



2022-2023 | CATALOG

Compton Community College District

Serving: Carson, Compton, Lynwood, North Long Beach, Paramount, and Watts-Willowbrook

The Compton Community College District serves the communities of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate. The District is governed by a voter-elected Board of Trustees and a Student Trustee elected by the student body. The president of Compton College is the chief executive officer of the District.

Address

1111 East Artesia Boulevard
Compton, CA 90221-5393

Telephone Number

1-310-900-1600

Website

www.compton.edu

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Accreditation

Compton College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. Accreditation reports are available on the Compton College website.

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Welcome Message

Welcome to Compton College! The start of a new academic year is exciting. This is a time to explore new opportunities, connect with friends, and determine a path that will lead to a bright future.

As president of Compton College, I am deeply committed to make sure that all students have the opportunity and resources they need to set and achieve their goals. To do this, we take a personal approach, acknowledging the value of every single student and ensuring they have a individualized path to success.

I am proud of the work Compton College faculty and staff have completed to support our students by fostering a sense of belonging and providing positive learning encounters.

We have programs in place to make sure students have access to classes, technology, food, resources emergency funds, and other services essential to continue their education. Our welcoming and inclusive campus gives each student equal opportunity to engage and succeed in a high-quality academic environment.

Thank you for choosing Compton College. It is our privilege to help you achieve your academic, career, and personal goals.

Dr. Keith Curry

President, Compton College

CEO, Compton Community College District



2022-2023 Academic Calendar

FALL SEMESTER 2022

Campus Remains Open – Classes Not in Session	Friday-Wednesday, August 12-17, 2022
Fall Semester Classes Begin	Saturday, August 20, 2022
Weekday Classes Begin	Monday, August 22, 2022
Last Day to Add, Drop with No Notation and a Refund (First 8-Week Session)*	
Dates Vary; See Short-Term Calendar	
First Day to Apply for Graduation and Certificates (Fall)	Monday, August 29, 2022
Last Day to Challenge Residency Status for Current Semester	Friday, September 2, 2022
Last Day to Add (Full Semester Courses)	Sunday, September 4, 2022
Last Day to Drop and be Eligible for a Refund (Full Semester Courses)	Sunday, September 4, 2022
Last Day to Drop Without Notation on Permanent Record	Sunday, September 4, 2022
Labor Day Holiday (Campus Closed).....	Monday, September 5, 2022
Last Day to Apply for Degrees and Certificates (Fall)	Friday, October 14, 2022
Midterm Classes Begin (Second 8-Week Session)	Saturday, October 15, 2022
Last Day to Add, Drop with No Notation and a Refund (Second 8-Week Session)*	
Dates Vary; See Short-Term Calendar 2022	
Veterans Day Holiday (Campus Closed)	Friday, November 11, 2022
Last Day to Drop with a "W" (Full Semester Courses)	Friday, November 11, 2022
Thanksgiving Day Holiday/Weekend (Campus Closed).....	Thursday-Sunday, November 24-27, 2022
Fall Semester Ends	Friday, December 9, 2022
Campus Remains Open – Classes Not in Session	
	December 12-16, 19-22, 2022
Christmas Eve, Christmas Day Holidays (Campus Closed).....	Friday & Monday, December 23 & 26 2022
Winter Recess (Campus Closed).....	Friday-Monday, December 23, 2022 – January 2, 2023
Local Holiday (Campus Closed).....	Friday, December 30, 2022
New Year's Holiday (Campus Closed)	Monday, January 2, 2023

WINTER SESSION 2023

Winter Classes Begin	Tuesday, January 3, 2023
First Day to Apply for Graduation and Certificates (Spring).....	Tuesday, January 3, 2023
Last Day to Add.....	Sunday, January 8, 2023
Last Day to Drop Without Notation on Permanent Record	Sunday, January 8, 2023
Last Day to Drop and be Eligible for a Refund	Sunday, January 8, 2023
Martin Luther King Holiday Observed (Campus Closed).....	Monday, January 16, 2023
Last Day to Drop with a "W" (Full Term Courses)	Friday, January 27, 2023
Winter Session Ends	Friday, February 3, 2023

SPRING SEMESTER 2023

Campus Remains Open – Classes Not in Session	Monday-Tuesday, February 6-7, 2023
Spring Semester Classes Begin	Saturday, February 11, 2023
Weekday Classes Begin	Monday, February 13, 2023
Last Day to Add, Drop with No Notation and a Refund (First 8-Week Session)	
Dates Vary; See Short-Term Calendar	
Lincoln's Day Holiday Observed (Campus Closed)	Friday, February 10, 2023
Washington's Day Holiday Observed (Campus Closed).....	Monday, February 20, 2023
Last Day to Challenge Residency Status for Current Semester	Friday, February 24, 2023
Last Day to Add (Full Semester Courses)	Sunday, February 26, 2023
Last Day to Drop and be Eligible for a Refund (Full Semester Census).....	Sunday, February 26, 2023

Last Day to Drop Without Notation on Permanent Record.....	Sunday, February 26, 2023
Last Day to Apply for Degrees and Certificates (Spring).....	Friday, March 10, 2023
Cesar Chavez Holiday - Non-Instructional Day (Campus is Open)	Friday, March 31, 2023
Spring Recess (Faculty and Students).....	Saturday-Friday, April 8-14, 2023
Local Holiday – Campus Closed.....	Friday, April 14, 2023
Midterm Classes Begin (Second 8-Week Session).....	Saturday, April 15, 2023
Last Day to Add, Drop with no notation and a Refund (Second 8-Week Session)*	
Dates Vary; See Short-Term Calendar	
Last Day to Drop with a "W" (Full Semester Courses)	Friday, May 12, 2023
Memorial Day Holiday (Campus Closed).....	Monday, May 29, 2023
Graduation – No Classes.....	Friday, June 9, 2023
Spring Semester Ends	Friday, June 9, 2023
Campus Remains Open – Classes Not in Session	Monday-Friday, June 12-16, 2023

SUMMER TERM 2023

Juneteenth Holiday (Campus Closed).....	Monday, June 19, 2023
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First Six-Week Session – 2023

First Six-Week Session Begins.....	Tuesday, June 20, 2023
First Day to Apply for Graduation (Summer).....	Tuesday, June 20, 2023
Last Day to Add, Drop with No Notation and a Refund.....	Sunday, June 25, 2023
Independence Day Holiday Observed (Campus Closed).....	Tuesday, July 4, 2023
Last Day to Drop with a "W" (Full Term Courses)	Monday, July 17, 2023
First Six-Week Session Ends.....	Thursday, July 27, 2023

Eight-Week Session – 2023

Eight-Week Session Begins.....	Tuesday, June 20, 2023
Last Day to Drop and be Eligible for a Refund.....	Tuesday, June 27, 2023
Last Day to Add.....	Tuesday, June 27, 2023
Last Day to Drop Without Notation on Permanent Record.....	Tuesday, June 27, 2023
Independence Day Holiday Observed (Campus Closed).....	Monday, July 4, 2023
Last Day to Drop with a "W" (Full Term Courses)	Thursday, July 26, 2023
Eight-Week Session Ends.....	Thursday, August 10, 2023

Second Six-Week Session – 2023

Second Six-Week Session Begins	Monday, July 3, 2023
Independence Day Holiday Observed (Campus Closed).....	Monday, July 4, 2023
Last Day to Add, Drop with No Notation and a Refund	Sunday, July 9, 2023
Last Day to Apply for Graduation and Certificates (Summer)	Thursday, July 20, 2023
Last Day to Drop with a "W" (Full Term Courses)	Tuesday, August 1, 2023
Second Six-Week Session Ends	Thursday, August 10, 2023
Campus Remains Open – Classes Not in Session	Friday-Friday, August 11-19, 2023

Dates are subject to change.

**Most 8-week short-term classes; however, the dates could be different based on the number of meeting days. Check the Short-Term Calendar located on the Academic Calendar webpage: <https://www.compton.edu/academics/calendar.aspx>*

Compton College

Certification

The Compton Community College District hereby certifies that this Catalog is true and correct in content as required by DVB Circular 20-76- 84, Appendix P, Paragraph 6(a), Department of Education, State of California.

Disclaimer

Compton College has made every reasonable effort to determine that this Catalog is accurate. Courses and programs offered, together with other matters contained herein, are subject to change without notice by the administration for reasons related to student enrollment and level of financial support, or at the discretion of the District and the College. The district and the college further reserve the right to add, amend or repeal any rules, regulations, policies and procedures consistent with applicable laws. The college reserves the right to change any provision in this Catalog at any time, with or without notice.

Equal Opportunity Policy/Prohibited Discrimination and Harassment

Compton Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The Compton Community College District has identified the Vice President of Human Resources to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed pursuant to Title 5, section 59328 of the California Code of Regulations 1, and for coordinating their investigation. The District's Director of Diversity, Compliance and Title IX coordinates its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 and its regulations. Students, including students of Compton College, employees, and others affiliated with the District may use the procedures described herein to make a complaint of noncompliance with Title IX.

Applicable Administrative Regulations:

AR 3410 - Nondiscrimination

AR 3435 - Discrimination and Harassment Complaints and Investigations

Notice of Non-Discrimination

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Unlawful Discrimination Complaints

The College affirms its policy to provide an educational and employment environment in which no person shall be unlawfully denied admission, access or benefit to, nor employment in any program or activity that is administered, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges on the basis of race, color, national origin, sex (including sexual harassment), gender, disability, and age as required by Title VI, Title IX, Section 504, the Age Discrimination Act. Students or employees with questions, concerns or complaints of unlawful discrimination may contact and/or file a complaint with these offices.

Students and employees may file an official complaint with the appropriate offices or agencies to initiate a Compton College discrimination investigation:

- **Compton College responsible District officer and Title IX Coordinator:**
Kemisha R. Roston
Director, Diversity, Compliance and Title IX
310-900-1600, ext. 2143
(Students/Employees)
- **California Community Colleges System Office
Attention: Legal Affairs Division**
1102 Q Street; Sacramento, CA 95814-6511 (Students/Employees)
- **U.S. Department of Education, Office for Civil Rights**
50 Beale Street, Suite 7200; San Francisco, CA 94105 (Students)
- **California Department of Fair Employment and Housing**
611 W. Sixth Street, Suite 1500; Los Angeles, CA 90017 (Employees)
- **U.S. Equal Employment Opportunity Commission**
255 E. Temple Street, 4th Floor; Los Angeles, CA 90012 (Employees)

Prohibition of Harassment

AR 3430 - Prohibition of Harassment

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This regulation and the related policy protects students, employees, unpaid interns, and volunteers in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, District vehicles, or at a class or training program sponsored by the District at another location.

Definitions

General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his/her/their ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AR 3433 Prohibition of Sexual Harassment under Title IX, and AR 3434 Responding to Harassment Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, Complainants should use this procedure.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendos based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.

Environmental: A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her/their immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:

- submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, progress, internship, or volunteer activity;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance,

or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or

- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender alters the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it unreasonably interfered with the person's academic or work performance or created an intimidating, hostile, or offensive learning or working environment. Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges

of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Academic Freedom

No provision of this Administrative Regulation shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California antidiscrimination laws.

Reference Board Policy 3430 – Prohibition of Harassment

Education Code Sections 212.5, 44100, and 66281.5;
Government Code Section 12940 and 12943;
Civil Code Section 51.9;
Title 2 Sections 10500 et seq.;
Title 5 Sections 59320 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

Compton College History

The Compton Community College District (CCCD) was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the college from the high school district. Construction of the new college campus was completed on the present site. Classes began on the new campus in fall 1956.

On June 7, 2017, the Accrediting Commission for Community and Junior Colleges (ACCJC) granted initial accreditation status to Compton College. The action established Compton College as an accredited college within the El Camino Community College District.

Compton College was officially named the 114th California Community College through unanimous vote by the Board of Governors in July 2017. On August 29, 2018, California Community Colleges Chancellor Eloy Oakley issued Executive Order 2018-01 declaring Compton College will operate as an independent college under the authority of the Compton Community College District (CCCD) Board of Trustees effective June 7, 2019 at 11:59 p.m.



Vision, Mission, Institutional Effectiveness Outcomes, and Strategic Initiatives

BP 1200 - Mission, Vision, and Strategic Initiatives

Vision

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

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.

Institutional Effectiveness Outcomes

Institutional Effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater Institutional Effectiveness—more students from our diverse communities attaining educational success and achieving their academic and career goals.

The Tartar Completion by Design provides a framework for the student experience, which is organized around the College's outcomes and strategies: student connection (how a student learns about the college through when they apply), entry (enrollment through gatekeeper courses), progress (through 75% of program of study), completion (the last 25% of coursework to earning a degree or certificate), and transition (into employment or transfer to a four-year institution).

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at Compton College:

Connection

- Successful Enrollment
- Number of Dual Enrollment Students

Entry

- Student Readiness Rate
- Completion of transfer-level English in first year Completion of transfer-level math in first year All student fall to spring persistence rate
- Three-Term Persistence Rate (first-time, full-time students)

Progress

- Successful Course Completion Rate
- Average Units Completed per Academic Year

Completion

- Number of Associate Degrees awarded Average units acquired per Associate Degree
- Number of Associate Degrees for Transfer awarded
- Average units acquired per Associate Degree for Transfer
- Number of Certificates awarded
- Number of students completing 9+ CTE units
- Number of CTE students employed in their field of study

Transition

- Number of Transfers

The College originally developed improvement goals through a consultation process from the 2015-2016 through the 2019-2020 academic year, and comparing annual progress with a baseline year. In spring 2019, the College updated its improvement outcomes and aligned them with the California Community College State Chancellor's Office Vision for Success. Institutional effectiveness outcomes will be monitored annually for progress on each goal outcome. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision from 2017 to 2024, Compton College will focus its efforts on the following Strategic Initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are collegewide plans to make progress on each initiative.

Improve recruitment, enrollment, retention, and completion rates for our students.

Objective 1. Tailor degree and certificate programs to meet the needs of our students.

Objective 2. Educate students about pathways to graduation.

Objective 3. Enhance student preparation for academic success and completion.

Objective 4. Provide a student-centered environment that leads to student success.

Support the success of all students to meet their education, and career goals.

Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.

Objective 2. Minimize the equity gap for access, retention, and graduation rates.

Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

Support the success of students through the use of technology.

Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.

Objective 2. Provide robust distance education courses and service offerings.

Objective 3. Enhance technology for teaching and learning through professional development.

Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.

Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.

Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.

Establish partnerships in the community and with the K-12 schools.

Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.

Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.

Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

Institutional Learning Outcomes (ILOs)

1. Critical Thinking

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

3. Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

4. Information Literacy

Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Admissions and Registration

Admission Requirements

Admission

Any person over the age of 18 or possessing a high school diploma or its equivalent from the USA or other nation shall be admitted unless prohibited by law. If under the age of 18, students qualify if they have 1) graduated from high school or 2) passed the California High School Proficiency Examination.

Special Part-time or Full-Time Students

Compton College may admit as a special part-time or special full-time student anyone in grades kindergarten through 12 (K-12) who, in the opinion of the college President/CEO, may benefit from instruction. Enrollment fees will be waived pursuant to Education Code Section 72252.

K-12 students shall receive credit for completed courses. If credit is used for high school graduation, attention is called to Section 1630, Title 5, California Administrative Code.

California Residency Definition

A California resident for tuition purposes is defined as a citizen of the United States or a person who holds a status that allows them to establish residency in the United States and can provide evidence of physical presence in the state of California for at least one year prior to the residency determination date, and evidence of intention to make California their permanent home. Documented evidence must correspond to dates of physical presence in California. A nonresident is a person who does not meet the residency requirements of the state of California for tuition purposes or who is a citizen of a foreign country and holds only temporary status in the United States.

California Residence Waiver

AB 540 allows qualified students who meet specific criteria to pay in-state tuition at California public colleges and universities.

Residence Requirements

A student 19 years or older who resides in California is classified as a district resident as defined by the California Education Code and may enroll in any courses for which they are qualified. Residency is determined based on two factors: continued physical presence in California and intent to maintain California as the legal state of residence. The student cannot have engaged in any activity that contradicts California residency law and the student may not be in a classification that by law prohibits the establishment of residence. The residence of the student under age 19 is determined by the legal residence of the student's parents or legal guardian as defined by law.

Exceptions to Residence Determination

A list of exceptions to residence determination will be issued by the Admissions & Records Office to each student who is classified as a "nonresident."

Consideration will be given to appropriate evidence submitted by the student who has or is currently serving in the United States military service or who is a dependent of a member of the United States military service. The student should contact the Admissions & Records Office for possible classification as a resident.

A student who is classified as a nonresident may petition for residence in accordance with the laws and regulations of California and the policies and procedures of Compton College. The burden of proof is on the student. The petition for residence reclassification must be filed by the published deadline.

(Reference: Administrative Regulation 5015 - Residence Determination)

Appeal Procedure

Any student, after a decision on residence classification is rendered, may make a written appeal as provided in Title 5, California Administrative Code, within 30 calendar days of notification.