
Black or African American				60 18%	92 20%	
Latinx				238 72%	302 66%	
Native Hawaiian or Pacific Islander				*	*	
White				8 2%	7 2%	
Two or More				5 2%	13 3%	
Unknown/ Non-respondent				5 2%	16 4%	

Average Units Per Degree

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Average Units Acquired per Associate Degree	92	91	...	91	...	79 ^{VS}
Gender						
Male				87	...	
Female				91	...	
Ethnicity						
American Indian /Alaskan Native					...	
Asian					...	
Black or African American				94	...	
Latinx				91	...	
Native Hawaiian or Pacific Islander					...	
White					...	
Two or More					...	
Unknown/ Non-respondent/ Masked				83	...	

ADTs Awarded

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Associate Degrees for Transfer ADT Awarded Institution-Set Standard = 264 Total Degrees	172	198	227	143	184	211 ^{VS}
Gender						
Male				40 31%	48 26%	
Female				90 69%	137 74%	
Ethnicity						
American Indian /Alaskan Native				0	0	
Asian				0	*	<1%
Black or African American				25 19%	37 20%	
Latinx				93 72%	137 74%	
Native Hawaiian or Pacific Islander				0	0	
White				0	*	1%
Two or More				0	*	2%
Masked				12 9%	0	



ADTs Average Units

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Average Units Acquired per ADT	86	87	...	91	...	79 ^{VS}
Gender						
Male				89	...	
Female				92	...	
Ethnicity						
American Indian /Alaskan Native					...	
Asian					...	
Black or African American				87	...	
Latinx				91	...	
Native Hawaiian or Pacific Islander					...	
White					...	
Two or More					...	
Unknown/ Non-respondent/ Masked				95	...	

Certificates Awarded

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Certificates Awarded Institution-Set Standard = 20 Certificates	178	104	218	29	15	133
Gender						
Male				16 55%	4 27%	
Female				13 45%	11 73%	
Ethnicity						
American Indian /Alaskan Native				0		
Asian				0		
Black or African American				5 17%	1 7%	
Latinx				23 79%	13 86%	
Native Hawaiian or Pacific Islander				0		
White				*		
Two or More				0		
Unknown/ Non-respondent				0	1 7%	

Caution: Comparing groups with small counts is difficult.

9+ CTE Units

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Students Completing 9+ CTE Units	534	554	556	442	...	590 ^{VS}
Gender						
Male	330	345	345	294	...	
Female	204	209	211	147	...	
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	17	21	16	16	...	
Black or African American	145	170	166	102	...	
Latinx	314	319	306	251	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	22	15	22	17	...	
Two or More	15	13	19	11		
Unknown/ Non-respondent	*	*	*	*		

Employed in Field of Study

	2014-15	2015-16	2016-17	2017-18	2018-19	Goal
*CTE Students Employed in Their Field of Study	55% 47	63% 45	62% 42	66% 41	...	69.0% ^{VS}
Gender						
Male	44% 17	56% 18	56% 15	67% 16	...	
Female	65% 30	69% 27	66% 27	66% 25	...	
Ethnicity						
Asian		75% *			...	
Black or African American	44% 16	61% 17	63.6% 14	50% 8	...	
Latinx	69% 27	61% 20	57.1% 24	66.7% 26	...	
White				100% *	...	
Two or More		100% *			...	
Unknown/ Non-respondent	40% *		100% *	100% *	...	



COVID-19 UPDATE AND THE NEW NORMAL



COVID-19 Update

- As of January 28, 2022, up to 40% of the spring 2022 courses will be scheduled in-person on the Compton College campus. The remaining courses will be offered online for the spring 2022 semester.
- **Vaccination Requirement** – All employees working on campus and all student-athletes were required to submit proof of full vaccination status by October 1, 2021 or receive an approved exemption/accommodation.
 - Students enrolled in in-person, on-campus classes were required to submit proof of full vaccination status, or receive and approved exemption by January 1, 2022 for the winter term; and February 7 for the spring 2022 semester.

COVID-19 Update

Ongoing Distribution of \$350 Vaccination Incentive for Students:

- \$512,050 distributed to 1,463 students

The Compton College Financial Aid Office has disbursed the following funds on behalf of the CARES Act Grant Program:

- \$485,800 in CARES Act funds to 1,389 students for Spring 2020
- \$180,960 in CARES Act funds to 580 students for Summer 2020
- \$522,200 in CARES Act funds to 1,272 students for Fall 2020
- \$48,000 in CARES Act funds to 160 students for Winter 2021
- \$300,881 in CARES Act funds to 576 students for Spring 2021
- \$496,729 in HEERF II funds to 1,979 students for Spring 2021
- \$147,602 in HEERF II funds to 811 students for Summer 2021
- \$795,800 in HEERF II funds to 608 students for Fall 2021

COVID-19 Update

- The \$850 COVID-19 Pandemic Relief Bonus for employees, per [Compton CCD Resolution No. 01-24-2022F](#), is being mailed **today, February 7, 2022**, to qualified employees employed during the fall 2021 semester.
- In addition, a \$350 Vaccination Incentive was also included for employees who became fully vaccinated by **October 1, 2021**, or within 45 days following denial of a request for exemption from the vaccination requirement, whichever is later, but in no event later than **January 1, 2022**.

New Normal

We can define the “new normal” for our organization.

- Opportunity to reimagine education for the student population we currently serve.
- Consider that traditional ways higher education institutions will operate may transform.
- Don't have to modify everything we were doing before the COVID-19 pandemic.
- Possibilities are endless, but we need to focus on improving the student experience.



PRESIDENT/CEO PRIORITIES

2021-2022 President/CEO Priorities

1. COVID-19 - ensure faculty, staff, and students are in a safe and healthy environment.
2. Focus on recruitment and retention efforts at Compton College.
3. Focus on the implementation of Diversity, Equity, and Inclusion (DEI) activities at Compton College.
4. Monitor the implementation of the activities associated with the [Compton College Response to the Call to Action](#).
5. Monitor the implementation of the recommendations/activities outlined in the [Compton College 2024](#) documents.
6. Continue to support the Foundation for Compton CCD.

2021-2022 President/CEO Priorities

7. Continue with Succession Planning - focus on improving how we document our various processes.
8. Continue to be more accessible to Compton College faculty, Classified staff, administrators/supervisors, students, and the community.
9. Continue to follow up on all recommendations and requests and include information in the President/CEO Messages 'Closing the Loop' section.
10. Support Professional Development opportunities for faculty, staff, and students.

2021-2022 President/CEO Priorities

11. Monitor the implementation of the California Competes Connecting Workforce and Adult Education Efforts to Advance Student Success Project Recommendations for Compton College.
12. Continue to monitor the implementation of the [Collaborative Governance Document](#).
13. Monitor the state and Compton CCD Budgets.
14. Monitor the completion of Compton College facilities projects.
15. Submit a request to the Department of Finance to protect Compton College Full-Time Equivalent Students (FTES) through 2028-2029.

Thank You!

I appreciate everyone's
hard work and dedication
to the success of our students.

