El Camino College
Compton Center

ENROLLMENT MANAGEMENT PLAN
2015 - 2018

January 1, 2016

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El Camino College Compton Center
Enrollment Management Plan
2015-2018

PURPOSE

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the Compton Center and its educational programs not only during periods when state and local funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are discouraging growth. The plan attempts to ensure the following:

- the achievement of enrollment targets in order to obtain the maximum resources available to the college
- maintenance of the greatest possible student access consistent with educational quality
- a well-balanced and varied schedule, responsive to the needs of our students and community
- a comprehensive educational program that is responsive to the needs of our students and community

BASIC PRINCIPLES

The enrollment management strategies of Compton Center should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

In order to fulfill the mission and make progress toward this vision, Compton Center will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are Center-wide plans to make progress on each initiative.

A - STUDENT LEARNING
B - STUDENT SUCCESS & SUPPORT
C - COLLABORATION
D - COMMUNITY RESPONSIVENESS
E - INSTITUTIONAL EFFECTIVENESS
F - MODERNIZATION

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility. Both faculty and classified staff play a critical role in every interaction they have with students or the public.

2015-2018 Enrollment Management Objectives

1. Increase the number of Compton Center students who earn a degree or certificate to **319 Degrees and 111 Certificates** as of the 2017-2018 academic year (an increase of 13% from the 2012-2013 baseline). (Strategic Initiative – B)
2. Increase the number of Compton Center students that apply for a degree or certificates to **550 Degree Petitions and 182 Certificate Petitions** as of the 2017-2018 academic year. (Strategic Initiative – B, E)
3. Increase the number of students that transfer to four-year colleges/universities to **544** as of the 2017-2018 academic year (a 5% increase from the 2012-2013 baseline). (Strategic Initiative – B).
4. Increase student retention to **89.5%** by the 2017-2018 academic year (a 12% or 6 percentage-point increase from the 2012-2013 baseline). (Strategic Initiative – B, E)
5. Increase the success rates of Compton Center students to **68.3%** by the 2017-2018 academic year (a 5% increase from the 2012-2013 baseline). (Strategic Initiative – B)
6. Increase the persistence rate of students who enroll at the Compton Center in the sequential semester/term to **86.4% for 2nd semester and 80% for 3rd semester** as of Fall 2017 (an increase of 20% for both rates, or a respective 4 percentage-point and 12 percentage-point increase from the Fall 2013 baselines). (Strategic Initiative – B)
7. Decrease the number of Compton Center students on Satisfactory Academic Progress (SAP) by 5% as of the 2017-2018 academic year. (Strategic Initiative – B)
8. Increase the number of students from Compton Center feeder high schools who enroll at the Compton Center to **1,864** by spring 2018. (Strategic Initiative – D, E)
9. Increase to **100%** the number of first-time student who complete their Educational Plan, Orientation, and Assessment in order to ensure state guidelines are met.

1. **Degrees and Certificates Awarded:**

Year	# of Degrees Awarded	# of Certificates Awarded
2009-2010	157	78
2010-2011	207	55
2011-2012	228	104
2012-2013	282	98
2013-2014	261	98
2014-2015	*296*	*102*
2015-2016	*303*	*105*
2016-2017	*310*	*108*
2017-2018	*319*	*111*

Note: Projections are in alignment with the Student Achievement Outcomes Aspirational Goals. Targets for 2017-2018 represent a 13% increase from the 2012-2013 baseline.
Source: 2014 CEC Fact Book

2. **Degrees and Certificates Petitions Received:**

Year	# of Degrees Petitions Received	# of Certificates Petitions Received
2009-2010	234	107
2010-2011	264	121
2011-2012	447	181
2012-2013	530	165
2013-2014	610	180
2014-2015	*533*	*133*
2015-2016	*522*	*172*
2016-2017	*534*	*177*
2017-2018	*550*	*182*

Note: Projections are based on the average ratio of awarded degrees (58%) and certificates (61%) to their respective petition counts.

3. **Transfers**

Year	# of transfers
2009-2010	244
2010-2011	404
2011-2012	463
2012-2013	518
2013-2014	497
2014-2015	*528*
2015-2016	*533*
2016-2017	*538*
2017-2018	*544*

Note: Projections are in alignment with the Student Achievement Outcomes Aspirational Goals. Targets for 2017-2018 represent a 5% increase from the 2012-2013 baseline.

4. **Retention**

Year	Rates
2009-2010	75.2%
2010-2011	77.1%
2011-2012	77.1%
2012-2013	79.8%
2013-2014	83.5%
2014-2015	*85%*
2015-2016	*86.5%*
2016-2017	*88%*
2017-2018	*89.5%*

Note: Projections are in alignment with goals set by the Enrollment Management Committee. Targets for 2017-2018 represent a 12% (6 percentage-point) increase from the 2012-2013 baseline.
Source: 2014 CEC Fact Book

5. **Successful Course Completion**

Year	Rates
2009-2010	60.8%
2010-2011	62.0%
2011-2012	61.4%
2012-2013	65.0%
2013-2014	67.5%
2014-2015	*66.2%*
2015-2016	*66.8%*
2016-2017	*67.4%*
2017-2018	*68.3%*

Note: Projections are in alignment with the Student Achievement Outcomes Aspirational Goals. Targets for 2017-2018 represent a 5% increase from the 2012-2013 baseline.
Source: 2014 CEC Fact Book

6. **Persistence of First-time, Full-time Students**

Term	2nd Semester Rates	3rd Semester Rates
Fall 2009	67.0%	45.7%
Fall 2010	65.4%	46.1%
Fall 2011	70.7%	44.1%
Fall 2012	72.1%	66.8%
Fall 2013	82.4%	--
Fall 2014	*83.4%*	*70.1%*
Fall 2015	*84.4%*	*73.4%*
Fall 2016	*85.4%*	*76.7%*
Fall 2017	*86.4%*	*80%*

Note: Projections are in alignment with goals set by the Enrollment Management Committee. Targets for Fall 2017 represent a 4% and 12% increase from the respective 2012-2013 baseline rates.

7. **Academic Standing per year:**

Year	Satisfactory	Progress Probation	Academic Probation
2010-2011	5,168 (87%)	335 (6%)	409 (7%)
2011-2012	4,491 (86%)	308 (6%)	393 (8%)
2012-2013	4,491 (86%)	307 (6%)	381 (7%)
2013-2014	4,583 (84%)	359 (7%)	458 (8%)
2014-2015	*4,499 (85%)*	*336 (6%)*	*443 (8%)*
2015-2016			
2016-2017			
2017-2018			

Note: Goals pending for this Academic Standing indicator. Students with unknown or non-applicable academic standing are not reported in the above table.
Source: Management Information Systems (MIS)

8. **First-Time Students' Academic Standing per year:**

Year	Satisfactory	Progress Probation	Academic Probation
Fall 2010	927 (85%)	110 (10%)	58 (5%)
Fall 2011	731 (85%)	84 (10%)	48 (6%)
Fall 2012	738 (83%)	110 (12%)	41 (5%)
Fall 2013	758 (82%)	120 (13%)	46 (5%)
Fall 2014	*1,107 (77%)*	*198 (14%)*	*112 (8%)*
2015-2016			
2016-2017			
2017-2018			

Note: Goals pending for this Academic Standing indicator. Students with unknown or non-applicable academic standing are not reported in the above table.
Source: Management Information Systems (MIS)

9. **Financial Aid Students' Academic Standing per year:**

Year	Satisfactory	Progress Probation	Academic Probation
2010-2011	2,237 (53%)	189 (5%)	273 (7%)
2011-2012	2,276 (49%)	241 (5%)	274 (6%)
2012-2013	2,690 (51%)	268 (5%)	331 (6%)
2013-2014	2,707 (56%)	222 (5%)	344 (7%)
2014-2015	*2,545 (55%)*	*170 (4%)*	*273 (6%)*
2015-2016			
2016-2017			
2017-2018			

Note: Projections are in alignment with goals set by the Enrollment Management Committee. Students with unknown or non-applicable academic standing are not reported in the above table.
Source: Management Information Systems (MIS)

10. Feeder High School* Enrollment at the El Camino College Compton Center

Year	Total Enrollment
2009-2010	1,377
2010-2011	1,603
2011-2012	1,527
2012-2013	1,510
2013-2014	1,452
2014-2015	1,577
2015-2016	1,666
2016-2017	1,766
2017-2018	**1,864**

Note: Projections are based on a calculation of expected high school graduate enrollment at Compton Center according to existing trends, previously used in the High School Enrollment Trends Reports.
Source: 2014 CEC Fact Book, 2012-13 High School Enrollment Trends Report
***Feeder High Schools include:** Centennial HS, Compton HS, Dominguez HS, Lynwood HS, and Paramount HS.

11. First-time students who completed Orientation, Assessment, and Education Plan.

Year	Completed Orientation	Completed Assessment	Completed Education Plan	Completed Core Services by Fall
Fall 2014	611 (27%)	488 (22%)	385 (17%)	119 (5%)
Fall 2015				
Fall 2016				
Fall 2017	(100%)	(100%)	(100%)	(100%)

Note: Goals for Core Service Completion mandated as "100% of first-time students" for the given term.
Source: Management Information Systems (MIS), CCCCO Data Mart

2015-2018 Enrollment Management Indicators will be adjusted to reflect 2014-15 once data becomes available.

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5 Year FTES Projection

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Budget[1]	6,060.00	5,860.00	6,060.00	6,060.00	6,120.60
Reported	5,216.60	6,060.00	6,060.00	6,179.06	6,562.47
Earned[2]					
Summer[3]	315.90	760.73	213.22	443.46	775.98
Fall	2,569.18	2,450.37	2,474.87	2,499.62	2,524.62
Winter[4]	-	-	248.20	250.68	253.19
Spring	2,331.52	2,293.78 [5]	2,316.72	2,339.89	2,363.29
Borrowed	-	555.12	332.52	-	-
Sections Offered[6]	1,468.00	1,468.00	1,483.00	1,498.00	1,513.00
Early College Program[7]	-	44.23	88.46	132.69	132.69
Number of Sections	-	12.00	24.00	36.00	36.00
Cosmetology	-	-	200.00	200.00	200.00
Number of Sections	-	-	40.00	40.00	40.00
Fire Academy[8]	-	-	-	45.71	45.71
Number of Sections	-	-	-	2.00	2.00
Afternoon College Program	-	-	98.00	124.00	124.00
Number of Sections	-	-	33.00	42.00	42.00
Adult Education[10]	-	-	22.00	44.00	44.00
Number of Sections	-	-	6.00	12.00	12.00
Evening/Weekend Program for Adult and Re-Entry Students[11]	-	-	66.00	99.00	99.00
Number of Students	-	-	100.00	150.00	150.00
Total FTES	**5,216.60**	**6,060.00**	**6,060.00**	**6,179.06**	**6,562.47**

Please Note: *Italicized* figures indicate projected amounts. The Compton Center was funded for 6,060 FTES for the 2014-2015 year; however, the Compton Center experienced a decline in enrollment of 844 FTES. With the decline in enrollment, the Compton Center entered into stabilization funding and reported 5,216 FTES, since we would not have been able to generate

enough FTES from summer 2015 to reach our funded FTES of 6,060. In stabilization funding, the Compton Center would be funded for FTES generated up to the 6,060 FTES for a three-year period.

For the 2015-2016 fiscal years, the Compton Center is projecting to be funded for 5,860 (FTES), which is approximately 200 FTES below our funded FTES for 2014-2015 year. For 2015-2016 year, the fiscal impact from the reduction in FTES was mitigated from additional one-time funding from the State of California.

Currently, the Compton Center strategies to increase enrollment include: increasing our course offerings, implementing an Early/Middle College High School, developing a Cosmetology Program in fall 2016 at the Compton Center, offering the El Camino College Fire Academy Program in Compton in 2017-2018, improving enrollment in the Afternoon College Program, providing courses at the CEC Partnering Adult Schools in Compton, Lynwood, and Paramount, and creating Evening/Weekend Programs for Adult and Re-Entry Students to earn an Associates of Arts Degree in general studies with an emphasis in Social and Behavioral Sciences or Biological and Physical Sciences.

[1] The 2015-16 Advance Apportionment report projected a 1.00% growth in FTES from the previous fiscal year. The 1.00% growth rate was applied to the 2018-19 FY budgeted FTES.

[2] The 1.00% growth rate was applied to the 2016-17 FY and subsequent fiscal years for each term. The terms do not include FTES for the "College Program", "Cosmetology", "Fire Academy", "Afternoon College Program", "Adult Education", or "Evening/Weekend Program for Adult and Re-Entry Students".

[3] The summer terms FTES are less the "Borrowed" FTES from the preceding fiscal year. In 2013-14, 504 FTES were borrowed from the summer of the 2014-15 FY.

[4] The FTES calculations are based off reproducing the same results in winter 2009 which consisted of approximately 85 sections (70% fill rate). We are assuming the winter intersession will have no impact on the proceeding spring and summer terms. In addition, the 1.00% growth rate was applied to the 2017-18 FY and 2018-19 FY.

[5] The spring 2016 FTES projection is based on a two year trend of spring to fall FTES percentages. In the past two years without a winter intersession, spring generated an average 93.61% of fall's reported FTES.

[6] The 1.00% growth rate was applied to the section count in the 2016-17 FY and subsequent fiscal years. The section count does not include the "College Program", "Cosmetology", "Fire Academy", "Afternoon College Program", "Adult Education", or "Evening/Weekend Program for Adult and Re-Entry Students".

[7] The Early College Program FTES are based on a typical three unit course with a student capacity (35 students) which generates 3.7 FTES per section. In the following fiscal years after 2015-16, the sections and FTES are incrementally increased by 12 and 44.23 to account for growth. In 2015-16 FY, the FTES and section count for the program are included in "Earned" and "Sections Offered". We intend to maintain the same number of sections and fill rates in the 2018-19 FY from the prior year.

[8] Fire Academy FTES is based on a full-time and part-time program offered during the fall and spring terms similar to the program offered at El Camino College.

[9] The Afternoon College Program section count is based on the current sections offered in summer 2016 and fall 2016. In addition, we are assuming the spring 2017 section count will remain the same as spring 2016. The Afternoon College Program FTES are calculated using a typical three unit course with a student capacity (35 students) which generates 3.7 FTES per section. We are projecting to fill at 80% in the 2016-17 FY with a 10% increase in sections for the following fiscal year. We intend to maintain the same number of sections and fill rates in the 2018-19 FY from the prior year.

[10] The Adult Education FTES are based on a typical three-unit course with a student capacity (35 students) which generates 3.7 FTES per section. In 2016-17 FY, we will offer 6 sections and increase the class offerings by 6 in the subsequent fiscal year. We intend to maintain the same number sections and fill rates in the 2018-19 FY from the prior year.

[11] We are expecting each student will take 9-11 units (3 courses) for each primary term. A student taking three courses generates .33 FTES per primary term. We intend to keep the same number of students in the 2018-19 FY from the prior year.

COURSE SCHEDULING *(Vice President, Compton Center)*

The Center will regularly and systematically assess the educational needs of students, business and the community in order to design programs, schedules and services responsive to their needs. (Strategic Initiatives - B, C, D, E)

Action Items:
1. Determine the number of sections needed to achieve annual FTES goals. During subsequent years of the plan, the number of sections offered will increase to generate at least 3% growth per year. Lead: Vice President. Timeline: Annually

2. The Vice President will analyze the schedule to identify enrollment trends and opportunities for evening and weekend classes. Based on enrollment data and trends, evening and weekend classes will be developed targeting the working adult student. Lead: Vice President and Deans. Timeline: Ongoing

3. The Vice President, Deans, and faculty will explore the expansion of evening, weekend course offerings in the evening and weekends that will facilitate students' completing an Associate Arts degree or transfer in four to six semesters. Lead: Vice President and Deans. Timeline: Fall 2016

4. In the CTE programs, the college will evaluate how to increase evening and weekend course offerings that will better allow a student to complete a certificate or degree in four to six semesters. Lead: Vice President and Dean of Division 2. Timeline: Spring 2017

5. The Vice President, in coordination with Deans and Directors, will determine if there are opportunities for enrollment growth from our service areas, including the possibility of offering new programs. Lead: Vice President, Deans, and Directors. Timeline: Spring 2017

6. The Compton Center will develop an Educational Programs Task Force to review Low Enrolled Courses/Programs and provide the Provost/CEO with recommendations on future course offerings. Lead: Vice President of the Compton Center, President of the Faculty Council. Timeline: February 2016 through December 2016.

CURRICULUM AND EDUCATIONAL PROGRAMS *(Vice President of the Compton Center)*

The college will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market. (Strategic Initiatives A, B, C, D)

Action Items:

1. The Vice President and Deans, in coordination with the faculty, will ensure all courses complete a review every six years. Lead: Vice President and Deans. Timeline: Every six years.

2. The Vice President and Deans, in coordination with the faculty, will ensure all courses, programs and degrees learning outcomes are assessed as scheduled and the results will be used to improve student learning. Student and program learning outcomes are assessed on an established timeline based on a 4-year cycle. Each semester faculty are informed which outcomes are scheduled to be assessed. In addition to the assessment, faculty provide updates on how the assessment data is used to improve the teaching learning process. Lead: Vice President and Deans. Timeline: Every four years

3. The Vice President and Deans, in coordination with the faculty, will ensure all programs are reviewed every four years and all Career and Technical Education (CTE) programs every two years. Lead: Vice President and Deans. Timeline: Academic programs – every two years, and CTE programs – every six years.

4. The Vice President and Deans will explore implementing noncredit supervised tutoring labs in Basic Skills reading, writing and math courses to increase noncredit apportionment. During spring 2016, the Dean of Humanities and Math will meet with the Dean of Humanities at ECC to determine the feasibility of implementing supervised tutoring by fall 2017. This will include the implementation of a student tracking system to collect the necessary student attendance data. Lead: Vice President and Deans. Timeline: fall 2017

5. The Vice President and Deans, in coordination with faculty, will fully implement the following programs:
   A. By fall 2015, the Compton Early College High School with Compton Unified School District.
   B. By fall 2016, a Cosmetology Program at the Compton Center.
   C. By fall 2016, increase the course offerings in the Afternoon College Program (formerly called Off-Site classes) at the CEC Partnership High Schools in Compton, Lynwood, and Paramount.
   D. By fall 2016, offer Compton Center Courses at the CEC Partnering Adult Schools in Compton, Lynwood, and Paramount.
   E. By fall 2016, develop an Evening/Weekend Program for Adult and Re-Entry students to earn a Associates of Arts Degree in the following areas:
      - General Studies with an emphasis in Social and Behavioral Sciences.
      - General Studies with an emphasis in Biological and Physical Sciences.
   F. By fall 2017, the Fire Technology Program in collaboration with El Camino College and the City of Compton.

STUDENT SUCCESS *(Dean of Student Services and Dean of Student Success)*

The Center will conduct ongoing and systematic research of student achievement to ensure it meets or exceeds institutionally set standards. (Strategic Initiatives A, B, C, D, E)

Student Retention Action Items:

1. The Compton Center's Student Success Plan will align the key components of the Student Success & Support Program (SSSP) and the Student Equity Plan (SEP) to improve student retention and persistence and to enable students to succeed in vocational, degree granting and transfer programs. Lead: Dean of Student Success, Director of Enrollment Services and Instructional Specialist. Timeline: July-June

2. The Dean of Student Success will develop basic skills class scheduling so that students can complete basic skills sequence in a timely manner. Lead: Dean of Student Success and Division 3 Chair. Timeline: August-June

3. The Vice President and Dean of Student Services will evaluate the potential viability of expanding learning communities such as the First Year Experience (FYE) Program to increase student success and retention. Lead: Vice President, FYE Coordinator, Dean of Student Services. Timeline: spring of each year

4. The Vice President and Deans, in coordination with the faculty, will review success and retention rates by program and division on an annual basis to determine the course of action necessary to achieve a Center-wide retention rate of 89% by 2017-2018. Lead: Vice President Timeline: Continually

5. Academic programs will develop action plans on an annual basis to improve such measures as success, retention, CTE progression, degree and certificate completion and transfer rates where applicable. Lead: Vice President and Academic Deans Timeline: Annually

6. In an effort to bolster student retention, by the 2017-2018 academic year, the college will increase the number of new students who go through New Student Orientation and receive an educational plan to 100% as compared to the number of new students who received educational plans in prior academic years. Lead: Dean of Student Services. Timeline: August-July

7. The Compton Center will host an annual University Transfer Fair as well as the Northern California University Tour to increase the number of students that transfer to universities and complete their educational goal. Lead: Director of Enrollment Services and Dean of Student Services. Timeline: August-June.

8. The Male First Year Experience (FYE) Cohort empowers males on campus with practical knowledge of how to utilize the student services and programs available at Compton Center. Increase student success and retention among males on campus by supporting the male cohorts in our First Year Experience Program and by offering structured and unstructured tutoring workshops, and by developing relationships among students, faculty, and staff. Additionally, we will work to design a program that develops more men on campus into leaders. We would train two student leaders to tap into male peer networks on campus. Lead: Vice President, Dean of Student Success, Instructional Specialist, Dean of Student Services, FYE Coordinator, Director of Enrollment Services. Timeline: July-June

9. Establish and maintain a partnership with the Minority Male Community College Collaborative (M2C3) to improve on retention and success of minority male students (Funded by Student Equity) Lead: Vice President, Dean of Student Success and Instructional Specialist. Timeline: July-June

10. Develop and implement campus-wide career workshops for Compton Center students. Lead: Dean of Student Services. Timeline: July-June

11. Increase the number of sections of HDEV 10 and 115 targeted for at-risk students to provide them the necessary skills to be successful in college. Leads: Dean of Student Success, Dean of Student Services and Division 3 Chair. Timeline: July-June

12. Increase the number of first year students from the student services programs (i.e. Associated Student Body, Athletics, CalWORKs, EOPS/CARE, Special Resource Center) who enrolled in HDEV courses by spring compared to the prior spring. Leads: Dean of Student Success, Dean of Student Services and Division 3 Chair. Timeline: spring semester

13. Annually host a New Student Welcome Day to provide information to new and prospective students which will promote and support student success. Lead: Dean of Student Services, SSSP Coordinator, Director of Enrollment Services, and Director of Community Relations. Timeline: Annually each fall semester.

14. Offer MyECC workshops to decrease registration issue and increase student retention. Workshops will assist students with utilizing and navigating their student portal; increase retention through easier access to course registration; increase student learning about campus communications, deadlines, and other important information. Lead: SSSP Coordinator, Director of Enrollment Services, and Director of Community Relations. Timeline: Weekly from July - April

15. The Compton Center Special Resource Center Director and SRC counselors, will conduct advisement training to raise counselor awareness of SRC services including facilitation of SRC referrals related to educational planning, disability verification for appropriate accommodation and disability management, and reduction of course load for

disabled students. Leads: Director of CalWORKs, TANF, GAIN and Special Resource Center and Special Resource Center Counselor. Timeline: Workshops offered twice yearly.

16. The Compton Center Dean of Student Success will work with the Dean of Student Services, Director of the Special Resource Center, and SSC Instructional Specialist to research the feasibility of offering Human Development 8 and 10 sections specifically for students with disabilities and begin the approval process for educational development classes for this special population. Leads: Dean of Student Success, Dean of Student Services, Division 3 Chair, Director of CalWORKs, TANF, GAIN and Special Resource Center and Instructional Specialist. Timeline: July-June

17. Increase student success and retention by creating tutorial support and learning community opportunities for students. Lead Dean of Student Services, Director of EOP&S, Director of Enrollment Services, Director of Student Life and Athletics. Timeline: July-June

18. Re-establish Senior Day beginning spring 2016 semester. Publicize throughout feeder high school districts. Lead: Director of Enrollment Services and Director of Community Relations. Timeline: Each Spring Semester.

Enrollment Growth Action Items:

1. The Center will hold a retreat with key stakeholders to align services of Student Success & Support Program (SSSP) and Student Equity Program (SEP). Lead: Dean of Student Success and Director of Enrollment Services. Timeline: Every Summer

2. In coordination with the Office of Institutional Research the college will develop regular and systematic enrollment reports describing enrollment trends of various key demographic cohorts. Lead: Research Analyst, Director, Research & Planning Timeline: July-June

3. The Vice President of the Compton Center will work with the Academic Deans and the Director of Enrollment Services to extend our academic program into the feeder high schools and community organizations. This group will work with Public Relations and Marketing Department to publicize the Center's programs. Leads: Vice President, Dean of Student Success, two Deans of Student Learning, Dean of Student Services, Instructional Division Coordinator, Director of Enrollment Services. Timeline: July-June

4. The Vice President of the Compton Center will work with the Academic Deans and the Office of Institutional Research to evaluate the overall success rate of students enrolling in classes (offsite) offered at feeder high schools. Leads: Vice President of Academic Affairs, Dean of Student Success, Deans of Student Learning (Division 1 & 2), and Research Analyst. Time line: Annually

5. Promote ESL Credit Courses to increase ESL course registration. Establish policies and procedures for ESL course registration to decrease registration issues and enhance departmental collaborations. Lead: SSSP Coordinator, Director of Enrollment Services, Dean of Student Success, Director of Community Relations. Timeline: July - June

6. The Vice President, Dean of Student Services and Director of Enrollment Services will create a series of Frequently Asked Questions specific to adult learners and provide them via all online resources and for in-person meetings/presentations. Lead: Vice President, Dean of Student Services and Director of Enrollment Services Timeline: Annually

7. The Director of Enrollment Services will use the prospective student database to market programs directly to interested students based on self-selected program/major of interest. Lead: Director of Enrollment Services and Director of Community Relations Timeline: Annually

Instructional Support Action Items:

1. Implement an early alert system to identify those students who are struggling and direct them to the appropriate services. Leads: Dean of Student Success and Dean of Student Services. Timeline: Spring Semester 2016

2. The Student Success Center (SSC) Instructional Specialist will work with the Compton Center faculty and administration to provide academic support services including but not limited to expanding tutoring in reading/writing and mathematics, Supplemental Instruction, and offer learning and study skills workshops and tutor training. In addition, the SSC will provide general orientations and training related to the services and instructional support available to Compton Center students. Lead: Dean of Student Success and Instructional Specialist. Timeline: July - June

3. The SSC will expand tutoring services which include but not limited to workshops in subject matter (ESL, Spanish, math and writing), study skills, and college preparedness. Math workshops will cover a variety of concepts, as well as practicum to strengthen math skills and enhance numeracy. In addition the SSC will provide academic support services to Compton Center's ESL student population with a variety of learning strategies and activities through the use of PLATO and Rosetta Stone to increase progression from non-credit to credit course work. Lead: Dean of Student Success and Instructional Specialist. Timeline: July - June

4. The SSC Instructional Specialist will hold Supplemental Instruction informational "Brown-bag" sessions for Compton Center faculty and administration, collaborate with faculty and identify courses that would benefit from SI, meet with faculty division chairs, attend division meetings, coordinate and evaluate programs. Promote programs at college events, fairs, and FLEX activities to increase the number of courses using SI

instruction by 3% each year. Lead: Dean of Student Success and Instructional Specialist. Timeline: July - June

5. Provide pre-assessment workshops to decrease placement in remedial classes. Provide test preparation and study materials. Offer tutoring and test-taking workshops. Lead: Dean of Student Success, SSSP Coordinator, and Instructional Specialist. Timeline: July - April

6. The Vice President of the Compton Center will work with the Academic Deans, the Office of Distance Education, the Director of Admissions and Records, and the Director of Enrollment Services to offer two trainings (fall and spring) for offsite instructors. Leads: Vice President, Dean of Student Success, Deans of Student Learning (Division 1 & 2), Instructional Division Coordinator, Dean of Student Services. Timeline: Prior to each semester.

7. The Dean of Student Success will work with the Compton Center Special Resource Center Director and SSC Coordinator to provide faculty, tutors and support service staff with orientation and training related to services and instructional aids for disabled students and planning activities leading to the future provision of support classes for this special population. Lead: Dean of Student Success and Instructional Specialist. Timeline: Ongoing.

8. The Dean of Student Success will work with the Director of the Special Resource Center, and SSC Instructional Specialist, to provide faculty, tutors and support service staff training to develop Directed Learning Activities tied to proficiency in software available through the SRC server and High Tech Center. Leads: Dean of Student Success, Director of CalWORKs, TANF, GAIN and Special Resource Center and Instructional Specialist. Timeline: Timeline: Ongoing.

Counseling Action Items:

1. Develop Compton Center Career and Guidance Counseling Plan for 2015 through 2018 Lead: Dean of Student Services Timeline: Spring 2016.

   a. The Compton Center will provide additional career counseling training and offer career assessments for students to decrease undeclared majors and increase completed educational plans with more targeted student goals. Lead: Dean of Student Services and Director of Enrollment Services. Timeline: August - June.

2. The Dean of Student Services, together with Counseling Department staff, will determine deployment of counselors to high-need service areas. Lead: Dean of Student Services. Timeline: Complete by 2nd week of each semester.

3. The Dean of Student Services will work with the counselors and human development instructors to increase the enrollment in Human Development and/or Academic Strategies courses and identify the best courses for students who test into basic skills.

Lead: Dean of Student Services and Human Development Instructor. Timeline: August -
June.

4. Work with the Assessment Center to link English Language Learners with counselors
   who can advise them on ESL courses and the matriculation process. Lead: Dean of
   Student Services and ESL Counselor. Timeline: August - June.

5. The Dean of Student Services will assign two adjunct counselors to the Transfer Center
   to provide additional hours of career and transfer counseling to the Compton Center.
   Lead: Dean of Student Services. Timeline: Each Fall semester.

6. Create and maintain a campaign to educate students about the importance of completing
   an educational plan. Lead: Dean of Student Services, SSSP Coordinator, and Director of
   Community Relations. Timeline: Continuous July – April.

7. Annually update in-person new student orientation to increase student awareness to
   academic support and student service resources. Lead: SSSP Coordinator, Dean of
   Student Services, and Director of Enrollment Services. Timeline: July – April.

TECHNOLOGY AND INFORMATION SYSTEMS *(Vice President, Director of Information Technology Services)*

Action Items:
1. The Vice President will coordinate with other areas to improve the efficiency of the
   student registration system, including the maintenance of WiFi and computers.
   Encouraging stakeholders' participation in the Registration and Communications
   Task Force. Lead: Vice President Timeline: This will be ongoing although
   issues impacting student registration need to be addressed by fall 2016.

2. The Vice President, in coordination with the Office of Institutional Research and ITS,
   will identify the number of continuing and reverse transfer students enrolled at
   Compton Center for all primary and summer terms to help increase the student transfer
   rates. Lead: Vice President, Director of Enrollment Services, and FYE Coordinator.
   Timeline: Annually

STUDENT SERVICES *(Dean of Student Services)*

The college will ensure that its matriculation, admissions, registration, and counseling
services are designed to make college enrollment and registration easy, supportive, and
helpful to students. Particular attention will be focused on students' first contact with the
college intake systems. (Strategic Initiatives B, C, D, E)

Action Items:

1. The Dean of Student Services will attempt to increase the number of new students participating in orientation to 100% by 2017-2018. Lead: Dean of Student Services Timeline: August - July

2. The Dean of Student Services, in coordination with the Counseling Department, will identify students that did not use their priority registration and attempt to design methods addressing how such behavior may be changed. Lead: Dean of Student Services Timeline: Spring 2016

3. Reach out to students who applied to the Compton Center but did not register and use the information to improve services. Lead: Dean of Student Services, Director of Enrollment Services, Compton Center Research Analysts. Timeline: On Going

4. Expand the Adult Re-Entry program services to include access to an Educational Advisor for adult re-entry type services – offered online. Dean of Student Services. Timeline: August-July

5. Provide a survey to assess first term student satisfaction of the registration process and use of the online portal. Lead: Director of Admissions and Records, Director, Research & Planning, Director of Community Relations, Dean of Student Services. Timeline: October and March.

6. The Dean of Student Services and Counseling Department will create a series of Group Counseling Sessions: In an effort to better serve our students, the Counseling Department will implement group counseling which provides first-time freshmen with information via group counseling sessions. The group counseling sessions will be mandatory for first-time freshmen. The plan is to conduct Abbreviated Educational Plans for two semesters for first-time college students. Lead: Dean of Student Services. Timeline: January - December

7. The Dean of Student Services and Counseling department will create a series of Probation Student Focus Workshops. Workshops for student on Level One academic/progress probation. Workshop for students on Level Two academic/progress probation. More intrusive approach-workshop for students on pre-academic/progress probation 2.4 - 2.0 GPA. Reach out to students on academic or progress probation to reduce the number of students' disqualified. Provide Probation Awareness Workshops to increase student success by providing students with the support services necessary to assist students on academic or progress probation. Lead: Dean of Student Services. Timeline: January-December

8. Increase student awareness about the importance of Satisfactory Academic Progress (SAP) and increase the number of approved SAP appeals. Students will attend

workshops to learn how to submit a financial aid appeal and gain understanding about the elements of SAP appeals. Lead: Director of Financial Aid. Timeline: 1st 5-weeks of each semester.

RECRUITMENT (*Dean of Student Services and Director of Enrollment Services*)

The Compton Center will continue to conduct recruitment efforts and community outreach with the goal of strengthening relationships within the Compton Community College District in an attempt to increase awareness of the Center's academic programs, develop meaningful partnerships, and yield more students from within and outside of the District.   (Strategic Initiatives B, C, D, E)

Action Items:

1. Expand the partnerships with feeder high schools that provide opportunities for prospective students to visit the Compton Center to learn about our educational programs. Lead: Director of Enrollment Services and Dean of Student Services. Timeline: August - June.

2. Schedule meetings at feeder school districts to promote the academic programs offered at the Compton Center. Lead: Director of Enrollment Services and Dean of Student Services. Timeline: August - June.

3. Hire an hourly outreach representative to conduct targeted recruitment of prospective students to the Compton Center. Lead: Director of Enrollment Services and Dean of Student Services. Timeline: September - June.

4. Continue to develop appropriate outreach materials for target audiences in Spanish. Lead: Director of Enrollment Services, Dean of Student Services, and Director of Community Relations. Timeline: July - June.

5. Increase student contacts from the Compton Center partnership schools during spring. Lead: Director of Enrollment Services and Dean of Student Services. Timeline: September – June.

6. Increase the number of high school students from our feeder high schools, who participate in onsite admissions compared to the previous academic year. Lead: Director of Enrollment Services and Dean of Student Services. Timeline: September - June.

7. Recruit faculty to participate in college night at local feeder schools. Lead: Director of Enrollment Services and Academic Deans. Timeline: January - May

8. The Director of Enrollment Services will recruit 15-20 students to serve as Student Ambassadors to participate in outreach activities at local feeder schools and serve as

resources for all students. Lead: Director of Enrollment Services. Timeline: Continuous

9. Initiate it is "Not too late" campaign using post cards to all residents of the Compton District. Lead: Director of Enrollment Services and Director of Community Relations Timeline: January – September

10. Coordinate Principals Breakfast. Lead: Dean of Student Services and Director of Enrollment Services. Timeline: Thursday of the last week of October.

11. Coordinate meeting with Athletic Directors from service area high schools.   Lead: Dean of Student Services and Director of Student Life and Athletics. Timeline: spring

12. Contact students who registered for classes in a prior term but not in the current term. Lead: Director of Admissions and Records, Director of Enrollment Services, and Director of Community Relations. Timeline: Every semester.

13. Outreach to students that submitted an admissions application but did not register for classes. Lead: Director of Community Relations, Director of Admissions and Records, and Director of Enrollment Services. Timeline: Every semester

MARKETING *(Director of Community Relations)*

The Public Relations and Marketing (PRM) Department will continue to advise and provide all marketing, advertising, and promotional materials whether in digital form or print to inform, recruit and bring brand awareness of the Compton Center to various target audiences. PRM will continue to utilize research via professional surveys and focus groups, as well as analytics assessment to enhance the Marketing and Communications Plan for the Compton Center.

Action Items:

1. The PRM Department will coordinate and hire vendors for community and student programs offered at the Center. Lead: Director of Community Relations. Timeline: Annually

2. The Vice President will create a comprehensive listing of certificate and degree programs that can be incorporated into promotional and informational materials to market career pathways/ladders to adult learners. Lead: Vice President Timeline: Annually

Direct Marketing

Action Items:

Community Newsletter –137,000 mailed to all residents of Compton Community College District (CCD) twice per year to increase awareness of the quality programs and services offered at the Compton Center. Also to be distributed to high schools, libraries, and at various community events. Lead: Director of Community Relations. Timeline: fall- October/November; spring April/May.

1. Direct Mail Postcard to In-District High School Seniors – mailed to homes of high school seniors in the Compton CCD each spring semester. Postcards promote Steps to Enroll and core services deadline to receive priority registration. Use a unique URL to track how many students go to Steps to Enroll page after postcard is mailed. Lead: Director of Community Relations. Timeline: Spring Semester

2. E-Marketing – email an e-newsletter to the prospective student database (includes e-brochure database) promoting attributes of the Compton Center and Steps to Enroll info. E-newsletter will be sent twice per month November through June each academic year. Will use unique URLs to track how many go to promoted web pages from each newsletter. Lead: Director of Community Relations and Director of Enrollment Services. Timeline: November - June

3. Electronic Brochure (E-Brochure) - The e-brochure (aka Instant Info) is available through Clarus Corporation. The e-brochure is a cost-effective solution that will allow potential students visiting the Compton Center website to develop a customized e-brochure about Compton Center. The electronic brochure is created instantly after the prospective student fills out the request form, and the prospective student can download it, save it, and print it immediately. Will use email database from those who use the e-brochure system for follow up e-marketing – combining this database with the prospective student database. Lead: Director of Community Relations. Timeline: Annually

4. Direct Mail Registrations Postcard – 137,000 mailed to all Compton CCD homes twice per year (fall and spring) promoting steps to enroll and start of each semester. This postcard is in lieu of mailing the class schedule – it directs recipients to the online class schedule. Lead: Director of Community Relations. Timeline: fall and spring

Publications

Action Items:
1. Class Schedule – Print fall, spring and summer schedules for Outreach to take to high schools, community centers, etc. Also distribute to various offices, including counseling, on campus. Bookstore sells schedules on campus. Lead: Director of Community Relations. Timeline: fall and spring

2. College Catalog – Print 3,000 copies of 2015-2016 El Camino College Catalog, with a Compton Center section with information about Compton Center's office

hours and locations. Lead: Director of Community Relations. Timeline: fall and spring

3. Posters/Flyers – Place posters throughout campus promoting the second eight week courses being offered for each semester. Print for distribution 2 weeks prior to start of second 8-week session. Include info on posters directing students to the searchable schedule for most up-to-date class listing. Printed at Compton Center. Lead: Director of Community Relations. Timeline: October and March

4. Brochures – Assess which departments and programs would benefit from printed brochures. Lead: Director of Community Relations. Timeline: Annually

5. Banners – Place banners around the perimeter of campus and in cities throughout the District (Compton, Paramount and Lynwood) to promote registration for fall and spring. Lead: Director of Community Relations and Director of Enrollment Services. Time: fall and spring

Advertising

Action Items:
1. Radio Advertising – buy on-air radio and online banner ads to reach target markets of men and women ages 17-24 and 25-54. Ads run during fall and spring registration periods. Lead: Director of Community Relations. Timeline: fall and spring

2. Bus Advertising – ads on back of busses and back "wrap ads" for routes that run throughout the district and within 5 miles outside district boundaries, promoting fall and spring registration. Bus route runs from Long Beach/LA Harbor to 10 FWY and from 110 FWY to Cerritos. Lead: Director of Community Relations. Timeline: Annually

3. Social Media Advertising - Paid ads on Facebook/Twitter targeting 17-24 year olds, and 25 - 54 year olds within the Compton CCD boundaries and surrounding communities. Lead: Director of Community Relations Timeline: Ongoing

4. Movie Theater Advertising - Targets primarily 16-25 year olds in area theaters. Lead: Director of Community Relations. Timeline: Continuously

Publicity

Action Items:
1. Digital Media Campaign – Continue expanding and enhancing Digital Media Campaign for the Compton Center. Digital media includes, web, mobile app, social media channels, banners, electronic newsletters and marketing campaigns. Lead: Director of Community Relations. Timeline: Continuously

2. Web Site – Complete redesign of web site. Web is primarily an information and awareness tool; ensure each department/program has staff trained to keep web site current, accurate and focused. New mobile web site is up and continues to be tested for access via the top 3 mobile phone providers. Lead: Director of Community Relations Timeline: Continuously

3. Social Media Channels – Continue daily engagement on Compton Center Facebook, You Tube, and Twitter channels. Social media channels provide info and interactions with students and prospective students throughout the year. Marketing Department is unveiling an informational campaign for fall semester to inform students and potential students about the availability of services and information via the web, MyECC, mobile apps, mobile web and all social media outlets. Lead: Director of Community Relations Timeline: Continuously

4. Print and Electronic Media
   - Editorials
   - Feature Articles
   - News Releases – write and distribute 15-20 news releases each month highlighting student success, faculty spotlights and successful programs and services.
   - PSA's
   - Interviews
   Lead: Director of Community Relations Timeline: Continuously

INSTITUTIONAL RESEARCH *(Director, Research and Planning)*

Action Items:

1. The college will systematically track and report information related to application, enrollment, program completion rates, retention and success rates, and progress through basic skills. Lead: Research Analyst Timeline: Annually

APPENDIX #1

ENROLLMENT FUNDING
2015-2016

2015 – 2016 Enrollment Management Funding

The following Enrollment Management Proposals were approved to receive funding for the 2015-2016 year to support the plan objectives:

1. Public Relations & Marketing- Electronic Brochure: $25,000
2. Outreach and School Relations (Banners and Signs)- $12,600
3. Transfer Center Career Assessments and Database- $20,000
4. Transfer Center Northern California University Tour/Career Fair - $19,300
5. Natural Science- Summer Science Academy- $23,100

APPENDIX #2

PROGRAM PLAN TEMPLATE

[Name of Event]

Program Date and Time

_____
_____
_____

Contacts/Key People

_____
_____
_____

Program Goal

_____
_____
_____

Program Process/Description

_____
_____
_____

Program Schedule/Logistics

_____
_____
_____

Budget Breakdown

_____
_____
_____

APPENDIX #3

ENROLLMENT MANAGEMENT PLAN

EVALUATION FORM

EL CAMINO COLLEGE
COMPTON CENTER

1111 E. Artesia Boulevard, Compton, California 90221
Telephone (310) 900-1600 | www.compton.edu

Enrollment Management Evaluation

Today's Date: _____

Lead person(s): _____   Department/Division: _____

Enrollment Management Category and Action Item: _____

_____

_____

_____

_____

Type of activity:

( ) Workshop   ( ) Program/Event   ( ) Student Follow-up
( ) Presentation   ( ) Outreach   ( ) Marketing/Advertising
( ) Academic Support   ( ) Counseling/Advising   ( ) Other _____

Date(s) of Activity: _____

Cost of Activity or Program: _____

Funding source(s) for project: _____

_____

Was funding received from Enrollment Management? ___Yes ___No

If yes, provide a brief description of funding proposal:

_____

_____

_____

_____

_____

Turn Over ➡

How many were served? _____   Describe the population served? _____

_____

_____

_____

Did the activity or project produce the desired outcome? ___Yes   ___No

What was the desired outcome?

_____

_____

What worked well?

_____

_____

_____

_____

What aspects need to be strengthened or improved?

_____

_____

_____

_____

_____

Should the project be continued in future?   ___Yes   ___No   If yes, why?

_____

_____

_____

_____

_____

Will you be requesting Enrollment Management funds next year?   ___Yes   ___ No

**Submit to the Compton Center Enrollment Management Committee Co-chairs
within (1) month after project is completed.**