# Compton College

## Student Equity and Achievement Program

## Student Equity Plan

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Integrated Academic Solutions, LLC

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# Executive Summary

This Compton College Student Equity Plan (2022-2025) provides a guide to address equity in intentional ways aligned with the college's existing efforts and plans, such as the Compton College 2024 Comprehensive Master Plan, as well as the California Community College Chancellor's Office Vision for Success. The Plan highlights the five state-defined equity metrics:

> **Successful enrollment**: *The proportion of students who enroll out of those who apply to the college.*
> **Complete Transfer-level Math and English:** *The proportion of students who completed transfer-level math and English in their first academic year of credit enrollment within the district.*
> **Persistence from First to Second Primary Term**: *The proportion of students who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution.*
> **Transfer**: *The number of students who enrolled in a four-year institution in the selected year of students who earned 12 or more units at any time.*
> **Completion**: *The number of students who attained the Vision for Success definition of completion (degree or certificate) in the selected year.*

This Plan builds from former equity work at the college and was developed with a race-conscious and collaborative approach involving input from various college stakeholders. Further, this Plan provides a new lens focused on identifying structural equity barriers at the college. Finally, this Plan establishes a local equity statement and identifies current disproportionately impacted groups that will be the focus of equity efforts for the next three years.

## Compton College's Equity Statement

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, background, 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.

## 2022-2025 Equity Plan Target Student Populations and Outcomes

This section describes the disproportionately impacted student populations and corresponding target outcomes that will eliminate gaps over the three-year period (2022-2025) by equity metric.

*Successful Enrollment by Males of Color*

- Increase the number of Males of Color enrolling at the College by 3,120
- Increase a sense of belonging among Males of Color with targeted academic and personal support to promote student persistence and completion
- Increase student awareness and participation in the *Guided Pathways Divisions* (GPD) to gain a deeper understanding of the College's programs of study, careers, and pathway teams

*Completion of Transfer-level math and English by Black or African American Students*

- Increase the number of Black or African American students by a minimum of 13 percentage points who enroll in and complete transfer-level English courses
- Increase the number of Black or African American students by a minimum of 13 percentage points who enroll in and complete transfer-level Math
- Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule align with student need and demand for English and Math courses in the first primary academic year
- Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

*Completion of Transfer-level math and English by Latino/a/x Students*

- Increase the number of Latino/a/x students by a minimum of 8 percentage points who enroll in and complete transfer-level English courses
- Increase the number of Latino/a/x students by a minimum of 8 percentage points who enroll in and complete transfer-level Math courses
- Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule align with student need and demand for English and Math courses in the first primary academic year
- Ensure students have academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

*Persistence from First Primary to Second Primary Term among Males of Color*

- Increase the number of Males of Color persisting to a second primary term by a minimum of 15 percentage points
- Ensure Males of Color students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

*Transfer by Black or African American Students*

- Increase the number of Black or African American students transferring by a minimum of 3 percentage points
- Increase the number of Black or African American students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term
- Increase the number of Black or African American students in Associate Degrees for Transfer (60 Units) programs of study and explore why students are earning 30+units beyond the ADT of 60 units; decrease the number of units accumulated

*Transfer by Males of Color*

- Increase the number of Males of Color students transferring by a minimum of 3 percentage points
- Increase the number of Males of Color in Guided Pathways Divisions with academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

- Increase the number of Males of Color in Associate Degrees for Transfer (60 Units) programs of study and explore why students are earning 30+units beyond the ADT of 60 units; decrease the number of units accumulated

*Completion by Black or African American Students*

- Increase the completion rate by a minimum of 7 percentage points for Black or African American students
- Ensure Black or African American students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

*Completion by Latino/a/x Students*

- Increase the completion rate by a minimum of 6 percentage points for Latino/a/x students
- Ensure Latino/a/x students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

# Overview of Plan Purpose

This three-year *Student Equity and Achievement Program: Student Equity Plan* (2022-2025) is aligned with and supports the strategic initiatives and goals of the College's Comprehensive Master Plan, *Compton College 2024*. Moreover, this plan meets the planning and reporting requirements described in Education Code sections 78220-78222 *Student Equity Plans and Student Equity and Achievement Program: Student Equity Plans (SEAP).*

The SEAP serves as the College's blueprint for directing the institution's equity work and allocating the resources needed to close opportunity and achievement gaps for disproportionately impacted (DI) student groups.  The SEAP is structured around student success metrics and equity goals across five student success metrics and the correlating activities designed to close gaps between student groups.

Five Student Success Metrics

1. Access: Successful Enrollment

2. Persistence: Fall to Spring (term-to-term)

3. Completion of Transfer Level English and Math in the First Academic Term

4. Transfer

5. Completion (degree and certificates)

Central to this SEAP are baseline and goal metrics in each of the five student success metrics (achievement measures) for both the overall student population and disproportionately impacted (DI) student groups, as well as the identification of activities designed to achieve those goals.

# Mission, Vision, Values and Equity Statements

The SEAP reflects Compton College's commitment to its mission, vision, values, and equity statements by focusing its energies and resources on ensuring success for the most vulnerable student populations.  The College is invested in identifying specific activities and action steps in its delivery of student support services designed to improve student outcomes for all students while also recognizing the unique needs of DI student groups.

## Mission Statement

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.

## Vision Statement

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

## Values

- 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 to 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.

## Compton College's Equity Statement

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, background, 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.

## Implications for Student Equity Planning

As enshrined in its Mission Statement, Compton College is committed to supporting success for the diverse student population it serves and to implementing solutions to challenges that impede students' completion of their academic and career goals.  Thus, Compton College continually strives - through board policies, procedures, the Equal Employment Opportunity Plan, the Human Resources Staffing Plan, and this Student Equity Plan - to create a more diverse, equitable, and inclusive learning environment.

# Compton College's 2022-2025 Student Equity and Achievement Program: Student Equity Plan

## Background, the Equity Imperative, and Compton College Equity Survey Results

### *Background*

To maintain and intensify its focus on student equity and achievement, in the fall of 2021, Compton College developed its equity statement and began reflection for the next plan cycle with an analysis of how the college had met the 2019-2024 Equity Plan goals and key initiatives from the last three years.

In comparing trends between academic years 2016-2017 and 2019-2020, Compton College's progress at achieving institutional set goals for all students across the five measurements has been uneven. Improvements are notable in some categories, such as successful enrollment (i.e., increase from 34% in 2016-2017 to 43% in 2019-2020) and completion of transfer-level math within the first year (i.e., 10% in 2016-2017 to 26% in 2019-2020).  However, institutional performance in other achievement measurements declined over this four-year period.  For example, while the percentage rate for persistence for all students, fall to spring, remained static (58%), the number of students who persisted fell from 3,747 in 2016-2017 to 2,349 in 2019-2020.

While missing data precludes a full analysis of Compton College's efforts to close equity gaps, an examination of achievement measurements outcomes for the College's 2019-2022 Student Equity Plan reveals areas where the College has met or exceeded its equity goals, as well as indicators where the College will need to focus its future equity efforts. Highlights from the **Table 1. *Equity Plan Outcomes Table*** illustrates that Compton College's target goals were met or exceeded in several critical areas:

- Successful Enrollment for Pacific Islander/Hawaiian Natives and Unknown/Non-respondent student populations;
- Fall-to-Spring Persistence for Foster Youth; and,
- Transfer Rates for Black/African American, Disabled, Foster Youth, and LGBT students.

However, the College did not meet its goals in other achievement measurements for disproportionately impacted student groups, specifically:

- Successful Enrollment for Black/African American and White students, and
- Fall-to-Spring Persistence for Black/African American and First-Generation students.

**Table 1. Equity Plan Outcomes Table**

| Achievement Measure | Identified Groups (2019-2022 SEP) | 2019-2020 SEP Target Goals | 2019-2020 Outcomes |
|---|---|---|---|
| Successful Enrollment | American Indian or Alaskan Native | 39% | Not Available/Not Reported |
| | Black or African American | 44% | 41% (n. 1,093) |
| | Pacific Islander or Hawaiian Native | 43% | 45% (n. 34) |
| | Unknown or Non-Respondent | 38% | 38% (n. 375) |
| | White | 42% | 10% (n. 88) |
| | Disabled | 47% | Not Available/Not Reported |
| | Foster Youth | 45% | Not Available/Not Reported |
| | Lesbian, Gay, Bisexual, Transgender (LGBT) | 47% | Not Available/Not Reported |
| | Veteran | 46% | Not Available/Not Reported |
| Fall-to-Spring Persistence | Black or African American | 60% | 59% (n. 543) |
| | First Generation | 62% | 57% (n. 1,159) |
| | Foster Youth | 58% | 65% (n. 64) |
| Completion of Transfer-Level Math and English | No DI groups identified in SEP 2019-2022 | NA | Not Available/Not Reported |
| Attainment of a Degree or Certificate | Male, Ages 35 to 39 | 5% | *Note: CCCCO Launchboard only allows one level of disaggregation. *Male:* Assoc. Degree 21% (n. 98) ADT 26% (n. 48) Certificate 27% (n. 4) |

| | Male, Disabled | 4% | *Note: CCCCO Launchboard only allows one level of disaggregation. |
| --- | --- | --- | --- |
| Transfer to a Four-Year Institution | Black or African American | 11% | 22% (2018-2019 most recent and available data) |
| | Disabled | 7% | 26% (2018-2019 most recent and available data) |
| | Foster Youth | 9% | 16% (2018-2019 most recent and available data) |
| | Hispanic, Male | 7% | *Note: CCCCO Launchboard only allows one level of disaggregation. *Latino/a/x: 28%* (2018-2019 most recent and available data) *Male: 27%* (2018-2019 most recent and available data) |
| | LGBT | 8% | 24% (2018-2019 most recent and available data) |

These outcomes suggest the need for a more intensive institutional focus on the regular monitoring and reporting of disaggregated data as well as the concentrated implementation of planned activities and the assessment of the effectiveness of those endeavors.

**Key Initiatives**

- **Veteran Support** – Support of the Veterans Resources Center counselor, financial aid, and other staff to connect with veteran students.
- **Intentional Outreach** – Increase Student Services Advisors, Ambassadors and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups.  Activities include community events with high-interest guest speakers. Additional publicity to targeted areas in the community, such as community centers, library groups, and health centers; high visible electronic signage on campus to inform students of upcoming events. Develop Men of Color initiative to promote a welcoming and supportive campus environment.
- **Professional Development** – Specific training of staff, faculty, counselors, and advisors regarding working with diverse student populations.
- **Science, Technology, Engineering, and Math (STEM) Support** – STEM Center offers workshops, tutoring, internship assistance, study space, field trips, and a computer lab for students in STEM pathways.
- **Tartar Support Network** – Staff to manage food pantry and shower/locker services, connect with on-campus and off-campus resources and needed services.
- **Academic Support** – Expand in-class "pop up" and other tutoring formats based on research of turning points for disproportionately impacted groups during the semester.

- **Transfer/Career Center Support** – Expand staffing to assist with outreach to identified groups during key points of the transfer application cycle.
- **Special Resource Center** – Support for note-takers and in-class tutoring for Educational Development courses to assist students with disabilities.

## The Equity Imperative

The California Community College Chancellor's Office (CCCCO) "Vision for Success" establishes three overarching goals to address student success inequities:

    1. Transfer Equity: increase by 35 percent the number of California community college students transferring annually to a UC or CSU campus;

    2. Attainment Equity: increase by at least 20 percent the number of students annually who earn associate degrees, credentials, and certificates; and,

    3. Mitigate Outcomes Equity Gaps: reduce outcome gaps by 40 percent within 5 years and fully close those gaps within 10 years.

In an effort to understand more thoroughly student equity planning at California community colleges, the CCCCO worked in partnership with the University of Southern California's Center for Urban Education (CUE) to review the community college equity plans completed in June 2019 and to provide recommendations for future equity planning. Consequently, in its review of Compton College's Student Equity Plan (2019-2022), CUE offered many suggestions, which are incorporated into this revitalized SEP, including an operational definition of equity, more robust plans of action, transfer- specific equity activities, and alignment with the achievement measurements of the Vision for Success.

To develop an equity framework and inform equity goals and activities in Fall 2021, Compton College conducted a Student Equity Survey of faculty, classified professional staff, and administrators to assess understandings of equity across the institution.  Major areas of inquiry included:

- Your Role with Student Equity
- Perceptions Regarding Student Equity
- Factors Hindering Student Equity Efforts
- Priorities for Student Equity Initiatives

## College Survey Results

Key takeaways from this survey point to broad institutional understandings of the root causes of inequity as well as the urgent importance of equity, and initiative priorities.


- Inequities understood as systemic
- Equity seen as an urgent issue
- Roles in advancing equity appreciated
- Disproportionate outcomes viewed as indicators of institutional performance
- Marginalization/"siloing" and lack of resources are the most significant barriers to achieving equitable outcomes, but the ineffective use/disregarding data, complacency/apathy, and deficit perspectives are also barriers
- Student Equity initiative priorities (e.g., basic needs, digital equity, relevant/timely support, professional learning) provide the basis for SEP activities

*In addition to the Student Equity Survey, Compton College also conducted a Professional Development Survey in Spring 2021, the results of which also help inform the activities of this revitalized Student Equity Plan.  Notably, this survey revealed c*ommon interests *with implications for equity planning* across all three employee groups. Survey respondents indicated strong interest in additional professional learning opportunities related to:

- resources to help students with career exploration;
- course maps and pathway maps;
- retaining under-represented students;
- cultural awareness and competency;
- best practices helping angry and/or distressed students;
- understanding and supporting students with disabilities; and,
- effective communication and approaches to engaging in challenging conversations.

In sum, the results of both assessments illustrate a breadth of understanding of the barriers to student equity and the important role that all employees play in effectively addressing equity gaps and creating a learning environment that supports the success of all students with a focus on disproportionately impacted students.

## Principles to Operational and Further Enhance Equity Strategies

To operationalize equity, Compton College's student equity planning is grounded in five guiding principles.

1. Student-experience centered: institutional consideration of a breadth and depth of learning experiences, instructional approaches, and support strategies to address the diverse needs of students.

2. Classroom-focused: enhancing regular classroom strategies to enable learning for all students and facilitating access to the services and supports students need to succeed.

3. Race-specific: incorporating metrics and activities into student equity plans, which include the focus on one, or more, racial/ethnic group(s).

4. Equity-minded inquiry: using equity-based assessment practices and strategies, which are grounded in quantitative and qualitative data, to examine and improve the institution's effectiveness at promoting student learning and improving equity in student outcomes.

5. Campus-wide professional development: focusing on providing professional, practitioner-focused learning opportunities for all Compton College employees so that the institution can fully address and strategically eliminate inequities.

## Equity Plan Reflection and Key Initiatives for the 2019-2022 Program Years

During the past two years, Compton College has dedicated itself to developing and updating College Plans to align with its goals and the *Vision for Success*.  The development of College Plans has been initiated and completed pre- and post – COVID-19.

The *2019-2020 Compton College (CC) Student Equity Plan (SEP)* focused on nine activities: Veteran's Support, Intentional Outreach, Professional Development, STEM Support, Tartar Support Network, Academic Support, Transfer/Career Center Support, and Special Resource Center.  As noted in the *Race Consciousness in Equity Plan Development* section of this plan, many of the activities and strategies noted in the *Compton College 2019-2020 SEP* are race-neutral following traditional planning protocols and state reporting practices.  The state's *2019-*

*2020 SEP* planning process did not require colleges to identify race-specific metrics aligned with race-specific activity descriptions.

However, the *2022-2025 SEAP* directs colleges to be more intentional and to identify race-specific target populations and target outcomes.  Compton College has identified Black or African American, **and/or** Latino/a/x **or** Males of Color as disproportionately impacted in the five SEAP metrics.

A stark difference in the state's mandated reporting for the *2019-2020 SEP* and the *2022-2025 SEAP*, is the directive to focus on race-specific disproportionately impacted students and to use the CUE recommendations to "…create equity-minded race-specific activities" and strategies to eliminate equity gaps.  Research shows that activities and strategies that work for one student group may not resonate with other student groups and therefore, it is critical to offer race-specific activities and strategies for disproportionately impacted student groups.

To support colleges with student equity planning, the California Community Colleges Chancellor's Office enlisted the assistance of the Center for Urban Education (CUE) to conduct a review of each college's *2019-2020 SEP*. With respect to Compton College, CUE offered nine recommendations:

1) Develop detailed plans of action that illustrate concrete and measurable steps to implement equity activities.
2) Create equity activities that explicitly align the race-specific metrics to race-specific activity descriptions.
3) Work to incorporate more classroom-focused equity efforts and engage instructional faculty.
4) Include equity-minded inquiry as a strategy to better understand inequities.
5) Include transfer-specific equity activities.
6) Align equity planning with AB 705, Guided Pathways and Vision for Success.
7) Focus on specific racially minoritized student populations rather than all students.
8) Adopt equity-minded language, including operationalizing a definition of equity for the college.
9) Include evaluation plans using disaggregated racial data.

The *Race Consciousness in Equity Planning Development* section of this plan is also a reflective piece and provides additional details concerning how Compton College has engaged in training opportunities, activities, and planning to support the employee and student experiences.

The goals, objectives, and key actions found in Compton College's family of integrated plans [Compton College 2024 (Comprehensive Master Plan), Compton College 2024 Technology Plan, Compton College 2024 Human Resources Staffing Plan, and Compton College 2024 Enrollment Management Plan] demonstrate that the college is aligning activities and strategies with the CUE and CCEAL recommendations in support of increasing student success for disproportionately impacted students.

## California Community College Chancellor's Office SEAP

As noted in the Prelude to the CCCCO's *Student Equity And Achievement Program and 2022-25 Student Equity Plan Template*:

> *Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color.  The 2022-25 Student Equity Plan paves the way for colleges across the system to*

> *commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.*

Consequently, the 2022-25 Student Equity and Achievement Program and Plan differ substantially from those of years past.  Most notably, the CCCCO has strongly encouraged colleges to focus more intentionally on "future efforts in sections involving student populations experiencing disproportionate impact" and on making "an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts." Thus, this planning effort provided an opportunity for a deeper level of institutional self-reflection of its prior plan's goals, metrics, and activities to consider what it set out to achieve, what it accomplished, what worked well to improve student equity, what it can do differently in the 2022-25 plan, and how it can better align its equity plan with guided pathways and Tartar Completion by Design.

## Student Equity and Achievement Program: Student Equity Plan Components

The Student Equity and Achievement Program: Student Equity Plan is comprised of:

- An overview of the College's race-conscious approach to its equity planning efforts;
- Acknowledgment of the impact of the pandemic;
- A summary of its comprehensive and integrated plans, which collectively align with and support the College's mission, vision, values, Vision for Success goals, guided pathways, and equity goals;
- An accounting of the College's focus on racial equity in faculty and administrator hiring, professional development, and institutional culture; and,
- SEAP Sections, including,
    - Identification of Student Populations Experiencing Disproportionate Impact,
    - Structural Evaluation and Friction Points, and,
    - Summary of 2022-2025 Target Student Populations, Target Outcomes and Action Steps.

### Race Consciousness in Equity Plan Development

Compton College has raised its level of race consciousness by engaging in training opportunities and implementing strategies that assist in supporting the employee and student experiences and by focusing more intently on race-specific student disproportionate impact metrics.  Many of the activities and strategies noted in the *Compton College 2019-2020 Student Equity Plan* are race-neutral following traditional planning protocols and state reporting practices.  However, with training and guidance from the *Center for Urban Education* (CUE), the *Community College Equity Assessment Laboratory* (CCEAL), and the *Student Equity and Achievement Program: 2022-2025 Student Equity Plan (SEAP)* directive, Compton College has identified race-specific disproportionately impacted student groups for the *2022-2025 SEAP* aligned with the five *SEAP* metrics. Specifically, these metrics include *Successful Enrollment*; *Completion of Transfer Math and English*; *Persistence: First Primary Term to Secondary Term; Transfer; and Completion.*

Consistent with the state's *2022-2025 SEAP* directive, colleges "…are only required to address one population per metric but may choose to address more than one population."  A goal of identifying only one student population is to sharpen the College's "…focus on dismantling institutional barriers while intensifying its resolve to achieve racial equity in outcomes for students of color…"   This shift in the state's directive serves to encourage colleges to hone equity-minded activities aligned to race-specific student metrics to achieve racial equity for disproportionately impacted students.  To that end, Compton College is committed to assessing race-specific disproportionately impacted student needs and creating equity-minded activities aligned with race-specific metrics.

It should be noted that Compton College is unique in that the student body is primarily comprised of Black or African American and Latino/a/x students.  Based on the *2021-2022 Academic Year,* student demographics comprised as follows: Latino/a/x (64%); Black or African American (22%); Asian (3%); Unknown (3%); Multi-Ethnicity, White, and Filipino (each at 2%); Pacific-Islander and American Indian/Alaskan Native at less than 1% of the student population.  The resulting implication is that Compton is predominately Black or African American and Latino/a/x with many of its existing practices aimed at supporting students of color.  Nonetheless, the College recognizes that more can be done to improve successful enrollment, engagement, and student outcomes with respect to Black or African American, Latino/a/x, and Males of Color students.

The following sections highlight Compton College's planning activities, training, and initiatives intended to assess and raise race consciousness among employees and students.

## Pandemic Acknowledgement

The COVID-19 pandemic impacted Compton College operations in ways that interrupted work fully, catalyzed work, and delayed work. Details on how Compton College faculty, staff, and administrators recognize the impact of the pandemic on equity work are provided in Appendix A.

## Compton College – Comprehensive Planning Documents

The College has current and active planning documents that integrate the College's mission, vision, and values with the *Vision for Success*.  For example, the College has implemented the *Guided Pathways* [EDC 78220-78222] framework to meet college and state student equity goals.  The SEAP Plan relies on the implementation of the *Guided Pathways* framework and the Governor's Office Roadmap aligned with the Student-Centered Funding Formula.  A core tenet of the 2022-2025 *SEAP* is to raise race consciousness in classrooms, in the delivery of support services, and College policies, procedures, and practices for purposes of supporting the student journey. Compton College's integrated key plans function collectively to synthesize the College's goals, objectives, and plans so that they are aligned with the California Community Colleges Chancellor's Office Vision for Success, support the implementation of guided pathways, and develop race consciousness throughout the institution (see Compton College 2024 (Comprehensive Master Plan), Compton College 2024 Technology Plan, Compton College 2024 Human Resources Staffing Plan, and Compton College 2024 Enrollment-Management Plan).

## A Focus on Racial Equity in Faculty and Administrator Hiring, Professional Development, and Institutional Culture

### Center for Urban Education Recommendations

Compton College has had two CUE reports issued with respect to student equity and equity-minded race-specific metrics and race-specific activities.  The first report, "…*A Focus on Racial Equity*…" resulted in a total of nine recommendations designed to enhance equity-minded planning practices based on disaggregated racial data. These recommendations focus on race consciousness and include activities to support disproportionately impacted students.

The second CUE project resulted in a *Faculty and Administrator Hiring Report*.  CUE hosted a *Compton College Faculty and Administrator Institute* whereby participants conducted reviews of job announcements, job descriptions, interview questions, and more.  College faculty and staff participated in activities designed to raise awareness and understanding around equity-minded processes in hiring.  Many of CUE's recommendations are being embedded into faculty and administrator hiring practices with a focus on strategic hiring and aligned with College goals and student success.

## Strategic New Hires in Support of Student Success

Recruitment measures consistent with the *Equal Employment Opportunity Plan* and the *CUE Faculty and Administrator Hiring Report* are being implemented with regard to job announcements, job descriptions, and the expansion of advertising to include diversity-oriented publications with improved interview processes. In addition, interview questions have been modified to align with equity-minded and DEI practices. The College has recently added the following positions to align with College and student success goals:

- Fall 2021 – Director of Basic Needs and Student Success
- Spring 2022 – Director of Black and Males of Color Success
- Spring 2022 – Seven faculty hires – all people of color and consistent with meeting the needs of students and *Compton College 2024 Every Student is a Success Story plan*

## Open for Antiracism Faculty Program (OFAR)

Compton College was accepted as an Open for Antiracism Faculty Program (OFAR) site. Six faculty will participate in the program staring in 2022. This program is focused on how faculty can learn and design how to change classroom practice and introduce Open Education Resources (OER) to create anti-racism classrooms.

## Men of Color Initiative

Compton College hired a Director of Black and Males of Color (BMCS) to support and promote greater student retention and improved outcomes among Black or African American and Males of Color students with the understanding that the responsibility for student success rests with both the student and the institution. This position has been integrated into the *Guided Pathways* and *Student Equity* frameworks and works closely with the Professional Development manager to provide guidance on activities for faculty. With respect to raising race consciousness, across the College, the Director of BMCS is responsible for campus/division/department consultation and integration of BMCS; BMCS professional development; and fostering an increased "sense of belonging for BMCS population by way of intentional programming to support their growth, development, and success."

In addition, CCEAL has recommended faculty participation in the *Center for Organizational Responsibility and Advancement* (CORA) with training and certificate programs in *Racial Micro-Aggression* and *Unconscious Bias* for College employees.

## Institutional Effectiveness Partnership Initiative (IEPE)

Compton College participated in an IEPI project with a primary focus on professional development and diversity, equity and inclusion practices. A specific focus was on creating a more inclusive classroom and integrating culturally relevant teaching. The College continues to offer ongoing Professional Development on DEI for faculty, staff, and management as a means to raise rase consciousness in the delivery of instruction and support services.

## College Mascot Review

In 2021, the Compton College Associated Student Government (ASG) initiated a discussion with regard to the current mascot – the Tartar. The Tartar mascot is a male Mongolian Warrior and the ASG indicated it did not want a mascot that "characterized a specific group of people." A taskforce is currently creating a plan to replace the mascot.

In June 2022, the *Tartar Mascot Review Taskforce* made a recommendation to "retire all iterations of the Tartar Mascot and to replace the "Tartars with a brand-new mascot."  The ASG and *Tartar Mascot Review Taskforce* actions reflect the student voice in raising race consciousness concerns with respect to depicting a group of people as a mascot and gained the *Tartar Mascot Taskforce* concurrence on the issue.

## Completion by Design

Many of the activities listed in the *Compton College 2024, Every Student is a Success, Comprehensive Master Plan (Master Plan)*, is related to the student journey - *Connection, Entry, Progress, Completion, and Transition.* Like most college master plans, the goals, objectives, and vision are written to all students in a race-neutral manner.  While the College will continue to support all students, the *2022-2025 SEAP* will focus on race-specific students who are notably disproportionately impacted.  Briefly, the College has identified the following student populations for each metric:  **Successful Enrollment** – Males of Color; **Completion of Transfer-Level Math and English** – Black or African American and Latino/a/x; **Persistence: First Primary Term to Secondary Term** – Males of Color; **Transfer** – Black or African American and Latino/a/x; **Completion** – Black or African American and Latino/a/x.  Details related to the current and ideal structures for enhancing the student experience for each of these metrics are included in this plan.

Last, Compton College is proactively ensuring that diversity, equity, and inclusion become a cornerstone of the College's planning processes across college programs and committees and in College policies, procedures, and practices.  Further, the impact of COVID-19 on College planning and implementation measures is noted in the *Pandemic Acknowledgement* (Appendix A).

# SEAP: Student Populations Experiencing Disproportionate Impact

As noted, the CCCCO SEAP requires colleges to identify student groups disproportionately impact in five key student success metrics.  Further, the college is required to identify goals, activities, and action steps to meet the needs of disproportionately impacted students.

**Table 2. Student Populations Experiencing Disproportionate Impact (DI) in five key Student Success Metrics**

| Student Target Populations for Metric Workflow | Student Success Metrics | | | | |
|---|---|---|---|---|---|
| | Successful Enrollment | Completed Transfer-Level Math & English | Persistence: First Primary Term to Secondary Term | Transfer | Completion |
| Males of Color | ✓ | | ✓ | ✓ | |
| Black or African American | | ✓ | | ✓ | ✓ |
| Latino/a/x | | ✓ | | | ✓ |

# SEAP: Structural Evaluation and Friction Points

For each student success metric, colleges are reminded that the "Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps.  It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities.  As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes.  Start with a

student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture."

The college reflected on potential friction points as it assessed and identified specific activities and action steps to meet the needs of disproportionately impacted students as noted under Table 2. "student target populations" as defined for each of the five-success metrics. Details about the identified friction points and structural evaluation analysis are provided in Appendix B.

## SEAP Summary: 2022-2025 Target Student Populations, Target Outcomes and Action Steps

Compton College has identified the disproportionately impacted student populations by the equity metrics and created action steps to meet target outcomes by 2025. This section provides detail about the populations, outcomes, and action steps that are aligned with the Compton College Action Plan template (i.e., defining the action item, lead, who else is contributing, who else needs to know, timeline, anticipated challenges, measuring success). The "closing the loop" prompt which outlines what the college has learned to improve will be added when implementation has started. Compton College will assess progress on the Action Steps and revise annually.

### Student Success Metric: Successful Enrollment

**Definition:** *Number of students who enroll out of those who apply to the college. Compton College focused on the headcount of students enrolling for this plan.*

- **Target Student Population(s):  Males of Color Students**

  - **Target Outcomes:**
    - Increase the number of Males of Color enrolling at the College by 3,120
    - Increase a sense of belonging among Males of Color with targeted academic and personal support to promote student persistence and completion
    - Increase student awareness and participation in the *Guided Pathways Divisions* (GPD) to gain a deeper understanding of the College's programs of study, careers, and pathway teams

  - **Action Steps:**

    1. Fully implement the Black and Males of Color Success program with engagement activities for potential students, outreach, and academic success, cultural awareness, and personal development for current students
       a. Lead: Director Black and Males of Color Success
       b. Who else is contributing: Vice President of Student Services
       c. Who else needs to know: Campus community, service area
       d. Timeline: 2024-2025
       e. Anticipated challenges: None
       f. Measuring success: Increases in student count of males of color

    2. Refine outreach and recruitment materials and strategies to attract males of color, including images and messaging in materials
       a. Lead: Director of Community Relations

      b. Who else is contributing: Director of Black and Males of Color Success; Vice President of Student Services; Director of Community Relations
      c. Who else needs to know: Campus community, service area
      d. Timeline: Fall 2024
      e. Anticipated challenges: None
      f. Measuring success: Increases in student count of males of color

3. Implement CRM Recruit and include potential Males of Color student lists to the BMCS program
      a. Lead: Director of Education Partnerships
      b. Who else is contributing: Director of Black and Males of Color Success; Vice President of Student Services
      c. Who else needs to know: Educational Partnerships staff; Street Teams
      d. Timeline: Spring 2023
      e. Anticipated challenges: None
      f. Measuring success: Increases in student count of males of color

***Table 3. Unique students by academic year and gender***

|  | 2018-2019 | YOY (+/-) | 2019-2020 | YOY (+/-) | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|---|---|
| Female | 6589 (65%) | -32% | 4465 (66%) | -21% | 3541 (71%) | 4349 (65%) | 5043 (60%) | 5566 (55%) |
| Male | 3531 (35%) | -34% | 2329 (34%) | -38% | 1434 (29%) | 2341 (35%) | 3362 (40%) | 4554 (45%) |

Note: Data are from the Cal-PASS Plus Student Success Metrics dashboard. Not using Successful Enrollment Rate because the count of applications looks wrong for 2020-2021, which skews the percentage.

## Student Success Metric: Completed Transfer-Level Math & English

**Definition:** *Number of students who completed transfer-level math and English in their first academic year of credit enrollment within the district.*

- **Target Population(s):  Black or African American <u>and</u> Latino/a/x Students**

  - **Target Outcomes:  Black or African American**
    - Increase the number of Black or African American students by a minimum of 13 percentage points who enroll in and complete transfer-level English courses
    - Increase the number of Black or African American students by a minimum of 13 percentage points who enroll in and complete transfer-level Math
    - Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule aligns with student need and demand for English and Math courses in the first primary academic year
    - Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

    - **Action Steps:**

1. Implement retention and completion metric review in guided pathway division meetings for Fine Arts, Communications and Humanities (FACH) and Science, Technology, Engineering, and Mathematics (STEM), and Counseling with a focus on black or African American enrollment and success in English and math
   a. Lead: Academic Deans, Dean of Counseling and Guided Pathways
   b. Who else is contributing: Division Chairs, Director of Institutional Effectiveness, Vice President of Academic Affairs
   c. Who else needs to know: Faculty
   d. Timeline: Spring 2023
   e. Anticipated challenges: None
   f. Measuring success: Increase in faculty awareness of black or African American completion of transfer-level math and English; increase enrollment of black or African American students in transfer-level math and English in the first year

2. Implement student academic support in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or the use of CRM Advise alerts with a focus on black or African American students
   a. Lead: English and Math Faculty Coordinators
   b. Who else is contributing: Deans, Student Success Coordinator, Dean of Counseling and Guided Pathways
   c. Who else needs to know: Campus community, students
   d. Timeline: Fall 2024
   e. Anticipated challenges: Ability to ramp up warm hand-off is still unclear, need to define roles and responsibilities
   f. Measuring success: Increase in transfer-level math and English success rates for black or African-American students; Increase in completion of transfer-level math and English in first year

3. Teaching & Learning Professional Development focused on anti-racism informed by the OFAR participants or retention and completion metric review in FACH and STEM
   a. Lead: Faculty Professional Development Coordinators for FACH and STEM
   b. Who else is contributing: Division Chairs, Deans, Faculty
   c. Who else needs to know: Vice President of Academic Affairs
   d. Timeline:2024-2025
   e. Anticipated challenges: None
   f. Measuring success: Anti-racist pedagogy and curriculum implemented in classrooms; increased transfer-level math and English success by black or African-American students

*Table 4. Black or African American Students who Complete Transfer-level Math and English in Year 1*

|  | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Black or African American | 6 of 214 (3%) | 7 of 205 (3%) | 7 of 101 (7%) | 11% | 15% | 20% |

- **Target Outcomes:  Latino/a/x**

- Increase the number of Latino/a/x students by a minimum of 8 percentage points who enroll in and complete transfer-level English courses
- Increase the number of Latino/a/x students by a minimum of 8 percentage points who enroll in and complete transfer-level Math courses
- Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule aligns with student need and demand for English and Math courses in the first primary academic year
- Ensure students have academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

- **Action Steps:**

1. Implement retention and completion metric review in guided pathway division meetings for Fine Arts, Communications, and Humanities (FACH) and Science, Technology, Engineering, and Math (STEM), and Counseling with a focus on Latino/a/x enrollment in and achievement in English and math
   a. Lead: Academic Deans, Dean of Counseling and Guided Pathways
   b. Who else is contributing: Division Chairs, Director of Institutional Effectiveness, Vice President of Academic Affairs
   c. Who else needs to know: Faculty
   d. Timeline: Spring 2023
   e. Anticipated challenges: None
   f. Measuring success: Increase in faculty awareness of Latino/a/x completion of transfer-level math and English; increase enrollment of Latino/a/x students in transfer-level math and English in the first year

2. Implement student academic support in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or use of CRM Advise alerts, cultural events and field trips, and career exploration with a focus on Latino/a/x students
   a. Lead: English and Math Faculty Coordinators
   b. Who else is contributing: Deans, Student Success Coordinator, Dean of Counseling and Guided Pathways
   c. Who else needs to know: Campus community, students
   d. Timeline: Fall 2024
   e. Anticipated challenges: Ability to ramp up warm hand-off is still unclear, need to define roles and responsibilities
   f. Measuring success: Increase in transfer-level math and English success rates for black or African-American students; Increase in completion of transfer-level math and English in the first year

3. Math and English faculty participation in Teaching & Learning Professional Development focused on anti-racism informed by the OFAR participants or retention and completion metric review in FACH and STEM
   a. Lead: Faculty Professional Development Coordinators for FACH and STEM
   b. Who else is contributing: Division Chairs, Deans, Faculty
   c. Who else needs to know: Vice President of Academic Affairs
   d. Timeline:2024-2025

e.   Anticipated challenges: None
f.   Measuring success: Anti-racist pedagogy and curriculum implemented in classrooms; increased transfer-level math and English success by Latino/a/x students

***Table 5. Latino/a/x Students who Complete Transfer-level Math and English in Year 1***

|  | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Latino/a/x | 32 of 703 (5%) | 42 of 588 (7%) | 30 of 256 (12%) | 14% | 17% | 20% |

## Student Success Metric: Persistence: First Primary Term to Secondary Term

**Definition***: The proportion of students who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution.*

- **Target Population(s):  Males of Color**

  - **Target Outcomes:**

-   Increase the number of Males of Color persisting from term-to-term by a minimum of 15 percentage points
-   Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

  - **Action Steps:**

    1.  Fully implement the Black and Males of Color Success program with academic success, cultural awareness, and personal development for current students
        a.   Lead: Director Black and Males of Color Success
        b.   Who else is contributing: Vice President of Student Services
        c.   Who else needs to know: Campus community, service area
        d.   Timeline: 2024-2025
        e.   Anticipated challenges: None
        f.   Measuring success: Increases in student count of males of color

    2.  Campuswide faculty participation in Teaching & Learning Professional Development focused on anti-racism informed by the OFAR participants or retention and completion metric review in all Guided Pathway Division meetings
        a.   Lead: Faculty Professional Development Coordinators for all Guided Pathway Divisions
        b.   Who else is contributing: Division Chairs, Deans, Faculty
        c.   Who else needs to know: Vice President of Academic Affairs
        d.   Timeline:2024-2025
        e.   Anticipated challenges: None
        f.   Measuring success: Anti-racist pedagogy and curriculum implemented in classrooms; increased persistence by males of color

    3.  Explore how Guided Pathways activities related to persistence (e.g., Call Center Campaign, Outreach activities within GPD, Canvas training for Distance Education, career advising, cultural field trips) can target males of color

a.  Lead: Dean of Counseling and Guided Pathways, Distance Education Manager
b.  Who else is contributing: Guided Pathways Committee, Success Teams
c.  Who else needs to know: Campus Committees
d.  Timeline: 2022-2023
e.  Anticipated challenges: None
f.  Measuring success: Increased persistence by males of color

*Table 6. Males of Color who Persist from First/Primary Term to Second Term*

|  | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Males of Color | 291 of 537 (54%) | 207 of 426 (49%) | 173 of 384 (45%) | 50% | 55% | 60% |
| Females of Color | 366 of 618 (59%) | 322 of 546 (59%) | 256 of 482 (53%) |  |  |  |

Note: Compton College's institutional set goal is 60%.

## Student Success Metric: Transfer

**Definition***: The number of students who enrolled in a four-year institution in the selected year of students who earned 12 or more units at any time.*

- **Target Population(s):  Black or African American <u>and</u> Males of Color**

  - **Target Outcomes: Black or African American**

- Increase the number of Black or African American students transferring by a minimum of 3 percentage points
- Increase the number of Black or African American students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term
- Increase the number of Black or African American students in Associate Degrees for Transfer (60 Units) programs of study and explore why students are earning 30+units beyond the ADT of 60 units; decrease the number of units accumulated (ADT = 94 units for Black; ADT = 93 units Latino/a/x; ADT = 146 All Masked Values)

  - **Action Steps:**

    1.  Establish a partnership between the Black and Males of Color program and the transfer center to design programming to target black or African American students early in the student experience. Consider how this programming can be integrated into Guided Pathways and success teams across the campus.
        a.  Lead: Dean of Counseling and Guided Pathways and Director of Black and Males of Color Success
        b.  Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Counseling Guided Pathways Tri-chair; Success Team Leads
        c.  Who else needs to know: Success Team members
        d.  Timeline: 2024-2025
        e.  Anticipated challenges: None

   f.   Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university

2. Continue to build partnerships with universities through local coordination and programming (e.g., California State University, Dominguez Hills; University of California, Irvine) to provide transfer pathways for black or African American students
   a.   Lead: President/CEO
   b.   Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Dean of Counseling and Guided Pathways; Director of Institutional Effectiveness; Transfer and Career Center Counselor
   c.   Who else needs to know: Faculty, staff
   d.   Timeline: Spring 2023
   e.   Anticipated challenges: None
   f.   Measuring success: Increase male engagement in transfer planning and activities; increase the number of black or African American students who transfer to a university

3. Explore the transfer goals of the Compton College student population, and how more students may identify the transfer goal, and how the college may consider refined cohorts of students related to the transfer goal. Seek to answer how are we increasing the number/percentage of students who are seeking transfer and honoring those who do not want to transfer?
   a.   Lead: Student Success Committee Co-chairs
   b.   Who else is contributing: Committee members, Dean of Counseling and Guided Pathways, Transfer and Career Center Counselor
   c.   Who else needs to know: Faculty, staff
   d.   Timeline: Spring 2023
   e.   Anticipated challenges: None
   f.   Measuring success: Increase the number of male students who transfer to a university

*Table 7. Black or African American Students who Transfer to a 4-year University*

|  | 2014-2015 | 2015-2016 | 2016-2017 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Black or African American | 19 of 220 (9%) | 11 of 193 (6%) | 11 of 165 (7%) | 8% | 9% | 10% |

Note: Vision for Success calls for a 35% increase in transfer.

- **Target Outcomes: Males of Color**

- Increase the number of Males of Color students transferring by a minimum of 3 percentage points
- Increase the number of Males of Color in Guided Pathways Divisions with academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term
- Increase the number of Males of Color in Associate Degrees for Transfer (60 Units) programs of study and explore why students are earning 30+units beyond the ADT of 60 units; decrease the number of units accumulated (ADT = 94 units for Black; ADT = 93 units Latino/a/x; ADT = 146 All Masked Values)

- **Action Steps:**

1. Establish a partnership between the Black and Males of Color program and the Transfer Center to design programming serving males of color early in the student experience. Consider how this programming can be integrated into Guided Pathways and Success Teams across the campus.
   a. Lead: Dean of Counseling and Guided Pathways and Director of Black and Males of Color Success
   b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Counseling Guided Pathways Tri-chair; Success Team Leads
   c. Who else needs to know: Success Team members
   d. Timeline: 2024-2025
   e. Anticipated challenges: None
   f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university

2. Continue to build partnerships with universities through local coordination and programming (e.g., California State University, Dominguez Hills; University of California, Irvine) to provide transfer pathways for males of color
   a. Lead: President/CEO
   b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Dean of Counseling and Guided Pathways; Director of Institutional Effectiveness; Transfer and Career Center Counselor
   c. Who else needs to know: Faculty, staff
   d. Timeline: Spring 2023
   e. Anticipated challenges: None
   f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university

3. Explore the transfer goals of the Compton College student population, and how more students may identify the transfer goal, and how the college may consider refined cohorts of students related to the transfer goal. Seek to answer how are we increasing the number/percentage of students who are seeking transfer and honoring those who do not want to transfer?
   a. Lead: Student Success Committee Co-chairs
   b. Who else is contributing: Committee members, Dean of Counseling and Guided Pathways, Transfer and Career Center Counselor
   c. Who else needs to know: Faculty, staff
   d. Timeline: Spring 2023
   e. Anticipated challenges: None
   f. Measuring success: Increase the number of male students who transfer to a university

*Table 8. Males of Color who Transfer to a 4-year University*

|  | 2014-2015 | 2015-2016 | 2016-2017 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Males of Color | 34 of 354 (10%) | 28 of 328 (9%) | 22 of 268 (8%) | 9% | 10% | 11% |

| Females of Color | 43 of 376 (11%) | 37 of 338 (11%) | 45 of 352 (13%) | | | |
|---|---|---|---|---|---|---|

Note: Vision for Success calls for a 35% increase in the transfer rate.

## Student Success Metric: Completion

**Definition**: *The number of students who attained the Vision for Success definition of completion (degree or certificate) in the selected year.*

- **Target Population(s):  Black or African American and Latino/a/x**

- **Target Outcomes:  Black or African American**

- Increase the completion rate by a minimum of 7 percentage points for Black or African American students
- Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

- **Action Steps:**

    1. Fully implement the Black and Males of Color Success program with academic success, cultural awareness, and personal development for current students
        a. Lead: Director Black and Males of Color Success
        b. Who else is contributing: Vice President of Student Services
        c. Who else needs to know: Campus community, service area
        d. Timeline: 2024-2025
        e. Anticipated challenges: None
        f. Measuring success: Increases in number/percentage of black or African American students who complete a degree or certificate

    2. Explore how program maps and Degree Works (i.e., Degree Audit) are supporting completion, as well as auto-awarding certificates
        a. Lead: Vice President of Student Services
        b. Who else is contributing: Dean of Counseling and Guided Pathways; Director of Admissions & Records
        c. Who else needs to know: Vice President of Academic Affairs
        d. Timeline: 2024-2025
        e. Anticipated challenges: None
        f. Measuring success: Increases in number/percentage of black or African American students who complete a degree or certificate

*Table 9. Black or African American Students who Complete*

| | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Black or African American | 6 of 214 (3%) | 7 of 205 (3%) | 7 of 101 (7%) | 9% | 11% | 14% |

Note: Vision for Success asks for a 20% increase; however, Latino/a/x is 14%, which we would like to match. Doubled students from 7 to 14 to meet the target.

- **Target Outcomes:  Completion by Latino/a/x Students**

- Increase the completion rate by a minimum of 6 percentage points for Latino/a/x students
- Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

- **Action Steps**

1. Explore how program maps and Degree Works (i.e., Degree Audit) are supporting completion, as well as auto-awarding certificates
   a. Lead: Vice President of Student Services
   b. Who else is contributing: Dean of Counseling and Guided Pathways; Director of Admissions & Records
   c. Who else needs to know: Vice President of Academic Affairs
   d. Timeline: 2024-2025
   e. Anticipated challenges: None
   f. Measuring success: Increases in number/percentage of Latino/a/x students who complete a degree or certificate
2. Explore how to help students from across all disciplines become aware of careers in their programs of study
   a. Lead: Vice President of Student Services
   b. Who else is contributing: Dean of Counseling and Guided Pathways; Director of Admissions & Records
   c. Who else needs to know: Vice President of Academic Affairs
   d. Timeline: 2024-2025
   e. Anticipated challenges: None
   f. Measuring success: Increases in number/percentage of Latino/a/x students who complete a degree or certificate

3. Pair cultural events (e.g., Noché de Familia) with counseling outreach to build community and also help students be more informed about Math and English completion, careers, and programs of study
   a. Lead: Dean of Counseling and Guided Pathways
   b. Who else is contributing: Academic Deans, Faculty, Staff
   c. Who else needs to know: Vice President of Academic Affairs
   d. Timeline: 2024-2025
   e. Anticipated challenges: None
   f. Measuring success: Increases in number/percentage of Latino/a/x students who complete a degree or certificate

*Table 10. Latino/a/x Students who Complete*

|  | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---|---|---|---|---|---|---|
| Latino/a/x | 32 of 703 (5%) | 42 of 588 (7%) | 30 of 256 (12%) | 14% | 16% | 18% |

Note: Vision for Success asks for a 20% increase, which would be 14%. Added 15 students to find target.

# Implementation Protocol

As Compton College's Student Success Committee provides a shared framework for the implementation of Student Success and Support Programs, including Student Equity, this Committee will oversee the implementation of this SEAP's activities and work with the Office of Institutional Effectiveness to monitor and share plan outcomes with the campus community.  Additionally, the Student Success Committee will also assess progress toward the SEAP's goals on an annual basis.

# Appendix A: *Pandemic Acknowledgement*

Student Success Committee members offered insight into how the pandemic impacted equity work across Compton College. This section summarizes this input.

## Interrupted Work Fully:

- The pandemic interrupted instruction as faculty pivoted to an online (remote/synchronous) platform
- Faculty required professional development, including Canvas training, with respect to teaching online (many faculty had not taught online courses)
- Student enrollment decreased as students did not have access to computers, tutoring or in-person support services, or were dealing with personal health and familial emergencies
- Limited student connection, support services, academic support, mentorship, in-person services, student outreach and building community
- Part-time faculty had to learn different protocols for the different college and teaching assignments
- AB 705 implementation was interrupted as most of that work and student support was designed for an in-classroom student experience

## Catalyzed Work:

- The pandemic forced the College to improve the delivery of online courses and sped up the transition across all departments – it also forced the College to rethink the delivery of student support services with more online workshops, tutoring and related services
- Realization that after a steep learning curve, almost everyone can teach/work online and remotely
- All employees are using technology in ways not imagined prior to the pandemic – employees are working smarter – paper processes are streamlined and available online
- Faculty knowledge and training in an online and remote environment with required certifications have increased and online courses may be an area for growth – benefits of Canvas training has been beneficial and offer online options and increase student success
- Students have become better online students and have learned new ways to communicate and receive support
- In some cases, employees do not necessarily have to be physically in an office or classroom to conduct their work – the downside is the boundaries between home and work became nebulous

## Delayed Work:

- The pandemic delayed work for employees with a range of issues, technology, health issues, and childcare – employees were striving to meet work responsibilities while also facing serious issues at home
- Other delayed activities included student onboarding and student appointments
- Many initiatives and activities revolved around in-person classroom and support services – the College shifted quickly to learn new ways to reach students and to provide timely support

# Appendix B: *SAEP Structural Evaluation*

The Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. This section outlines recognized friction points and then details the current and ideal structure needed to realize the aspirational goals of this plan.

## Successful Enrollment by Males of Color

### *Current Structure*

According to the Community College Equity Assessment Lab (CCEAL):  the state's community colleges have responded to outcome disparities affecting students experiencing disproportionate impact (DI) by implementing initiatives (e.g., basic skills, student equity) to improve student success measures. The colleges' most recent response, the Student Equity Initiative, is a byproduct of the Student Success Taskforce and associated legislation that implemented statewide equity plans. While these programs are certainly important for addressing challenges facing highly vulnerable populations (e.g., re-entry students, homeless students), they do not adequately address, as a sole intervention, the complex institutional barriers facing the over 550,000 underserved men of color in the California community college system. In fact, many institutions have approached disproportionate impact (both historically and contemporarily) by enacting interventions that target students (e.g., mentoring programs, student clubs) rather than building the institutional capacity that is necessary to redress the myriad of practices and climate issues that systematically inhibit student success (Bensimon, 2007). Thus, meaningful interventions are needed to inculcate an environment of compensatory support for these men.

As CCEAL noted in 2017, like many community colleges, Compton College has focused on interventions that target the overall student population, rather than focusing on institutional capacity.  Thus, in its prior SEP/SEAP and other college plans, Compton College has focused its efforts on a host of initiatives and activities as noted in the 2019-2022 Activities Summary.  These include Veteran Support, Intentional Outreach, STEM Support – STEM Center, Tartar Support Network, Academic Support (retention), Transfer/Career Center Support, Academic Support (Vision Goals), and the Special Resource Center – Support.

Beyond activities identified for prior SEAPs, Compton College has also proactively engaged in several initiatives and activities to accomplish what CCEAL described as, "building the institutional capacity that is necessary to redress the myriad of practices and climate issues that systematically inhibit student success." For example:

Compton College provides support and resources to all AB 540, DACA, TPS, undocumented students, and students with mixed-status families to help them overcome the unique challenges that get in the way of achieving their academic, personal, and professional goals. Virtual and in-person services include:

- Assistance with AB 540\SB 68 Forms
- CA Dream Act Application Assistance\Workshops
- Free Immigration Legal Services through CHIRLA
- Mental Health Support through the UndocuAlly Connect Group
- Access to Community Resources
- Financial/ Academic Guidance
- Scholarship resources & resume building
- Connections to other support programs on campus

- Transfer Guidance
- The College currently offers all students enrolled in the current semester one free meal a day at the Everytable cafeteria. Additionally, Compton College has partnered with the Los Angeles County Food Bank to provide food for all its students and the surrounding community.
- Several recruitment measures in the EEO plan have been met with regard to the structure of the job announcements, expanding advertisement in several diversity-oriented publications, and interview processes. Additionally, interview questions have been modified to align with DEIA efforts.
- Compton College hired a Director of Black and Males of Color (BMCS) to support and promote greater student retention and improved outcomes among Black or African American and Males of Color students with the understanding that the responsibility for student success rests with both the student and the institution.  This position has been integrated into the Guided Pathways and Student Equity frameworks and works closely with the Professional Development manager to provide guidance on activities for faculty.
- With respect to raising race consciousness, across the College, the Director of BMCS is responsible for campus/division/department consultation and integration of BMCS; BMCS professional development; and fostering an increased "sense of belonging for BMCS population by way of intentional programming to support their growth, development, and success."
- In 2017, CCEAL conducted for Compton College an assessment (Improving Student Success Outcomes for Men of Color at Compton College: Student Perspectives) and consequently recommended faculty participation in the Center for Organizational Responsibility and Advancement (CORA) with training and certificates programs in Racial Micro-Aggression and Unconscious Bias for College employees.

However, as CCEAL notes, "[M]en of color often experience external pressures that shape their collegiate experiences in ways that differ from their peers," and these external environmental stresses (e.g., housing and food insecurities, care for dependents, access to transportation, physically demanding and temporary occupations) can impede both access and success.

Another major access barrier is digital technology. As PPIC recently reported, "Full digital access remains lower among Latino (63%), Black (71%), and low-income households with school children (59%)." [Source: https://www.ppic.org/publication/the-digital-divide-in-education/]  Additionally, as U.S. Census Bureau's Household Pulse Survey data "also makes clear that during the during the fall term, racial and economic inequality has remained significant, with African American and Hispanic households being 1.3 to 1.4 times as likely as white households to experience limited accessibility."  [Source: UCLA Newsroom-digital-divide-persists-for-minority-low-income-students-Dec2020].  While lack of access to computing technology and internet broadband is a barrier to student success, it is also a barrier to successful college enrollment in an environment where critical steps associated with applying for college and financial aid and enrolling in courses are conducted on online platforms.

Notably, during the COVID-19 pandemic, the College assessed students' technological needs and loaned approximately 725 laptops to students who needed them.  In spring and fall 2021, the College surveyed students related to returning to campus, which included questions about access to computers and the internet and the Core Planning Team will be working on an environmental scan to support upcoming strategic planning efforts, which will also have a focus on students' technology needs. While this survey is limited to current students, the data gleaned from this survey will be useful in informing future strategies and key actions to address digital inequities, which disproportionately impact students of color.  Further, the Office of Institutional Effectiveness has assessed the impact of technology on course success with positive findings.
Other specific friction points identified by Compton College faculty and staff include:

- Compton College is recognized as a Hispanic Serving Institution (HSI) with student enrollment at approximately 22% Black or African American and 65% Latino/a/x.  Most of the support and hiring is labeled or focused on Black or Men of Color or non-Hispanic-specific labels.  This may present an issue with new initiatives or programming as recruitment is for all students.

- Current focus of inviting keynote speakers or speaker series is centered on faculty; consideration should be given to expanding the keynote speakers/ speaker series for students with speakers students identify with.
- There is a need for Special Resource Center paid classroom note-takers particularly as volunteers may not be available.
- Student support services and workshops should be shared broadly.
- Students need virtual support and in-person accommodations.

## *Structure Evaluation*

**Current Structure**

X Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
X Other

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Consideration of hiring practices aligned with HSI status and student demographics
- Funding for classroom note-takers to better support students
- Need for broad dissemination of student support services for new and current students and the community

**Ideal Structure**

X Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Host workshops for parents or even create a support group for parents to encourage college enrollment for their children
- Expand general outreach: high school classroom presentations
- Targeted activities to specifically increase access for men of color include:
  - Outreach and recruitment efforts to high school, middle school, and elementary students and parents, as well as to the community, faith-based organizations, and local agencies with both an approach and messaging geared toward increasing college access for Black and Latino/a/x males, which would include:
    - Summer programs for a cohort of Black and/or Latino/a/x male students to help them transition to college (e.g., meet faculty and staff members, accumulate initial class credits, become familiar with and comfortable with seeking support).
    - Provide specific information in both English and Spanish and direct "hands-on" support about applying and enrolling at Compton College and applying for financial aid;
    - Access to Success Teams and establishing an education plan;
    - Available housing and food resources;
    - Information about accessing needed computing and information technology;
    - Connecting future students with mentors;
    - Highlight and widely publicize men of color success stories; and,
    - Information about job opportunities while attending college.

- Outreach (i.e., text, emails, phone calls) sent to males of color who started the registration process but did not complete

## Necessary Transformation to Ideal

To reach the ideal, Compton College would need to focus on developing, implementing, and accessing two or three very specific programs aimed at reaching young men of color in elementary, middle, and high schools. Plans for these programs should be aligned directly with and support the College's goals and objectives established in the Comprehensive Master Plan (Compton College 2024), as opposed to creating new, unaligned initiatives. For example:

- Compton College 2024 - Goal 5 (ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS), Objective 3 (Strengthen our focus on the broader needs of the community served by Compton Community College District) with Key Actions such as re-establishing "Kollege 4 Kids," could be tailored to outreach directed at young men of color); and,
- Compton College 2024 Technology Plan - Goal 4 (PROVIDE TECHNOLOGIES THAT CREATE AND MAINTAIN EQUITABLE, LEARNING READY EXPERIENCES, WHICH SUPPORT THE PHYSICAL, CULTURAL, AND COGNITIVE NEEDS OF ALL STUDENTS), Objective 3 (Assess students' access to personal computer technology and the internet, and implement strategies to increase student access to computers and the internet), which can be aligned with activities conducted as part of outreach efforts to young men of color in local K12 schools.
- Compton College 2024 Enrollment Management Plan – Goal 1 (DEVELOP AND IMPLEMENT A LONG-RANGE, COMPREHENSIVE, AND STRATEGIC PLAN FOR INCREASING OUTREACH TO FIRST-TIME STUDENTS, INCLUDING TRADITIONAL AND NON-TRADITIONAL STUDENTS), Strategy 1 Marketing and Communication Strategies, Key Actions such as, "[D]evelop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study."

In sum, Compton College has completed a family of plans, which include objectives and actions that are already specifically focused on serving disproportionately impacted students or which could be easily tailored to do so. Thus, the College is positioned to now "work the plan," meaning focus more intently on implementation and tailoring implementation to specific student populations, such as males of color. So, determining how these plan goals can be mapped to and implemented as part of the current objectives in already-existing plans would be essential.

Additionally, these two or three programs would need to be planned as part of the integrated annual planning and budgeting cycle to ensure that they are not simply "pilot" programs, which are often temporary and frequently abandoned; but rather long-term projects with clear outcomes and performance metrics that are regularly assessed. Ensuring reliable, consistent funding for all needed resources would likewise be critical to reaching the ideal. Professional development related to addressing institutional and environmental barriers to improve access and enrollment for men of color would also be critical to achieving the idea.

## Chancellor's Office Supports

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots

✓ Strategic and Operational Communication

**Explanation of Supports Needed**

- Interested in a clearinghouse of proven strategies for Males of Color (target population/outcomes)
- Interested in learning more about proven strategies with shared student demographics (predominately Black or African American and Latinx)
- Continued flexibility in state funding is needed to support positions and activities to make a difference for the target population/outcomes
- The College would benefit from all the supports noted for the target population and related outcomes.

## Completed Transfer-Level Math & English by Black or African American Students

### *Current Structure*

According to the PPIC:

> [*C]ompletion* of transfer-level courses has risen by about 20 to 25 percentage points for all racial/ethnic groups. However, Latinos and African Americans continue to see lower completion rates than their peers, even in corequisite courses. At most colleges, Latinos are now more equitably represented among students completing transfer-level courses than they were four years ago, but African Americans remain substantially underrepresented, especially in math…[and] Colleges with relatively lower levels of access have larger racial inequities in transfer-level enrollment, particularly in math.

Moreover, the PPIC recommends that community colleges "…identify areas of concern that may limit student access and success, including certain placement methods, instructional approaches, and the availability of nonacademic supports." Thus, the structural analysis here addresses several key friction points in each of these general areas of concern.

Although extensive professional development has been provided to faculty on the topic of improving students' completion of transfer-level Math and English, it is unclear how the practices presented in these sessions are implemented or measured to increase student retention and course completion. There have been no action steps related to faculty implementation of strategies to improve retention and course completion for Black or African-American students. Consequently, there are no accountability mechanisms to ensure changes in teaching practices in the classroom.  Additionally, a pervasive deficit mindset regarding this group of students, is exemplified by student-blaming or attributing students' lack of completion to factors outside of the classroom.

Additionally, some students have reported a lag time of several weeks for students to complete the paperwork needed to obtain a loaner laptop and access to WI-FI hotspots, which results in students falling behind in transfer-level English and Math from the very beginning of the term.  Calculators are also essential for Math courses, so students who do not have these from the first day or two of the semester are likely to quickly fall behind.

Compton College does provide students with technology resources, such as laptops, wifi hotspots, and calculators on a first-come, first-serve basis. Students can apply for these resources by completing a form online.

Compton College staff will confirm students' enrollment in courses for the current academic year – after which students can pick up or have these resources delivered to an address. Unhoused students can also request assistance via this same online platform.

Compton's Student Success Center offers in-person tutoring for English (reading and writing) and all levels of Math. The SCC is open Monday - Thursday: 9:00 a.m. - 6:00 p.m and  Friday 10:00 a.m. - 1:00 p.m but is closed Saturday and Sunday. However, online (Zoom) tutoring for Math and English is available on Saturdays.

## *Structure Evaluation*

**Current Structure**

✓ Instruction

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Professional development opportunities exist to support the target population/outcome:
  - English and Math for AB 705
  - Evidence-Based Teaching Workshop Series
  - Reading Apprentice Workshops
  - English Community Practice

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Students are not able to obtain equipment (laptops), access technology or related classroom materials needed to support their educational journey – entry, persistence, and successful completion in a timely manner
- Improved outcomes for the target population require access to equipment, technology and materials
- Access to student support services – tutoring, counseling, targeted interventions

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

**Ideal Structure**

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Identify and remove barriers to the process of students obtaining equipment, access to technology and materials
- Host a campaign as early as possible (at the start of the term) to connect students to available equipment and materials and/or assign or allow staff to volunteer (college representatives) to present on day 1 in all classes to provide students with immediate resources – equipment, technology, materials
- Scale the OFAR *Teaching & Learning Professional Development* focused on anti-racism across the college
- Encourage Organizational Responsibility and Advancement (CORA) training and certificate programs in *Racial Micro-Aggression and Unconscious Bias for College* employees

## *Necessary Transformation to Ideal*

Ideally, faculty would need to demonstrate that they have incorporated strategies and approaches learned through professional development into practice through syllabi review, classroom observation, and make Diversity, Equity, and Inclusion requirements part of the faculty evaluation process.  Moreover, the analysis of retention and completion metrics for Black or African American students would be a required component of program reviews, which serve as the basis for all resource allocations.

Also ideal would be an administrative or quasi-administrative employee with the responsibility to review syllabi and classroom practices and support faculty in their development of a fully inclusive mindset.

To ensure that students have the technological tools needed to succeed from the very beginning of the terms, a College employee would be present at every class at the start of the semester to immediately provide every student with a temporary loaner laptop and assist them with the paperwork needed to obtain a loaner laptop for the remainder to the term.  These temporary laptops would also be pre-loaded with all of the software students need to complete the assignments for the course. Additionally, at the time that the temporary laptops are distributed to students, the employee could check with each student to see if they need any kind of technical support to successfully use the computer they have been provided.

As CUE observes, Culturally Relevant Curriculum Development is a key equity asset; thus, the redesign of curriculum to be more culturally relevant is critical. Moreover, Consequently, to incorporate more classroom-focused equity efforts and engage instructional faculty more intentionally, the College would ideally engage in an examination of the curriculum to incorporate learning objectives, subject matter, approaches, assignments, and methods of evaluation, which focus on Black or African American students' interests, values, perceptions, communication styles, and emphasize contextualized and collaborative learning and active participation.

Transformation to reach the ideal also includes:

- Review and redesign of Math and English curriculum to develop culturally relevant course content and instructional approaches.
- Continue and expand evidence-based teaching workshops and ensure that adjunct faculty are included in these important activities, as they serve the greatest number of students across the College and in math and English courses.
- Syllabi in math and English are reviewed annually.
- Retention and completion metrics for Black or African American students would be regularly reviewed at all department meetings and would be a required component of program reviews, which serve as the basis for all resource allocations.
- Computers and Wi-Fi hotspots would be provided to Black or African American students beginning the first day of class, which requires outreach to enrolled students prior to the first class meeting.
- Offer support services weeknights and weekends during fall, spring, and summer and winter terms.

## *Chancellor's Office Supports*

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

**Explanation of Supports Needed**
- Interested in a clearinghouse of proven strategies for Males of Color (target population/outcomes)
- Interested in learning more about proven strategies with shared student demographics (predominately Black or African American and Latinx)

- Flexibility in state funding needed to support positions and activities to support target population/outcomes
- The College would benefit from all the supports noted for the target population and related outcomes.

## Completed Transfer-Level Math & English by Latino/a/x Students

### *Current Structure*

According to the PPIC:

[C]ompletion of transfer-level courses has risen by about 20 to 25 percentage points for all racial/ethnic groups. However, Latinos and African Americans continue to see lower completion rates than their peers, even in corequisite courses. At most colleges, Latinos are now more equitably represented among students completing transfer-level courses than they were four years ago, but African Americans remain substantially underrepresented, especially in math…[and] Colleges with relatively lower levels of access have larger racial inequities in transfer-level enrollment, particularly in math.

Moreover, the PPIC recommends that community colleges"…identify areas of concern that may limit student access and success, including certain placement methods, instructional approaches, and the availability of nonacademic supports." Thus, the structural analysis here addresses several key friction points in each of these general areas of concern.

Although extensive professional development has been provided to faculty on the topic of improving students' completion of transfer-level Math and English, it is unclear how the practices presented in these sessions are implemented or measured for increase in student retention and course completion. There have been no action steps related to faculty implementation of strategies to improve retention and course completion Latinx students.  Consequently, there are no accountability mechanisms to ensure changes in teaching practices in the classroom.  Additionally, a pervasive deficit mindset regarding this group of students, which is exemplified by student-blaming or attributing students' lack of completion to factors outside of the classroom.

Additionally, there is a lag time of several weeks for students to complete the paperwork needed to obtain a loaner laptop, which results in students falling behind in transfer-level English and Math from the very beginning of the term.  Calculators are also essential for Math courses, so students who do not have these from the first day or two of the semester are likely to quickly fall behind.

The College is investing in professional development for math and English faculty related to AB 705 implementation (i.e., legislation requiring community colleges to increase students' likelihood of completing transfer-level coursework in English and math within a one-year timeframe) to build innovative teaching and learning around these gatekeeper courses. Evidence-Based Teaching Workshop Series met throughout the Fall 2021 semester and resumed in Spring 2022. Faculty Teaching and Learning Projects continue to provide faculty with effective student success strategies. This includes offerings such as: English Community of Practice, Reading Apprenticeship Program, and Teaching Strategies for Success. Professional learning opportunities have also been established for discipline faculty to review and update learning outcomes to support DEI initiatives and Guided Pathways Pillar 4 (ensuring learning).

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the College's major program areas, in program-relevant "gateway" math courses by the end of their first year, in program-relevant "gateway" English courses by the end of their first year and provided to help very poorly prepared students to succeed in college-level courses as soon as possible. Specifically, the SSC offers embedded tutoring/coaching for targeted gatekeeper math, English courses; drop-in tutoring in English, math, science, ESL, and Spanish; free 24/7 online tutoring via NetTutor; EdReady for foundational English and math support, and various success strategies workshops. SSC services are promoted via flyers, emails, Canvas, CRM

Advise, SSC webpage, and social media. The faculty Instructional Specialist for math and English coordinate Just-In-Time (JIT) topic-specific math workshops and English research paper bootcamps as well as lead summer bridge to incoming students and summer/winter refresher workshops for students who were not successful in their first transfer level attempts. However, these services are available to all students and do not focus specifically on supports for Latinx students.

The SCC is open Monday - Thursday: 9:00 a.m. - 6:00 p.m. and Friday 10:00 a.m. - 1:00 p.m. but is closed Saturday and Sunday. However, online (Zoom) tutoring for Math and English is available on Saturdays.

Additionally, Compton College does provide students with technology resources, such as laptops, Wi-Fi hotspots, and calculators on a first-come, first-serve basis. Students can apply for these resources by completing a form online. Compton College staff will confirm students' enrollment in courses for the current academic year – after which students can pick up or have these resources delivered to an address. Unhoused students can also request assistance via this same online platform.

## *Structure Evaluation*

**Current Structure**

✓ Instruction

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Students are not able to obtain equipment (laptops), access technology or related classroom
- Professional development opportunities exist to support the target population/outcome:
  - English and Math for AB 705
  - Evidence-Based Teaching Workshop Series
  - Reading Apprentice Workshops
  - English Community Practice

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Students are not able to obtain equipment (laptops), access technology or related classroom materials needed to support their educational journey – entry, persistence, and successful completion in a timely manner
- Improved outcomes for target population require access to equipment, technology and materials
- Access to student support services – tutoring, counseling, targeted interventions

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

**Ideal Structure**

✓ Instruction

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Focus on Program review
  - Faculty collaboration through curriculum development

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Students would receive timely and targeted support – based on diverse backgrounds
- Create a dedicated tech support lab and center for access to resources and orientation to systems such as Canvas, MyCompton, Office Suite
- Math & English
  - Embedded Tutoring for MOC

   o Perhaps a Student Ambassador
   o Peer to Peer learning
   o SI Structures + Focus Support for target population
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

## *Necessary Transformation to Ideal*

As CUE observes, Culturally Relevant Curriculum Development is a key equity asset; thus, the redesign of curriculum to be more culturally relevant is critical. Moreover, Consequently, to incorporate more classroom-focused equity efforts and engage instructional faculty more intentionally, the College would ideally engage in an examination of the curriculum to incorporate learning objectives, subject matter, approaches, assignments, and methods of evaluation, which focus on Latinx students' interests, values, perceptions, communication styles, and emphasize contextualized and collaborative learning and active participation.

Additionally, faculty would demonstrate that they have incorporated strategies and approaches learned through professional development into practice through syllabi review, classroom observation, and make DEI requirements part of the faculty evaluation process. Moreover, the analysis of retention and completion metrics for Latinx students would be regularly reviewed at all department meetings and would be a required component of program reviews, which serve as the basis for all resource allocations.

Also ideal would be an administrative or quasi-administrative employee with the responsibility to review syllabi and classroom practices and support faculty in their development of a fully inclusive mindset.
To ensure that students have the technological tools needed to succeed from the very beginning of the terms, a College employee would be present at every class at the start of the semester to immediately provide every student with a temporary loaner laptop and assist them with the paperwork needed to obtain a loaner laptop for the remainder to the term.  These temporary laptops would also be pre-loaded with all of the software students need to complete the assignments for the course. Additionally, at the time that the temporary laptops are distributed to students, the employee could check with each student to see if they need any kind of technical support to successfully use the computer they have been provided.

Transformation to reach the ideal also includes:

- Review and redesign of Math and English curriculum to develop culturally relevant course content and instructional approaches
- Continue and expand evidence-based teaching workshops and ensure that adjunct faculty are included in these important activities, as they serve the greatest number of students across the College and in math and English courses
- Syllabi in math and English are reviewed annually
- Retention and completion metrics for Latinx students would be regularly reviewed at all department meetings and would be a required component of program reviews, which serve as the basis for all resource allocations
- Computers and Wi-Fi hotspots would be provided to Latinx students beginning the first day of class, which requires outreach to enrolled students prior to the first class meeting.
- Offer support services on weeknights and weekends during fall, spring, winter, and summer terms.

## *Chancellor's Office Supports*

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

**Explanation of Supports Needed**
- Interested in a clearinghouse of proven strategies for target population and outcomes
- Interested in learning more about proven strategies with shared student demographics (predominately Black or African American and Latina/a/x)
- The College would benefit from all the supports noted for the target population and related outcomes.

## Persistence – First Primary Term to Secondary Term by Males of Color

### *Current Structure*

In 2017 CCEAL completed a report for Compton College entitled, "Improving Student Success Outcomes for Men of Color at Compton College: Student Perspectives." Using the Socio-Ecological Outcomes (SEO) Model, this study, which was grounded in student focus groups of predominantly men of color (i.e., 9 African American, 8 Mexican/Mexican American) the majority of whom indicated a goal of transfer to a 4-year institution. Two of the four guiding questions for this study focused on persistence:

- What factors (e.g., people, programs, campus services, resources, etc.) that are situated within the campus context enable men of color to persist at Compton College despite the challenges they face?
- What factors (e.g., people, programs, campus services, resources, etc.) that are external to the campus context enable men of color to persist at Compton College despite the challenges they face?

While this is a 2017 report (five years old at the time of this planning effort), the findings are important to understanding the context related to both internal and external barriers to persistence.  From the student perspective, a variety of factors either impeded or facilitated their persistence.  A summary of these viewpoints is provided below.

- Impediments or Barriers
    - Lack of belongingness
    - Stereotyping and stigmatizing
    - Low expectations
    - Lack of engagement in the classroom
    - Bureaucratic "run-around"
- Supports or Persistence Factors
    - Validating agents, particularly faculty
    - Peer Support
    - Counselors
    - Centralized student support services
    - Textbook supports
    - High expectations for achievement
    - Academic, intellectual engagement
- Other ongoing issues
    - Application processes (CCCAPPLY)

- o   Stereotyping and stigmatizing
- o   Low expectations
- o   Lack of engagement in the classroom
- o   Connection to support programs
- o   Bureaucratic "run around"
- o   Commuter campus (strategies to increase the sense of belonging)

CCEAL recommended a number of strategies to support the persistence and success of men of color, including:

- • Instruction/Academic Division Strategies
  - o   Set targets for improving disproportionate impact (DPI) groups for each department
  - o   Set a standing division agenda item focused on the progress of DPI groups
  - o   Encourage all faculty and staff to participate in the CORA program on teaching college men of color
  - o   Use resident disciplinary experts to support the infusion of culturally relevant teaching (CRT)
  - o   Establish professional learning communities to continue the dialogue on CRT throughout the academic year
  - o
- • Recommendations for Classroom Faculty
  - o   Require conferencing with all students throughout the semester
  - o   Discuss challenges you've experienced and overcame
  - o   Structure success early on
  - o   Recognize the influence of microaggressions on student success
  - o   Require supplemental instruction for classes with high D, F, W rates
  - o   Be intentional about warmly welcoming all students to each class session
  - o   Initiate communication with students who miss two or more class sessions

While Compton College has acted upon many of the CCEAL recommendations, as captured in the analysis of the current structure below, more intentional and focused actions around these strategies are critical to improving persistence rates for males of color.

Compton College has strengthened its initiatives and activities related to improving persistence for men of color, which align with and help implement a number of CCEAL's recommendations. For example, Compton College hired a Director of Black and Males of Color (BMCS) to support and promote greater student retention and improved outcomes among Black or African American and Males of Color students with the understanding that the responsibility for student success rests with both the student and the institution.  This position has been integrated into the Guided Pathways and Student Equity frameworks and works closely with the Professional Development manager to provide guidance on activities for faculty, which will be important to acting on recommendations, such as CORA training opportunities, recognizing the impact of microaggressions on student success, and authentically creating a warm welcoming environment at each class session.

Moreover, the Director of BMCS is responsible for campus/division/department consultation and integration of BMCS, which will help provide the structure and support needed to implement CCEAL's recommendations for instructional divisions (e.g., setting targets for improving disproportionate impact (DPI) groups for each department, setting a standing division agenda item focused on the progress of DPI groups, use resident disciplinary experts to support the infusion of culturally relevant teaching).

Other important activities designed to improve persistence for men of color include:

- • hiring of a student services advisor for outreach for Black and Males of Color initiative;
- • faculty teaching and learning opportunities for discipline faculty to review and update learning outcomes to support DEI initiatives and GP Pillar 4 (ensure learning);
- • successfully employing men of color and culturally competent employees;

- to improve cultural competence, Cultural Connection events provide employees with the ability to engage in cultural events and practices that help to establish cross-cultural skills;
- the UndocuAlly Taskforce hosted the "Supporting Undocumented Students" – a professional development workshop (May 2022) for Faculty and Classified staff with the goals of understanding existing immigration laws and state policies impacting our student dreamer population and sharing information about various resources for Dream Act students.

## *Structure Evaluation*

**Current Structure**

✓ Instruction

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Need for Professional Development
- Embed culturally relevant pedagogy

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

**What is the impacted structure/process/policy/practice/culture on your campus related to this selection?**

- Cultural Connection
- Professional development – cultural competencies

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

**Ideal Structure**

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

## *Necessary Transformation to Ideal*

The ideal structure to support the persistence of men of color would be built around the basic recommendations provided to Compton College in the 2017 CCEAL report, which focused on this specific topic. These recommendations are centered in several specific areas:

1. Guided Pathways Division Activities
   o Coordinated and commonly structured division meetings across all GPD's
   o Setting targets for improving the persistence of men of color for each GP Division
   o Establishing and implementing specific strategies across all GP Divisions and departments for improving persistence for men of color, including-
     ➢ required, documented conferencing with male students of color throughout the semester;
     ➢ structuring successes early in the term;
     ➢ required supplemental instruction for classes with high D, F, W rates;
     ➢ warmly welcoming all students to each class session; and,
     ➢ initiating both Early Alerts and personal communication with students who miss two or more class sessions.
   o Setting a standing division agenda item focused on the progress of these groups and providing time for dialogue and the sharing of ideas and resources at each division meeting.

2. Professional Development for Faculty and Staff
   a. Encourage all faculty and staff to participate in the OFAR or CORA program on teaching college men of color by providing the time and resources needed to participate
   b. Expand faculty professional development opportunities related to anti-racist strategies
   c. Use resident disciplinary experts to support the infusion of culturally relevant teaching (CRT)
   d. Establish professional learning communities to continue the dialogue on CRT throughout the academic year
   e. Coordinated schedule of professional development opportunities throughout each academic year specifically focusing on strategies and activities inside the classroom and across campus to increase persistence rates for male students of color
   f. Support for GP Division deans to provide data and resources needed for GP Division activities
   g. Resources (time and budget) for faculty and staff to complete CORA trainings related to issues impacting persistence for male students of color and strategies and activities inside and across campus the classroom to increase persistence rates for male students of color

## Chancellor's Office Supports

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

**Explanation of Supports Needed**
- The College would benefit from all the supports noted for the target population and related outcomes.

## Transfer by Black or African American Students

### Current Structure

COVID-19 impacted the College's ability to promote and host four-year college tours.  By way of the Compton College survey results, Compton College should look for opportunities to provide student with four-year campus tours.

Compton College took students on college tours in spring 2022, which are funded and implemented on an annual basis.  In addition, in summer 2022, the College offered three summer residential transfer experiences at Arizona State University-West; University of California, Irvine; and Clark Atlanta University.  The College is currently considering how to implement this program again in summer 2023 and beyond.

The College may also opt to conduct a study of Student Educational Plans and consider multi-year course scheduling based on student demand and programs of study to ensure students have access to the courses they need to complete their respective goal(s).

In addition, the College should optimize how best to provide students with resources – both financial and with supplies (books – ZTC, art supplies, laptops/tablets, etc.) to support the student experience.

The College has adopted the Guided Pathways framework by establishing the Guided Pathways Divisions (GPDs) at Compton College.  More marketing and outreach activities needed (post-COVID-19) to ensure College employees and the College community are well-versed in the GPDs.

While the College does offer transfer and career services, opportunities and partnerships are being explored to offer targeted transfer opportunities for Black or African American students.

Also, based on the California Community Colleges Chancellor's Office Student Success Metrics, Black or African American students earn nearly 84 units in programs of study that *do not* lead to transfer; and on average, earn 91 units in Associate Degree for Transfer (ADT, 60-unit degrees) programs of study.  Based on the state's data, Compton College Black or African American students earn 30+ units (on average) *above and beyond* a 60-unit ADT degree.  Using these data points, the College will initiate activities to understand the accumulation of units and to better support the Black and African American student journey within the Transfer process.

## *Structure Evaluation*

**Current Structure**
✓ Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
X Other
**Ideal Structure**
X Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

## *Structure Evaluation:  Necessary Transformation to Ideal*

As noted, ensure student support activities through? the Transfer Center and GDP and increase awareness of four-year college opportunities, and application and financial aid deadlines.  Offer four-year college tours and encourage and provide student success stories to inspire prospective transfer students.  Assess student-readiness for transfer and conduct outreach activities to support student transfer.

## *Chancellor's Office Supports*

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

**Explanation of Supports Needed**
• The College would benefit from all the supports noted for the target population and related outcomes.

## Transfer by Males of Color Students

### Current Structure

The current structure is not offering targeted activities to meet the needs of Males of Color specifically.  Instead, Males of Color are grouped into the general student populations.  Compton College understands that a "blanket approach" to transfer is not indicative of a "student-ready college" and has established a student services department focused on Males of Color.  While the college does offer support structures for students who need academic assistance, the College needs to assess the effectiveness of its services.  In addition, the College needs to evaluate if all classes required for transfer are offered when students need the classes.  At times, classes required for transfer are canceled due to low enrollment and this impacts student completion rates and delays the student journey to transfer. Academic Affairs is currently tracking when it offers the classes that students need to complete degrees and uses this to inform scheduling and course cancellation decisions.

The College needs to ensure that Males of Color are aware of and have an understanding of college-transfer requirements and options.  Coordinate and offer Males of Color opportunities to visit four-year institutions and highlight student success stories.  Identify gender-specific activities that support the transfer journey.  Help students envision a future that includes a transfer option and that accepts them at receiving institutions.  Coordinate with the Black and Males of Color Office to offer opportunities for regular an ongoing transfer support.

Monitor Males of Color datasets and assess "why" Males of Color are more likely to accumulate more units prior to transfer.  Based on the California Community College Chancellor's Office Launchboard data, Compton College "All Males" earn on average 110 units – that's 50 more units than a traditional 60-unit ADT.  The average Bachelor's Degree is approximately 124-130 – not including STEM or high-unit majors.  Nonetheless, the College has an opportunity to assess the Males of Color student experience and offer activities to enhance their student journey.

Based on survey results, the "current structure" for improving the rate of Males of Color to transfer is not well known since Transfer activities are focused on all students, which is a consistent practice among colleges across the state.  However, based on the 2022-2025 SEAP, the College will prioritize specific activities to support the transfer of Males of Color.  A primary issue may be to gain a better understanding of why "Males of Color" are accumulating on average 110 units – as noted above.

As noted earlier, Compton College took students on college tours in spring 2022, which are funded and implemented on an annual basis.  In addition, in summer 2022, the College offered three summer residential transfer experiences at Arizona State University-West; University of California, Irvine; and Clark Atlanta University.  The College is currently considering how to implement this program again in summer 2023 and beyond.

### Structure Evaluation

**Current Structure**
✓ Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
X Other

**Ideal Structure**
X Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

## *Necessary Transformation to Ideal*

Compton College to offer targeted and personalized, "high touch" approach to evaluating and implementing action with customized resources and information to meet Males of Color and individual needs.   Initiate and expand student support groups which are critical to student success.  Promote affinity groups for cultural groups and GPDs with activities to support and Males of Color.  Ensure Compton College is recognized as a "Student Ready College" with clear steps to meeting student transfer goals aligned with the Vision for Success using the GDP framework.  Commit to offering all required transfer courses to support student goal completion and student transfer.

## *Chancellor's Office Supports*

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

**Explanation of Supports Needed**
- The College would benefit from all the supports noted for the target population and related outcomes.

## Completion by Black or African American Students

## *Current Structure*

Compton College is currently engaged in a variety of initiatives to improve completion rates for Black or African American students, including, but not limited to:

- faculty teaching and learning opportunities for discipline faculty to review and update learning outcomes to support DEI initiatives and GP Pillar 4 (ensure learning);
- successfully employing Black or African American and Males of Color and culturally competent employees; and,
- improve cultural competence, cultural connection events provide employees with the ability to engage in cultural events and practice that help to establish cross-cultural skills.

As the 2017 CCEAL report (referenced previously) identifies a variety of factors either impeded or facilitated their persistence, which also impact students' completion of both courses and programs. A summary of these viewpoints is provided below.

- Impediments or Barriers
    - Lack of belongingness
    - Stereotyping and stigmatizing
    - Low expectations
    - Lack of engagement in the classroom

     o   Bureaucratic "run-around"

Compton College needs to ensure Black or African American students are familiar with the host of student support services and offer targeted academic and personal support to promote successful course completion and student goal attainment.  The College needs to include more classified employees in the participation of cultural connections and initiate and expand Black or African American student mentorship.

## Structure Evaluation

**Current Structure**

✓ Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

**Ideal Structure**

✓ Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

## Necessary Transformation to Ideal

Implement the strategies and activities noted in the Action/Action Steps section and study and determine how best to improve Completion by implementing race-specific activities to meet the state's *Vision for Success* goals.

## Chancellor's Office Supports

**Supports Needed**

✓ Field Guidance & Implementation

✓ Technical Assistance/Professional Development

✓ Data & Research

✓ Policy & Regulatory Actions

✓ Technology Investments & Tools

✓ Proof of Concept Pilots

✓ Strategic and Operational Communication

**Explanation of Supports Needed**

- The College would benefit from all the supports noted for the target population and related outcomes.

## Completion by Latino/a/x Students

## Current Structure

As noted earlier, Compton College is currently engaged in a variety of initiatives to improve completion rates for Latinx students, including, but not limited to:

- faculty teaching and learning opportunities for discipline faculty to review and update learning outcomes to support DEI initiatives and GP Pillar 4 (ensure learning);
- successfully employing men of color and culturally competent employees; and,

- improve cultural competence, cultural connection events provide employees with the ability to engage in cultural events and practices that help to establish cross-cultural skills.

As the 2017 CCEAL report (referenced previously) identifies a variety of factors either impeded or facilitated their persistence, which also impact students' completion of both courses and programs. A summary of these viewpoints is provided below.

- Impediments or Barriers
    - Lack of belongingness
    - Stereotyping and stigmatizing
    - Low expectations
    - Lack of engagement in the classroom
    - Bureaucratic "run-around"

Compton College needs to ensure students are familiar with the host of student support services and offer targeted Latinx academic and personal support to promote successful course completion and student goal attainment.  The College needs to include more classified employees in the participation of cultural connections and initiate and expand Latinx student mentorship.

Compton College needs to raise awareness among all employees of available services to support the student experience – "…in a way, the College is still learning and adjusting to a post-COVID-19 environment."   Need to scale strategies and practices used in student support programs.

## Structure Evaluation

**Current Structure**
✓ Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
X Other
**Ideal Structure**
X Instruction
✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

## Necessary Transformation to Ideal

Implement the strategies and activities noted in the Action/Action Steps section and study and determine how best to improve Completion by implementing race-specific activities to meet the state's *Vision for Success* goals.

## *Chancellor's Office Supports*

**Supports Needed**

✓ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

**Explanation of Supports Needed**

- The College would benefit from all the supports noted for the target population and related outcomes.