



Academic Senate Meeting Agenda Package

Date: October 17, 2024

Modality: In-Person

Location: IB1 - 106

Time: 2:00 p.m.

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Academic Senate Membership Table

Current Voting Membership Count: Twenty-four—24

Required Quorum: 13

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

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	javillalobos@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
<p>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.</p>	



Academic Senate Agenda—October 17, 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 17, 2024.
2. **Approval of Minutes:** October 3, 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) Courses Revised for Common Course Numbering: COMM C1000 – Intro. To Public Speaking (formerly COMS 100); ENGL: C1000 – Academic Reading and Writing (formerly ENGL 101); ENGL: C1000E – Academic Reading and Writing (formerly ENGL 101E); ENGL: C1000H – Academic Reading and Writing - Honors(formerly ENGL 101H); ENGL: C1001 – Critical thinking and Composition (formerly ENGL 103); and ENGL: C1001H – Critical Thinking and Composition - Honors (formerly ENGL 103H).
- b) Course Review – SLO Update; Distance Education Addendum: ENGL 240 – American Literature I.
- c) Course Review- Articulation/Transfer Review; Update Conditions of Enrollment/Requisites: PSYC 120 – Introduction to Statistics and Data Analysis for the Behavioral Sciences.

5. Presentation and Follow-up Questions:

- a) Amari Williams—Mission Statement Draft.
- b) Amari Williams—Compton College 2035 Comprehensive Master Plan Draft

6. Administrative Regulation(s) Third Read:

- a) AR 4222 Remedial Coursework
Note: Tabled at last meeting.

7. Informational:

- a) District Responses—Academic Senate – Summary of Decisions Made at the September 19, 2024, Meeting.
- b) Sent to the District—Summary of Decisions Approved By Academic Senate On October 3, 2024 Sent to the District.

8. Discussion Items:

- a) Continue 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—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.

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Attendees

Officers: Sean Christopher Moore __; 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 __; Carlos Maruri _X_; Janette Morales __; Liliana Huerta __; Bria Roberts __; Nathan Lopez _X_; Pam West _X_; Jesse Mills _X_; Michael Vanoverbeck _X_; Hassan Elfarissi _X_; Jose Martinez __; Kent Schwitkis _X_; Jose Villalobos __; Roza Ekimyan _X_; Sophia Tse _X_; Angela Burrell __; and Victoria Martinez _X_.

Ex Officio Voting Members: David Chavez _X_; Charles Hobbs _X_; and Brad Conn _X_.

Nonvoting Attendees: Sheri Berger _X_; Pamela Wilkerson _X_; David McPatchell _X_; Selene Aguirre _X_; Ricardo Rico _X_;

AGENDA:

Call to order at 2:04

11. Approval of Agenda: October 3, 2024.

- **Victoria M. motioned to approve the agenda. Juan T. seconded. - Unanimously approved.**

12. Approval of Minutes: September 19, 2024.

- a. **Victoria M. motioned to approve minutes. Mayela R. seconded. - Unanimously approved**

13. Reports and Follow-up Questions From Attendees:

- a. **Mayela R. Motioned to open reports 3a-e. Carlos M. seconded.**
 - f) Vice President, Academic Senate
 - a. DEI institute reporting
 - g) College Curriculum Committee Chair
 - a. Update on phase 2 common course numbering.
 - h) Distance Education Faculty Coordinator
 - a. Finished the DE handbook. Ready to vote.
 - i) Faculty Development Chair
 - a. Provided updates on the Faculty Development Committee, including the first meeting of the semester, the teaching and learning plan, and potential workshops for professional development.
 - j) Vice President, Academic Affairs
 - a. Announced the dual enrollment summit.
 - b. Making progress on phase 1
 - c. Phase 2 surveys need to be answered. Faculty participation is encouraged.
 - d. Developing a process for reporting suspected fraudulent enrollments and hoped to have it in place by the winter session..
- **Jesse M. Motioned to close reports. Susan J. seconded.**

14. Curriculum Consent Agenda Item(s):

- a. **Brad C motioned to approve consent agenda items 4a-d. Victoria M. seconded. Unanimously approved.**
- 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.

15. Presentation and Follow-up Questions:

- a. **Carlos M. motioned to open presentation 5a. Sophia T. seconded.**
- a) Pamela Wilkerson—EEO Plan.
 - **Pam W. motioned to close presentation. Kent S. seconded.**

16. Administrative Regulation(s) Third Read:

- a. **Kent S. motioned to table administrative regulation 6a. Sophia T. seconded.**

- a) AR 4222 Remedial Coursework

17. Administrative Regulation(s) Second Read:

- a. **Carlos M. motioned to open administrative regulation 6a. Pam seconded.**
- a) AR 3200 Accreditation
- **Carlos M. motioned to approve 7a. Sophia T. seconded. Unanimously approved**

18. Discussion Items:

- a. **Charles H. motioned to open discussion item 8a. Carlos M. seconded.**
- a) Begin to establish written Collaborative Governance Report recommendations.
- **Charles H. motioned to close discussion item 8a. Victoria M. seconded.**

19. Academic Senate Senator Comments and/or Future Agenda Item

Recommendation(s):

- a. **Sophia T. motioned to open the floor to academic senators for comments. Pam W. seconded.**
- b) Academic Senate Senators may provide a comment or future agenda item recommendation(s).
- a. Constitution revisions should be discussed.
 - b. Please include the page number for the corresponding content in the packet next to each agenda item, making it easier to navigate between the agenda and the packet materials.
- **Kent S. motioned to close the floor for academic senators for comments. Brad C. seconded.**

20. Public Comment(s):

- a. **Carlos M. motioned to open the floor to public comments. Kent S. seconded.**
- b) Public comments may be presented.
- None
 - **Kent S. motioned to close public comments. Jesse M. seconded.**

The meeting was adjourned at 3:18pm

Mission Statement Draft



Current 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.

Draft Mission Statement #1

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We foster a sense of belonging to support students in achieving their academic goals. Compton College equips students with the strategies and skills needed for workforce readiness and offers clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our community.

Draft Mission Statement #2

Compton College is an equity-driven and inclusive community dedicated to providing opportunities, resources, and support for historically underserved student populations, particularly students of color. We foster a sense of belonging to support students in achieving their academic goals by equipping students with the strategies and skills needed for workforce readiness and offering clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our community.

Fall 2024 Final and Revisions Approval Timeline

<i>Continued Feedback and Revision</i>	Academic Senate First Review (10/17/24)
	Consultative Council First Review (10/21/2024)
	Deans and Directors Council (10/17/2024)
	Student Success Committee (10/17/2024)
	Cabinet (On-going)
Collaborative Governance Approval	Academic Senate Approval Action (11/7/2024)
	Consultative Council Approval Action (11/4/2024)
Board Approval	Board of Trustees First Review (11/19/2024)
	Board of Trustees Approval Action (12/10/2024)

Compton College 2035 Comprehensive Master Plan



COMPTON 2035

MANUSCRIPT DRAFT 1

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President's Message
PENDING 

Heather Parnock
2024-09-20 20:19:00

President/CEO

Executive Summary

PENDING COMPLETION OF DRAFT 1 REVIEW AND EDITS

Compton College’s previous comprehensive plan - *Compton 2024* – has served as the College’s guiding document, which set the direction for the implementation of clear pathways for the of programs of study, and/or transfer and completion in alignment with the California Community College Chancellor’s Office Vision for Success and identified future facilities recommendations. Additionally, as the College’s overarching plan framework, *Compton 2024* provided the foundations for its family of integrated support plans, including those for enrollment management, student equity and achievement, technology, and human resources staffing.

To operationalize its plans, the College established a comprehensive “Action Plan” to track its progress toward the completion of goals and objectives and focus efforts around improving students’ experiences vis-à-vis completion-by-design principles: connection, entry, progress, completion, and transition. As captured in the Action Plan,

Heather Parnock
2024-09-20 20:20:00

plural, Colleges

goal

nia

Compton College made notable strides toward implementing the goals in its key plans, such as those related expansion of the Oliver W. Conner College Promise Program to in-District eligible HS seniors, adult learners and GED students, outreach and recruitment for career education, professional development summits and workshops around effective pathways programming, and recruiting and hiring permanent classified and certificated men of color, and flexible, student-centered course schedules (e.g., weekend, 8-week, 12-week, and 14-week offerings have increased).

Furthermore, while the COVID-19 pandemic made a major and deleterious impact on student enrollment, persistence, success, and goal attainment, Compton College has seen post-pandemic improvements in a variety of success metrics (for data, see [Compton College Institutional Effectiveness Dashboard](#)). However, student goal completion declined markedly since the 2018-2019 academic year, equity gaps remain in key areas (e.g., completion of transfer-level

math and English, and success and retention rates for Black African American students, non-binary students, and students ages 18 to 24 and 50 years or more).

Thus, to further advance the College's efforts to focus attention and resources on addressing long-standing equity gaps and substantially improve student success in goal attainment, *Compton 2035* is centered upon the singular goal of accelerating completion. Additionally, to more firmly structure College planning and effectively prioritize activities and resources, the 2024 "family of plans" are incorporated into *Compton 2035* as areas of focus, which are organized by purpose and function: mission centered, supporting, and facilities. Each area of focus established a set of priority objectives and strategies, which operationalize completion-by-design principles and serve to fulfill *Vision 2030* goals. Finally, *Compton 2035* provides a streamlined implementation and plan assessment protocol that will facilitate more targeted attention on making plan priorities actionable through the

College's annual planning and budget processes.

GRAPHIC DESIGN TO ILLUSTRATE THIS

Vision, Mission and Compton 2035 Alignment

Vision

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

Compton 2035 aligns with and supports the fulfillment of the College’s vision by strategically prioritizing attention and resources on eliminating equity gaps and substantially improving student success in goal attainment, as the Public Policy Institute of California notes, “improving student outcomes has long been a challenge: fewer than half (48%) of students earn a degree or certificate or transfer to a four-year college.”[\[1\]](#)

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.

By integrating clear objectives and strategies in each area of focus and facility recommendations for the future, *Compton 2035* provides a comprehensive framework for intensive concentration on addressing the most persistent challenges the College has faced – students’ successful completion

of their educational goals and transition to four-year colleges and universities, and securing living-wage employment.

[1] Johnson, Hans, et al. “Reforming California’s Community College System.” *Public Policy Institute of California Blog Post*. May 31, 2019. <https://www.ppic.org/blog/reforming-californias-community-college-system/>.

Equity-Focused Planning Process

Equity and Equity-mindedness

The equity-focused planning process is informed by Dr. Estela Bensimon’s principles of equity-mindedness and equity by design. Equity within the context of institutional planning refers to having an intentional focus on groups experiencing disproportionate impact with the goal of identifying and eliminating disparities in their experiences (e.g., sense of belonging, validation, engagement, receptivity) and outcomes (e.g., course success, persistence, completion). Achieving equity requires educators and institutions to align resources and support with students' needs, ensuring that students have what they need to thrive and maximize their potential, while also taking necessary actions to eliminate systemic inequities.

According to Bensimon (2005), “equity-mindedness is a type of ‘cognitive frame,’ a mental map of attitudes and beliefs a person maintains to make sense of the world. A cognitive frame determines which questions are asked, what information is collected, what is noticed, how problems are defined, and what course of action should be taken” (CUE, 2020, p. 24)¹. Given the history and impact of systemic racism in United States education, racial equity is the central focus of equity-mindedness, which emphasizes the need for educators to critically address race-based inequities and actively work towards creating more just and racially inclusive educational environments.

Equity-mindedness encompasses five core principles that educators must embrace to ensure equity in student success: 1) systemic awareness, 2) race consciousness, 3) evidence based, 4) institutionally focused, and 5) equity advancing. Each principle is briefly described below:

1. **Systemic Awareness:** Equity-minded educators recognize that inequity is a systemic problem that is reflected in nearly every social institution that is designed to serve students and communities including the K-12 educational system, health care, the workforce, and the justice system to name some. All of these systems have a long history of disproportionate impact when it comes to serving racially-minoritized students and communities.
2. **Race Consciousness:** Equity-minded educators are race conscious in that they acknowledge that educational opportunity in the U.S. is heavily stratified on the basis of race with racially-minoritized communities having less access to higher education and the resources that are necessary to succeed within it. They also

¹ Center for Urban Education. (2020). *Laying the groundwork: Concepts and activities for racial equity work*. Rossier School of Education, University of Southern California.

see students' racial identities and lived experiences as a key source of knowledge and assets that can be leveraged to facilitate learning and success.

3. **Evidence Based:** Equity-minded educators use data, notably data that are disaggregated by race/ethnicity to reveal patterns of racial inequity to guide their sense-making and action.
4. **Institutionally Focused:** Rather than placing the onus solely on students to succeed, equity-minded educators demand institutional accountability. They believe that student success is largely determined by what institutions do to meet the learning needs of their students. This shifts the narrative from blaming students for their challenges to holding institutions responsible for creating environments that promote equity and success.
5. **Equity Advancing:** Equity-minded educators are committed to advancing equity in every educational space in which they find themselves. They bring an equity-minded perspective to their classrooms, student services work, the committees they serve on, community work, and every other aspect of their roles as educators.

Educators have applied and expanded equity-mindedness beyond race to address and eliminate disparities and inequities for students with disabilities, gender, LGBTQIA+ individuals, student parents, and adult learners, among others. This broader application demonstrates the adaptability of equity-minded principles in addressing various forms of marginalization, particularly as these identities intersect with race and exacerbate racial inequities. This application of equity-mindedness aligns with the Critical Race Theory tenet of the centrality of race and racism and their intersectionality with other forms of subordination².

Equity and equity-mindedness have significant implications for institutional planning, particularly in the inquiry process for collecting and analyzing data, engaging educators in the sense-making process, setting goals, and identifying actions to achieve these goals. These principles of equity by design are presented below:

- **Lifting Minoritized Voices:** actively engaging students, classified professionals, part-time/adjunct faculty, and community members who have not been well-served by the college through listening sessions, town halls, and surveys.
- **Disaggregating Data:** analyzing data by race/ethnicity and other intersecting identities to understand and address disparities.

² See Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60-73.

- **Identifying Race-Conscious Solutions:** developing race-conscious solutions such as redesigning student services to better meet students' needs, advocating for greater racial diversity among educators, and designing facilities and physical spaces that enhance learning, access, and positively reflect students' identities.
- **Curriculum Alignment:** aligning curriculum and academic programs with workforce needs to prepare students for employment opportunities that pay livable wages.
- **Equity-Focused Goals and Metrics:** setting goals and metrics that emphasize persistence, course success, completion, and transfer rates, specifically for students who are disproportionately impacted at the institution.
- **Redesigning Accountability Processes:** redesigning institutional accountability processes, such as performance evaluations and academic program review, with institutional equity goals.
- **Professional Learning:** identifying professional learning opportunities that build educators' capacity to approach their work from an equity-minded perspective and hold themselves accountable to institutional equity goals.

In alignment with Equity by Design principles, the *Compton 2035* campus engagement sessions used a layered approach to gather critical insights that contextualized the quantitative data from the environmental scan. Key guiding principles included amplifying minority voices, identifying race-conscious solutions, aligning curriculum and academic programs with workforce needs to prepare students for living-wage jobs, and emphasizing professional development

Since student experiences are central to the planning process, targeted outreach to students serves as the primary source of qualitative data to shape objectives in each area of focus and prioritize facility recommendations. To assess the College's strengths, weaknesses, opportunities, and results (i.e., SOAR framework), focus group sessions with faculty and staff, along with a SOAR survey of faculty provided additional insights on planning priorities for *Compton 2035*. A forum with the Core Planning Team allowed for additional input on key

themes from the in-person Student Listening Sessions and the Campus Visioning Sessions (in-person and survey) as well as ideas regarding Compton 2035's singular goal of accelerating completion. A summary of all engagement activities and a synthesis of key themes is provided in this section.

Student Listening Sessions: April 25-26, 2024; 21 participants in seven in-person sessions; July 16, 2024; 7 participants in two online sessions

The protocol developed for the listening sessions focused on key themes directly informed by equity and equity-mindedness. Moreover, the approach to engaging students aligns with the principles of equity by design, specifically "lifting minoritized voices" and "identifying race-conscious solutions." For example, students were asked to share their experiences and sense of belonging at the college, how their interactions with educators impacted their learning experiences, the campus services and support critical to their success, and their insights on how the college could better meet their learning needs. Below are examples of the questions we asked during the listening sessions:

- What motivated you to choose Compton College for your education?
- How would you describe the campus culture and environment at Compton College?
- Which support services or resources have you found most helpful during your time here?
- How have your interactions with faculty and staff impacted your learning experience?
- In what ways do you see your experience at Compton College shaping your future goals and aspirations?
- What (if any) areas do you believe Compton College could improve or enhance the student experience?

Specific questions were developed for key student groups, which the College has prioritized, including men of color, adult learners, and student parents.

Addressing students' basic needs was also a priority, especially given the heightened impact of COVID-19 at Compton College. Careful attention to students' experiences with basic needs supports, which the College provides, helped assess the extent to which these supports influenced their persistence and success.

Proximity: The College's location is a critical draw for students, especially those with transportation challenges, housing insecurities, or work and family commitments.

Community Connections: Students have strong cultural and familial ties to the city of Compton and to Compton College, which is a source of pride and identity.

Socio-Economic Opportunity: Students struggle with life challenges (e.g., teen pregnancy, strained relationships with partners, mental health concerns, housing insecurity, displacement, unemployment, incarceration), which have limited their opportunities to attend college years prior to their current enrollment.

Advancement Goals: Students decision programs and educational goals are primarily informed by their work experiences (e.g., students with experience in the healthcare field as certified nurse assistants and pharmacy technicians choose

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programs like Nursing, Business, EMT, Child Development, Mental Health, Auto Collision Repair, Cosmetology) and by longtime personal interests (e.g., students' interests in cars and lowrider culture see enrollment in this program as an opportunity to explore these interests deeply and to establish a career or entrepreneurship. However, students are motivated to enroll in programs with the hope of gaining access to gainful employment immediately after completing a program at Compton or after transferring to a 4-year institution and earning a bachelor's degree.

“Unapologetically Meeting Students’ Needs:”

Compton College provides students with opportunities to re-attempt college without judgment or stigma, and the majority of students laud the College for being “unapologetic” in its providing critical resources, particularly basic and financial needs, and doing so without imposing judgment of shame. The most widely used resources include EOPS (counseling, gas card, metro pass, book vouchers), Farmer’s Market,

Everytable, CalWORKs (especially the guaranteed income plan), St. John's Community Health, which meets nearly all of their health needs, Student Equity, especially for technology like laptops, calculators, and mobile hotspots, Formerly Incarcerated Students in Transition (FIST) Program, Free school supplies and materials (pens, pencils, notebooks, etc.), and the Men of Color program. Without these resources, students would not be enrolled in College, especially student parents who are caring for young children (primarily as single parents) and adult learners who are prioritizing school over employment. Students expressed great interest and excitement around the College's plans to offer student and family housing in the foreseeable future.

Caring and Inclusive Campus Community:

Students experience Compton College as a racially diverse community where most students feel welcomed and included. Adult learners reported a sense of apprehension when enrolling because

they assumed they would be outliers because of their age, but they have experienced a sense of belonging and appreciate that online courses have enabled students to attend class while tending to their family and work responsibilities. Students indicated that educators at the College are intentional in welcoming students to the College and intrusive in supporting students in their programs and classes with frequent, unprompted check-ins, proactively sharing of resources

and information with students, and consistently conveying to students that they care about them and their success. Educators at the College take the time to support students who are struggling in a course/lesson/assignment by re-teaching or teaching the material a different way, meeting with students one-on-one, and giving students extra time or opportunities to re-attempt assignments. Students see Dr. Keith Curry as an innovative transformational leader and role model of hope and success, who works tirelessly on their behalf to give them the best College and the most opportunities possible.

Growth Opportunities: Students credit the College and its educators for exposing them to opportunities they could not have imagined before enrolling at Compton College and activities pushing them outside of their comfort zones toward important growth opportunities (e.g., summer residency program at universities, field trips to colleges in Northern California, conferences, student panels and other

engagements, and trips to Washington DC, South Africa, and Ghana).

Pride in Achievement: Students express a strong sense of pride and achievement when choosing to enroll in college, particularly after facing challenges in previous attempts at college or in their personal lives. This pride was notably heightened upon successfully completing a course or program, achieving high grades in a course, and contributing to their peers' success by sharing campus insights and resources. Additionally, representing the college in student panels or conferences brought them a deep sense of self-worth and accomplishment.

How to Enhance the Compton College Student Experience

- Significantly upgrade the College's buildings, landscaping, and facilities, particularly clean, well-stocked, gender-neutral restrooms available throughout the campus.
- Create more opportunities for students to engage socially with special attention to the critical mass of adult learners and students who take classes online for whom at times the College can feel empty and lacking a social culture (e.g., more clubs and student organizations, promoting athletics for campus and community engagement).
- Keep Local "Talent" in Compton by engaging in more local outreach to residents, especially high schools, to encourage attendance at Compton College rather than a neighboring college, which requires the College to more directly address the negative stigma stemming from the College's loss of accreditation.
- Intentionally build community with student parents, who face unique challenges that are directly related to having to negotiate the demands of school, parenting, and at times, employment. Having access to reliable childcare is a salient concern for student parents—particularly those

who are single parents. Students suggested creating a support group or student organization for student parents so they can build community and support each other.

- Offer targeted support for women of color akin to the program and support that's offered to men of color at the college. Some of the women of color indicated they are getting support from the Men of Color program. A women of color program can provide valuable opportunities for community-building and support for women of color while also

addressing the unique needs that emerge from their intersecting gender and racial identities.

- Ensure that all faculty are proficient with instructional technology (e.g., use of Canvas for submission of assignments to avoid requiring assignments in hardcopy format and handwritten class notes, which creates additional challenges for students to print assignments (if not organized)).
- Provide more robust tutoring support, especially for students who need tutoring in English. Students suggested having more tutors available in both subjects during hours that tutoring is available and ensuring that tutors are well-trained and knowledgeable about effective instructional support practices.
- Offer more on-campus food options to augment those currently provided through the Farmer's Market and Everytable and ensure that any food options that are offered on campus accept Electronic Benefits Transfer (EBT).
- Reopen the swimming pool, which would be a great resource for students who need to enjoy it for recreational purposes and to de-stress and for the community surrounding the campus for swimming lessons, celebrations, and other community events.
- Offer more short-term academic and workforce programs, particularly those that provide pathways to associate and bachelor's degrees, and which can be completed within one year and lead directly to employment that pays sustainable living wages.
- Provide more dedicated programs and inclusive spaces and support for the LGBTQ+ community to ensure the College's support and engagement of students at the College.

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Compton 2035 In-Person Campus Visioning Session: March 28, 2024, and Online Campus Visioning Survey, March 28- April 4, 2024

Questions posed for the visioning sessions and the online visioning survey included:

- What is your favorite place on campus and why?
- Where on campus do you feel most represented and why?
- Keep, Change, Toss: What do you love about the campus? What could be improved? What should we get rid of?
- What are the main reasons you come to campus?
- How would you describe Compton College today?
- What would you want Compton College to be in 2035?
- What would make you want to spend more time on campus?

Visioning Session and Survey Key Themes

- Favored and Inclusive Places:
 - Student Services Building – EOPS and Counseling spaces, understanding and helpful staff, gathering to bring everyone together.

- Library-Student Success Center – Student Services hub, learning support centers and spaces (Math and Science Center, MESA/STEM, Success Center.
- Lot A – Marketplace that brings campus and community together, space and opportunities for volunteering and belonging.
- What is Loved:
 - Welcoming and opportunities for community and connections.
 - Programs that basic needs and support resources.
 - Close-knit community and environment of belonging and continuous improvement.
- Opportunities for Improvement
 - Greater inclusion and collaboration
 - Better communication
 - Improve and consistently maintain buildings and infrastructure (e.g., accessibility, Wi-Fi, campus beautification)
 - Diversify academic programs, upgrade instructional resources, and streamline processes.
 - Recreational and outdoor programs and events.
 - Family-friendly, child-friendly spaces.
 - Extended hours of operation.
 - Support for religious inclusion.
 - Improved employee compensation.
- Compton College by 2035
 - Bustling, thriving hub with more students and activities.
 - Stronger workforce connections and opportunities for students (e.g., apprenticeships, pre-apprenticeships, mentorships).
 - New degrees, including bachelor's degrees, and certificates in high-demand fields that provide sustainable, living-wages.

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no Keith Curry Are we in favor of bachelor degrees?
Online Focus Group
Supervisors Online
SOAR Online Survey

Employee SOAR: 1) Faculty Online Focus Group Sessions, 13 participants, May 28, July 15, and July 16, 2024; 2) Classified Professionals Online Focus Group Sessions, 38 participants, July 15 and July 16, 2024; 3) Manager/Supervisors Online Focus Group Session, 14 participants, July 16, 2024; 4) Faculty SOAR Online Survey

SOAR dialogue questions posed in these sessions included:

- Strengths
 - What does the College do well? What is it great at?
 - What have been the College's most notable achievements in advancing equity and success?
 - From your perspective, how well is the College meeting students' needs?
 - How do you see your role at the College connecting to students' success?
- Opportunities
 - What kinds of changes or innovations may better serve students?

- What can the College do to eliminate the biggest barriers to students' success?
- What opportunities for training, or upgrading of your skills or knowledge do you need to be more successful at your job?
- What technology or facilities are needed to enhance student success?

- How well has program review worked in your area? How could program review be improved in your area? (Faculty)
- Aspirations
 - What should the College look like in the future?
 - What can the College do better to enhance students' inclusion and sense of belonging?
 - What would ideal learning and teaching spaces (classrooms, labs, etc....) look like?
- Results
 - What do you consider to be meaningful outcomes for the College?
 - How will the College know if it has met its goals? What would be different?
 - Based on your experience at the College, what do students most need in the facilities, rooms, spaces, or services? What is missing?
 - How should the College track its progress towards its goals?

Employee SOAR Key Themes

- **Strengths**
 - Basic needs, resources for student (e.g., metro passes, meals, pantry, laptops, free hotspots for Wi-Fi, computer labs, working on zero textbook cost)
 - Small Campus, with caring instructors and staff, as well as great sports, clubs and other activities to engage students as well as great Career Education Programs and Adult Ed.
 - Partnerships with USC, the ACE Program, and programs for formerly incarcerated
 - Addressing parent student support – priority registration, resource page, study areas, family friendly areas
 - Bringing funding to the college, creativity when using funds
 - Improving instruction with professional development
 - Comprehensive student services and support through their entire journey
 - Community, K12, and CTO partnerships
 - Dual Enrollment
- **Opportunities**
 - Implement Caring Campus Goals
 - Create student-centered, predictable course schedules to support completion of programs of study
 - Student-centered hours of campus operation.
 - Improve Adult Education pathways
 - More technology support and training for students and faculty to improve outcomes in online courses
 - Student Centers for affinity groups – very targeted support (Latinx, LGBTQ+)
 - More support for dual enrollment instructors and better coordination with high school dual enrollment partners
 - Emotional Intelligence training to strengthen self-awareness and build empathy with and for each other
 - Standardize and streamline practices and procedures for budget and purchase
 - Financial Aid System refresh and streamlining
 - Improved communication about available resources for students
 - More resources for ESL and Spanish-speakers

- Succession and talent-development planning to support future leaders
- Improve instruction and support for online courses
- Artificial intelligence policies and professional development
- Improve program review by including classified staff in the process, providing more support and training for the analysis and application of quantitative data, and creating explicit connections to annual planning and resource allocation.

- **Aspirations**

- Shift in campus culture by reduction in tensions and conflict between and among employee groups.
- Greater coalescence around common purpose and shared goals (e.g., the Aspen Award)
- Cultural centers and programming on campus that affirms the diversity of our student population and the human capital needed to staff these centers (e.g., LGBTQ+ program).
- Compton College as a safe haven for the larger community.
- Incentivize and scale student involvement
- Student services in one location – one stop shop, using innovative approaches and tools to deliver services
- Address the needs of a very large ESL population
- Adopt a holistic view of intersectionality

- **Results**

- Increased success, enrollment, graduation, and retention, especially for marginalized students and adult learners
- Elimination of equity achievement gaps
- Improved student morale
- Improved employee morale
- Accelerated completion
- Implementation of shared governance recommendations
- Documented opportunities for intentional open dialogue
- Credit for life experience and prior learning
- Thriving alumni community to support Compton College's initiatives and programs

Planning Context

Notable National Trends in Higher Education

EDUCAUSE, a non-profit association of academic and technology leaders in higher education, identified these current national trends in its [2023 Horizon Report: Teaching and Learning](#).

Social

- There is increasing student demand for more flexible and convenient learning modalities.
- Greater focus on equitable and inclusive teaching and learning has expanded and intensified.
- The momentum for microcredentialing programs is increasing.

Technological

- Artificial Intelligence (AI) is growing and becoming increasingly mainstream.
- The online versus face-to-face dichotomy is being disrupted.
- Low- and no-code technologies that simplify complex processes are enabling more people to create digital content.

Economic

- Affordability and “Return on Investment” are impacting potential students’ decisions to enroll in postsecondary education.
- As funding for public education declines, institutions are expected to do more with less.
- There is increasing demand for lifelong and workplace learning.

Environmental

- Climate Change is increasingly impacting our daily lives.
- Environmental issues are being integrated into academic programs and institutional operations.
- Technology is behind the curve on reducing environmental impact.

Political

- Governments are increasingly leveraging disinformation.
- Nationalism is on the rising.
- Political party conflict is increasingly blocking decision-making and action in political systems.

Another key source for understanding national trends is Hanover Research, a well-recognized firm, which provides research and analytics across various sectors, including higher education. Their 2023 Trends in Higher Education report ([2023 Hanover Research Trends in Higher Education Report](#)) offers valuable insights into current and emerging developments in five notable areas.

1. *Career-Focused learning flourishes in modernized, stackable formats* - Colleges and universities are focusing on academic programs, which “meet the demand for more targeted, modular learning that connects to future jobs” (e.g., microcredentials, credit for prior learning, and competency-based education, offered as a “stackable” self-paced programs).
2. *Debt-free education captures attention with student loan forgiveness spotlighting the high cost of a college degree, institutions look to help students fund their education without taking on significant debt* - Colleges’ “financial aid messaging should actively promote other viable and diverse ways to pay for college that may be less known to students” (e.g., streamlined applications for prior-learning, access to and assistance with scholarships or grants, such as promise programs, and employer-sponsored financial assistance programs). Colleges must also more effectively explain to students the impact of federal changes to student-loan forgiveness programs.
3. *Institutions rework financial models and revenue streams to attain sustainability with tuition revenue becoming less reliable, colleges and universities invest in alternative approaches to ensure long-term financial stability via new sources of income.* – With diminishing funding, colleges are increasingly seeking and leveraging additional other streams of revenue (e.g., grants, fundraising, continuing and contract education, non-credit courses, camps) - initiatives which can also enhance community awareness of the college and its programs and services.
4. *Inclusion and support services build connection, acceptance, and success* – Direct correlations between student belonging and persistence compels colleges to increase student- centered support and success services and to that services are “culturally relevant, inclusive, affirming, and delivered through multiple modalities,” which incorporate nontraditional approaches (e.g., peer-supported mental health programs).
5. *Increased marketing spending puts pressure on quantifiable results as investments in marketing rise, institutions increasingly focus on how to quantify their marketing results* - Declining enrollment and waning public sentiment about the value proposition of higher education, colleges are developing more strategic approaches to outreach and enrollment (e.g., establishing strategic marketing goals, consistently tracking performance metrics, using those measurements to refine tactics, and reporting results to internal constituents to ensure that the entire campus the importance of their roles in building connections with the community and prospective students.

These recent research publications provide insights into national trends in higher education, which align with those observed in California and at the local level, and thus, offer relevant guideposts to inform the areas of focus for this comprehensive and integrated plan.

State Context

Vision 2030 – Guided by the Vision for Success and the Governor’s Roadmap

The [Vision 2030](#) plan for California's community colleges, released by the California Community College Chancellor's Office as approved by the Board of Governors, extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), and the [Governor's Roadmap](#) plans.

Together, these plans establish systemwide community college priorities and stipulate that “every college should make sure they have goals that address systemwide priorities.”^[1]

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Vision for Success and Guided Pathways

The [Vision for Success](#), launched in 2017, focused on a commitment to ensure, “that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all.”^[2] In 2021, the California Community College Chancellor’s Office renewed its dedication to the *Vision for Success* plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#).

The report emphasized that the overarching goal for the state's community colleges remains unchanged: to achieve the systemwide targets outlined in the *Vision for Success*, including completion, transfer, efficiency, workforce attainment, and, most importantly, equity. It underscored the critical importance of Goal 5, Equity, especially considering the disproportionate impact of the multiple pandemics on communities of color. [\[3\]](#)

It is important to highlight that *Vision for Success* utilizes the *Guided Pathways*³ framework to enhance student access, persistence, retention, and goal completion. Districts and colleges can seize the opportunity to integrate and align key plans encompassing diverse student learning programs such as Adult Education, Student Equity and Achievement Program, College and Career Access Pathways, learning communities, categorical programs and services, among others. This integration within the *Guided Pathways* framework aims to address the diverse needs of current and prospective students.

³ Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Harvard University Press.

The Guided Pathways framework is grounded in four pillars of the student experience, described in part as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, and establish detailed transfer pathways and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), *Redesigning America's Community Colleges* (2015)

In sum, Guided Pathways aims to:

- *Advance Equity* - Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.
- *Transform Institutions* - A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.
- *Redefine Readiness* - Fundamentally shifting the conversation about what it means to put

students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

- *Redesign Supports* - Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

It is critical to emphasize that both the [Vision for Success](#) and the [Guided Pathways](#) frameworks are not merely plans, but are codified in law. Guided Pathways is further codified in the [Student Equity and Achievement Program](#) mandate.

The [*Governor's Roadmap*](#), released in 2022, is an agreement with the California Community College system and builds upon the system's *Vision for Success* goals to close equity gaps and to promote student success, expand opportunities for transfer students, increase intersegmental collaboration to benefit students, and support workforce preparedness and high-demand career pipelines. The “roadmap” includes new goals and expectations and “represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered-Funding Formula, and competency-based education, among others – aimed at improving student success and making sure that success equitable for all students served by the CCCs .”[\[4\]](#)

Additionally, the roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates

with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.[\[5\]](#)

The *Governor's Roadmap* mandates an annual systemwide progress report. This report encompasses college-level data showcasing progress achieved for each performance metric, a summary of crucial implementation strategies and contributions to advancing performance outcomes, as well as a synopsis of strategic collaborations with intersegmental partners. Annual reporting also includes a systemwide budget request aimed at supporting the achievement of the goals outlined in the roadmap based on systemwide progress.[\[6\]](#)

Vision 2030 – a Roadmap for California Community Colleges

Vision 2030, a roadmap for California Community Colleges, envisions a more inclusive higher education system for all Californians. The vision aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support and exit points,

allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages.^[7] Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.^[8]

Dr. Sonya Christian, Chancellor, California Community Colleges, explains that *Vision 2030* affirms, "...the drive to improve completion, transfer, and employment, and to make equity gains has not changed. *Vision 2030* incorporates critical data-informed updates to meet the needs of today's students and to double down on innovative and promising strategies."^[9] *Vision 2030* is centered on prioritizing the well-being of our students, communities, and the planet.^[10]

As noted, *Vision 2030* extends and builds upon the Vision for Success, Vision for Success Update, and the Governor's Roadmap plans. It further incorporates and extends the principles outlined in these planning documents to guide community college practices towards meeting systemwide goals. Key Directive Highlights of [Vision for Success](#), [Vision for Success Reaffirmed](#), [Governor's Roadmap](#) and [Vision 2030](#) – for comprehensive details, please consult each respective plan.

Statement on Diversity, Equity, and Inclusion in the California Community Colleges

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects a

comprehensive commitment by the California Community Colleges to actively work towards creating an educational environment that values and respects diversity, equity and inclusion among students, faculty and staff. The focus on equity underscores the recognition that every individual deserves fair and equal access to opportunities, resources, and support necessary for their success. By prioritizing equity, educational institutions strive to dismantle systemic barriers, address disparities, and create environments where all learners can thrive and reach their full potential. For the full legislative text for Title 5, Section 51201, please see Appendix (Planning Context Document 2).

Student Centered Funding Formula

The [Student Centered Funding Formula](#) (SCFF) was included in the 2018-19 state budget as an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor's Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and

is aligned with the *Guided Pathways* student success metrics. SCFF is based on three primary calculations:[\[11\]](#)

- A base allocation – reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates.
 - the number of students transferring to four-year colleges and universities.
 - the number of students who complete transfer-level math and English within their first year.
 - the number of students who complete nine or more career education units.
 - the number of students who have attained a regional living wage.

On July 21, 2023, the California Community College Chancellor’s Office (CCCCO) released Memo [FS 23-24 Advance Apportionment](#) which elaborates on additional factors that may be

considered in the SCFF formula. These factors include Credit Inmates in Correctional Facilities, Career Development and College Preparation, Credit Special Admit Students with additional allocation metrics tailored to AB 540 Students, Pell Grant Recipients and Promise Grant Recipients. For specific criteria and details on how each factor is weighed, please refer to the linked memo. Additionally, it is strongly recommended to visit the [CCCCO website](#) for the most up-to-date information as circumstances may evolve and change.

Advancing Priorities and Technologies in California Higher Education

Master Plan for Career Education

Governor Newsom unveiled the [Freedom to Succeed](#) press release on August 31, 2023, spotlighting Executive Order [N-11-23](#). This Executive Order outlines California's commitment to building and enhancing career pathways and educational opportunities for its citizens. The order acknowledges the state's historical investment in education and workforce development while

recognizing the need for continued integration and alignment of these programs to meet the evolving needs of students, workers, and businesses. Key highlights of the executive order include:

- Significant investments in career pathway programs, dual enrollment, youth apprenticeships, workforce pipelines, climate innovation, and healthcare initiatives.
- Emphasis on hands-on learning, paid internships, and service-learning opportunities to equip individuals with real-life skills.
- Initiatives to ensure universal access to education and career training, including funding for college-and-career savings accounts and affordable student housing.
- The establishment of a Master Plan for Career Education to integrate and align state-funded programs.
- Development of user-centered tools to facilitate program integration and goal achievement.
- Goals focused on promoting career pathways, hands-on learning, and universal access to education and affordability.

Overall, the executive order aims to create a cohesive and inclusive career education system that empowers Californians from diverse backgrounds to pursue rewarding careers and contribute to the state's prosperity. Updates and resources for California's Master Plan for Career Education are available on the [California Governor's Council for Career Education](#) webpage. The [Community Input and Considerations for the Master Plan for Career Education](#) report was released in July 2024.

The artificial intelligence agenda is being driven by both federal and state guidance. On October 30, 2023, the Biden Administration issued [Executive Order \(E.O.\) 14110](#) concerning the *Safe,*

Secure, and Trustworthy Development and Use of Artificial Intelligence. This executive action initiates a comprehensive, nationwide endeavor focused on fostering responsible artificial intelligence (AI) development and deployment. It describes federal agency leadership, industry regulation, and collaboration with international partners.[\[12\]](#)

In addition to E.O. 14110, the White House Office of Science and Technology Policy issued the [Blueprint for an AI Bill of Rights](#) which provides detailed information and sets forth five principles to guide the design, use and deployment of automated systems to protect the American public.[\[13\]](#) Please see the *Five Principles of the AI Bill of Rights* with links that provide further details and specific information on how to transition a “principle into practice” is located in the Appendix (Planning Context Document 3).

Additionally, on September 6, 2023, Governor Newsom signed [Executive Order N-12-23](#) relating to the use of Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI). The *State of California Benefits and Risks of Generative Artificial Intelligence Report* followed in November 2023. This Report provides a preliminary analysis on the benefits and risks of AI and GenAI. When AI and GenAI are “..used ethically and transparently,

GenAI has the potential to dramatically improve service delivery outcomes and increase access to and utilization of government programs.”[\[14\]](#) (p.2) The report also assesses associated risks and describes that “..insufficiently guarded government systems, unintended or emergent effects, and potential risks toward democratic and legal processes, public health and safety, and the economy.”[\[15\]](#) (p.2).

The California Community Chancellor’s Office has held a series of Board of Governors (Board) presentations on Artificial Intelligence representing government, higher education and business and industry. The work and presentations on artificial intelligence aligns with the Vision 2030, Strategic Direction 3: The Future of Learning. To date, the Board has held four agenda items addressing generative artificial intelligence (GenAI/AI), which are linked here for reference: [November 2023](#) (Item 6.4), [January 2024](#) (Item 6.6), [March 2024](#) (Item 6.5), [July 2024](#) (Item 5.3), future presentations planned. Additionally, the CCCCO held its inaugural [AI: Powering Tomorrow’s Workforce](#) on September

10, 2024.

[2] Vision for Success, <https://www.cccco.edu/About-Us/Vision-for-Success>

[3] Vision for Success – Reaffirming Equity in a Time of Recovery <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

[4] Governor’s Roadmap, pg. 5, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

[5] Governor’s Roadmap, pg.2, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

[6] Governor’s Roadmap, pg.11, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

[9] <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CF0291AB56BB24B831BBB367E4F76ACFFEA785AA>

[11] Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

[12] <https://www.whitehouse.gov/briefing-room/presidential-actions/2023/10/30/executive-order-on-the-safe-secure-and-trustworthy-development-and-use-of-artificial-intelligence/>

[13] <https://www.whitehouse.gov/ostp/ai-bill-of-rights/>

[14] https://www.govops.ca.gov/wp-content/uploads/sites/11/2023/11/GenAI-EO-1-Report_FINAL.pdf

[15] Ibid.



Diane White
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Regional Context Overview

The data included in this section provide a broad overview of regional demographics, helping contextualize insights from student listening sessions and employee engagement activities. A link to external environmental data is located in the Appendix (“Data Links”), which will be periodically updated.

Key Demographic Trends

Projected Population by Race and Ethnicity for Los Angeles County

Los Angeles County is projected to lose 17 percent of its population, or approximately 1.7 million people between the 2020 Census count and the 2060 population projections. The largest racial/ethnic demographic is projected to be Hispanic/Latino people, with approximately 750,000 people, representing 16% of the today’s Hispanic/Latino population. Source: California Department of Finance

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2020?

million

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Service Area Population Trends by Age and Gender

Population trends by age and gender across Compton College service area's three primary cities (Compton, Lynwood, and Paramount) are derived from the United States Census 2010 and 2019 data, representing an estimated five-year average.

- Across all three cities, the general trend is that the populations are getting older, increasing in some age groups as much as 116% (Lynwood, 75 – 79 age group). Younger demographics – under 40 years old – are seeing declines as great as 23%. The most notable takeaway is that there is a dramatic spike in growth among young adults 20 – 29 years old. This young adult demographic is a prime population for enrollment at Compton College.
- A deeper analysis across all three service area cities shows a general decreasing population trend among age groups 5 and under, 5 to 9 years, 10 to 14 years, and 15 to 19 years of age. That could be due to a decrease in birth rates in the past decade. According to the Public Policy Institute for California, the fertility rates from 2007 to 2020 dropped from

2.2 down to 1.52 in California.^[1] In a 2015 report, the National Center for Health Statistics states that average birth rate across all age groups in 2015 was at 12.6 births per 1,000 individuals. In 2020, that figure dropped to 10.7 births per 1,000 individuals.^{[2],[3]}

- Population density has increased among 20 to 24 years olds in both Lynwood and Paramount, California (3.2% and 17.4% respectively). In Compton and Lynwood, there are also population increases among 25- to 29-year-olds with growth rates of 7.2% and 18.7%, respectively. The growth in these age groups within the local population points to potential opportunities for them to attend Compton College to obtain a degree, certificate, or vocational training.
- Population growth among Compton and Paramount residents who are 45 to 54 years of age as well as for those 55 years of age and older across all three cities. This information indicates that investing in Adult Workforce initiatives can support this demographic as they

solidify their skills, update their technological knowledge, or change career paths. This 55+ age group may be heading towards retirement yet may likely desire to maintain connections to the broader community through access to Compton College's programs.

- In 2010, the gender distribution within Compton College's service area consisted of 48% identifying as male and 52% identifying as female. By 2019-2020, there was a slight shift, with the male population increasing to 49% while individuals identifying as females decreased slightly to 51%.

Service Area Population by Ethnicity

- According to data from the US Census Bureau 2015 and 2020, population trends by race and ethnicity across Compton College service area's three primary cities (Compton, Lynwood, and Paramount) reflect shifts in racial demographics.
- Between 2015 and 2020, there were overall decreases in the population amongst Hispanic or Latino (decrease of 0.5%), White/Caucasian alone (decrease of 6.5%), African American (decrease of 11.4%), Native Hawaiian/Other Pacific Islander alone (decrease of 39.5%). There were, however, increases in population amongst American Indian/Alaskan Natives, Asians, Some other race, and Two or more races. Overall population among eight ethnic groups showed an upward trend of 2.1%.
- Black and African American residents along with Hawaiians and Pacific Islanders are moving out of Compton and Paramount and into Lynwood, while Hispanic or Latino residents are leaving Paramount and Lynwood for Compton.
- Native American populations, while still much smaller than many other groups, are increasing at high rates in Compton but particularly in Lynwood. This is an important demographic to support as the Los Angeles area is home to the largest population of urban Native Americans in the United States.

Language Spoken at Home

In the City of Compton, nearly 30,000 people spoke only English while the number of Spanish- speakers was almost double as 57,533. Other commonly spoken languages included Tagalog, as well as other Asian and Pacific Island languages. A substantial portion of the population in Compton spoke Eastern Asian languages including Korean, Chinese, and Vietnamese. (Source: 2020 US Census Bureau)

Summary of Service Area Households, Families, and Incomes

- Population estimates (2023) report the largest city to be Compton (90,986), followed by Lynwood (63,234) and Paramount 51,072. Source: US Census Bureau QuickFacts, [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022](#).
- In terms of the number of households, in the period 2018-2022, parallel the population levels with Compton being home to 24,617 households, Lynwood at 15,239, and

Paramount at 14,366. Source: US Census Bureau QuickFacts, [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022](#)

- Housing unit tenure rates vary among the three primary service area cities with owner occupied housing highest in Compton (57.4%), and markedly lower in Lynwood (49.6%) and Paramount (40.6%) in the period of 2018 to 2022. Source: US Census Bureau QuickFacts, [US Census QuickFacts, Paramount, Lynwood, Compton California 2018- 2022](#).
- Between 2015 and 2020, Compton, Lynwood, and Paramount saw a decrease in homeowners, particularly among those who earn between \$10k and \$49k annually. However, the number of homeowners in the highest and lowest earner categories are growing, suggesting that rising home prices are altering the demographics of the surrounding communities. Of particular concern is the explosive 150% growth in the highest-earning demographic, which may be displacing lower-income households and permanently changing the population around Compton College.
- In 2020, the majority of renter households had monthly housing costs between \$1,000 to \$1,499 with a median housing cost of \$1,236. This reflects an increase of nearly \$200 compared to the median monthly housing cost of \$1,096 during 2015. For homeowners, the majority of households had monthly housing costs between \$1,500 to \$1,999 with a median of \$1,634. In 2015, the median for homeowners was \$1,466. Thus, over this five- year period there has been a notable increase in the cost of living.

- While the majority of service area households in 2018 to 2022 reported having access to a computer (i.e., 97.2% in Paramount, 97.5% in Lynwood, and 93.2% in Compton), significant numbers of households are without computing technology. [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022.](#)
- Rates of households broadband Internet subscriptions are markedly low (87% for Paramount, 79.9% for Lynwood, and 78.9% for Compton) compared to California as whole with 91.5% of households reporting household broadband. [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022.](#)
- In 2020, the Compton College Service Area—particularly Compton and Paramount—had much lower rates of internet access compared to other major cities in Southern California. While most cities saw an improvement of 7-8 percentage points from 2017 to 2020, Compton and Paramount only improved by 3-6 percentage points.
- This data highlights a greater digital divide in the Compton College Service Area, underscoring the need for increased support for our students.

Income and Poverty

- Between 2018 and 2022, the median household income (in 2022 dollars) in all three primary service area cities—\$67,197 in Paramount, \$67,350 in Lynwood, and \$69,728 in Compton— was significantly lower than California's median household income of \$91,905.
- The percentage of persons in poverty are notably higher than the percent for California (12.0%): 13.4% in Paramount, 16.1% in Lynwood, and 17.7% in Compton. Source: [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022](#)

Education

- Between 2018 and 2022, the percentage of residents aged 25 and older who graduated from high school or pursued education beyond high school was lower in the three primary service area cities compared to California as a whole. In California, 84.4% of residents had a high school diploma or higher, compared to 66.1% in Paramount, 56.5% in Lynwood, and 63.8% in Compton. This data highlights the need for expanded adult education opportunities for local residents.
- Similarly, residents aged 25 years or more in the three primary service area cities holding bachelor's degree or higher, are substantially lower compared to California as whole (35.9%): Paramount at 13.1%, Lynwood at 8.8%, and Compton at 10.4%. This data underscores the need for increasing opportunities for local residents to earn degrees and certificates at Compton College, which provide pathways to sustainable living wages.

[1] Johnson H, McGhee E. California's New Baby Bust. Public Policy Institute of California. June 4, 2021. <https://www.ppic.org/blog/californias-new-baby-bust/>

[2] Public Use Natality File – 2015 Update. National Center for Health Statistics. Page 92. https://ftp.cdc.gov/pub/Health_Statistics/NCHS/Dataset_Documentation/DVS/natality/UserGuide_2015.pdf.

[3] National Vital Statistics Reports. Births: Final Data for 2020. Vol 70, Number 17. February 7,

2022. Page 24.

<https://www.cdc.gov/nchs/data/nvsr/nvsr70/nvsr70-17.pdf>

Labor Market and Occupational Outlook

The information provides recent employment data within Compton College’s service area, identifies the top employers within Los Angeles County, highlights the largest employers who may hire Compton College graduates, and includes an occupational forecast based on education levels aligned with living wage jobs.

Employment and Unemployment Data in Compton College’s Service Area (As of November 2022)

<i>City</i>	Labor Force	Employed	Unemployed	Unemployed Rate
<i>Compton</i>	37,600	35,300	2,400	6.3%
<i>Lynwood</i>	27,200	25,900	1,400	5.0%
<i>Paramount</i>	23,600	22,500	1,100	4.7%

Source: Employment Development Department,

<https://labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html>

Top Twenty Employers in Los Angeles County

Employer	Employer Type	Employees
County of Los Angeles	Public - Local Government	106,200 ⁽¹⁾
Los Angeles Unified School District	Public - Education K-12	73,800 ⁽²⁾

City of Los Angeles	Public - Local Government	61,600 ⁽³⁾
University of California, Los Angeles	Public - Colleges/ Universities	50,200 ⁽⁴⁾
Federal Government - All Agencies Except Defense & State	Public - Federal Government	44,700 ⁽¹⁾
Kaiser Permanente	Private - Health Care	40,800 ⁽⁵⁾
State Of California (Non-Education)	Public - State Government	32,300 ⁽¹⁾
University Of Southern California	Private - Colleges/ Universities	22,400 ⁽⁵⁾
Target Corp.	Private - General Retail	20,000 ⁽⁵⁾
Northrop Grumman Corp.	Private - Aerospace Manufacturing	18,000 ⁽⁵⁾
Cedars-Sinai Medical Center	Private - Health Care	16,300 ⁽⁵⁾
Amazon	Private - Online Retail	16,200 ⁽⁵⁾
Allied Universal	Private - Security & Janitorial Services	15,300 ⁽⁵⁾
Providence Health & Services	Private - Health Care	14,900 ⁽⁵⁾
Ralphs / Food 4 Less (Kroger Co.)	Private - Retail Groceries	14,500 ⁽⁵⁾
Walt Disney Co.	Private - Amusement	12,200 ⁽⁵⁾
Boeing Co.	Private - Aerospace Manufacturing	12,000 ⁽⁵⁾
Los Angeles County Metropolitan Transportation Authority	Public - Transportation	11,700 ⁽³⁾
Los Angeles Community College District	Public - Colleges/ Universities	11,600 ⁽³⁾

Norwalk-La Mirada Unified School District	Public - Education K-12	3,200 ⁽³⁾
Pomona Valley Hospital Medical Center	Private - Health Care	3,200 ⁽⁵⁾
Antelope Valley Healthcare District	Public - Health Care	3,000 ⁽³⁾
Centene Corp.	Private - Health Insurance	3,000 ⁽⁵⁾
Compton Unified School District	Public - Education K-12	3,000 ⁽³⁾
Farmers Insurance Group	Private - Auto & Home Insurance	2,800 ⁽⁵⁾

Pomona Unified School District	Public - Education K-12	2,800 ⁽³⁾
Santa Monica Community College District	Public - Colleges/ Universities	2,800 ⁽³⁾
Aerospace Corp.	Private - Aerospace Manufacturing	2,700 ⁽⁵⁾
City of Santa Monica	Public - Local Government	2,700 ⁽³⁾

Source: <http://www.laalmanac.com/employment/em21e.php>

Notes and Additional Reference Sources:

- 1) [California Employment Development Dept.](#), December 2021
- 2) [Los Angeles Unified School District data](#), 2021-2022 School Year
- 3) [Government Compensation in California](#), 2020 (see "Note" below)
- 4) [University of California data](#), 2021
- 5) [Los Angeles Business Journal](#) Employer Survey/Estimates, 2021

Occupations with Most Openings and Fastest Growing, 2020-2030

Because Compton College’s mission includes “preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living- wage employment,” it is critical to ensure that programs of study align with regional projections in occupations offering sustainable living wages. Consequently, the labor market occupational projections are correlated to MIT Living Wage Estimates for the Los Angeles-Long Beach-

Anaheim region, within salary ranges to support the average household size of 3.89 persons (rounded to 4 persons) across three primary service area cities (Compton, Lynwood, Paramount): low range of \$33.68 per hour for a household with two adults (both working) and two children and a high range of \$83.67 for a household with one adult and three children. Mid- range salary estimates for households with two adults (one working) and two children are \$49.12 per hour.

Additionally, labor market occupational projections have been correlated to Compton College degree and certificate programs to identify which programs prepare students to directly enter these living-wage occupations or to transfer pathways leading to these jobs. Notably, Compton College currently lacks programs in many of the occupations that fall within living-wage ranges. Supporting data tables may be accessed through the Data Links section found in the Appendix.

Examples of the occupations with the greatest number of projected job openings, which offer wages within living-wage estimates, and for which Compton College currently offers associate degrees or post-secondary and non-degree awards include:

Occupation Title	Percentage Change	Total Job Openings (2020-2030)	Median Hourly Wages	Entry Level Education
Civil Engineering Technicians	7.0%	1,310	\$38.67	Associate's degree
Computer Numerically Controlled Tool Programmers	16.7%	1,120	\$38.44	Postsecondary non-degree award
Mechanical Engineering Technicians	9.8%	1,310	\$37.93	Associate's degree
Electrical and Electronics Engineering Technicians	5.7%	2,810	\$37.01	Associate's degree
Industrial Engineering Technicians	3.1%	620	\$33.16	Associate's degree

Heather Parnock
2024-09-19 20:13:00
Associate (no apostrophe) Find/replace throughout

Examples of the fastest growing occupations providing living wages, but for which Compton College does not currently offer degrees or certificates, include:

- Makeup Artists, Theatrical and Performance: 12.8% projected increase (1,340 openings); median hourly wage of \$84.19
- First-Line Supervisors of Fire Fighting and Prevention Workers: 7.9% projected increase (1,050 openings); median hourly wage of \$81.65
- Radiation Therapists: 9.5% projected increase (130 openings); median hourly wage of **\$65.52**
- Magnetic Resonance Imaging Technologists: 9.0% projected increase (550 openings); median hourly wage of \$50.71
- Firefighters: 8.2% projected increase (4,050 openings); median hourly wage of \$49.84 (Note: The College has laid the groundwork for the development of this program.)
- Physical Therapist Assistants: 36.3% projected increase (2,570 openings); median hourly

wage of \$39.91

Importantly, because of the significant resources required to plan curriculum and program development, the labor market projection for living-wage occupations and the correlation to Compton's current programs of study offer valuable insights for considering new programs. However, this information is not prescriptive and should not be treated as a mandate.

Equitable Recovery Target Industries

The Center for a Competitive Workforce (CCW), part of the Strong Workforce Program, supports partnerships between the nineteen community colleges in the Los Angeles region and employers from high-growth industry sectors with projected growth of middle-skill jobs - those requiring more education than a high school diploma but less than a four-year degree.. In its 2021 study, *Middle-Skill Occupations and Related Career Education Programs Through the Lens of Race and Ethnicity in the Los Angeles Basin*, the CCW reported that:

one of the clearest disparities dividing the Basin's workforce is the opportunity gap along racial and ethnic lines. ... revealed in the data, which shows many of the Basin's better-paying industries and occupations have lower levels of diversity than our population demographics would suggest. More inclusivity and more widely shared opportunity can be achieved, and one valuable tool is workforce development, which can be focused to create an increasingly racially and ethnically diverse pool of skilled talent for the Basin's well-paying jobs which are highlighted in this report.[\[1\]](#)

This report identified eleven occupations within three highlighted industry sectors - construction, health care and professional and business services – where an increase in diverse employee representation would align more clearly with the

racial and ethnic demographics of the Los Angeles Basin's population. These industry sectors and occupations include:

Construction 1. Electricians; 2. Construction Managers; 3. Construction and Building Inspectors; 4. Solar Photovoltaic Installers

Health Care 1. Licensed Vocational Nurses; 2. Dental Assistants; 3. Respiratory Therapists

Professional and Business Services 1. Secretaries and Administrative Assistants; 2. Executive Secretaries and Executive Administrative Assistants; 3. Paralegals and Legal Assistants; 4. Graphic Designers

Thus, as the College considers new programs of study and pathways from noncredit to credit, focusing on opportunities for students of color to enter targeted industries and occupations can position them for higher pay and more secure careers. With additional training and experience they are also positioned for advancement into higher-skilled occupations.

[1] https://laedc.org/wp-content/uploads/2024/02/CCW_RaceEthnicity_FINAL02_web.pdf

Key Internal Trends and Success Metrics

Compton College publishes a Fact Book Dashboard on an annual basis. The Fact Book Dashboard replaces the print version so that much of the school's data is publicly accessible, up-to-date, and available in user-friendly format. Fact Book topics available for exploration includes:

- Demographics of students
- Ethnicity by age and gender
- Financial aid
- Residency (In-district, Out-of-District, CA, and out of state)
- Feeder high schools
- Special programs
- Athletics
- Success & retention
- Completions
- Degrees & Certificates
- Transfer
- Employee categories
- Employees by gender
- Employees by ethnicity
- Employee age
- Basic Needs

The most updated Compton College's Fact Book created by the Office of Institutional Effectiveness may be accessed via this [link](#).

Summary of Key Enrollment and Demographic Trends

Compton College Enrollment Trends

Enrollment at Compton College peaked in 2010-11 at 16,369 students, steadily declined until 2015-16, and then plateaued until 2019. When the COVID-

19 pandemic began in March of 2020, student enrollment significantly decreased at Compton College, reflecting a statewide enrollment decline. This decline resulted from a combination of interrelated factors, which explain a 23.4% decrease in student enrollment from 2018-2019 to 2019-2020: the mandatory stay-at-home public health orders to limit the spread of COVID, the emergency shift to remote learning, technological access challenges, and family emergencies students faced in this unprecedented public health emergency. By 2023-2024 enrollment showed signs of a rebound at 7,375 compared to 2021-2022 figure of 6,032.

Compton College Students by Gender

Throughout the past decade, most of Compton College's student enrollees have been female. This has remained consistently in the low-to mid-60% range while students that identified as female hovered in the mid-to-high 30% ranges consistently. Unknown gender ranged from 0.02 – 0.05% within the most recent three academic years.

Compton College Students by Ethnicity

Both African American and Hispanic/Latinx population comprised the majority of the enrollees at Compton College. There is a noticeable steady decrease in the African American student enrollment population from 2009 until 2022 by 24%. On the other hand, Hispanic/Latinx student enrollment population at Compton College increased by 29% the past decade. This trend reflect the demographic changes experienced by the larger communities of Compton, Lynwood, and Paramount. Other ethnic groups including American Indian/Alaskan Native, Asian, Filipino, Multi-Ethnicity, Pacific Islander, Unknown, White Non-Hispanic have remained at or below 5%.

Special Populations

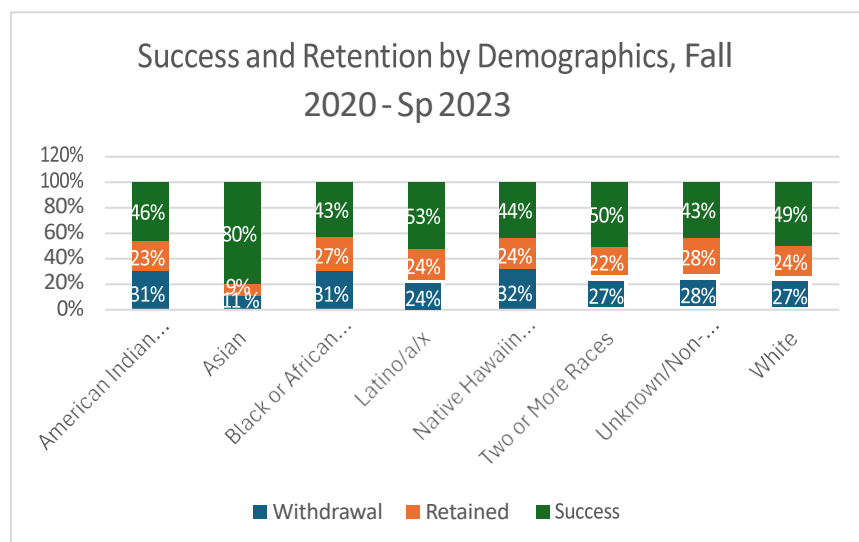
Over the previous five-year period (2019-2022 through 2023-2024), Compton College has seen a marked increase among several special populations groups:

- CalWORKs - California Work Opportunity & Responsibility to Kids – 85% increase
- CCAP - College and Career Access Pathways – 72% increase
- Foster Youth – 38% increase
- MCHS - Middle College High School Program – 35%
- Special Admit – 20%

While the student headcount numbers may be relatively small, these percentage increases reflect the impact of the College's outreach efforts, particularly to dual enrollment high school students.

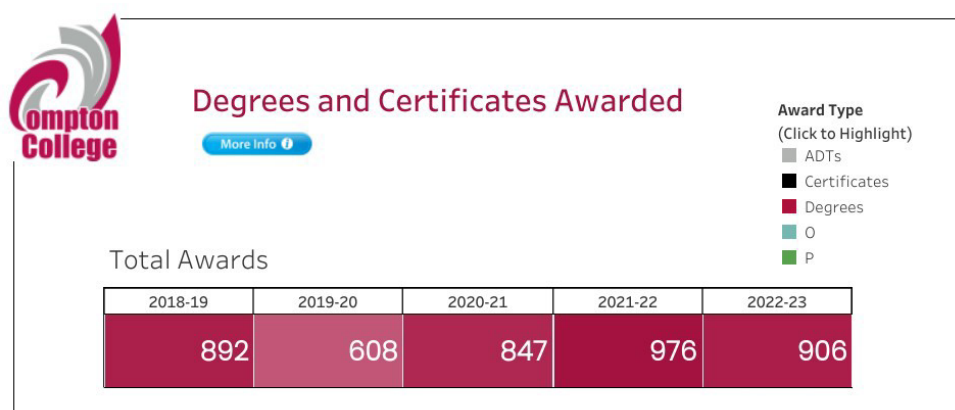
Summary of Key Success Metrics
Success and Retention by Ethnicity

As the table below illustrates, success and retention rates reveal persistent equity gaps with success and retention rates, which highlight areas for intensified efforts leading to goal completion.

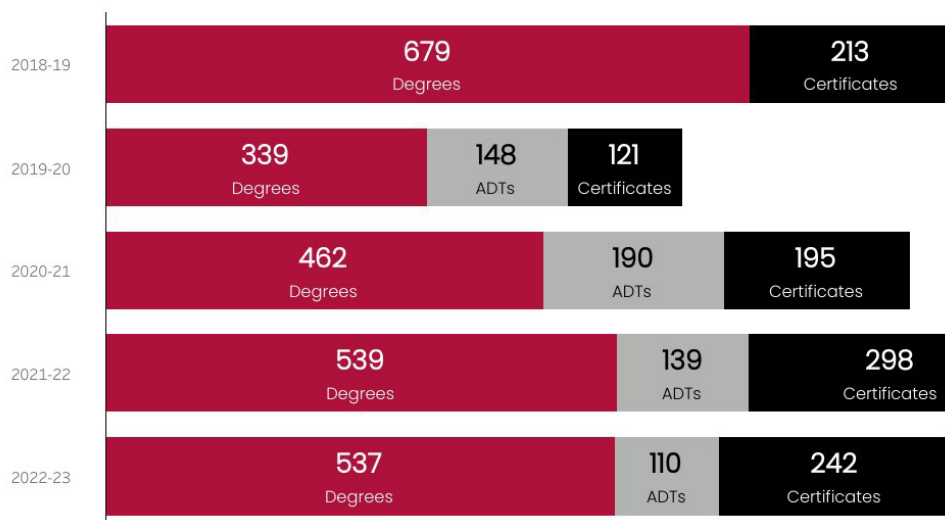


Awards

The awarding of degrees and certificates reflect the College's success in meeting its mission to support students in the completion of their education and career goals. As these illustrations show, Compton College increased the total awards from 2018-2019 to 2022-2023, most notably certificate awards.



Award Types



However, equity gaps in awards remain evident. For example:

- In 2018-2019, of the 679 degrees granted, 162 (23.8%) were awarded to Black or African American students; in 2022-2023, 117 degrees of 537 (21.7%) were awarded to Black or African American students.
- In 2020-2021, of the 190 Associate Degree for Transfer, which support direct pathways to transfer to CSU's, 20 (10.5%) were awarded to Black or African American students.

Additional course and program completion data, may be accessed via the Fact Book: [link](#).

The Compton 2035 plan serves as a critical roadmap for the institution's future, with a singular goal: **accelerate student completion while advancing equity and success**. This long-term strategic initiative seeks to align key college planning efforts with established frameworks such as Completion by Design (CBD) and Guided Pathways (GP) to support the achievement of the California Community Colleges Chancellor's Office statewide Vision 2030 goals.

By integrating these proven models, Compton College envisions intensifying clearer, more supportive academic and career pathways, ensuring that students efficiently progress through their courses and achieve credentials that meet labor market demands. Focused on reducing barriers to completion and eliminating equity gaps, *Compton 2035* builds on the momentum of CBD's structured approach, GP's proactive support systems, and Vision 2030's focus on equitable student outcomes

across the state. This unified approach promises to create a holistic and student-centered framework for success, propelling Compton College toward its ambitious student completion goals.

Compton 2035: Accelerating Completion While Advancing Equity and Success
Completion by Design Alignment

Completion by Design (CBD) provides a comprehensive framework that supports colleges in improving the student experience by addressing barriers that may impede student progression. Through its four stages, CBD guides students through their academic journey with a structured approach:

- Connection (Interest to Application): Engages prospective students by simplifying the onboarding process and providing clear, relevant information about academic and career pathways.
- Entry (Enrollment to Completion of Gatekeeper Courses): Supports students as they transition into college through guided academic choices and structured programs, helping them set clear goals from the outset.
- Progress (Entry into Course of Study to 75% of Requirements Completed): Helps students maintain momentum through clear pathways, proactive advising, and academic support to ensure timely interventions.
- Completion (Complete Course of Study to Credential with Labor Market Value): Guides students toward completing degrees or certificates that align with workforce demands or transfer requirements.
- Transition (Movement to Four-Year University or to Workplace with Living Wage): Guides students toward transfer institutions or to entry into occupations in their fields of study.

The Completion by Design Pathway Principles inform the strategic decisions colleges make to enhance student completion rates, including ensuring students understand success requirements, minimizing preparation time, accelerating entry into programs, and continually monitoring progress.

Guided Pathways Alignment

The Guided Pathways (GP) framework is built on four key pillars: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. This framework complements CBD by aligning academic and student services around clearly defined goals. The four pillars provide structured support from entry to completion, with outcomes closely tied to the quality and consistency of implementation. Refer to the State Context section for more detailed information on the GP framework.

Nexus Between Completion by Design and Guided Pathways

Completion by Design (CBD) and Guided Pathways (GP) work together to create a comprehensive

framework that ensures student success at community colleges. CBD focuses on delivering clear pre-enrollment information (Connection), facilitating smooth transitions into programs (Entry), supporting academic progress with advising and milestones (Progress), and guiding students toward completing degrees or certificates with real-world value (Completion). GP enhances this by providing clear academic maps (Clarify the Path), offering onboarding support (Enter the Path), ongoing academic monitoring (Stay on the Path), and aligning learning with workforce or transfer requirements (Ensure Learning). Together, these frameworks establish a holistic support system that significantly increases student success.

CBD built upon the work of Achieving the Dream (ATD). ATD institutionalized the central role of data to inform and improve educational reforms and demonstrated the promise of student-oriented strategies and interventions. CBD further developed this work with a systemic approach to student success that weaves together academic and support

services into integrated Guided Pathways for students. CBD colleges designed, tested, and rolled out Guided Pathways for large numbers of students in three states with the infrastructure and culture changes necessary to support and sustain them.

Compton 2035 and Strategic Alignment with Vision 2030 Goals

Compton College aligns its strategic efforts with the Completion by Design and Guided Pathways frameworks to support the California Community Colleges Chancellor's Office Vision 2030 plan, which emphasizes equity and success in outcomes related to completion, transfer, and workforce readiness. The Vision 2030 plan includes three strategic directions:

1. Equitable Baccalaureate Attainment
2. Equitable Workforce and Economic Development
3. The Future of Learning

The three overarching goals include Equity in Success, Equity in Access, and Equity in Support, with specific outcome areas of focus:

- Goal 1: Equity in Success
 - Outcome 1: Completion – Streamlines educational pathways, reducing confusion and increasing completion rates.
 - Outcome 2: Baccalaureate Attainment – Aligns associate degree programs with transfer requirements, facilitating smoother transitions to baccalaureate programs.
 - Outcome 3: Workforce Readiness – Emphasizes aligning academic programs with workforce needs, enhancing students’ preparedness for careers.
- Goal 2: Equity in Access
 - Outcome 4: Student Participation – Simplifies entry processes and enhances access to support services, increasing participation among underrepresented groups.
- Goal 3: Equity in Support
 - Outcome 5: Maximizing Financial Aid – Improves student access to financial aid through clear guidance and resources.
 - Outcome 6: Reducing Units to Completion – Provides structured pathways and academic maps to help students avoid excess units and complete their programs efficiently.

Completion By Design: Areas Of Focus Objectives and Strategies

Mission-Centered Areas of Focus: Education, Student Equity and achievement program plan, enrollment management Education (Guided Pathways and Programs of Study) Objectives and Strategies

Objective 1: Strengthen on-ramps to Compton College) with increased focus on dual enrollment, GED, justice-involved and impacted, foster youth, disabled, English Language Learners, foster youth, Veterans, students with dependents, working adults, and low-income students.

Heather Parnock
2024-09-20 20:36:00

remove

Completion By Design Alignment: Connection; Entry

Heather Parnock
2024-09-20 20:37:00

This should be strategy a.

Strategy 1.a. Partner with local organizations in the region (e.g., Tri-City Adult Education Consortium, America’s Job Centers, the South Bay Workforce Investment Board, the LA County Education, Department of Public Services, community-based organizations, and faith-based organizations), to create an enrollment pipeline for the populations identified in Objective 1.

Amari Williams
2024-09-19 18:29:00

Revise to inreach and messaging to current students to connect them to the role of their success team within our Guided Pathways framework

Strategy 1.b. Increase successful enrollment among the student populations identified in Objective 1. through the full implementation and refining of CRM Recruit, and through customized support for application, registration, and financial aid processes.

Objective 2: Adopt holistic, systemic practices to retain students.

Completion By Design Alignment: Progress

Strategy 2.a. Increase awareness of and participation in Guided Pathways for traditional and non-traditional students through strategic outreach and messaging to prospective students, particularly those identified in Objective 1.

Strategy 2.b. Increase the collection, analysis, and sharing of data across the College to better understand and develop strategies to address the needs of student

populations identified in Objective 2.

Strategy 2.c. Decolonize the institution, including curriculum, course and program structures, learning objectives and outcomes, learning and teaching resources, assessment and grading, and legal and administrative information, policies, and practices.

Strategy 2.d. Increase supports for students in transfer-level Math and English using the Success Team structure and just-in-time tutoring.

Strategy 2.e. Provide students with timely, equitable access to the computing technologies, training, skills, and the technical supports needed for successful engagement in instructional activities and connection with critical support services.

Strategy 2.f. Increase on-campus (e.g., clubs, athletics, recreational activities) online, and community-based (e.g., volunteer) student engagement opportunities to create student belonging, connection, and support.

Heather Parnock
2024-09-20 20:39:00

Does this fit better with Objective 2?
different purpose.

opportunities

Objective 3: Increase partnerships to provide students with clear, seamless pathways to noncredit and credit programs, credit-for-prior-learning, and customized educational and training opportunities (e.g., apprenticeships, internships, work-based learning) leading to living-wage employment opportunities.

Completion By Design Alignment: Connection, Entry, Progress

Strategy 3.a. Increase partnerships with nonprofits and local agencies to address students' basic needs, including but not limited to, food, housing, transportation, computing and internet technology access, emergency grants, and medical and mental health resources.

Strategy 3.b. Increase outreach to and establish partnerships with local industry leaders in the fields of healthcare, advanced manufacturing, STEM, education, and climate action to connect students with occupational information and career opportunities.

Student Equity and Achievement Program Plan Objectives and Strategies

The goals and objectives delineated here are grounded in five guiding principles captured in its *Student Equity and Achievement Program Plan 2022-2025*.

1. Student-experience centered: institutional consideration of a breadth and depth of learning experiences, instructional approaches, and support strategies to address the diverse needs of students.
2. Classroom-focused: enhancing regular classroom strategies to enable learning for all students and facilitating access to the services and supports students need to succeed.
3. Race-specific: incorporating metrics and activities into student equity plans, which include the focus on one or more racial/ethnic group.
4. Equity-minded inquiry: using equity-based assessment practices and strategies, which are grounded in quantitative and qualitative data, to examine and improve the institution’s effectiveness at promoting student learning and improving equity in student outcomes.
5. Campus-wide professional development: focusing on providing professional, practitioner- focused learning opportunities for all Compton College employees so that the institution can fully address and strategically eliminate inequities.

The objectives and strategies delineated here are based upon the goals and activities in the *Compton College Student Equity and Achievement Program Plan 2022-2025*, which are designed to address the needs of disproportionately impacted (DII) student groups to close equity gaps. For full details on specific goals and activities, please see [Compton College Student Equity and Achievement Program Plan 2022](#).

Objective 1: Increase successful enrollment

Heather Parnock
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 delete?

 remove

Heather Parnock
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 provide

Heather Parnock
 2024-09-20 20:41:00

 lowercase

males of color students who enroll out of those who apply to the college).

Completion By Design Alignment: Connection, Entry

Strategy 1.a: Fully implement the Black and Males of Color Success program with increased outreach and engagement activities for potential students, and information regarding academic success, cultural awareness, and personal development.

Strategy 1.b. Refine outreach and recruitment materials and strategies to attract males of color, including images and messaging in materials.

Strategy 1.c. Implement CRM Recruit and include potential Males of Color student lists to the BMCS program.

Objective 2: Increase the number of Black or African American and Latino/a/x students points

who enroll in and complete transfer-level
English and Math courses by ensuring

students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term.

Completion By Design Alignment: Entry, Progress, Completion

Strategy 2.a. Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule aligns with student need and demand for English and Math courses in the first primary academic year.

Strategy 2.b. Implement retention and completion metric review in guided pathway division meetings for Fine Arts, Communications and Humanities (FACH) and Science, Technology, Engineering, and Mathematics (STEM), and Counseling with a focus on black or African American enrollment and success in English

Heather Parnock

Heather Parnock

2024-09-20 20:45:00

are completed. New item... College
lowercase module alignment...

Heather Parnock

2024-09-20 20:44:00

This is two different objectives. increase enrollment and completion rates for students; and the College providing access to support.

Strategy 2.c. Implement student academic support in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or the use of CRM Advise alerts with a focus on Black or African American students and Latino/a/x students.

Strategy 2.d. Increase and enhance professional development focused on antiracism informed by the Open for Antiracism (OFAR) participants or retention and completion metric review in FACH and STEM.

Objective 3: Increase the proportion of males of color students who enrolled in fall and spring terms in a selected year, excluding students who completed an award or transferred to a postsecondary institution.

Completion By Design Alignment: Entry, Progress, Completion

Strategy 3.a. Increase access for males of color students to academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term.

Strategy 3.b. Fully implement the Black and Males of Color Success program with academic success, cultural awareness, and personal development for current students.

Strategy 3.c. Increase campuswide faculty participation in professional development focused on anti-racism informed by the OFAR participants and retention and completion metrics reviews in all Guided Pathway Division meetings.

Strategy 3.d. Develop and implement Guided Pathways activities related to persistence (e.g., Call Center Campaign, Outreach activities within GPD, Canvas

training for Distance Education, career advising, cultural field trips) for males of color students.

Objective 4: Increase the number of males of color students in the Guided Divisions with targeted academic and support to promote successful completion and persistence to the next term and resulting in enrollment in a four-year institution.

Heather Parnock
2024-09-20 20:46:00

add Success

Completion By Design Alignment: Progress, Completion

Heather Parnock
2024-09-20 20:47:00

is this spelled out previously before using acronym?

Strategy 4.a. Establish a partnership between the Black and Males of Color program and the transfer center to design programming to target black or African American students early in the student experience and develop ways to integrate this programming into Pathways and success teams across the campus.

Heather Parnock
2024-09-20 20:48:00

Didn't we complete this?

Strategy 4.b. Build additional partnerships with universities through local coordination and programming (e.g., California State University, Dominguez Hills; University of California, Irvine) to provide clear, seamless transfer pathways for black or African American students.

Strategy 4.c. Investigate factors contributing to students earning in excess of 30 units beyond the ADT of 60 units, and implement strategies to decrease the number of units accumulated for Black or African American and Latino/a/x students in Associate Degrees for Transfer (60 Units) programs of study.

Strategy 4.d. Investigate the transfer goals of the Compton College student population, and promising practices for helping more students to identify the transfer goal.

Objective 5: Increase the completion rate (i.e., number of students who attained the Vision for Success definition of completion - degree or certificate - in the selected year) for Black or African American and Latino/a/x students.

Completion By Design Alignment: Completion

Strategy 5.a. Implement program maps and Degree Works (i.e., Degree Audit) features that support and facilitate completion, and the auto-awarding certificates.

Strategy 5.b. Increase targeted outreach and communication to Black or African American and Latino/a/x students to help students from across all disciplines become aware of careers in their programs of study.

Strategy 5.c. Pair cultural events (e.g., Noché de Familia) with counseling outreach to build community and also help students be more informed about Math and English completion, careers, and programs of study.

Objective 1: Increase outreach to first-time students, including traditional and nontraditional students, particularly high school dual enrollment students and adult learners for both noncredit and credit courses and programs.

Heather Parnock
2024-09-20 20:50:00

Two many target audiences.

Completion By Design Alignment: Entry, Connection

Strategy 1.a. Develop culturally competent outreach and marketing materials, which utilize a variety of methods, are accessible in multiple languages, and provide clear, concise information regarding the value of a college degree and/or certificate, fees and financial aid, available basic needs resources, time to completion, and steps to enrollment.

Strategy 1.b. Design and implement a coordinated outreach initiative targeting potential students in high school, community schools, continuation high schools, and local economic development students, local economic development

Heather Parnock
2024-09-20 20:51:00

Should it be noted that the Promise Program is open to all first-time college

Heather Parnock
2024-09-20 20:51:00

spell out

agency, public and social service agency, and community-based organizations to promote career education opportunities in both noncredit and credit programs, which includes fees and financial aid, available basic needs resources time to completion, and steps to enrollment.

Strategy 1.c. Increase participation of middle and high schools in the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) to prepare all students to enter higher education.

Strategy 1.d. Fully utilize CRM Recruit to build a comprehensive multi-touch engagement strategy to communicate with and track potential students.

Strategy 1.e. Provide prospective students with customized service guidance and support to complete the FAFSA and

California Dream Act applications and assistance with all phases of the financial aid processes.

Objective 2: Expand partnerships to increase access for first-time students, including traditional and non-traditional students.

Completion By Design Alignment: Entry, Connection

Strategy 2.a. Increase participation among College Promise programs with Lynwood, Paramount, and Compton unified school districts.

Strategy 2.b. Integrate Career Education and English as a Second Language programs into the adult education program and showcase pathways from noncredit and VESL to credit coursework, opportunities for living wage occupational opportunities, and the resources available to complete programs of study.

Strategy 2.c. Increase targeted outreach to working professionals in the fields of healthcare, advanced manufacturing, STEM, and education to provide information regarding resources for current employees to earn or complete degrees and certificates and opportunities for transfer, which prepare students for living-wage occupations.

Objective 3: Expand student-friendly, equity-minded practices, policies, and procedures to support increased and equitable student connections, entry, progress, and completion.

Completion By Design Alignment: Entry, Connection, Progress, and Transition

Amari Williams
2024-09-19 18:56:00
Amari Williams
2024-09-19 19:01:00

MyPath focuses on Entry/Connection (application, financial aid, ed planning) but not registration. CRM Advise can support Entry through Completion milestones.

Strategy 3.a. Increase more robust data collection, analysis, and cross-campus sharing to understand the needs of learners and dual enrollment students. Use data results to inform changes to existing

Heather Parnock
Heather Parnock
2024-09-20 22:41:00

targeted
???
students; use
existing

services, processes, and practices.

Strategy 3.b. Establish consistent course sequencing for all programs of study and create predictable 1-2- year class schedules, which consider the needs of diverse students, including adult learners.

Strategy 3.c. Continue to expand flexible schedule options including late-start courses, accelerated terms (e.g., eight weeks) of condensed courses to allow students to complete two “mini” terms (or “mini-mesters”) within the same timeframe.

Strategy 3.c. Implement the CCCMyPath portal to provide structured guidance to help keep students on the path to completion, provide them with information and resources, and bridge the gap between application, enrollment, and registration.

Strategy 3.d. Increase the frequency of

regular cross-functional team meetings for high school faculty, and counselor, College instructors, and industry partners to develop and align curriculum, build strategies to prepare students' readiness for specific college courses and degree pathways at Compton College.

Strategy 3.e. Provide targeting supports to students to help them navigate college life and gain immediate access to all high school and college services and supports, including tutoring, the library, counseling, the food pantry, transportation, and health and wellness services.

Strategy 3.f. Increase the utilization of Degree Works to further student completion and transition through student-driven videos explaining Degree Works and how to use it, and student utilization of “what if” scenarios to assess

degree options and self-assessment features to determine whether they are on track in their program.

Strategy 3.g. Increase adoption of Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC).

Objective 4: Set enrollment management goals, which support the Vision 2030 Goals, maximize the College's Student-Centered Funding Formula allocation, and align to the vision, mission, and goals.

Completion By Design Alignment: Entry, Connection, Progress Transition

Strategy 4.a. Regularly analyze and apply course-level, equity-based data to scheduling, instruction, and the student services needed to increase enrollment, persistence, course success, and completion.

Strategy 4.b. Regularly analyze

Sheri L Berger
2024-09-20 01:16:00

Can this saying immediately having the student services advisor follow up with students? after a drop. Faculty are already submitting early alerts to flag students that might drop.

Sheri L Berger
2024-09-20 01:18:00

I am all for UDL, not sure it should be called out specifically here.

monitor two-year course scheduling patterns to eliminate barriers to timely completion of programs of study.

Strategy 4.c. Develop and implement a multi-pronged strategy to minimize course withdrawals, including the regular administering of a drop survey, expanding early alert efforts, and immediately notifying faculty of student withdrawals.

Supporting Areas of Focus: Technology and Human Resources Staffing

Technology

Objective 1: Close digital equity gaps.

Completion By Design Alignment: Entry, Connection, Progress, Completion

Strategy 1.a. Expand student access to laptop loans and hotspots.

Strategy 1.b. Provide students with regular, easily accessible, culturally competent technology training and support (in-person and online).

Strategy 1.c. Collaborate with adult education partners and community-based organizations to provide digital literacy support.

Strategy 1.d. Audit the College's technology systems, tools, and spaces, implement Universal Design Principles, which support and accommodate individual learning differences, and enhance assistive technology, adaptive tutoring systems and tools.

Strategy 1.e. Conduct assessments of District technology based upon Web Content Accessibility Guidelines (WCAG) to measure digital accessibility.

Strategy 1.f. Increase outreach information to current students and the community regarding the availability and access to technology resources and support.

Objective 2: Update the technology infrastructure and equipment, which support inclusive, equity-minded, collaborative, and innovative teaching and learning environments, foster student engagement, improve student outcomes, and enhance institutional efficiency.

Completion By Design Alignment: Entry, Connection, Progress, Completion, Transition

Sheri L Berger
2024-09-09 18:53:00

Did this come out of the AI Taskforce?

Strategy 2.a. Prioritize essential **computing** technologies and resources by developing standards for classroom technology that


support various learning modalities and instructional delivery methods.

Strategy 2.b. Develop standards for the review, purchase, and maintenance of all instructional software, including any obtained via grant proposals and other external sources of funding.

Strategy 2.c. Prioritize the acquisition, maintenance, and training for computing technologies and resources, which optimize efficiency, automate, and simplify processes, and enhance collaboration, and streamline bi-directional communications with students, which potentially save staff and faculty time while providing students with personalized, just-in-time assistance.

Strategy 2.d. Increase opportunities for connection and belongingness by providing students with community engagement

technology (e.g., tools and platforms that help communities engage with each other, communicate, and collaborate).

Strategy  2.e. Utilize Artificial Intelligence to streamline administrative tasks and empower college staff for greater efficiency, for automated administrative tasks (e.g., scheduling, data entry, report generation, and transcript processing), predictive maintenance to minimize downtime and optimize resource allocation (e.g., facilities and equipment), and virtual assistants to facilitate communication (e.g., answer inquiries, provide on-demand information).

Strategy 2.f. Prioritize the acquisition, maintenance, and training related to tools which improve Enrollment Management and scheduling processes, ensuring

courses are scheduled efficiently to support students in achieving their educational goals within a timely manner.

Objective 3: Systematically assess and update technology policies, procedures, and practices to protect data, enhance cyber security, promote safety, protect privacy, and manage risks utilizing industry standards, such as those provided by the National Institute of Standards and Technology (US Department of Commerce).

Completion By Design Alignment: Entry, Connection, Progress, Completion, Transition

Strategy 3.a. Develop and implement policies, procedures and practices regarding Privacy and Confidentiality, Security, Technology User Rights and Responsibilities, Artificial Intelligence

Sheri L Berger
2024-09-20 01:19:00

Dr. Curry needs to weigh in on this. I am not sure another piece of technology will help - we are at capacity to maintain the technology we have. Just my 2 cents.
mark for deletion.

Strategy 3.b. Develop and implement Information Security Training tutorials and regular communications regarding information security and data privacy policies, procedures, promising practices, and training opportunities.

Strategy 3.c. Regularly assess and update technical strategies, which support business continuity planning objectives to maintain District operations in the event of natural disaster, power or facility failures, or other catastrophic, emergency events.

Strategy 3.d. Develop a Total Cost of Ownership model and incorporate into the annual planning and resource allocation processes Total Cost of Ownership (TCO) calculations that consider initial and ongoing expenditures and fees (e.g., licensing, updates) for proposed technology expenditures.

***Note:** Assessment of the prior plan outcomes (Compton 2024 HR staffing plan) via the most recent Action Plan did not document progress or completion of most 2024 plan goals; thus, many of the 2024 plan goals are captured here below for further consideration in Compton 2035.

Objective 1: Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

Completion By Design Alignment: Entry, Connection, Progress, Completion, Transition

Strategy 1.a. Develop a “recruitment plan” which will disseminate candidate recruitment information and positions via traditional online portals (i.e. cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce organizations, alumni, non-profi

Diane White
2024-09-17 19:04:00

Please advise if this should be deleted.
Position details

Sheri L Berger
Sheri L Berger
2024-09-09 18:56:00

We do this
I don't see this happening.

organizations, diversity program directors/administrators, and participatory community bodies.

Strategy 1.b. Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules) and develop, and implement strategies to increase the size and diversity of applicant pools and retain diverse employees.

Strategy 1.c. Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants

Strategy 1.d. Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College

Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College.

Strategy 1.e. Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn), and advertise job openings in publications targeting primarily minority populations.

Strategy 1.f. Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction, and/or scripted role-play scenarios that allow candidates to demonstrate a distinct facet of

their teaching, mentoring, student interactive skill sets, and writing exercises.

Objective 2: Prioritize professional development to support Completion Design, *Compton 2035* objectives and strategies, and in alignment with the the Dream, Inc. partnership.

Diane White

Diane White

2024-09-17 19:07:00

Please confer internally and advise.ith
AtD for the next 10 years?

Achieving

Completion By Design Alignment: Entry, Connection, Progress, Completion, Transition

Strategy 2.a. Conduct annual needs assessment regarding faculty and staff professional development, particularly around promising practices in teaching excellence and student success, the use of emerging technologies, customer service practices, and equity-minded practices to engage and support traditionally marginalized groups, including, limited to, men of color, LGBTQ persons with disabilities, foster youth, Veterans, justice-involved and justice-impacted, and adult learners.

Diane White

2024-09-17 19:07:00


Please confer internally and advise.

youth.

Strategy 2.b. Provide regular and ongoing professional development for faculty centered on data analysis, decolonizing the curriculum, developing pathways from noncredit to credit, and operationalizing diversity, equity, inclusion, and accessibility (DEIA), equity-minded, culturally-affirming teaching and support practices.

Objective 3: Prioritize the development of a stronger inclusion, belonging, and connection between and among employees, students, the College, and the community. **Completion By**
Design Alignment: Entry, Connection, Progress, Completion, Transition

Strategy 3.a. Implement and evaluate Diversity, Equity, Inclusion, and Accessibility (DEIA) activities, including Compton College’s Response to the Chancellor’s Call to Action.

Strategy 3.b. Create and implement a comprehensive plan focused on strengthening communications with students, employees, and the community, as aligned with the Achieving the Dream, Inc. 

partnership.

Strategy 3.c. Develop an annual schedule of cultural appreciation events/activities; encourage and support professional development activities that emphasize effective representation of diverse populations in higher education.

Strategy 3.d. Create a non-emergent succession plan, which is centered on two over-arching strategies: 1) developing key equity-minded leadership knowledge and skills among internal faculty, staff, and administration; and 2) an analysis of the key skills and traits of identified leadership positions that can be deployed as needed.

Facilities

**NOTE: DOCUMENT PLACEHOLDER FOR
INSERTION OF FACILITIES
RECOMMENDATIONS.**

Compton College understands that effective planning requires a documented, transparent approach to implementing the goals and objectives of Compton College 2035. Thus, the implementation and evaluation protocols delineated in this chapter reflect Compton College's authentic commitment to ensuring the visionary principles of Compton College. This description will briefly describe the integration of Compton College 2035 Implementation and Evaluation process with Program Review, and the Planning and Budget development processes.

Compton College 2035 translates to the meaningful, usable, and measurable actions needed for Compton College to meet its mission and vision.

Annual Implementation Plan Reporting, linked with Program Review, and the Planning and Budget Development Processes

September:

- Academic Program Reviews that were constructed in the Spring of the previous year are to be submitted in ELumen. The Program Review Coordinator will schedule the evaluation by the Institutional Effectiveness Committee.
- Training for authors of Non-Academic programs that are completing their program review

during this semester.

- Authors of Non-Academic programs begin working on first drafts. This should involve collaboration with program employees, deans, supervisors, and the Program Review Coordinator.

October:

- From October through November, the Institutional Effectiveness Committee reviews Program Review submissions utilizing a rubric.
- Planning and Budget Committee conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas) and sets annual goals.
- The Office of Institutional Effectiveness provides training for faculty, staff and administrators to complete planning documentation for the next fiscal year. This will provide guidance about how to complete plans, and link department, division, and Vice President plans to Tartar Completion by Design, the Institutional Set Standards, and Compton College 2035 Objectives and Strategies.

November:

- During November through December, authors of Program Review submissions receiving a “proficient” or “needs improvement” may or most address the comments and resubmit within 30 days.

- Program faculty, staff and managers will review and revise planning priorities. This process should include at least one in-person meeting to develop, revise and finalize unit plans for the next academic year. Departments should also work with the Office of Institutional Effectiveness staff to finalize measurable goals and for assistance in completing the plans according to the process.
- The Planning and Budget Committee and Institutional Effectiveness Committee will assess the Program Review Cycle to make sure that program reviews are being completed in a timely fashion. If not, the College needs to explore possible methods to insure completion of program reviews in a timely fashion.

December:

- If a resubmission of an Academic Program Reviews that received a “needs improvement” is not approved by the Institutional Effectiveness Committee, the program may lose funding.
- Non-Academic Program Review’s that were constructed in this semester are to be submitted in ELumen. The Program Review Coordinator will schedule the evaluation by the Institutional Effectiveness Committee.
- Program faculty, staff and managers will submit prioritized department/discipline annual plans, budget, and planning for the next fiscal/academic year by December 14th. These plans shall Identify projects/ strategies for the next fiscal/academic year and resources needed and should be directed by Compton College 2035. The plans will also include updates about previously funded projects/ strategies/ resources.

January:

- Vice President, Administrative Services shall determine preliminary revenue estimates for the next fiscal/academic year. The Planning and Budget Committee will begin assessment of key budget issues for the next fiscal/academic year and the President/CEO and Cabinet will identify budget development assumptions for the next fiscal year.
- Deans/Directors shall submit prioritized plans for the next fiscal/academic year. These plans are due by January 30th and will identify priorities based on Department/Discipline Annual Plans and be guided by Objectives and Strategies of Compton College 2035.

February/March:

- Academic programs due for review will be notified and templates will be emailed to authors. Training will be provided to Program Review authors.
- Non-Academic Programs that are up for review should request applicable data from the Office of Institutional Effectiveness .
- From March to June the first drafts of Academic Program Reviews should be completed. This should involve collaboration with program faculty, SLO Facilitators, Deans and the Program Review Coordinator.
- During the Spring semester Institutional Effectiveness Committee reviews Non- Academic Program Review submissions from the previous semester utilizing a rubric.

Authors of Non-Academic Program Review submissions receiving a “proficient” or “needs improvement” may or most address the comments and resubmit within 30 days.

- Vice President, Academic Affairs will determine enrollment targets, sections to be taught, and full- and part-time FTEF.
- President/CEO and Cabinet determine the ongoing operational costs including Full-time salaries; Benefits; utilities; GASB (General Accounting Standards Board); and Legal and contract obligations.
- Vice President Administrative Services develops the Line Item budgets for the next fiscal year.
- President/CEO and Cabinet submit prioritized Area Annual Plan recommendations that Identify priorities based upon the Unit Annual Plans for next fiscal year for Cabinet review. These plans should be guided by the Objectives and Strategies of Compton College 2035 and are due by March 15th.

April:

- President/CEO and Cabinet finalize the initial planning and budget assumptions for the next fiscal year and the College Annual Plan is defined. Part of the review process is to assure that the College Annual Plan aligns with the Compton College 2035. Due by April 15.
- Vice President Administrative Services completes the tentative budget information for the next fiscal year and submits it to the Planning and Budget Committee by April 30.
- On or before April 30: Activity Responsible Parties will each complete an Annual Implementation Plan Report (see description below).

May:

- Planning and Budget Committee reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. The Planning and Budget Committee identifies priorities based upon the Area Annual Plans and verifies that they align with Compton College 2035. Due by May 15.
- Dean of Institutional Effectiveness disseminates the budget and calendar for the next fiscal year.

June:

- President/CEO presents the finalized College Plan for next fiscal year to the Board at their June meeting.
- Vice President Administrative Services presents the tentative budget for the next fiscal year to

the Board at their June meeting.

July:

August:

Annual Implementation Plan Report

Annual Implementation Plan Reports will be captured in a streamlined (e.g., a single page fillable PDF or other appropriate format), easily accessible document, which will include:

- the status of each activity – complete; not complete;
- outcomes for completed activities; and,
- for activities not completed, approximate percentage or portion that has been completed, and
- a completion deadline.

The President's Office through the Office of Institutional Effectiveness oversees the implementation of Compton College 2035 through the Annual Implementation Plan report, which follows this general timeline and process:

August:

Fall Convocation Planning Summit: The College community will review Compton College 2035 goals, objectives, and activities and identify the goals and objectives that were accomplished in the prior year and provide input to the Management Team regarding activities needed to achieve Compton College 2035 goals and objectives for the

following academic year.

September – November:

Management Team reviews input from the Fall Convocation Planning Summit and creates the Annual Compton College 2035 Implementation Plan, which identifies for the following academic year:

- annual activities, which are needed to achieve each Compton College 2035 Goal and Objective;
- the Activity Process Owner - appropriate position, which will be responsible for overseeing the completion of the activity;
- outputs and outcome(s) for each activity; and,
- resource(s) needed to align with college wide annual planning and resource request process.

January – March:

The President and the Dean of Institutional Effectiveness will present the Annual Compton College 2035 Implementation Plan to the Planning and Budget Committee, Institutional Effectiveness Committee, and College Council for input and feedback prior to finalizing the Annual Compton College 2035 Implementation Plan.

May:

The Annual Compton College 2035 Implementation Plan for the following academic year will be posted

on the College website.

APPENDIX

Planning Context Documents

1. Additional California Reforms in Alignment with Vision 2030

Since the development of *Compton 2024*, numerous legislative mandates aimed at supporting student success have been signed into law. This section highlights four specific mandates that represent ongoing reforms in alignment with the intent of Vision 2030. This is not an exhaustive list, and more information can be found at the California Community Colleges Chancellor's Office [Chaptered Legislation and Guidance Report](#). This report is prepared annually to provide campus leaders with passed legislation and implementation guidance. Local leaders bear the responsibility of ensuring adherence to all recently enacted laws and regulations.

[AB 705](#), Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2017): AB 705, also known as the Seymour-Campbell Student Success Act of 2012, aims to

enhance student access and success in California community colleges by ensuring the core tenets of matriculation. Ensuring a multiple measures approach to student placement and student services to include orientation, assessment, placement, counseling, and education planning. This mandate emphasizes the need to maximize the likelihood of students completing transfer-level coursework in English and mathematics within one year. This mandate acknowledges the disproportionate impact of traditional assessment methods on students of color and seeks to rectify this by promoting equity and access to higher education. It emphasizes the importance of utilizing multiple measures for placement and encourages collaboration between educational institutions to ensure timely access to student performance data.

[AB 1705](#), Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2022): AB 1705, also known as the Seymour-Campbell Student Success Act of 2012, aims to

enhance student access and success in California community colleges by refining core matriculation services such as orientation, assessment, counseling, and academic interventions. The mandate proposes several amendments to existing law to further optimize student placement and enrollment in transfer-level English and mathematics courses within a specified timeframe.

Assembly Bill 1705 reinforces the full and comprehensive implementation of AB 705. AB 1705 addresses the underlying issues contributing to inequitable implementation of AB 705 and supports the system's ongoing efforts to ensure that placement systems and curricular structures foster robust and equitable placement and completion outcomes.

Assembly Bill 705 and 1705 collectively aim to enhance student completion rates and narrow the achievement gap by mandating that colleges implement multiple measures in their assessment

approach. This requirement aligns with a longstanding tenet of Matriculation legislation passed in 1986-87. AB 1705 further extended AB 705 by requiring that by July 1, 2023, a community college district or community college

maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline. For more information, refer to the CCCCO [AB 1705 Implementation Guide](#).

[AB 927](#), Medina. Public Postsecondary Education. Community Colleges: Statewide Baccalaureate Degree Program (2021): AB 927, introduced by Assembly Member Medina, extends indefinitely the statewide baccalaureate degree pilot program established by existing law. This program allows certain community college districts to offer bachelor's degrees. The bill removes the previous restriction on the number of participating districts and eliminates the deadline for students to start the program. Instead, it establishes new requirements for district approval, including demonstrating unmet workforce needs, limiting the number of approved programs per application period, and ensuring a balanced ratio between bachelor's

and associate degree programs. The “List of Approved Bachelor’s Degree Programs” is available by visiting the CCCCO website at [link](#).

[AB 928](#), Berman. Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee (2021): AB 928, also known as the Student Transfer Achievement Reform Act of 2021, focuses on streamlining the transfer process for California Community College students aiming to transition to four- year postsecondary educational institutions. The Act aims to strengthen the Associate Degree for Transfer (ADT) pathway by establishing the Associate Degree for Transfer Intersegmental Implementation Committee until July 1, 2025. This committee is tasked with overseeing the ADT program, reducing excess units accumulated by community college students, eliminating course repetition, and increasing the number of students transferring through the

ADT pathway. Furthermore, AB 928 introduced a single lower general education pathway applicable to both the California State University (CSU) and University of California (UC) systems. Furthermore, in Fall 2022, [Resolution 15.01](#), endorsed by the Associated Senate for the California Community Colleges (ASCCC) supports the adoption of CalGETC (California General Education Transfer Curriculum), aiming to synchronize general education criteria across community colleges, CSU, and UC institutions. Resource materials may be found on the ASCCC website [here](#).

2. Title 5, Section 51201- §51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and

prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

3. Five Principles of the National AI Bill of Rights

No.	AI Bill of Rights Principle	Brief descriptions
1	Safe and Effective Systems	You should be protected from unsafe or ineffective systems.
2	Algorithmic Discrimination Protections	You should not face discrimination by algorithms and systems should be used and designed in an equitable way.
3	Data Privacy	You should be protected from abusive data practices via built-in protections and you should have agency over how data about you is used.
4	Notice and Explanation	You should know that an automated system is being used and understand how and why it contributes to outcomes that impact you.
5	Human Alternatives, Consideration, and Fallback	You should be able to opt out, where appropriate, and have access to a person who can quickly consider and remedy problems you encounter.

Data Links

AR 4222 Remedial Coursework—3rd Read**Issued: TBD****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 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.~~

The Compton College catalog 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.





**Sent to the District—Summary of Decisions Approved by the Academic Senate On October
3, 2024**

Date: October 8, 2024

Dr. Curry,

The following items were approved by the Academic Senate on October 3rd, 2024:

1) Curriculum Consent Agenda Item:

- a) New Course: MATH 16C - Support for Calculus for Business and Social Sciences.
- b) Course Reactivation: MATH 100 - Supervised Tutoring: Mathematics.
- c) Course Inactivations: 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; and ENGL 67 - Thinking Skills for College Courses.
- d) Course Review—Revised Course Description: ESTU 105 - Chicano Culture.

2) Administrative Regulation:

- a) AR 3200 Accreditation

Thank you,

Sean Moore
Academic Senate President
Compton College

District Response—Academic Senate Summary of Decisions Made at the September 19, 2024 Meeting



Serving the Communities of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate

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SONIA LOPEZ
Member

SHONIQOA THOMAS
Student Trustee

KEITH CURRY, Ed.D.
President/CEO

Monday, September 30, 2024

Associate Professor, Sean Moore
President, Academic Senate
Compton College

Dear Associate Professor Moore:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the *September 19, 2024*, Meeting:

Academic Senate – Summary of Decisions Made at the September 19, 2024, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: HIST 101. *Accepted as presented.*

Other Items:

1. Administrative Regulation 4225 – Course Repetition. *Accepted as presented.*

If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000, or via email at kcurry@compton.edu.

Sincerely,

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee



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 heartfelt 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://edsources.org/2019/after-regaining-its-independence-compton-college-sets-ambitious-path-for-future/614386#:~:text=The%20Accrediting%20Commission%20for%20Community,corruption%20on%20the%20gove,ming%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.

- Managers.
- Classified Supervisors.
- Classified Professionals.
- Faculty
 - Full time
 - Part time
 - Tenured
 - Untenured
- Confidential; and
- 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

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

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 be 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.