Compton College

Academic Senate Meeting Agenda Package

Date: October 3, 2024

Modality: In-Person

Location: IB1 - 106

Time: 2:00 p.m.

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Academic Senate Membership Table

Current Voting Membership Count: <u>Twenty-four—24</u>

Required Quorum: <u>**13**</u>

Faculty Vacancies 🌻 : (a) Social Sciences <u>One—1</u> , (b) BIST <u>Two—2</u>, (c) STEM One—1, and (d) Adjunct Faculty <u>One—1</u>.

Compton Community College Academic Senate Membership 2024-2025				
Officers				
Position	**Name**	**Email**	**Term Fall/Spring**	**Vote**
President	Sean Christopher Moore	smoore@compton.edu	2024/2026	To Break A Tie
Vice President	Minodora Moldoveanu	mmoldoveanu@compton.edu	2024/2025	No
Secretary	Michael Vanoverbeck	mvanoverbeck@compton.edu	2024/2027	No
Fine Arts, Communication and Humanities **Count: 1**				
Senator	Mayela Rodriguez (does not double count as FDC Chair)	mrodriguez36@compton.edu	2021/2024	Yes
Senator	Juan Tavarez	jtavarez@compton.edu	2023/2026	Yes
Senator	Mandeda Uch	much@compton.edu	2023/2026	Yes
Senator	Andree Valdry	avaldry@compton.edu	2023/2026	Yes
Senator	Susan Johnson	sjohnson@compton.edu	2024/2027	Yes

Counselors **Count: 5**				
Senator	Eckko Blake	eblake@compton.edu	2023/2026	Yes
Senator	Carlos Maruri	cmaruri@compton.edu	2024/2027	Yes
Senator	Janette Morales	jmorales13@compton.edu	2024/2027	Yes
Senator	Liliana Huerta	lhuerta@compton.edu	2024/2027	Yes
Senator	Bria Roberts (Interim for Karina Lopez)	broberts2@compton.edu	2024/2027	Yes
Social Sciences **Count: 3**				
Senator	Nathan Lopez	nlopez11@compton.edu	2023/2026	Yes
Senator	Pam West	pwest@compton.edu	2023/2026	Yes
Senator 🌻	Vacant			Yes
Business and Industrial Studies **Count: 3**				
Senator	Michael Vanoverbeck	mvanoverbeck@compton.edu	2023/2026	Yes
Senator 🌻	Vacant			Yes
Senator 🌻	Vacant			Yes
Science, Technology, Engineering, and Mathematics **Count: 5**				
Senator	Hassan Elfarissi	helfarissi@compton.edu	2023/2026	Yes
Senator	Jose Martinez	jvillalobos@compton.edu	2023/2026	Yes
Senator and Parliamentarian	Kent Schwitkis	kschwitkis@compton.edu	2023/2026	Yes
Senator	Jose Villalobos	jvillalobos@compton.edu	2023/2026	Yes
Senator 🌻	Vacant			Yes

Health and Public Services Count: 6				
Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
Senator	Shirley Thomas	sthomas@compton.edu	2024/2027	Yes
Senator	Angela Burrell	aburrell@compton.edu	2024/2027	Yes
Adjunct Faculty Count: 2				
Senator 🌻	Vacant			Yes
Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
Ex Officio—Voting Members Count: 4				
Union President	David Chavez	dchavez14@compton.edu	2023/2025	Yes
Sub-Committee of the Academic _____ Curriculum Chair	Charles Hobbs	chobbs@compton.edu	2024/2026	Yes
Sub-Committee of the Academic Senate _____ Faculty Development Committee Chair (Academic Senate Voted to not have this position attend or vote)	Mayela Rodriguez	mrodriguez36@compton.edu	2024/2026	No
Sub-Committee of the Academic Senate _____ Distance Education Faculty Coordinator	Bradd Conn	bconn@compton.edu	2026	Yes
Frequency	**Day**	**Time**	**Modality**	
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee	

2024/2025 Academic Senate and College Curriculum Committee Meeting Schedule

Academic Senate	College Curriculum Committee
Frequency 1st & 3rd Thursday of Each Month	**Frequency** 2nd & 4th Tuesday of Each Month
Time & Location 2:00 p.m. - 3:30 p.m. **Room:** IB1 - 106	**Time** 2:00 p.m. - 3:30 p.m. **Room:** VT - 124
Semester Fall 2024	**Semester** Fall 2024
Date	**Date**
9-05-2024	09-10-2024
9-19-2024	09-24-2024
10-03-2024	10-08-2024
10-17-2024	10-22-2024
11-07-2024	11-12-2024
11-21-2024	11-26-2024
12-05-2024	12-10-2024
Semester Spring 2025	**Semester** Spring 2025
02-20-2025	02-25-2025
03-06-2025	03-11-2025
03-20-2025	03-25-2025
04-03-2025	04-08-2025
Spring Recess	04-22-2025
05-01-2025	05-13-2025
05-15-2025	05-27-2025
06-05-2025	06-10-2025

Note: Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda.
Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.

Academic Senate Agenda—October 3, 2024

Facilitator: Michael Vanoverbeck for Sean Moore—Academic Senate President
Recorder: Michael Vanoverbeck **Time Keeper:** Victoria Martinez
Date: October 3, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

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.

Attendees

Officers: Sean Christopher Moore__; Minodora Moldoveanu __; and Michael Vanoverbeck__.

Senators: Mayela Rodriguez__; Juan Tavarez__; Mandeda Uch__; Andree Valdry__; Susan Johnson__; Eckko Blake__; Carlos Maruri__; Janette Morales__; Liliana Huerta__; Bria Roberts__; Nathan Lopez__; Pam West__; Jesse Mills__; Michael Vanoverbeck __; Hassan Elfarissi__; Jose Martinez__; Kent Schwitkis__; Jose Villalobos__; Roza Ekimyan__; Shirley Thomas __; Angela Burrell__; and Victoria Martinez__.

Ex Officio Voting Members: David Chavez__; Charles Hobbs__; and Brad Conn__.

Nonvoting Attendees: Sheri Berger__; and Pamela Wilkerson__.

AGENDA:
1. **Approval of Agenda:** October 3, 2024.
2. **Approval of Minutes:** September 19, 2024.
3. **Reports and Follow-up Questions From Attendees:**
    a) Vice President, Academic Senate
    b) College Curriculum Committee Chair
    c) Distance Education Faculty Coordinator
    d) Faculty Development Chair
    e) Vice President, Academic Affairs

4. **Curriculum Consent Agenda Item(s):**
   a) *New Course:* MATH 16C – Support for Calculus for Business and Social Sciences.
   b) *Course Reactivation*: MATH 100- Supervised Tutoring: Mathematics.
   c) *Course Inactivation*: ENGL 60 - Prewriting Workshop; ENGL 61 - Test-Taking Strategies; ENGL 62 - Vocabulary Building for College Students; ENGL 63 - Spelling Techniques; ENGL 64 - Memory Techniques; ENGL 65 - Listening and Notetaking Strategies; ENGL 66 - Sentence Errors and Punctuation; ENGL 67 - Thinking Skills for College Courses.
   d) *Course Review—Revised Course Description*: ESTU 105 - Chicano Culture.
5. **Presentation and Follow-up Questions:**
   a) Pamela Wilkerson—EEO Plan.
6. **Administrative Regulation(s) Third Read:**
   a) AR 4222 Remedial Coursework
7. **Administrative Regulation(s) Second Read:**
   a) AR 3200 Accreditation
8. **Discussion Items:**
   a) Begin to establish written Collaborative Governance Report recommendations.
9. **Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):**
   a) Academic Senate Senators may provide a comment or future agenda item recommendation(s).
10. **Public Comment(s):**
    a) Public comments may be presented.

Academic Senate Minutes—September 19, 2024

Facilitator: Sean Moore—Academic Senate President
Recorder: Michael Vanoverbeck **Time Keeper:** Victoria Martinez
Date: September 19, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

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.

Attendees

Officers: Sean Christopher Moore_X_; Minodora Moldoveanu _X_; and Michael Vanoverbeck_X_.

Senators: Mayela Rodriguez_X_; Juan Tavarez_X_; Mandeda Uch_X_; Andree Valdry_X_; Susan Johnson_X_; Eckko Blake_X_; Carlos Maruri_X_; Janette Morales_X_; Liliana Huerta_X_; Bria Roberts_X_; Nathan Lopez_X_; Pam West_X _; Jesse Mills_X_; Michael VanOverbeck_X_; Hassan Elfarissi__; Jose Martinez__; Kent Schwitkis__; Jose Villalobos_X_; Roza Ekimyan__; Shirley Thomas__; Angela Burrell__; Victoria Martinez_X_;

Ex Officio Voting Members: David Chavez_X_; Charles Hobbs_X_; and Brad Conn__.

Nonvoting Attendees: Sheri Berger_X_; Corina Diaz_X_; Sacramento Ramos_X_;

AGENDA:
Call to order at 2:04

1. **Approval of Agenda:** September 19, 2024.
   - **Susan J. motioned to approve the agenda. Liliana H. seconded. - Unanimously approved**

2. **Approval of Minutes:** September 5, 2024.

3. **Reports and Follow-up Questions From Attendees:**
   - **Victoria M. motioned to open reports 3a to 3f. Eckko B. seconded.**
   a) President Report, Academic Senate
      - ○ Collaborative Governance Report
         - i. The report was sent campus-wide, and feedback was encouraged. Further discussion is planned.
      - ○ Facilities work order
         - i. Faculty are reminded to use the work order tile on the portal for requests, ensuring proper tracking and follow-up.
   b) Vice President, Academic Senate
   c) College Curriculum Committee Chair
      - ○ Discussed Title 5 changes, common course numbering, and course approvals. A workgroup was suggested for addressing changes.
   d) Distance Education Faculty Coordinator
   e) Faculty Development Chair
   f) Vice President, Academic Affairs
      - ○ Discussed the accreditation policy outlining the process, roles, and timeline for accreditation.
      - ○ ACCJC has developed a rubric to evaluate online classes for synchronous and asynchronous courses.
   - **David C. motioned to close reports. Jose V. seconded.**

4. **Curriculum Consent Agenda Item(s):**
   - **Victoria M. motioned to approve consent agenda item 4a. Pam W. seconded. -Unanimously approved**
   a) Course Review – Revised Course Description: HIST 101 – United States History to 1877.

5. **Presentation and Follow-up Questions:**
   - **Minodora M. motioned to indefinitely table presentation 5a. Jesse M. seconded.**
   a) Katherine Marsh and Diane White—CREED Model (20 minutes).

Tabled September 5, 2024 Academic Senate Agenda Items 6a and 7a-h

6. **Administrative Regulation(s) First Read:**
   - **Minodora M. motioned to open 6a for first read. Carlos M. seconded.**
   a) AR 3200 Accreditation
      - ○ This is a new AR that was discussed and commented on during this first read.
   - **Carlos M. motioned to close 6a for first read. Liliana H. seconded.**

7. **Informational Items:**
   - **Jesse M. motioned to open informational items 7a-h. Eckko B. seconded.**

a) Civility Champion Faculty Award: Susan Johnson, Assistant Professor, English
b) Outstanding Faculty Award: Theresa Barragan-Echeverria, Associate Professor, Counseling
c) Compton College Syllabus Checklist document: Updated hyperlinks, sections (XVI) *Mandatory Reporting,* and (XVII) *Title IX Information.*
d) Vacancy Committee Membership Tables: (a) Institutional Effectiveness Committee One-1; (b) Enrollment Management Committee One-1; (c) Guided Pathways Committee Two-2, (d) Health and Benefits Committee Two-2.
e) Zero Textbook Cost Program: Acceleration II, Impact, and OER Expansion Grants.
f) Compton College Academic Senate—Summary of Decisions June 10. 2024
g) Dr. Curry's Response to Academic Senate Decisions From the June 6, 2024 Meeting.
h) Dr. Curry's Response to Senate Decisions From the March 7, March 21st, and April 4th Senate Meeting.
- **Bria R. motioned to close informational items 7a-h. Pam W. seconded.**

New Business Items 8ab – 9a

8. **Administrative Regulation(s) Second Read:**
   - **Jesse M. motioned to open 8a. Pam W. seconded**
   a) AR 4222 Remedial Coursework
      o Issues discussed included legal clarification on language. Senate was told that this AR is required but it was noted that remedial coursework is no longer offered, making the regulation potentially obsolete. Further review by legal counsel was requested.
      o The committee is confused with "Administrative Regulations 4222 Remedial Coursework" when we can't offer remedial coursework.
   - **Bria R. motioned to close discussion. Victoria M. seconded.**

   - **Pam W. motioned to open 8b. Carlos M. seconded.**
   b) AR 4225 Course Repetition
   - **Pam W. motioned to approve AR 4225. Juan T. seconded. -Unanimously approved.**

9. **Discussion Items:**
   - **Jose V. motioned to open discussion item 9a. Mayela R. seconded.**
   a) Collaborative Governance Report and moving forward with recommendations.
      o Committee was asked to give any feedback on moving forward.
      o The committee would like to get a specific email with the document sent out.
   - **Jose V. motioned to close discussion item 9a. Mayla R. seconded.**

Standing Items

10. **Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):**
    - **Carlos M. motioned to open 10a. Pam W. seconded.**
    a) Academic Senate Senators may provide a comment or future agenda item recommendation(s).
    - **Carlos M. motioned to close 10a. Pam W. seconded.**
11. **Public Comment(s):**
    - **Carlos M. motioned to open the floor to public comments. Jose V. seconded.**
    a) Public comments may be presented.
        - It was mentioned that students are not receiving financial aid in a timely manner.
        - No sufficient communication is being given to students who are relying on financial aid.
        - There is a high volume of fraudulent students this semester and this is causing delays in disbursements.
    - **Michael V. motioned to close public comments. Carlos M. seconded.**

The meeting was adjourned at 3:30 p.m.

CCCCO Equal Employment Opportunity (EEO) Annual Certification Form

Name of District:	Compton Community College District
Submission Date:	September 26, 2024

In July of 2021, the Board of Governors of the California Community Colleges adopted new Equal Employment Opportunity (EEO) regulations to provide the necessary framework for more robust and accountable EEO programs. As a part of the framework, districts are tasked with engaging in annual reporting of EEO-related activities in order to receive EEO funds appropriated by the Legislature.[1]

California Code of Regulations, title 5, Section 53024.2 sets forth the categories of information that must be reported as part of this annual certification:

(a) Districts shall certify annually to the Chancellor that they have timely complied with all of the following:

(1) recorded, reviewed, and reported the data required regarding qualified applicant pools and longitudinal data;

(2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;

(3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division;

(4) expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of section 53030.

This form combines the reporting of all items listed in Section 53024.2 into a single document, expressly subsuming and replacing the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms used in past years.

Instructions:

1. Complete Sections B through E.
2. Compile and format data in an Excel workbook related to Section B.
3. After Sections B through E are finished, ensure the checklist in Section A is complete and fill out the signature page in Section F.
4. Submit this Annual Certification Form and Section B data (as an Excel workbook file) in one email to **eeosubmissions@CCCCO.edu** by **June 30, 2024.**

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[1]Section 87102 of the Education Code provides in relevant part:
(a) As a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article, and, to promote faculty diversity, commencing with the 2023–24 academic year, shall implement strategies from the Multiple Methods identified by the office of the Chancellor of the California Community Colleges. Each participating

community college district's equal employment opportunity program shall ensure participation in, and commitment to, the program by community college district personnel. Each participating community college district's equal employment opportunity plan shall include steps that the community college district will take to eliminate improper discrimination or preferences in its hiring and employment practices. Each plan shall address how the community college district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Section 87482.6, while still ensuring equal employment opportunity.

Contents

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have complied with the items listed below.

Before submitting this form to the Chancellor's Office, please ensure that this section (Section A) and the signature page (Section F) are complete.

Collection and Analysis of Recruitment, Retention, and Longitudinal Data

(1)   The district has **recorded and reviewed** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)
    ✕ Yes
    - No

(2)   The district has **reported** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)
    ✕ Yes
    - No

EEO Strategies Updates

(3)   The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan. (Sections 53003(c)(1), 53024.1)
    ✕ Yes
    - No

Response to Harassment and Discrimination Complaints

(4)   The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with Section 59300) of chapter 10 of division 6 of title 5.
    (Sections 53003(c)(4), 53026)
    ✕ Yes
    - No

Use of EEO Funds

(5)   The district has expended EEO funds in accordance with the purposes set forth in subdivision (c) of Section 53030.
    ✕ Yes
    - No

Referring to your district's EEO Plan Components 10-12, report upon your district's strategies for recording and reviewing data related to the recruitment and retention of monitored groups.

For reference:

- Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants
- Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories
- Component 12: Methods for Addressing Underrepresentation

EEO Plans: Summary of Anticipated Actions		
Referring to your district's EEO Plan, briefly summarize your district's plan to do the following:	**collect** applicant and employee data	We utilize a combination of default reports generated from various systems, with some data manually produced. Our applicant tracking system generates reports on annual applicants by job category, disability, gender, ethnicity, and veteran status. These reports are generated by both Human Resources and Institutional Effectiveness, with Institutional Effectiveness also providing assistance in configuring the data upon request.
	review applicant and employee data **for adverse impact**	When reviewing adverse impact, we conduct an analysis of the demographics at each stage of the recruitment process. This involves generating a report that tracks applicants throughout the recruitment stages, including: applicants, those meeting minimum qualifications (MQs), those invited to test (for classified positions), those invited to the first and second-level interviews, and ultimately those hired. This allows us to assess whether a sufficiently diverse pool exists and how those hired align with any identified areas of potential adverse impact.
	review applicant and employee data **for underrepresentation**	When reviewing underrepresentation, we utilize existing employee data to establish a baseline for analyzing potential areas of underrepresentation. Most recently, we have used our Service Area Outcomes (SAOs) as the comparator, as outlined in the 2023-2026 EEO Plan, to ensure that our workforce demographics align with the community we serve. This

		approach allows for a comprehensive and data-driven analysis of underrepresentation within our organization

Actions Taken (including actions in progress prior to EEO Plan submission)		
Since submitting your EEO Plan, summarize actual actions taken and the methods used **to review** your district's applicant and employee data for:	adverse impact	We implemented a systematic analysis of the recruitment process to identify any adverse impact on underrepresented groups. This allows us to monitor the demographics at each phase and assess whether a diverse pool of candidates exists. If any adverse impact is identified, we employ agile responses, such as reopening positions, extending the recruitment period, or enhancing our advertising and marketing strategies. Our current employee data serves as a benchmark to evaluate potential adverse impact, ensuring that our hiring practices align with equity goals.
	underrepresentation	For reviewing underrepresentation, we will be conducting a thorough analysis of applicant data to determine if we are attracting a diverse pool of candidates. This ongoing review will allow us to assess whether our recruitment efforts are effectively reaching underrepresented groups. By regularly examining the composition of our applicant pools, we can identify any gaps in diversity and make necessary adjustments to our outreach, advertising, and recruitment strategies to ensure inclusivity throughout the hiring process.
Summarize actual actions taken and the methods used **to address** any findings of:	adverse impact	When adverse impact is detected, we take swift action by reopening or extending job postings to attract a broader and more diverse applicant pool. Enhancing advertising and marketing efforts to ensure we are reaching underrepresented groups, including expanding outreach to diverse communities and networks. By continuously monitoring and comparing applicant data with current employee demographics, we ensure our hiring practices are equitable and aligned with diversity goals. These data-driven actions allow for responsive and effective adjustments to mitigate any adverse impact identified during the recruitment process.
	underrepresentation	In response to any findings, we have taken the following actions: Targeted recruitment efforts: We enhanced our outreach to underrepresented groups by expanding recruitment channels, including partnering with community organizations, educational institutions, and professional associations that represent diverse populations. Focused advertising: We strategically increased advertising in platforms and networks that cater to underrepresented communities to attract a more diverse applicant pool. These actions allow us to actively address underrepresentation by refining our recruitment processes, expanding our outreach, and ensuring that our workforce reflects the diversity of the community we serve.

Methods Used to Measure Outcomes		
Describe the methods your district has used/is using to **measure the outcomes** of efforts to address the following:	adverse impact	When adverse impact is detected, we take corrective actions, such as revising recruitment strategies, enhancing outreach to underrepresented groups, and re-evaluating selection criteria. We then monitor subsequent recruitment cycles to assess whether these interventions have successfully mitigated the adverse impact. These methods allow us to regularly evaluate the effectiveness of our EEO efforts in minimizing adverse impact and ensuring fair, equitable hiring practices across the district.
	underrepresentation	We generate and review annual EEO progress reports that summarize the outcomes of our efforts to address underrepresentation. These reports include data on the representation of different demographic groups in the workforce, as well as analysis of hiring, promotion, and retention trends. The reports provide a clear overview of how our EEO initiatives are advancing our goals of building a more diverse and inclusive workforce.

Observed Outcomes	
As a result of the actions taken by your district to address **adverse impact**, what specific outcomes have you observed?	The District targeted outreach and recruitment strategies have led to a more diverse pool of applicants at the initial stages of the hiring process. By closely monitoring demographic data at each recruitment phase, we have been able to identify and mitigate adverse impact at stages such as testing, interviews, and final selection. Our interventions, such as revising selection criteria and providing bias training for interview committees, have led to a more equitable distribution of candidates progressing through the process.
As a result of the actions taken by your district to address **underrepresentation**, what specific outcomes have you observed?	The District recruitment strategies have resulted in a broader, more diverse applicant pool across multiple job categories. Through targeted advertising, job fairs, and partnerships with community organizations, we have been able to attract a more varied pool of candidates for each recruitment cycle.

Innovative Strategies Reporting	
Please highlight the use and impact (if applicable) of any innovative strategies, resources, or tools your district has employed.	To strengthen diversity in recruitment, The District had developed strategic partnerships with the City of Compton, Compton Unified School District and other local community organizations, minority professional associations, and educational institutions serving underrepresented groups. These partnerships include hosting job fairs, creating internship pipelines, and engaging in community outreach programs. This approach has had a direct impact by attracting more diverse candidates and increasing awareness of career opportunities within the district

Additional Comments (use this space to report or provide any additional information not covered in the questions above)

Section B, Part 2: Longitudinal Data Reporting

Instructions:
- Compile demographic data for a) applicants and b) employees. Demographic data includes but is not limited to the following. *Note: Data must be broken down to subcategories as required by the CCCCO's Management Information Systems (MIS) reporting obligations,*
  - Employee/job classification
  - Gender
  - Race/Ethnicity
  - Disability status
- To make reporting as uniform as possible, format data into tables displaying numbers and percentages. Applicant and employee data should be presented separately. The following is an example format for a table of applicant data displaying job classification by gender:

Example Table. 20XX-20XX Applicant Job Category by Gender.

	Female		Male		Non-binary		Unknown/ Blank		Total	
	#	%	#	%	#	%	#	%	#	%
Executive, Admin., Managerial										
Academic, Tenured/ Tenure-Track										
Academic, Temporary										
Professional (Non-Faculty)										
Clerical/ Secretarial										
Technical/ Paraprofessional										
Skilled Crafts										
Service/ Maintenance										

- Place tables into an Excel workbook with each tab containing a different, and clearly labeled table. Tab name examples:
  - AppJobGender (i.e., applicant pool, job category, gender)
  - EmpJobRace (i.e., employees, job classification, race/ethnicity)
- Name your workbook using the following format:
  - year_district_EEOAnnualCert (ex.: 2024_LRCCD_EEOAnnualCert)
- Submit your Excel workbook using the same email in which you submit this Certification Form (**eeosubmissions@CCCCO.edu**). The EEO Certification Form submission process is not complete without the submission of your district's Excel workbook.

See Attachment 1

Section C: EEO Strategies Updates (EEO Plan Component 13 and other EEO Plan Components)

In this section, provide updates on district pre-hiring, hiring, and post-hiring strategies expressed in the EEO Plan.

Section C, Part 1: EEO Plan Component 13 Instructions:

- Use your district's EEO Plan Component 13 submission to guide completion of this form. If your district did not use the Component 13 template in its EEO Plan, you will need to transfer your EEO Plan Component 13 submission into the template before completing this section.
- Remove any rows (i.e., implementation strategies) that do not apply to your district's Component 13 submission.
- Add lines for additional/alternative strategies, as necessary.
- Because strategies and metrics were reported by year in the Component 13 matrix (i.e., Year 1, Year 2, Year 3), please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Example:			
Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	Year 1: Implement new applicant tracking software in which applicant pool data can be disaggregated by EEO categories, and prospective division/department.	Year 1: Review applicant pool data for all full-time faculty and part-time faculty for 2023-2024 academic year.	90% of applicants were tracked using the new software, 10% of applicants completed their applications prior to the full transition to the new software. Analysis of Adverse Impact and Underrepresentation is underway utilizing data collected. Preliminary findings indicate Black (2%) and Latinx (9%) applicants continue to be underrepresented in faculty application submissions. Year 2: District intends to complete and analyze Year 1 data and develop strategies to address identified Adverse Impact and Underrepresented groups.

[Form begins on the next page →]

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Provide training to hiring committees, managers & the Human Resources Department. (53024.1(d))	Year 1: Continue to actively monitor the implementation and effectiveness of EEO training for screening committees, managers, and trustees to reinforce the district's commitment to equity and inclusive practices.	Year 1: Gather feedback from participants on the relevance, clarity, and effectiveness of the training through post-training surveys. High satisfaction rates and positive feedback can indicate effective delivery and content.	Year 1: EEO training has led to a noticeable increase in awareness of non-discriminatory practices and the importance of diversity and inclusion. Participants have demonstrated a better understanding of EEO policies, as evidenced by improved post-training assessment scores.
Campus-wide training Title 5 hiring/recruitment	Year 1: Seek subject matter experts to provide well designed campus-wide training Title 5 hiring/recruitment regulations and Equal Employment Representative (EER) program, to diversify participation and expertise on hiring committees)	Year 1: Demonstrate a 20% increase in diverse employee participation on hiring committees. Endeavor to have 1-3 individuals from each employee group to serve as an(Equal Employment Representative) EER on hiring committees.	Year 1: A significant challenge in achieving a 20% increase in diverse employee participation on hiring committees is the limited availability and engagement of individuals from various employee groups.

In partnership with the USC Race and Equity Center, develop and conduct a Compton students interested in teaching at a California Community College	Year 1: Continue to collaborate with the USC Race and Equity Center to develop a curriculum that prepares participants with the pedagogical, cultural, and equity-focused skills necessary for teaching at California Community Colleges.	Year 1: Upon completion of the first cohort of the Academy. Provide evaluation to participants to gather analytics on level of satisfaction and impact on career goals post-Academy Metrics can also consider whether the cohort includes participants from underrepresented employee groups.	Year 1: Participants are connected with experienced community college faculty who provide mentorship and guidance throughout their journey into teaching.
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	Year 1: Secure the date and modality of this training, provide training, establish an ongoing schedule of training for each election cycle.	Year 1: Immediately after the training, have participants complete an evaluation survey to provide feedback on the training's relevance, quality, and applicability to their role.	Year 1: Measuring long-term effectiveness can be a challenge. It can be difficult to measure the long-term impact of bias training on actual hiring outcomes and behaviors. Bias is often subtle and ingrained, making it challenging to determine if training leads to meaningful changes.

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.	Year 1: Continue to provide training to managers and hiring completed related to elimination of bias in hiring and employment.	Year 1: Survey all attendees after training sessions and mandate that every committee member completes training before participating in the recruitment process. This approach will help gauge the training's impact, identify areas for improvement, and confirm that all members are adequately prepared to contribute to an inclusive and fair recruitment process.	Year 1: While surveys can provide feedback, they do not fully capture how well committee members apply the training in real recruitment scenarios. It has been challenging to measure the real-world impact of the training on hiring practices.
Maintain updated job descriptions and job announcements. (53024.1(f))	Year 1: Continue to review 100 Classified and 37 Administrative job descriptions. Create a template to record review through DEIA and MQs/degree requirements.	Year 1: Analyze demographic data of applicants before and after implementing the updated job descriptions. An increase in diverse applicants can indicate that the changes are resonating with a wider audience.	Year 1: At this time, assessing the impact of changes made based on feedback can be complex. It may take time to see tangible results, making it difficult to attribute improvements directly to the assessment process.

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
POST-HIRING			
Conduct surveys of applicants to identify barriers and/or areas for improvement.	Year 1: Continue to survey job applicants to gather feedback on their experience, identify barriers in the application process.	Year 1: Create a metric to gather feedback and assess ways to implement suggested changes into current Human Resources applicant systems.	Year 1: The surveys helps us to identify systemic issues in the recruitment process, such as technical problems or unclear application instructions.
Conduct survey of all current employees to receive feedback on Human Resources Operations.	Year 1: Implement regular campus climate surveys to assess the overall perception of the Human Resources Operations.	Year 1: Develop actionable insights and recommendations based on survey findings to address identified issues.	Year 1: Encouraging sufficient participation across diverse segments of the campus community (students, faculty, staff).
Conduct exit interviews & use this information. (53024.1(b))	Year 1: Continue to conduct exit interviews for departing employees to gather valuable feedback on their experiences, reasons for leaving, and perceptions of the organizational climate.	Year 1: Analyze exit interview data regularly to identify common themes and root causes of turnover.	Year 1: Achieving a high participation rate in exit interviews, aiming for 100% participation has been a challenge.
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	Year 1 Continuing to provide professional development opportunities such as the Leadership Academy and implement the Buddy System for new hires.	Year 1: Implement a schedule for regular evaluation and review of participation, feedback, and outcomes from the Leadership Academy and Buddy System.	Year 1: Participants in the Leadership Academy and other professional development opportunities often report improved skills and competencies, contributing to their professional growth and effectiveness in their roles.

Some districts submitted pre-hiring, hiring, and post-hiring strategies beyond the Component 13 form. Section B outlined a detailed update on strategies used to address elements of Components 10, 11, and 12. If applicable, use the following form to report on strategies stated in the EEO Plan that fall outside of Components 10-13.

Instructions:
- Use your district's EEO Plan submission to guide completion of this section.
- For reviewers' reference, list the number of the relevant EEO Plan Component in the "Component Number" column.
- Add lines as necessary.
- Please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Component Number	Actions Taken	Actions Taken Toward Establishing Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?

Section C, Part 3: Supports for Strategy Implementation

If applicable, what kinds of supports would benefit your district's efforts to implement EEO strategies?

Section D: Response to Harassment and Discrimination Complaints

In addition to the requirement that community college districts investigate and appropriately respond to formal harassment or discrimination complaints filed pursuant to section 59300 et seq. of title 5 of the California Code of Regulations, section 59340(b) requires districts to provide an annual report detailing the number and disposition of complaints alleging unlawful discrimination.

District Officer or Designee	
Name, title, and email of District Officer or Designee responsible for receiving complaints:	Jennifer Burchett, Director of Diversity, Compliance and Title IX Email: jburchett@compton.edu
Notes (please indicate changes to District Officer or Designee appointment over the previous fiscal year here):	

Complaints Received		
Employment	Number of **discrimination complaints received** in the previous academic year:	2
	Number of **informal charges received** in the previous academic year:	0
Non-Employment	Number of **discrimination complaints received** in the previous academic year:	5
	Number of **informal charges received** in the previous academic year:	1
	Total number of discrimination complaints and informal charges received:	8

Complaints Resolved		
Employment	Number of **discrimination complaints resolved** in the previous academic year:	2
	Number of **informal charges resolved** in the previous academic year:	0
Non-Employment	Number of **discrimination complaints resolved** in the previous academic year:	5
	Number of **informal charges resolved** in the previous academic year:	1

	Total number of discrimination complaints and informal charges resolved:	8

Types of Complaints and Resolution (Employment)

Considering the **total number** of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:

How many complaints are based on the following protected categories:	[Total]	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
		How many of the complaints are:			
Race/Ethnicity	2			2	
Gender	1			1	
Sexual harassment					
Disability/Medical Condition					
Other					

In the box below, list specific "Other" protected categories and report total number for each and describe status: (ex.: Religion (4 total; 1 Sustained in Whole; 2 Not Sustained; 1 Currently Unresolved))

N/A

Types of Complaints and Resolution (Non-Employment)

Considering the **total number** of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:

How many complaints are based on the following protected categories:	[Total]	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
		How many of the complaints are:			
Race/Ethnicity					
Gender					

Sexual harassment	5			5	
Disability/Medical Condition					
Other					

In the box below, list specific "Other" protected categories and report total number for each and describe status: (ex.: Religion (4 total))
N/A

Unresolved Complaints from Previous Academic Years	
If applicable, how many complaints from previous academic years (i.e., complaints that arose before the 2023-24 academic year) remain unresolved?	**Employment:**
	Non-Employment:
For each unresolved complaint, please briefly explain the factors that keep the complaint from being resolved:	
N/A	

Section E: Use of EEO Funds[2]

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	$ 50,497.20
(b) 2022-2023 Allocation	$138,888
(c) 2022-2023 Expenditures (Same total listed below in column 1)	$68,747.51
Unexpended Allocations (a + b - c) ** Below, please describe anticipated use of funds and projected date.	$120,637.69

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials	$7,119.58		$7,119.58
5000 Other Oper. Exp. & Svcs.	$61,627.93		$61,627.93
6000 Capital Outlay			
7000 Other Outgo			
Totals	$68,747.51		$68,747.51

Unexpended Allocations (if applicable)	
Explain why funds are unexpended.	During the 2022-2023 fiscal year, several factors contributed to the unspent funds, largely due to operational adjustments, external disruptions, and strategic shifts necessitated by the COVID-19 pandemic.
Describe any actions or strategies that will be taken to utilize the funds and outline anticipated dates.	The Equal Employment Opportunity (EEO) funds will be strategically allocated to implement several key initiatives that aim to foster inclusivity, support new hires, and promote diversity, equity, inclusion, and accessibility (DEIA) within the organization.

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[2] "EEO Funds" does not include EEO One-Time Funding or funding from Innovative Best Practices Grants.

1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (identify amount and source)	(3) Description of Activities[3]
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	$	$	
2. Outreach and recruitment.	$ 20,289	$	Promoting and advertising job opportunities for Administrators, Faculty and Classified Professionals.
3. Professional development on equal employment opportunity.	$ 23,563.93	$	EEO training for hiring committees, alongside other professional development opportunities used to advance the District's commitment to equal opportunity and fostering inclusive hiring practices.
4. Professional development on DEIA.	$ 14,119.58		Workshops, conferences and training sessions dedicated to diversity awareness and employee professional development.
5. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	$	$	
6. Other reasonable and justifiable activities to promote equal employment opportunities. Please list activities in Description of Activities column.	$ 10,775	$	Speakers, workshops, and DEIA-Focused Campus-Wide Engagement Events

[3] Where appropriate, please explain how the funded activities support the District's efforts as specified in the Strategies Component of the District's EEO Plan.

Section F: Signatures – Affirmation of Accuracy and Completeness

I CERTIFY THAT THIS REPORT IS ACCURATE AND COMPLETE.

Chair, Equal Employment Opportunity Advisory Committee

Name:	**Title:**
Signature:	**Date:**

Chief Human Resources Officer

Name:	**Title:**
Signature:	**Date:**

Chief Executive Officer (Chancellor or President/Superintendent)

Name:	**Title:**
Signature:	**Date:**

President/Chair, District Board of Trustees

Date of governing board's approval/certification:	
Name:	**Title:**
Signature:	**Date:**

References:
  Education Code Section 78213;
  Title 5 Section 55035;
  ACCJC Accreditation Standard II.A.4

Remedial coursework consists of pre-collegiate basic skills courses. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures. No student shall receive more than 30 semester units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics courses course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year timeframe.

The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. When using multiple measures, the District shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur: (1) low performance on one measure shall be offset by a higher performance on another measure; (2) multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it; (3) any one measure may demonstrate a student's preparedness for transfer-level coursework; (4) the multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning; and (5) the multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

 Compton College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

AR 3200 Accreditation   **Issued: XXXX XX, 2024**

References:
> Title 5 Section 51016;
> ACCJC Accreditation Eligibility Requirement 21

As described in Administrative Regulation 2511 - Council and Committee Structure, the Accreditation Steering Committee (ASC) will serve as a standing committee to the Consultative Council and be responsible for all aspects of the accreditation process. The primary purpose of the ASC is to guide and supervise the College's accreditation activities, including the following, among others:

1. Accreditation reports:
   a. Institutional Self-Evaluation Report (ISER)
   b. Midterm Report
   c. Follow-Up Reports
   d. Substantive Change Reports
   e. Annual Reports
   f. Any other special reports requested by the Accrediting Commission for Community and Junior Colleges (ACCJC)
2. Education of the campus on the Accreditation Standards and the accreditation process.
3. Regular assessment of the College's compliance with the Accreditation Standards and Eligibility Requirements.
4. Recommendations to the Consultative Council regarding accreditation-related issues.

Composition of the ASC
1. The President/CEO
2. The Accreditation Liaison Officer (ALO)
3. Compton College Vice Presidents
4. Accreditation Faculty Coordinator (AFC)
5. Standard Team Leads
6. A representative from Institutional Effectiveness
7. Non-voting: Other interested individuals

Accreditation Liaison Officer (ALO)
1. The ALO is appointed by the College's President/CEO to work with appropriate individuals or agencies on matters of accreditation.
2. The ALO co-chairs the ASC with the AFC.

Accreditation Faculty Coordinator (AFC)

1. The AFC is selected through Compton College's process in Human Resources for selecting coordinators.
2. The AFC works with the ALO to plan, organize, and coordinate faculty support to assist Compton College and Compton Community College District in accreditation-related tasks.
3. The AFC co-chairs the ASC with the ALO.

ISER Preparation and Review
The ASC will establish specific timelines within each of the terms identified below.
1. Three years prior to the ACCJC Focused Site Visit
   b. Establish the ISER Timeline
   c. ASC to review ISER Timeline
   d. Draft ISER Timeline sent to constituent groups for feedback:
      i. Academic Senate
      ii. Classified Union
      iii. Associated Student Body
      iv. Consultative Council
   e. ISER Timeline sent to Board of Trustees for Review and Approval
   f. Identify Evidence/Writing Team Leads

2. Two and a half years prior to the Focused Site Visit
   a. Solicit for Evidence/Writing Team members
   b. Conduct ACCJC College training
   c. Evidence/Writing Teams being collecting evidence

3. Two years prior to the Focused Site Visit
   a. Evidence/Writing Teams begin writing first draft around collected evidence
   b. By June of that term, first draft submitted to ALO and AFC
   c. By July of that summer, the ASC reviews first draft of standard responses
   d. ALO and AFC continue to write/synthesize draft into a singular document

4. One and a half years prior to Focused Site Visit
   a. Evidence/Writing Teams revise first draft into second draft by October of that term
   b. ASC continues review of Standard drafts
   c. By November of that term, ASC feedback provides to Evidence/Writing teams
   d. In November of that term, hold an Accreditation Open House and provide update in a campuswide meeting
   e. By January after that term, the ALO/AFC posts draft of ISER on Compton College Accreditation webpage and solicits community feedback

5. One year prior to Focused Site Visit
   a. In February of that term, final draft of ISER sent to constituent groups for first read and additional feedback
   b. In April of that term, ASC reviews final drafts
   c. After ASC review, final draft sent to constituent groups for second read and approval

     d. In May of that term, any last feedback is integrated into ISER, final evidence, and evidence linking

     e. In June of that term, ISER sent to Board of Trustees for a first read

     f. In July of that summer, ISER sent to Board of Trustees for approval

     g. ISER sent to ACCJC by established deadline

6. One semester prior to Focused Site Visit
   a. Peer Review Team meets for the team ISER review
   b. ALO responds to additional evidence requests
   c. Peer Review Team provides Core Inquiries

7. January prior to Focused Site Visit
   a. ALO submits responses to Core Inquiries

8. Semester of Focused Visit
   a. Focused Site Visit held in February or March of that term
   b. ACCJC takes action at the June meeting

Site Visit Preparation
1. The ALO will lead the campus as it prepares for and moves through the Focused Site Visit. The ALO and AFC will provide the College community guidance on the contents of the ISER and the process for the site visit.

Annual, Midterm, Follow-up, and Other Accreditation Reports
1. Preparation of the Midterm Report, any required Annual or Follow-up Reports, and any other reports shall be the responsibility of the ALO in consultation with the AFC, appropriate college faculty, staff, and administration, and the Consultative Council.
2. Review Process
   a. The ALO oversees the production of a draft of each necessary report and submits it to the ASC for review and comment
   b. ASC members solicit input on pertinent issues from their respective constituent groups and make appropriate suggestions regarding the content of the Reports
   c. When the ASC approves the report, the ALO submits it through the Consultative Council to the President/CEO, who, after review, will submit a copy to the Board of Trustees to ensure the Board has received the report before its submission
3. The ALO is responsible for the timely submission of all Annual, Midterm, Follow-Up, and any other Accreditation reports

The Board of Trustees will be informed in a timely manner about the status of the College's accreditation, as well as the status of any specialized accreditations held by instructional programs of the College. Additionally, the Board of Trustees will be informed about any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Compton Community College District

Collaborative Governance Review & Recommendations Report

Submitted by

Ding-Jo H. Currie, Ph.D. Dolores Davison

June 27, 2024

Revised September 3, 2024

INTRODUCTION

In February 2024, Dr. Ding-Jo Currie and Dolores Davison were asked by Compton Community College District Community College District to identify solutions for problems of practice with regards to Board Policy 2510, shared governance practices with the Academic Senate, classified leadership, administration, associated student organization and labor organizations. This report outlines the background, process, findings, and recommendations for Compton Community College District's shared governance process that impact the college's decision making and planning, campus culture, and operations.

The work began in February 2024 to review all the documents pertaining to collaborative governance at Compton Community College District Community College District including board policies and collaborative governance council descriptions. In April and May, six days of interviews and meetings were conducted, and virtual meetings were held. The term "collaborative governance" will be used throughout the report instead of shared governance as this is the terminology that is used in writing describing the shared governance policy and processes of Compton Community College District.

This report has been thoughtfully prepared using a thematic approach, highlighting findings that emerged across our interviews. We have focused on themes that reflect the sentiments of most participants, while excluding comments that were directed at specific individuals or expressed by only one or two people.

To ensure confidentiality, all examples are presented in a generalized context. While this approach safeguards individual identities, it does not dilute the authenticity of the concerns and feedback expressed. We also recognize that some of the content may be challenging to read, as it is intended to candidly reflect the sentiments of those we interviewed. It is important to prepare for potentially unsettling revelations, as the findings genuinely mirror the experiences and emotions shared by the interview participants.

We extend our heartful gratitude to Sylvia Barakat in the President/CEO office for her invaluable support in coordinating our interview schedules and ensuring our needs were met during the interview days. Most importantly, we wish to express our deep appreciation to all of those who took the time to speak with us and share your experiences at Compton Community College District. Their trust and sincerity were integral to this process of discovery, and we are truly grateful.

The following report offers a comprehensive overview, from background, assessment, findings, to recommendations, as presented to all constituencies during the open forum on May 23, 2024. Please note that any contextual or factual changes that have occurred since then are not included. This report was initially submitted to the Office of the

President/CEO on June 27, 2024, for distribution, and was subsequently revised for factual accuracy and clarification in areas such as accreditation history, following a meeting with President/CEO Curry on August 19, 2024.

BACKGROUND CONTEXT

Loss of Accreditation Status

Accreditation status is critically important to a college, serving as a benchmark for quality standards of instructions, services, and governance. Having accreditation revoked is not merely an administrative setback; it signifies profound deficiencies within the institution and can be devastating for both the internal and external college community, especially the students. When a college is stripped of its accreditation, it triggers a crisis mode, necessitating immediate and substantial corrective actions.

In August 2006, the Accrediting Commission for Community and Junior Colleges (ACCJC) removed Compton Community College's accreditation, citing fiscal instability and corruption on the governing board. Assembly Bill 318 was passed by the California Legislature to allow the Compton Community College District to enter into an agreement with El Camino College District. Immediately, the institution became the El Camino College Compton Community Educational Center, making it possible to continue providing accredited educational and student support services to the residents of Compton Community College District.

Over the next 11 years, the Compton Community Educational Center worked with the California Community Colleges' Chancellor's Office (CCCCO), the ACCJC, and other organizations to regain its accreditation. …" In 2018, the ACCJC approved returning control of the center to the Compton Community College District, allowing the college to again stand-alone under local control. The college officially became independent from El Camino on June 7, 2019." (https://edsource.org/2019/after-regaining-its-independence-compton-college- sets-ambitious-path-for future/614386#:~:text=The%20Accrediting%20Commission%20for%20Community,corruption%20on%20the%20gove rning%20board.)

While the Compton Community College District regained control over its operations, services, and governance structure, the CCCD board has not yet fully regained most of its autonomy, and a special trustee remains assigned to the board. This ongoing oversight indicates that while progress has been made, the institution is still in a phase of recovery and rebuilding credibility.

Transitions of Accreditation Restoration

Since 2019, Compton Community College District has been navigating the complex process of transitioning back to its own governance and operational structures. This period of adjustment to newfound independence has been marked by efforts to repair

the college's reputation and trust with external communities, while also leveraging new opportunities that come with restored accreditation. The transition has been anything but straightforward, characterized by significant challenges that demand quality leadership, strategic planning, and adaptation. The initial loss of accreditation thrust the college into crisis mode, necessitating a shift towards more directive leadership styles aimed at addressing immediate deficiencies, minimizing damage, and ultimately restoring accreditation. This period required intensive planning and operations management, focused on rectifying issues and stabilizing the institution. The current transition phase involves not only operational changes but also a critical process of healing and redefining the college's identity and path to a healthy and sustainable governance and operational mode. This journey underscores the importance of resilience, strategic leadership, and the commitment to continuous improvement in the face of adversity.

Vote of No Confidence

In 2021, the governance bodies of Compton Community College District, including the academic senate and faculty and classified unions, unified in casting a vote of no confidence against President/CEO Keith Curry and vice president of academic affairs Sheri Berger. This decisive action sent shockwaves throughout the institution, as a vote of no confidence in a President/CEO is a profound indictment of leadership. Despite this overwhelming sentiment from nearly all constituencies, the Board chose to stand with the President/CEO, reaffirming his role at Compton Community College District. This scenario inevitably created significant tension and discord between the President/CEO and the various constituencies, exacerbating an already challenging situation. The vote of no confidence highlighted significant concerns and has raised further challenges for the college's reputation and overall well-being. Although the vote of no confidence did not directly address collaborative governance, it has nonetheless adversely impacted the campus climate and dynamics of collaborative governance, leading to diminished morale, eroded trust, and challenges in the overall functioning of the institution.

Pandemic Disconnect

In March 2020, Compton Community College District faced a significant crisis, shared by institutions nationwide: the COVID-19 pandemic. This global event profoundly disrupted college operations, instruction, and student services. Over the subsequent three years, virtually all activities transitioned to online or hybrid platforms, presenting significant challenges in maintaining engagement and effective communication. The reliance on Zoom meetings led to gaps in engagement and connectivity, negatively impacting governance and campus culture. This created a sense of isolation and diminished the sense of community among faculty, staff, and students. The lack of in- person interaction hindered collaborative efforts and strained the college's ability to foster a cohesive and dynamic educational environment.

While the Compton community worked towards normalizing operations after regaining accreditation, the pandemic and subsequent shutdown particularly affected the college. The challenges in maintaining engagement and communication within a community that was just starting to restore its operations were substantial.

Currently, the residual effects of these disruptions are evident on the Compton Community College District campus. While many campuses have returned to mostly in- person meetings, the college continues to hold many of its governance meetings online, perpetuating the siloing and isolation that occurred during the shutdown. This ongoing reliance on virtual meetings prevents the full restoration of campus community, underscoring the lasting impact of the pandemic on institutional well-being and the need for ongoing efforts to rebuild and strengthen community ties.

METHOD OF ASSESSMENT

Document Review

We reviewed the shared documents provided to us, including Board Policy 2510 on Participation in Local Decision Making, Board Policy 2520 on the Academic Senate, and Administrative Regulation 2511 on Council and Committee Structure, and the college's Collaborative Governance Handbook. Despite this review, we were unable to decipher how the collaborative governance structure is organized, nor could we understand the process or the relationships among the various committees and councils involved in the decision-making process.

Interviews

We worked closely with the President/CEO office to issue an open invitation to the campus community to hear from as many Compton employees and students as possible. We stressed the importance to listen to not only from those directly involved in collaborative governance, but also those who were not. To this end, we conducted forty- four separate interviews over 6 days, with a mixture of in person and Zoom meetings.
Most of the interviews were conducted in person with a few over Zoom. During that time, we met with the following.

- Three Executive Boards: The Classified Professionals Union, the Faculty Union, and the Academic Senate.
- Leaders from the Classified Union, the Faculty Union, and the Academic Senate, including the president and the president-elect of the Academic Senate.
- Constituents from the following groups
    - The Board of Trustees.
    - The College President/CEO.
    - Students.

- o Managers.
- o Classified Supervisors.
- o Classified Professionals.
- o Faculty
  - Full time
  - Part time
  - Tenured
  - Untenured
- o Confidential; and
- o President's Cabinet.

We also attended the first hour of an Academic Senate meeting to be able to hear directly from the faculty engaged in that collaborative governance body.

Approach to Data Collection and Analysis

We wanted to be certain that what we heard from those that we interviewed was their honest opinion. To ensure that, we did the following:

- *Utilized Multiple Lens Analysis*
  We wanted to be certain that we were not hearing from just one set of voices (i.e., not just faculty who served on the Academic Senate), and so we requested that appointments were made with as wide a variety of individuals as possible. All told, we interviewed more than fifty people, and in all cases interviewed at least two people from each constituency.
- *Maintained Strict Confidentiality*
  We assured the people that we interviewed that we would keep what they said to us in strict confidentiality; while we each took notes during the meeting, we did not record people speaking (either in person or on Zoom), and will not refer to anyone in this report by name or position other than the president.
- *Use Thematic Approach and NOT individualized perspectives.*
  In keeping with the promise of confidentiality, this report presents perspectives that were shared that are groups thematically, rather than individually. If we heard a perspective from multiple people, it will be found in the report. If we heard only from a single individual, we could not be certain if the perspective expressed was an outlier or was more widely held and as a result did not include those perspectives in this report.

- *Respect Authenticity*
  We knew that this could be emotional for many of the people we talked to, and that a variety of emotions would potentially be expressed. We recognized that authenticity and have tried to capture it in the report.

KEY FINDINGS

THEME#1: DEDICATED COMPTON WORKING PROFESSIONALS

One thing that was abundantly clear is that the people working at Compton are, by and large, dedicated professionals who are doing their best work for the college. Several major ideas were stated repeatedly, and across constituencies:

- *Love for Compton Community College District*

  Many people, from all constituent groups, expressed their love for Compton Community College District and for the students that attend the college.

- *Instructional Faculty dedicated to teaching/learning.*

  We heard repeatedly that the instructional faculty are dedicated to their craft and to their students, and that they go above and beyond for the students that they are working with, including seeking out professional development opportunities in their fields and engaging with other colleagues both at the college and in the wider community.

- *Student Services dedicated to support student success.*

  We also consistently heard that the groups in Student Services are doing everything in their power to support student success, at all different levels and in a wide range of activities, counseling services, and other methods of support.

- *Administrative staff doing their best in background support.*

  The administrative staff is doing their best in supporting the other constituent groups, and that whenever possible, their small teams work together to get their jobs done.

THEME #2: COLLABORATIVE GOVERNANCE CHALLENGES

The challenges of collaborative governance at Compton Community College District have been a significant concern expressed by all constituencies, indicating key issues in the institution's collaborative governance structure, process, membership, and representation. Each of these areas warrants detailed examination to understand the underlying issues.

The structure of collaborative governance at Compton Community College District refers to how governance bodies are organized, and the specific charges or responsibilities assigned to each group. If there are inefficiencies in this structure, it hampers effective governance.

The process aspect of collaborative governance pertains to the flow of the decision- making process and the interconnections among governance bodies. This includes the sequence of decision-making, the authority each body holds, and the roles they play.
Additionally, it encompasses how recommendations and decisions flow directionally through the system.

Membership in collaborative governance bodies involves considerations of the number of members, their appointments, and the duration of their terms. Ensuring that these factors are balanced and well-regulated is crucial for maintaining a functional governance system.

Representation refers to the constituency groups each member represents, their roles on the committee or council, and their responsibilities in representing their constituencies.

Overall, our assessment uncovered that each of the above areas showed significant concerns and challenges at Compton Community College District. It is important to also note that throughout all the interviews, the only individual who consistently referred to the term "collaborative governance" is the President/CEO. It appears to be a term that is not commonly used or understood by constituencies. Instead, shared governance is used by most of those with whom we interviewed.

Lack of Governance Structure and Process

One of the first things we discovered in reading the collaborative governance documents was that there were changes that had occurred to the collaborative governance structures at the college. For example, the collaborative governance handbook points out that all faculty committee appointments are made jointly, by the Academic Senate and the Faculty Union, a structure that neither of us had seen before, and which presents complications when the two organizations have different viewpoints.

We also heard from a number of Academic Senate members who indicated that the challenges to the composition of its executive board and their roles were made based on their own assessment of the situation and responding to the limited reassigned time allocated to the Senate. This lack of sufficient reassigned time was attributed as a significant challenge in adequately distributing responsibilities among executive board members and necessitated the combination of positions in some cases.

In most of our interviews, those being interviewed could not describe the structure of collaborative governance, where committees reported to, who was involved, and what the structure and responsibilities of those committees was.

The two existing committees that were mentioned the most often were the Planning and Budget Committee (PBC), and the Institutional Effectiveness Committee (IE), although how reporting and decision-making was made in either of those committees was not clear. It was also noted multiple times that the feedback loop around why certain things

were not approved was not closed, and that people felt that decisions were being made without following any kind of process.

It was clear from the interviews that there is a need for a more formalized structure, more organized processes, and clearer roles. The lack of training for committee members was mentioned, as was the need for clarification of who the committee members were representing (themselves, their department, division, etc.)

Membership and Representation

There were a number of concerns and challenges mentioned about committee membership and representation. Some of the themes that emerged included the following:

- **Representation issues in governance committees**

  Numerous interviewees mentioned that the same few people were on every committee; that there were not opportunities for other people to engage because the same individuals were always appointed; and that there was a lack of diversity of voices being selected for committee, taskforces, and other collaborative governance groups.

- **Inclusivity and diversity in decision-making**

  As mentioned above, the lack of diversity of voices was repeated consistently. There also were concerns that the constituent governance organizations (the Classified Union, the Academic Senate, and the Faculty Union) often did not look outside of the membership of their own executive boards for volunteers.

- **Gaps in participation and voice**

  The lack of diversity of representation also meant that there were limited in terms of participation and voice. Some committees were comprised of the exact same members repeatedly. There also did not seem to be consideration of institutional knowledge; however, on other occasions, the membership of committees seemed stagnant, with an absence of more recently hired members.

  Since Compton Community College District does not have a Classified Senate, the Classified Union is the only representative constituency to deal with all issues pertaining to Classified Professionals, which presents a lost opportunity for the Classified Professionals to have a greater voice in governance at Compton. We heard from many classified professionals as well as managers pointing out the lack of diverse classified professional appointments on the collaborative governance bodies and their representation in the processes.

  When we posed the question regarding forming Classified Senate to increase classified professionals' representatives and voices, the Classified Union

leadership as well as some classified professionals responded with interest in such an initiative. Some classified professionals interviewed pointed out that their participation in the Caring Campus program may be a good source and breeding ground for future Classified Senate leadership to emerge. In consultation with the Classified Union, there was strong interest raised about establishing the Classified Senate.

- **Clarity of faculty representation – Academic Senate and Faculty Union**

    The lack of separation between the Academic Senate and the Faculty Union raises some significant concerns. These two bodies are distinct and should be representing separate interests – the Academic Senate has purview over the academic and professional matters at the college while the Faculty Union represents the faculty in working conditions, compensation, and benefits. While there is always overlap between the two groups (in tenure evaluation processes, for example), they should be working as separate entities rather than as a single group, which it appears they have largely been doing for the last few years.

    There were also concerns expressed about overstep into the purview of each group. For example, the Union president sits on the Academic Senate as a voting member, a structure that does not exist at most, if any, colleges in the CCC system. Having these two groups act as a unit means that any issues that might lead to disagreement in normal circumstances cannot be represented as such.

THEME #3: CAMPUS CULTURE

Another major concern at Compton Community College District is the pervasive campus culture, which has been overwhelmingly described by constituents as "toxic, retaliatory, disengaged, and demoralized." This sentiment is particularly pronounced in two critical descriptions used by a significant majority of those interviewed: the toxic and retaliatory environment, and the overall disengagement and demoralization affecting campus morale.

Toxic and Retaliatory Environment

In terms of the toxic and retaliatory environment, numerous interpersonal conflicts are reported, significantly impacting the college's atmosphere. These conflicts are especially prominent and impactful when they occur at leadership levels among and between constituency leaders, highlighting an imbalance in power structures.

A distinct and prominent sentiment shared by the majority is the fear of retaliation among faculty and staff. This fear is not limited to a few individuals but is a widespread perception among many who were interviewed. The prevalence of this fear is so significant that many individuals sought assurances of confidentiality before speaking honestly. Although there are only a few cited instances of retaliatory actions, the pervasive fear validates its perception as a reality at Compton Community College

District. This fear has a devastating and chilling effect on campus morale, deterring individuals from participating in collaborative governance and speaking up. Even when individuals do participate in committees, their engagement is low, with meetings often characterized by report presentations rather than engaged discussions.

Without jeopardizing confidentiality of specific instances, we have examples from across all constituencies. Some classified professionals mentioned feeling that they are excluded in the calls for volunteers because of their past instances of being outspoken and that instead the Classified Union chooses its own internal candidates repeatedly.
Those who want to participate but feel excluded do not perceive themselves to have any recourse because their union makes the appointments.

When referencing the perception and experiences of retaliation and toxic environment, some faculty members expressed that especially when faculty are not tenured, they cannot voice concerns, while others expressed fears that they would be denied participation in committees and other activities, resulting in being marginalized when they speak with opposing views from their faculty colleagues or from administration. In addition, the severity of fear of retaliation for some faculty have prevented them from engagement with other faculty members as well as administrators.

More stakeholders, administrators, classified, and faculty alike, expressed that all decisions are top down, and that their voices are ignored, leading them to apathy or resignation, or fear where people may withdraw from engaging further.

This toxic culture has far-reaching implications, stifling open communication and collaborations. The environment of fear undermines the effectiveness of collaborative governance, as individuals are reluctant to voice their opinions or challenge the status quo. The lack of engaged discussions in committee meetings further exacerbates the problem, as it prevents meaningful dialogue, inclusive participation, and collaborative problem-solving.

Disengagement and Demoralization

The campus sentiment at Compton Community College District regarding disengagement and demoralization is stark and concerning. Interviews reveal a pervasive sense of burnout among those who have frequently participated in governance and committee activities. This small, dedicated group feels overburdened, as they are continually called upon to serve, while a low participation rate from the broader community exacerbates their exhaustion. Many respondents noted that the same individuals often serve on multiple committees, while others reported never being contacted or invited to participate. This creates a dichotomy of over-participation burnout, fear of involvement due to potential repercussions, and disappointment from those who feel excluded from governance processes.

Disengagement and Demoralization

Additionally, there is a widespread feeling of being undervalued and overworked among faculty and staff. Some of those who feel overworked have jobs that encompass responsibilities across several different areas. Some have picked up additional duties when attrition of other positions occurred but have done so without receiving additional pay. This sentiment is not solely linked to financial compensation, although many noted that Compton Community College District's pay scale is lower than that of comparable institutions. In addition to compensation, the primary grievance lies in the lack of non- monetary recognition, supportive attitudes, and adequate release time for fulfilling many campus roles. There was particular concern raised about the compensation of those engaged in the academic senate's roles and responsibilities. Comparative studies highlighting the insufficient release time granted for various faculty leadership roles have been forwarded to the consultants, illustrating not only the low rate of reassigned time compared to colleges statewide but also the inequitable allocation for the various roles, which has at times, fostered internal conflict among members who are required to allocate release time based on personalities and special conditions. Faculty leadership indicated that they have submitted those comparative reports to the President/CEO. Additionally, an examination of the Academic Senate for California Community Colleges survey results of local senates across the state indicates that Compton College's reassigned time falls well below the state average.

The vote of no confidence against the President/CEO two and a half years ago has further exacerbated the negative campus culture. This action has had a chilling effect, amplifying the sense of distrust and low morale. The negative energy is palpable, with expressions of discontent and frustration shared widely among interviewees. The cumulative effect of these issues has led to a significant further decline in employee morale, and according to many interviewees, contributing to the departure of valuable employees each year and presenting an ongoing challenge for employee retention.

THEME #4: TRUST

The major descriptor that the interviewers heard repeatedly was that trust at Compton is either completely broken or, at best, fragile. This was repeated by multiple interviewees in every constituent group.

The **trust issues can be divided into specific categories:**

- There is a lack of trust in leadership and the decision-making processes on campus. As mentioned above, people feel that there is a lack of communication around decision making, that justifications for decisions are not made public, and that the same group of people (or in many cases, the same person) makes all of the decisions and either does not seek or ignores the input from the constituent groups. The President/CEO's weekly newsletter provides updates on decisions that have been made, but multiple interviewees across different constituencies

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expressed concerns about the decisions-making process itself. They questioned how these decisions were reached and by whom, and they felt that critical information was not adequately communicated to stakeholders.

- There are significant communication gaps and misunderstandings about how decisions are made, who is allowed to make them, and how those decisions are reported out. Additionally, when committees are asked to give input or provide recommendations, committee members feel that the input is ignored, making the committee members feel that their work is useless, and their opinions are undesired.

- The interviewers repeatedly heard that there is a need for greater transparency and accountability from the district and from administration at all levels, as well as from the leadership of some of the constituent groups. It was remarked that the Academic Senate has done a good job of reporting out from their committees, and that their model might be one that other groups seek to use for their own reporting out.

THEME #5: LEADERSHIP

The major issue of leadership at Compton Community College District is characterized by imbalanced power dynamics, limited and incomplete communications, and a transition in leadership styles from a crisis mode to a more consultative approach.
Additionally, there are significant challenges related to coordination and collaboration among the leadership teams.

Power Dynamics and Leadership Styles

A primary concern expressed by interviewees is the centralized nature of decision- making. Decisions are perceived to be made predominantly by the president and the president's cabinet, rather than through a distributed model that involves broader input. According to the President/CEO, the cabinet reviews decisions, especially when decisions have budget implications. It is unclear to many where the ideas originate, but there is a common perception that most decisions are ultimately made by the President/CEO. This centralization has led to concerns about favoritism, with interviewees reporting that those in good standing with the top leader are more likely to have their ideas accepted and executed. Despite this, there is a unanimous agreement among those interviewed that the president is quick to act on ideas that directly benefit students, reflecting a clear prioritization of student welfare.

Furthermore, there is a strong desire across all groups for more inclusive and participatory leadership. Constituents feel that their voices are not adequately heard or considered in the decision-making process. A significant majority of those interviewed expressed their desire to have the collaborative governance policy and practices that

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are spelled out in print to be practiced in reality with much more engagement, broader participation by diverse membership, and to have the process with clarity and transparency. This sentiment underscores the need for a shift towards more collaborative and consultative leadership styles that engage the entire college community.

Another significant issue is the lack of coordination among the leadership teams. The leaders of various constituency groups need to improve their coordination and collaboration efforts. The effectiveness of collaborative governance at the college is heavily impacted by the ability of these leaders to work coordinated. Without better coordination, the collaborative governance process suffers, leading to inefficiencies and a lack of cohesive direction.

Overall, the leadership at Compton Community College District faces critical challenges that need to be addressed to foster a more balanced, transparent, and inclusive governance environment. By moving towards a more distributed decision-making model, improving communication, and enhancing coordination among leaders, the institution can work towards a more effective and united governance structure.

THEME #6: COMMUNICATIONS AND COORDINATION

Concerns around communication and coordination were also mentioned repeatedly by members of all constituent groups. While virtually everyone mentioned the weekly emails sent out by the college President/CEO, many commented on the extensive length of his communication and the need for shorter, clearer, and more relevant information such as how, why, and who were involved in the decisions.

- Gaps in communication between administration, staff, and faculty were mentioned frequently. Challenges included lack of communication and feedback regarding decisions made by the administration, especially around funding and financial issues.

- The need for better coordination among different constituencies was also mentioned. Part of this includes the above-mentioned lack of separation between the Academic Senate and Faculty Union, as well as the lack of a Classified Senate resulting in limited classified representation and voice in the collaborative governance processes. The exploration of establishing a Classified Senate was discussed with the Classified Union leadership. They expressed the frustration in the lack of interest and engagement from classified professionals. And there were classified professionals engaging in the new Caring Campus program hence expressing that adding classified professionals' participation and leadership may be accomplished by the development of Classified Senate. Discussion with Academic Senate leadership regarding the challenges in representing academic interest vs work conditions by Academic Senate.

- The importance of building trust within leadership teams cannot be overstated. Concerns were expressed about the lack of communication in some of the leadership teams and the importance of being able to trust that leaders are making decisions that have the best interests of their constituencies as well as the students at their core.

THEME#7: OPERATIONAL CHALLENGES

The operational challenges at Compton Community College District are significant and multifaceted, stemming from dysfunctions in the collaborative governance process and a lack of coordination. These issues have led to noticeable impacts on the college's operations, resulting in efficiency frustrations, disorganization, and a pressing need for accountability.

Efficiency Frustrations, Disorganization and Accountability

Staff have expressed considerable frustration over the inefficiencies that hinder their ability to perform their jobs effectively. There appears to be a pervasive level of disorganization that exacerbates these efficiency issues. This disorganization can be attributed to several factors: overloaded roles, lack of accountability for individuals not fulfilling their responsibilities, and some delays caused by a top-down decision-making approach. The dysfunctions in collaborative governance and the strained campus cultural climate are clearly impacting the operational side of the college. When communications and decisions do not flow smoothly and orderly, disorganization ensues, affecting the entire institution.

Several basic operational issues further contribute to the disorganization. Staff have reported lacking necessary equipment, such as reliable internet and standard work tools like computers. This issue was notably experienced during the interview process, where unreliable internet and inadequate facilities in the building and interview rooms were prevalent. These logistical shortcomings highlight the broader disorganization symptoms affecting daily operations and the coordination of activities, including the interviews themselves.

Another significant issue is the perceived inequity of workload among classified professionals and the allocation of release time for various faculty leadership roles. There is a consistent sentiment that the workload is not distributed equitably, leading to feelings of unfairness and despair. Additionally, there are concerns about the lack of accountability for management and classified professionals regarding work performance. This lack of accountability further undermines operational efficiency and effectiveness, creating a cycle of frustration and demoralization.

RECOMMENDATIONS

Implementing the recommended improvements at Compton Community College District will necessitate a collective commitment from the entire college community. This effort requires an unwavering dedication to change and action, starting from the highest levels of leadership and extending to every member of the campus.

Commitments

The commitment to change must be embraced by all, with a particular emphasis on the leadership. It is especially crucial that the president and the president's cabinet lead by example, demonstrating their dedication to the recommended improvements. This commitment must also be mirrored by the leadership teams of various constituency groups, including the academic senate and the faculty and classified unions' executive committees. Their active engagement and support are essential for driving the change forward and setting a standard for the rest of the campus community.

Action

Action is imperative. There must be observable and measurable steps taken to implement the recommendations. Without concrete action, trust cannot be built or maintained. The college community needs to see some tangible progress quickly in addressing the issues and moving towards a more effective working environment.

Accountability

Accountability is vital. All leadership teams and campus participants must be held accountable for their actions. This means ensuring active participation in the new processes and adhering to the newly developed procedures. Accountability should be integrated into the fabric of the institution, with mechanisms in place to monitor, evaluate, and report on the adherence to and effectiveness of the implemented changes.

In summary, the path to improvement at Compton Community College District hinges on a campus-wide commitment, decisive action, and robust accountability. By fostering a culture of dedication, transparency, and responsibility, the college can work towards overcoming its challenges and building a stronger, more cohesive institution.

RECOMMENDATION #1: IMPROVE COLLABORATIVE GOVERNANCE

1. **Formalize governance structures, processes, and roles especially in implementation and documentation.**
   - Governance structures need to be clearly delineated, and that structure needs to be easily accessible.

- Governance processes need to be clearly delineated, including feedback loops and responsibilities for reporting out, and that information needs to be easily accessible.
- Roles within governance structures need to more clearly spelled out, again in terms of whose responsibilities including but not limited to:
    - reporting out decision making.
    - opportunities for comments or suggestions both prior to and following decisions.
    - how those decisions are made.
    - who is making the decisions.
    - whether or not there is a process for appealing decisions; and
    - timelines for decision making.

2. **Increase inclusivity and diversity in committee representation with open invitations and appointments.**
    - More members of the constituent groups want to be involved, and more invitations need to be issued to members beyond the executive boards or meeting participants.
    - Invitations need to be issued by multiple means – not just a blanket email to the campus community. Many people expressed their gratitude when they were personally reached out to about serving on a committee or doing other work.
    - All groups should look at their current committees for not only for the regular measures of diversity (i.e., racial/ethnic/gender diversity), but diversity in terms of role at the college, length of time at the college, assignments, and disciplines, and the like.

3. **Provide training and clear guidelines for committee/council members**

    A repeated message was that committee members did not know their roles or responsibilities within the committee and back to their constituents. Consistent and structured training, with materials that committee members can refer to, will help this.

4. **Hold Committee Leadership and Members Accountable to report to their representative constituencies**

    The lack of communication and the absence of closing the feedback loop was also a consistent theme. Many interviewees mentioned not knowing about what had happened with requests or suggestions, and not being able to get timely information from the leadership of the various constituent groups and administration about what had happened or was happening with their suggestions or requests.

Training committee members about their responsibilities and holding them accountable if they do not report back, should help this.

RECOMMENDATION #2: CAMPUS CULTURE CHANGE

Changing campus culture is a complex and challenging endeavor, especially when deeply rooted sentiments and behaviors have taken hold. It requires conscientious efforts, thoughtful design, and consistent actions to initiate and sustain a meaningful shift. The following recommendations are proposed to address key areas and foster a healthier, more inclusive campus culture at Compton Community College District.

1. **Address Interpersonal Conflicts and Power Struggles**: Resolving interpersonal conflicts and power struggles is critical for cultural change. All personal and professional differences from past history need to be addressed and resolved among the leadership team members of all constituency groups. Open dialogues with the president regarding the vote of no confidence issues should be initiated and facilitated to foster transparency and reconciliation. Developing a robust collaborative governance structure and process can help mitigate power dynamics and struggles in decision-making, such as budget development. This structure should ensure that all voices are heard and considered, promoting a more balanced and equitable decision-making environment.

2. **Combat Retaliatory Culture:** The retaliatory culture at Compton Community College District is a serious issue that must be addressed formally and comprehensively. A campus-wide policy on anti-retaliation should be developed to deter such behavior and outline clear consequences for retaliatory actions. This policy should demonstrate the institution's commitment to a culture shift. Additionally, appointing an ombudsman during the initial period of building trust can provide support and mediation, helping to resolve conflicts and protect individuals from retaliation. This will create a safer environment for open communication and participation.

3. **Foster a Supportive and Inclusive Community:** To cultivate a supportive and inclusive community, a mindful design of a supportive work environment is essential. Initiatives like the Caring Campus initiative can be a starting point, developing various mechanisms and expressions of care for all college personnel. Dismantling favoritism and exclusive participation are also crucial. Implementing open invitations for collaborative governance participation and establishing a mechanism or process for all personnel to express their voices will ensure inclusivity. Encouraging diverse participation in decision-making processes and recognizing contributions from all members will help build a sense of belonging and value across the campus.

RECOMMENDATION #3: REBUILDING TRUST

1. **Forgive and Forget Past Errors**

   The 2021 vote of no confidence against the president is still fresh in some peoples' minds, but unless people can move past that and focus on improving the culture and the processes at Compton, no action is going to be workable. While a vote of no confidence is a difficult event to move beyond, it is essential that the constituent groups and leadership try to focus on moving past it.

2. **Increase transparency and respect in decision-making processes**

   Decision-making processes need to be made more transparent and more public. Committee members need to know that their work matters and that their suggestions and ideas are taken into consideration. At the same time, committees need to realize that their recommendations cannot always been accepted; when that is the case, clear communication as to the reasons why, especially when those decisions are made at the higher levels of administration, needs to occur.

3. **Regular and clear communication from and among leadership teams**

   The Executive Boards of the constituent groups and the administrative leadership need to be in more consistent communication. Regular meetings between the various groups would help with this, along with more in-person meetings.

4. **Establish accountability mechanisms**

   It is clear that there are limited mechanisms for accountability in the current structure. More clear processes and communication structures will assist in establishing accountability mechanisms.

5. **Implement regular community building activities**

   Many interviewees commented on the silos that exist at the college, and the fact that they have become even more pronounced since the pandemic and shutdown in 2020. Regular community building activities for the college community, held during working hours so that everyone can participate, would go a long way in bringing back the sense of community that appears to have been damaged due to the events of the last few years.

6. **More in-person activities/meetings/gatherings**

   All the above-mentioned suggestions require participation from all constituent groups along with consistent interaction. The fact that so many meetings have continued to be held online has contributed to the absence of a sense of belonging and cohesion within the campus community, as well as the continued siloing of constituent groups. More in-person activities, meetings, and gatherings,

both formal and informal, will help build a greater sense of community and comradery among the members of the campus community.

RECOMMENDATION #4: LEADERSHIP STRATEGIES

1. **With Board's support - Encourage the President to delegate more and trust staff with accountability.**

   The current president does far more than most senior administrators in similar positions, which is commendable but also not sustainable. The President/CEO needs to delegate more tasks to other administrators, campus leaders, and classified professionals, with the understanding that some things might be done in a different manner than the president would do them. It should also be clear that this type of transition will take time, and it is possible that some things might be missed or dropped due to the transition. Campus leaders will need to acknowledge that this could be the case, but the workload of the President/CEO should be focused on topics and areas that are not the minutia that the current president seems to have to deal with. Ultimately, the President/CEO begins to establish a culture and system of accountability.

2. **Foster coordination and communication among leaders with regular and consistent meetings**

   While some meetings (Academic Senate, Curriculum committee) are held consistently and are open (as required by the Brown Act), other meetings appear to be either inconsistent or not held at all; multiple interviewees mentioned being on committees that never met. Any committee that is created should meet regularly, have agendas and, if needed, minutes, and be open to visitors if viable. This would help not only define the structure on the campus but also to be more inclusive and more coordinated.

3. **Implement intensive trust-building activities within leadership teams in the coming year.**

   Events including but not limited to retreats, team-building activities, trust- building activities should be held starting in the fall (or even in the summer), both within the various leadership groups and amongst those same leadership groups, to help to build relationships and eventually trust among the leadership teams. If the campus community believes that the leadership teams trust each other and work with each other, including improving communication, it is likely that that sense of trust and communication will spread beyond the leadership into the campus community as a whole.

4. **Utilize Ombudsman or Team Coach for help**

    A neutral party, in the form of an ombudsperson or leadership/team coach, might assist in strengthening communication and relationship building among the leadership teams; having someone who is invested in the future of the college but who is not an employee may allow for a more nuanced and neutral approach to many of the concerns that have been expressed.

RECOMMENDATION #5: IMPROVING OPERATIONAL EFFICIENCY

Improving operational efficiency at Compton Community College District is crucial for enhancing direct instructions and services to students, boosting employee morale and mental health, and maximizing revenues while reducing waste. The following recommendations outline key areas for enhancing efficiency and productivity across the institution:

1. **Enhance Technology Infrastructure and Access:** It is imperative to invest in and upgrade the college's technology infrastructure, including software platforms, to enhance operational efficiency. Addressing access issues is equally important to ensure that all staff members have access to the necessary technology to support their job functions effectively. By providing robust technology tools and improving access, the college can streamline processes and workflows, ultimately improving the quality of services provided to students.
2. **Streamline Administrative and Business Processes:** Conducting comprehensive business process reviews is recommended to identify bottlenecks and inefficiencies in administrative and business processes. Engage staff at the operational level to gather feedback and concrete suggestions for improvement. Their insights and experiences can be invaluable in streamlining processes, reducing redundant tasks, and optimizing workflows. By streamlining administrative and business processes, the college can enhance organization, reduce workload burdens, and improve overall efficiency.
3. **Ensure Accountability in Resource Allocation Usage:** Evaluate the equity of resource allocation and usage across the college to ensure fairness and transparency. Implement a more transparent process for resource allocation to build trust and accountability among stakeholders. It is crucial to track and monitor how resources are allocated and used, holding individuals and departments accountable for their resource management practices. This accountability not only fosters a culture of responsible resource usage but also maximizes the impact of resources, leading to cost savings and improved operational efficiency.

CONCLUSION

In conclusion, this process of assessment of gathering authentic input and making recommendations for improvement at Compton Community College District has been open, inclusive, and participatory. We extend our sincere appreciation to everyone who participated, ensuring that all constituencies, from trustees to students, had a voice in shaping the future of the college. The authentic input, suggestions, and trust shared during this process have been invaluable.

What justifies optimistic outlook is the resilience and dedication of the people of Compton Community College District. Several encouraging signs have emerged as drivers for change.

Drivers for Change

1. **Hope for Change**: Despite some doubts, the overwhelming sentiment expressed by those interviewed is a genuine hope for change. This hope serves as a powerful motivator to drive positive transformation.
2. **Love for Students:** The deep commitment and love for Compton Community College District students are evident across all levels of the institution. This dedication to meaningful and purposeful work underscores the importance of improving the college for the benefit of its students.
3. **Will from Leadership**: Leaders across constituency groups, including the president and past and incoming presidents of the academic senate and the faculty and classified unions, have made clear commitments to change during the Open Forum. This collective will from leadership is crucial for driving and sustaining meaningful change.
4. **Board Support**: The Board has also demonstrated its commitment to change by holding the president accountable for necessary changes as the CEO of the college. This accountability ensures that actions align with the shared vision for improvement.

Overall, the combination of hope, love for students, strong leadership will, and Board commitment provides a solid foundation for driving positive change at Compton Community College District. It is through this collective effort and commitment that we envision a brighter future for the college and its community.

ACTION FOR CHANGE:

Both consultants believe that the college can engage in the changes that have been mentioned and make Compton a more open and communicative campus where people want to work. To this end, we recommend that the following actions occur:

1. **Respect and Open-mindedness**

   Everyone in the campus community has a role to play, and it is essential that those roles are recognized and respected. Simultaneously, it is crucial that those in the campus community remain open-minded to suggestions and changes, and that everyone is accepted.

2. **Act On Recommendations**

   Many of the recommendations listed above will be difficult and will not happen overnight, but if everyone is willing to put in the time and the work, transformation is possible.

3. **Review Progress Regularly**

   This is not intended to be a shelf document; it is intended as a roadmap to guide the changes that need to be made. It is possible that there are others that are not mentioned in this document, but whatever changes do occur, it is important that progress is reviewed regularly and that, if needed, changes are made to the recommendations or plans to ensure that the spirit of the recommendations is occurring.

4. **Holding each other accountable**

   Everyone has a role to play in these recommendations, regardless of their position at the campus. If people do not step up, or stop participating, then those individuals need to be held accountable. This is going to be a team effort, and it will be important that all the members of the team are engaged and involved.

5. **Nurture positive leadership for all**

   This work is going to be challenging and sometimes even painful, but it is necessary for the college to move forward and become the institution that it wishes to be. One of the most positive things that can occur moving forward is for everyone to assume good intent on the part of their colleagues; nurturing a positive leadership model will engage more people in the governance of the college and will impact the entire campus community in a positive way.

Special Message to Compton Community College Faculty and Staff

While it was challenging to hear many of the comments shared during the interviews because we empathize with your feelings, we deeply appreciate everyone's authenticity and trust in us to maintain confidence and reflect honestly on what we heard. We believe Compton Community College District has a lot of talents and very dedicated people who carry out the importance work of serving students and need to be valued

and recognized. There were also many alignments in the feedback from the Board level to all employee groups validating what we heard across all groups. We firmly believe that positive change *can* happen at Compton Community College District through the collective and unified efforts of starting with top leaders, and to everyone involved. We extend our best wishes for the continued success of Compton Community College District and stand ready to assist further should we be called upon to support you.