



## CONSULTATIVE COUNCIL AGENDA

**Facilitator:** Keith Curry/ Minodora Moldoveanu

**Recorder:** Paula VanBrown

**Date:** March 8, 2021

**Time:** 2:00 p.m.

**Location:** Zoom Meeting

### 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

___ Christine Aldrich	___ Amankwa McKinzie	___ Lauren Sosenko
___ Sheri Berger	___ Minodora Moldoveanu	___ Holly Schumacher Zakoren
___ Keith Curry	___ Abdul Nasser	
___ Linda Coleman	___ Heather Parnock	
___ Cesar Jimenez	___ Jasmine Phillips	
___ Queen Juarez-Ward	___ Rachelle Sasser	

### AGENDA

- 1. Review Minutes from March 1, 2021**
- 2. President/CEO Items**
  - A. COVID-19 Update
  - B. Update on [Draft Eventual Return to Campus Plan](#) - Status Report
  - C. Compton College Mid-term Report
- 3. Spring 2021 Enrollment Update**
- 4. Board Policies and Administrative Regulations Review**
- 5. Campus Committees Update**
  - A. 2020-2021 Institutional Standing Committees
- 6. Thinking Out of the Box**
- 7. Other Items**
- 8. Future Agenda Items**
  - A. March 16, 2021, Compton CCD Board Agenda Review
  - B. Compton College 2024 Accreditation Visit Planning

**Next Scheduled Meeting: March 15, 2021, at 2:00 p.m.  
Zoom Meeting**



CONSULTATIVE COUNCIL MEETING  
MINUTES



**Facilitators:** Sheri Berger/Minodora Moldoveanu  
**Date:** March 1, 2021

**Recorder:** Paula VanBrown  
**Location:** Zoom

**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:**

Christine Aldrich  
Sheri Berger  
Linda Coleman

Cesar Jimenez  
Amankwa McKinzie  
Abdul Nasser

Heather Parnock  
Jasmine Phillips  
Rachelle Sasser

**MINUTES**

**1. Review minutes from February 22, 2021**

The Consultative Council reviewed the minutes from February 22, 2021 – Approved

**2. President/CEO Items**

**A. COVID-19 UPDATE:**

Sheri Berger reported that we are still doing vaccinations through St. John's on our campus with 300 to 400 appointments a day for people in the community. It brings great access to our underserved community.

Sheri Berger stated that we're still working on looking at our different facilities and what it would take in order to increase the safety of those spaces in terms of barriers and things of that nature. Linda Owens and Sheri Berger met with the Academic Affairs deans, and they are going to be walking the spaces to look at what might be needed in the various different types of spaces for an eventual return to campus so that we are prepared. Sheri Berger stated that we do have some funding to help us with making modifications – plexiglass and things of that nature and we've already been dealing with the relations of them and other facilities.

**B. COVID-19 Impact in the Community:**

Heather Parnock stated that she is sharing an article and a map that the Los Angeles Times issued last week regarding the COVID-19 vaccine rollout. She said she has actually collected some of the data, so we can see it side by side. The article shows how only 12% of L.A. County's 10 million residents have received at least the first dose of the COVID-19 vaccine. The priority, up until last week when the tiers changed, was for healthcare workers, residents of long-term care facilities, and those 65 and older. L.A. County has expanded that to include those who work in the educational industry and people who work at health care facilities. There's a larger group of people that are eligible to receive the first vaccine, so we hope that helps. You can search this map for a city within L.A. County such as Compton. It gives you the population, the median income, the number of COVID-19 cases, the deaths and the vaccinations. This article shows the collection

database on initial vaccinations. L.A. County and the California Department of Public Health are also tracking second doses, and Heather Parnock has put together a chart that shows the three primary feeder cities Compton, Lynwood and Paramount. If you live within L.A. County and want to look up your city go ahead and just type, a city in here. She said she has put the link in the chat if you want to look at it.

Heather Parnock continued reviewing her charts, pointing out Compton, Lynnwood and Paramount's numbers. The concern is the number of vaccinations being given, based on the population. One in twenty-one vs. L.A. County which is one in five. People of color are not getting vaccinated as quickly or as much as those in other cities and other ethnicities. One of the reasons why Dr. Curry has allowed St. John's to open up a vaccination pod on campus is so that we can serve those populations of people and it's easier to get here because we're local. It's a smaller site so it's a little easier to get an appointment. If you're looking for St. John's phone number to make an appointment, it was in the President/CEOs message last week and it's also available on the Student Health Center webpage now. They are doing anywhere between 100 and 140 vaccinations per day.

Sheri Berger commented that originally there was a 75 and over age limit in tier one and they lowered it to 65. Primarily because the life expectancy of Black and Latino people is significantly lower than that of white people. If they had kept it at 75 and older, they would essentially have not been vaccinating any people of color. So, the state lowered it to try to make it more inclusive. When you look at the percent of the non-white population between someplace like Beverly Hills and Compton, they are drastically different, which also attributes to the lower percentage of population that is 65 or over. It's not just the ethnicity, but also the income status plays a factor in your life expectancy. There are lots of factors that are inter-playing with each other.

C. Update on Draft of Eventual Return to Campus Plan Status Report:

Heather Parnock reported that Cabinet is working on recommendations for the next couple of phases to bring services and employees back to campus. The focus right now is to increase enrollment and determine what services can be brought back or reopened on campus in limited quantities and a limited number of students served at one time. Also, locations are being looked at. Some offices may have to provide services in different locations, other than their offices, just because of physical distancing, restrictions, capacity--that sort of thing. So, it's going in tiers. There are some things that are coming back after the midterm classes begin in mid to late April. The summer of 2021 and then more plans are being made for fall. They are waiting for the final decision from Dr. Curry regarding the fall 2021 semester. If you have any recommendations on what this could look like to help improve the entry to campus protocol if there's an increase of students and employees on campus or on how to offer services and limited in-person capacity, please email your managers who are developing plans with their VP, or the pandemic coordinators. Originally, we were going to update the plan and have it ready for March, but Los Angeles County has actually updated their protocol for institutes of higher education last week. We have to double check that we have everything that's on the checklist and then we will go from there.

D. Compton College Mid-Term Report-Status Report:

Sheri Berger reported that the Compton College Mid-Term Report is moving forward for signatures, so that we can send it to the Commission by March 15<sup>th</sup>. It was discussed in the fall. It was sent in December, the Board had the first read in January, and it was approved by the Board of Trustees at their February meeting. Sheri Berger stated this is just an update for this body as it's more of an Academic Senate matter. They are looking at the Distance Education Substantive

Change Report. We are covered through the end of spring on an emergency authorization to have programs offered 50% or more online. She said in order to continue that in the future, we have to submit this Distance Education Substantive Change, which we've never done as an independent college. That is due to the Commission in April in order for us to make their last meeting of the spring semester.

E. Compton CCD's Full-Time Equivalent Students (FTES) Hold Harmless Provision Extension Request:

Dr. Cesar Jimenez reported that we do have a current hold harmless through 2025-2026. Sheri Berger continued reporting that Dr Curry submitted a request to extend that to 2028-2029. Mostly, because with the information that we're looking at of how our community has been impacted by COVID has drastically impacted our enrollment and that's going to take a little bit longer for us to climb out of. This has to be a legislative action to extend the hold harmless but Dr. Curry is taking steps to move us forward for that so we will have more time to grow our enrollment back to our hold harmless level.

**3. Spring Enrollment Update:**

Sheri Berger reported Dr. Curry sent a letter to Senator Steven Bradford asking for a three-year extension on the hold harmless. (letter included in today's agenda packet). The enrollment information (chart included in agenda) shows that we are down almost 28% compared to the spring 2020 census. Our headcount is down 21% or 22% with enrollment down to almost 28%. That means students are not enrolling in as many classes as compared to last semester. So, they're taking fewer units which is part of the impact of COVID-19 on our community. Because students may have multiple people living in a household. They might have the type of work that is generally what's been classified as essential workers. And it's harder with the childcare needs for our students to find time to focus while they have kids who may also be in school at the same time and they're trying to get their children online. We are all dealing with those same things.

**4. Five Year Fiscal Management Plan:**

Dr. Abdul Nasser reviewed the Five-Year Fiscal Management Plan contained in the agenda. He reported this document was shared with the Planning and Budget Committee. There have been some changes. For the current fiscal year COLA is at zero. Then information was received on future use COLA, so this is included here. At the last board meeting the Board of Trustees approved an increase in the OPEB funding. We initially had \$250,000 which was increased to \$1.1 million and those funds are being sent to Futures today.

Dr. Nasser continued, stating that based on changes in the Assumptions, we also made changes in the PERS and STRS retirement expenses and the election costs were adjusted. Based on the changes that were made at this point, we project that 2021 will have a deficit of \$500,000. We are in a hold harmless situation, which means that our enrollment does not impact our state revenues, except we need to have an eye to the future. The Student-Centered Funding Formula is based on average enrollment and so once hold harmless goes away, we need to look at enrollment as it is beginning next year or the following year. Enrollment is really key for us. We need to focus on that to continue to thrive. The ending funds balance is at \$16M, which is about 36% of our general fund expenditures. That's a healthy reserve, but it's a reserve that needs to be maintained, because once that hold harmless goes away, lot of funding will be lost and we need to be prepared for that eventuality.

**5. 2021 Professional Development Schedule-Discussion:**

Pilar Huffman reviewed the Professional Development Calendar planning process that started today. The timeline for the Professional Development Calendar would be from March 1<sup>st</sup> until May 21<sup>st</sup>.

The planning process entails the use of the Professional Development Needs Assessment, some of the data from the ICAT Assessment, as well as suggestions from campus stakeholders. That would include Pilar Huffman visiting different committee meetings and corresponding through email with any suggestions that are provided to her as it relates to the calendar. Pilar Huffman said she is here to present just to see if there's any suggestions that this group may have and she wants to be sure that the Consultative Council is also aware that there are Faculty Teaching and Learning Action plans which she can provide. In the chat today as well, is the calendar of dates going forward for the upcoming academic year.

Pilar Huffman stated that traditionally a lot of the activities that have been held on Fridays are repetitive in some ways, but sometimes they are new. For example, the different departments are listed or the division and areas and that means those specific areas were in charge of hosting the Professional Development events on those Fridays. Also, the Teaching and Learning Action Plan is exclusively for faculty, and what that entails is faculty being a part of the planning process. Pilar Huffman said the hope is that within each of the divisions, there will be provided details of what the faculty in that said division would like to see for professional learning and growth in their area. So that's something that has been provided to faculty. The chairs received the information last week for the action plans and they will be distributing the information to faculty members in their division meetings this month.

Pilar Huffman asked if there are any specific skills or experiences that Consultative Council feels need to be a part of Professional Development as relates to this calendar and the activities.

Sheri Berger commented that we do a CRM advise. It is on the Spring 21 calendar -- happening around the third or fourth week of the semester, which is perfect. Could it be done again around the third week of fall? Pilar Huffman said Ok. Christine Aldrich recommended presenting Microsoft 365 again.

Amankwa McKinzie mentioned professional communications campus-wide. Pilar Huffman mentioned that could include communication processes and channels, such as who should I email, if I have this question or something like that; the proper process. Sheri Berger added good practices for communicating through email. Pilar Huffman summed up this would be etiquette to correspondence. Also mentioned were the meditation sessions, Work-life balance, and Mindfulness 101; self-care sessions. Sheri Berger mentioned having Guided Pathways again but said she would talk to Elizabeth Martinez about when they would like to have this. Christine Aldrich suggested including Basic Needs and all the good things this program is providing to our students.

Pilar Huffman said she will compile this information and report back to Consultative Council at another meeting.

#### **4. Thinking Out of the Box**

Sheri Berger mentioned that Dr. Jimenez and his student services team have been doing some outreach to try to re-engage students who haven't returned from spring, summer and fall 2020. They have been doing some phone banking and text messaging. She asked if there are any ideas on things that can be done to re-engage the students that could also help with our enrollment.

Christine Aldrich suggested inviting students to a zoom meeting --if we can get their email addresses or set up a zoom meeting and ask out why they left or what's going on in their lives that they left, and say "we want you back".

Incentives for students to return to Compton College were discussed. Cash incentives were suggested. Dr. Nasser responded that we have to be careful with that. The language is somewhat restrictive and just blanket giving out money won't work. Christine Aldrich suggested EveryTable or Uber Eats vouchers.

Sheri Berger said we can explore what is doable and it's hard to know what's doable until we know what we want to try to do to. She said she has been thinking about reducing the cost of tuition because that is one of the biggest costs for students. Most of our students are actually eligible for financial aid and the California Promise Grant already, so they're not paying the tuition fees and the biggest expense might be textbooks.

Sheri Berger reported that faculty have looking into having an Open Educational Resources Subcommittee or Task Force. Dr. Curry has been looking for external funding to help increase the adoption of the Open Educational Resources on campus which he talked about on Friday. She said many students are eligible for their tuition to be paid through the California promise grant even if they're not eligible for PELL grant. The requirements to get the California Promise Grant are a little bit different. Sheri Berger stated that students can get a California Promise Grant if they're a dreamer as well. Undocumented students can also qualify for California Promise Grants where they wouldn't be eligible for federal financial aid.

**5. Other Items**

**6. Future Agenda Items**

A. Campus Committees Update

**The next Consultative Council meeting is scheduled for March 8, 2021  
at 2:00 p.m. via ZOOM**

**Compton College**

**Midterm Report**

The Midterm Report is submitted in support of Reaffirmation of Accreditation

**Submitted by:**

Compton College  
1111 East Artesia Boulevard  
Compton, CA 90221

**Submitted to:**

Accrediting Commission for Community and Junior Colleges, Western  
Association of Schools and Colleges

March 15, 2021

**Certification Page**

To: Accrediting Commission for Community and Junior Colleges, Western  
Association of Schools and Colleges

From: Keith Curry, Ed.D.  
Compton College  
1111 East Artesia Blvd  
Compton, CA 90221

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

  
Sonia Lopez (Mar 2, 2021 10:48 PST) Mar 2, 2021

Sonia Lopez, (President, Board of Trustees, Compton Community College District)

  
Mar 2, 2021

Keith Curry, Ed.D., (President/CEO, Compton College)

  
Mar 2, 2021

Sheri Berger, (Vice President Academic Affairs, Compton College)


  
Lauren Sosenko (Mar 2, 2021 12:31 PST) Mar 2, 2021

Lauren Sosenko, (Accreditation Liaison Officer, Compton College)

  
Minodora Moldoveanu (Mar 2, 2021 12:30 PST) Mar 2, 2021

Minodora Moldoveanu, Ed.D., (Academic Senate President, Compton College)

Amankwa McKinzie, (Classified Union President, Compton College)

  
Queen Ashonti Juarez Ward (Mar 2, 2021 09:50 PST) Mar 2, 2021

Queen Juarez-Ward, (ASB President, Compton College)



## Table of Contents

Report Preparation .....	1
Plans Arising from the Self-Evaluation Process .....	2
Response to Team Recommendations for Improvement .....	8
Data Trend Analysis .....	13
Report on the Outcomes of the Quality Focused Projects .....	21
Appendix – Evidence Master List.....	27

## Report Preparation

The Accreditation Steering Committee at Compton College spearheaded and oversaw the completion of this report. This report contains the progress of Actionable Improvement Items arising from Compton College's Institutional Self-Evaluation Report (2017), Recommendations for Improvement made by the External Evaluation Team (2017), action items identified in Compton College's Quality Focused Essay (2017), as well as data reporting from the 2019-2020 academic year, in compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) requirements. The timeline for the completion of this report is as follows:

<b>Date</b>	<b>Action</b>
March 2019	Confirm Accreditation Steering Committee Membership
April 2019	Build Office 365 site to store Accreditation Midterm Report Evidence Review Institutional Self-Evaluation Actionable Items Develop Quality Focus Essay Action Plan
May 2019	Accreditation Standards Training for Co-Chairs Update Institutional Self-Evaluation Actionable Items Review Quality Focus Essay Action Plan
September 2019	Accreditation Standard Subcommittee began drafting Midterm Report responses and linking evidence
December 2019	Accreditation Standard Subcommittees reviewed and discussed the updated draft of Midterm Report responses; continued evidence collection
January 2020- August 2020	Continued updating Midterm Report responses as progress on action items and recommendations was made <sup>1</sup>
September 16, 2020	First Reading: Accreditation Steering Committee
September 23, 2020	Core Planning Team Review of Midterm Report
October 20, 2020	Associated Student Body Presentation
October 21, 2020	Second Reading & Approval: Accreditation Steering Committee
October 22, 2020	Email communication to the campus community with the Midterm Report
October 22, 2020	Institutional Effectiveness Committee Review of Midterm Report
October 29, 2020	Virtual Town Hall via Zoom
November 12, 2020	Send to Vice President of Academic Affairs for inclusion in the Academic Senate packet
November 19, 2020	Academic Senate First Reading
December 3, 2020	Second Reading & Approval: Academic Senate
December 7, 2020	Consultative Council
January 19, 2021	First Read: CCCD Board of Trustees
February 16, 2021	Second Read: CCCD Board of Trustees

---

<sup>1</sup> Please note that during this time, work on the Midterm Report slowed due to the College's shifted focus to address the COVID-19 pandemic.

## **Plans Arising from the Self-Evaluation Process**

Compton College identified sixteen (16) Actionable Improvement Items (AII) from its 2017 Institutional Self-Evaluation Report. Since these Actionable Items were identified, the President/CEO, Accreditation Liaison Officer (ALO), and Accreditation Faculty Coordinator created the Accreditation Action Plan and assigned responsible parties to each. Furthermore, the Accreditation Steering Committee monitors progress toward these items while providing regular updates to these Actionable Improvement Items to the Compton Community College District Board of Trustees and other campus constituent groups.

The Accreditation Steering Committee is one of Compton College's 15 institutional standing committees and is comprised of the President/CEO, the ALO, administrators, a representative from the Office of Institutional Effectiveness, faculty, and staff. Each Actionable Item is listed below with an explanatory narrative and evidence items that support the narrative.

### **AII 1: Ensure all meeting agendas and related documents include the college mission statement. (I.A.1).**

The College updated agenda and minute templates in 2018 to include the new mission statement, and users can access it online on the Institutional Standing Committees webpage ([AII.1-1](#)). Furthermore, the mission is present in multiple locations and in publications, including the Mission webpage, Page 3 of the *2020-21 College Catalog*, and Page 5 of the *Compton College 2024: Comprehensive Master Plan* ([AII.1-2](#), [AII.1-3](#), & [AII.1-4](#)).

### **AII 2: Outline how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. (I.A.3, IV.A.1, IV.B.3)**

In spring 2020, the College completed the *Collaborative Governance Handbook* ([AII.2-1](#)), which details how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. The Collaborative Governance Task Force, comprised of faculty, staff, and managers/supervisors, began meeting in fall 2019 to begin drafting a handbook ([AII.2-2](#), [AII.2-3](#), [AII.2-4](#)). The President/CEO shared progress on the *Collaborative Governance Handbook* content with all staff, faculty, and administrators during Tartar Talks on September 17, 2019 ([AII.2-5](#)) and November 19, 2019 ([AII.2-6](#)). Staff, faculty, and managers/supervisors reviewed and provided feedback on the *Collaborative Governance Handbook* during spring Professional Development Day activities on February 13, 2020 ([AII.2-7](#)). The *Collaborative Governance Handbook* was then sent to the Academic Senate and Consultative Council for final reviews and approval in May 2020 ([AII.2-8](#)) and to the Board of Trustees for approval in June 2020 ([AII.2-9](#)).

### **AII 3: Disaggregate learning outcome data for SLOs, PLOs, and SAOs. (I.B.6)**

The Director of Institutional Effectiveness and other representatives from the Office of Institutional Effectiveness met with members of the Core Planning Workgroup, the Vice President of Academic Affairs, academic deans, the Academic Senate President, and student learning outcomes (SLO) faculty facilitators in December 2019 and in January 2020 to develop a plan to pilot program learning outcomes (PLO) disaggregation in spring 2020 ([AII.3-1](#)). This pilot plan was implemented in spring 2020, with five PLOs, and the Core Planning Team made a recommendation to move to the eLumen data collection platform to make it easier to collect student-level data. An interim SLO Faculty Coordinator was named in January 2020, and the Office of Institutional Effectiveness will work with this coordinator to develop an implementation and communication plan about the PLO disaggregation to all Compton College faculty in the 2020-2021 academic year. Furthermore, the SLO Coordinator continued work with key service area outcome (SAO) leads and the Core Planning Workgroup to begin SAO development and assessment plans across Student Services, Institutional Effectiveness, Human Resources, and Administrative Services ([AII.3-2](#)). The plan has been delayed because of the pandemic and will be shared with faculty and staff once it has been drafted and taken through the governance process.

**AII 4: Disaggregate learning outcomes data between Distance Education and traditional courses. (I.B.6)**

Compton College piloted disaggregation of PLOs by ethnicity in spring 2020. Scaling disaggregation of learning outcomes across all PLO and SLOs proved problematic with the College's current Nuventive data collection system since Nuventive does not support data collection at the student level. Compton College has since made the decision to move to the eLumen platform and has begun the process to have this new system in place effective spring 2021 ([AII.4-1](#)).

**AII 5: Disaggregate student achievement data and implement strategies to reduce achievement gaps that are identified. (I.B.6)**

The *Student Equity Report and Plan* analyzes and identifies disproportionate "gaps" ([AII.5-1](#)). The Director of Student Basic Needs and Success continuously looks for additional ways to integrate data into presentations, such as the Planning Summit held in November 2019 and Tartar Talk presentations to the entire community ([AII.5-2](#), [AII.5-3](#)). The Student Equity and Achievement committee, the Student Success Committee, and the Equity Committee will continue to strategize with the Director of Student Basic Needs and Success on this item. Also, specific task forces have been developed to investigate and respond to specific group needs, such as the Men of Color Task Force and the LGBTQ Task Force. The groups meet regularly during the primary terms ([AII.5-4](#), [AII.5-5](#)). Furthermore, the President/CEO regularly updates the campus community with semiweekly email updates related to solutions regarding equity gaps ([AII.5-6](#), [AII.5-7](#)). The CCCD Board of Trustees receives monthly updates on these task forces as well ([AII.5-8](#)). The Office of Institutional Effectiveness also produces reports and dashboards that disaggregate student achievement data for the campus and partners and is currently working on a series of data workshops that will support data interpretation and use ([AII.5-9](#), [AII.5-10](#)).

**AII 6: Develop board policies and procedures for the future Compton College under the authority of CCCD. (I.C.5)**

A schedule of board policies and administrative regulations to be reviewed has been established and is reviewed regularly by the College's Consultative Council ([AII.6.1](#)). Compton Community College District (CCCD) reviews board policies and administrative regulations on a three-year cycle, which is consistent with Board Policy (BP) 2410: Board Policies, Administrative Regulations, and Procedures ([AII.6-2](#)). Each fall semester, as co-chairs of Consultative Council, the President/CEO and President of Academic Senate review the listing of upcoming board policies and administrative regulations due for the academic year. This list is distributed regularly to campus leaders on the Consultative Council to take to their constituent groups for review ([AII.6-3](#)). Each year, the Board of Trustees receives for review and information the Board Policy and Administrative Regulations and Procedures scheduled to be reviewed for the year. Furthermore, the *CCCD Change in Administrative Regulation or Board Policy Transmission Cover Sheet* was updated and approved by the Academic Senate in fall 2018 and is used to track the movement of any board policy or administrative regulation through various campus constituent groups ([AII.6-4](#), [AII.6-5](#)).

**AII 7: Develop a curriculum process at the Compton College. (II.A.1)**

The College's Curriculum Committee was established as a subcommittee of the Compton College Academic Senate in spring 2018, and a curriculum chair was elected among the faculty by the Academic Senate in spring 2017 with the primary responsibilities of developing the *Curriculum Handbook* and developing the Curriculum Committee ([AII.7-1](#)). Comprised of faculty members from across the disciplines, Compton College's articulation officer, curriculum analyst, and the Vice President of Academic Affairs, the Curriculum Committee meets twice a month to review and vote on the new curriculum and to oversee curriculum modifications and regularly scheduled course reviews ([AII.7-2](#)). The work of the Curriculum Committee is then reported on and brought to the Academic Senate, where the Academic Senate offers any final feedback before approval and recommendation to the CCCD Board of Trustees. Work on the *Curriculum Handbook* that establishes a detailed curriculum process and course review schedule and guidelines began in spring 2018 ([AII.7-3](#)). After several revisions, the *Curriculum Handbook* was approved by the Academic Senate on November 15, 2018 ([AII.7-4](#)). The College's curriculum process became official effective spring 2019.

**AII 8: Develop DE advisory committee at the Compton Center. (II.A.5)**

The Distance Education Advisory Committee (DEAC) was established in spring 2017 and became fully operational in spring 2018, as a subcommittee of the Academic Senate. DEAC's membership is comprised of faculty members from across the disciplines, counselors, an articulation officer, and is co-chaired by the distance education faculty coordinator and the Vice President of Academic Affairs. DEAC meets monthly and reports directly to the Academic

Senate ([AII.8-1](#)). In 2019-2020, DEAC worked with the Institutional Effectiveness Partnership Initiative (IEPI) to improve Compton College's distance education program through a grant awarded in fall 2019 ([AII.8-2](#)).

**AII 9: Develop a course articulation process at the Compton Center. (II.A.10)**

As the transition from El Camino College began, Compton College created a job description for and subsequently hired an articulation officer in fall 2019 ([AII.9-1](#)). The articulation officer is working with both the University of California (UC) and California State University (CSU) system offices on articulation agreements for the College. Compton College courses follow the established articulation process for general education courses with the CSU system facilitated through the California Community Colleges Chancellor's Office. Additional A-G course articulations with the CSU and all course articulations with the UC are managed through the ASSIST platform and are tracked by the articulation officer. The articulation process is dependent upon university approval. Only two universities have articulated Compton College courses at a large scale (University of California, Irvine and California State Polytechnic University, Pomona), and the Articulation Officer reports that approvals slowed in fall 2020 due to COVID-19. The articulation officer tracks these approvals' progress on the ASSIST platform and CurricUNET (the College's curriculum platform), notifies campus groups if follow-up is needed, and engages with university partners about articulation agreements.

**AII 10: Develop a method to improve the Compton Center tracking of results for external certification exams for programs offered at Compton College. (II.A.14)**

The College has an established process to track results of external certification exams for the Nursing and Welding programs ([AII.10-1](#)). The Dean of Student Learning and the Director of Adult Education and Workforce Development are currently defining a process for other career and technical education disciplines. The College's goal is to create a data collection process for all disciplines by spring 2021. The data collection will be assigned to designated staff who will collect the rates from various sources, including program reviews, and post the certification rates online.

**AII 11: Develop a Program Discontinuance Policy for CCCD. (II.A.15)**

To ensure that the College is providing up-to-date and in-demand programs, the College established Board Policy 4021: *Program Discontinuance* and Administrative Regulation 4021: *Program Discontinuance* that both aim to review enrollment trends and inform college actions on programs that are no longer inconsistent demand for students ([AII.11-1](#)) ([AII.11-2](#)). Board Policy 4021 provides the purpose of and the CCCD's approach to program discontinuance. Administrative Regulation 4021 outlines the collaborative and collegial procedures by which the Educational Task Force, comprised of representatives across major constituent groupings, shall determine those programs to be recommended for discontinuance ([AII.11-3](#)).

**AII 12: Digitize student records currently stored as hard copies. (II.C.8)**

All student records between August 24, 2006, and June 7, 2019, belong to El Camino College, and the responsibility for digitizing those belong to them ([AII.12-1](#)). Compton College now collects most records electronically through Banner, the College's student information system. The College is working to ensure that each full-time staff member will have a scanner installed at their workstation to scan documents that are turned in on paper. Furthermore, the Admissions and Records business process will be changed to require documents to be scanned daily to alleviate the amount of paperwork in the Admissions and Records Office. Transcript requests will be processed online via Credentials, while workflows are being created to allow all grade change petitions and general petitions to be fully processed, including signatures. Finally, discussions about how to take these completed documents and attach them to a student's educational record will continue in the Admissions and Records Office. Any associated costs will be determined by the Director of Admissions and Records and will be requested through the resource allocation process.

**AII 13: Update Technology Plan. (III.C.1)**

The College's *Technology Plan* was updated in fall 2019 to reflect the technology changes needed at the College following the transition away from El Camino College ([AII.13-1](#)). This plan includes the integration of the College's new enterprise resource planning (ERP) system, Banner, the College's migration to Office 365, and the introduction of the College's new mobile application for students. Finally, the updated *Technology Plan* was revised to align with the College's recently adopted Tartar Completion by Design Framework and *Compton College 2024: Comprehensive Master Plan* ([AII.1-4](#)). All major constituent groups, including the Academic Senate, reviewed and provided feedback on the *Technology Plan* prior to its Board approval on November 19, 2019 ([AII.13-2](#), [AII.13-3](#)).

**AII 14: Implement Institutional Effectiveness Partnership Initiative - College Innovation and Effectiveness Plan (IEPI). (III.D, IV.A)**

The College has accomplished many of the IEPI goals for planning ([AII.14-1](#)). Major accomplishments include regularly scheduled program review training during primary terms, the establishment of the *Integrated Planning and Budget Calendar*, formalizing the annual planning process, and the implementation of SLO and planning eLumen software ([AII.14-2](#), [AII.14-3](#), [AII.14-4](#), & [AII.14-5](#)). The College integrated these planning action items into the comprehensive Compton College 2024 Action Plan, and the Institutional Effectiveness Committee will continue to review action items related to planning action items to ensure completion ([AII.14-6](#)). The new student learning outcomes faculty coordinator, in collaboration with the Office of Institutional Effectiveness, implemented a pilot program learning outcome (PLO) disaggregation project in spring 2020 that will continue in the 2020-2021 academic year, as the College considers how to scale student-level SLO data collection.

**AII 15: Finalize the "Decision Making and Governance Manual for the CCCD and Compton Center." (IV.A.1, IV.B.3)**

As mentioned in AII 2, the Collaborative Governance at Compton College document was completed and approved by the CCCD Board of Trustees on June 16, 2020 ([AII.2-6](#)).

**AII 16: Complete another cycle of evaluations of institutional standing committees. (IV.A.7, IV.B.3)**

Beginning in 2016, Compton College has evaluated its governance structure and its 15 institutional standing committees through a governance survey ([AII.16-1](#)) ([AII.16-2](#)). The survey seeks to measure the College's employees' understanding of the governance structure and committee participation. Responses are anonymous, and once the survey response window closes, the Office of Institutional Effectiveness collects, evaluates, and disseminates the results to the campus. Evaluation of the standing committees is conducted annually. Results were communicated to the campus community in September 2019 at Tartar Talks and sent to institutional standing committee co-chairs in fall 2020 ([AII.2-2](#)).



## Response to Team Recommendations for Improvement

Compton College's comprehensive review occurred March 6 – March 10, 2017, and during their visit, the External Evaluation Team offered nine (9) recommendations for improvement in their 2017 External Evaluation Report. In response to these recommendations for improvement, the College assumed the same actions as that for the Actionable Improvement Items, where the President/CEO, in collaboration with accreditation liaison officer (ALO) and Accreditation Steering Committee, identified responsible parties for each recommendation and began working to ensure that these recommendations for improvement were addressed appropriately and promptly.

**Recommendation 1 (Improvement):** *In order to increase effectiveness, the team recommends all program reviews are completed in accordance with institutionally established timelines. (I.B.1, I.B.8, I.B.9, ER19)*

To organize and formalize the program review process at the College, the President/CEO and Vice President of Academic Affairs created the program review faculty coordinator position in fall 2016 ([R1-1](#)). This role includes the creation and maintenance of the webpages for *Academic Program Reviews* and *Administrative/Student Services Program Reviews*, the publishing of the College's program review schedule, the creation of the *Program Review Handbook*, as well as hosting program review trainings and office hours ([R1-2](#), [R1-3](#), & [R1-4](#)). Additionally, the program review faculty coordinator also serves on the Institutional Effectiveness Committee (IEC) that actively monitors and certifies completion of program reviews across academic, student, and administrative services areas. Furthermore, completed program reviews are posted online, while the IEC and the coordinator notifies program review authors and supervisors of delinquent reviews by email. Although the College has established these timelines and trainings, there are still areas and programs where program reviews are still incomplete. The President/CEO communicates to the campus community regarding the importance of completing program review in a timely manner ([R1-5](#)). The President/CEO's office will work with area vice presidents, IEC, academic deans, and Academic Senate to increase completion rates.

**Recommendation 2 (Improvement):** *In order to increase effectiveness, the team recommends that all program review reports and shared governance committee meeting minutes be disseminated in a timely manner to support the institution's culture of transparency and sustained, substantive dialogue for continuous improvement of student learning and achievement. (I.B.1, I.B.8, I.B.9, ER19)*

In order to increase effectiveness and transparency among constituent groups, all completed program reviews are currently posted on the College's website on either the *Academic Program Review* webpage or the *Administrative/Student Services Program Review* webpage ([R1-2](#)). Moreover, the President/CEO and Director of Community Relations have developed both a schedule and *President/CEO Message* to ensure that program review information, as well as other important College or district issues, are communicated to the campus community on a monthly basis ([R2-1](#)). The *President/CEO Message* was distributed via email every month to

CCCD employees and is also made available to the CCCD service area constituents through the College's President/CEO webpage as well as on the College's social media channels ([R2-2](#), [R2-3](#)). However, since spring 2020, the *President/CEO Message* is published twice per week ([R2-4](#), [R2-5](#)).

**Recommendation 3 (Improvement):** *In order to increase effectiveness, the team recommends that the Compton Center regularly assess and update its website to present clear and accurate information. (I.C.1, II.A.10, ER 10, ER20)*

In spring 2019, CCCD's website was migrated to the Compton College website ([R3-1](#)). Anchored on the College's homepage, this move provides website visitors with an easier to navigate and more comprehensive web experience. All institutional standing committee webpages are maintained and reviewed for accuracy by the respective administrative assistant for that Institutional Standing Committee. Relevant information regarding student activities, registration, financial aid, and other student support services is regularly updated by the respective office and is reviewed for content and accuracy by the Director of Community Relations. Furthermore, the Director of Community Relations holds trainings for departments and programs to support the maintenance of their webpages using OU Campus ([R3-2](#)). In fall 2020, the College began the process of a website redesign under the leadership of the Director of Community Relations.

**Recommendation 4 (Improvement):** *In order to increase effectiveness, the team recommends that the Compton Center delineate the Program Learning Outcomes among the general program, degrees, and certificates. (II.A.3)*

As previously mentioned, the College is undertaking several steps to ensure that all PLOs are delineated among programs, degrees, and certificates ([AII.3-1](#)). Aided by the Office of Institutional Effectiveness and the SLO faculty coordinator, beginning in the 2020-2021 academic year, the College's PLOs will be reviewed by faculty members to ensure proper alignment between course student learning outcomes. In future semesters, the College's faculty will also assist in both the alignment of PLOs to institutional learning outcomes (ILOs) as well as in the evaluation of the College's ILOs.

**Recommendation 5 (Improvement):** *In order to increase effectiveness, the team recommends the Library and Student Success Center staff and the Career Technical Education faculty work together to explore strategies to improve information sharing (e.g., tutoring, supplemental instruction). (II.B.1, ER17)*

Representatives of the Student Success Center, previously led by the Director of Student Equity, have been meeting regularly with the Director of Adult Education and Workforce Development to identify areas of support for career technical education (CTE) students ([R5-1](#)). Strategies such as supplemental instruction, library/tutoring support, and workshops dedicated to CTE students are being designed. These measures are further supported by the Student Success Committee and are aligned with the College's Tartar Completion by Design framework ([R5-2](#)). As the College

moves forward with Guided Pathways counselors and a case management style of student support, CTE students will benefit from more focused, one-on-one support from a counselor in their area that will guide them to support services available. Finally, the College's adoption of and campuswide rollout of an early alert system, CRM Advise, has also increased communication between CTE instructors, student support staff, and counselors ([R5-3](#)).

**Recommendation 6 (Improvement):** *In order to increase effectiveness, the team recommends that the Center strengthen its efforts to provide ongoing professional development for all employees and increase the engagement of classified and adjunct employees. (III.A.14)*

The College has taken several steps to strengthen professional development offerings campuswide. First and foremost, the Academic Senate established the Faculty Development Committee in fall 2017, which began designing and offering regular flex workshops throughout the semesters ([R6-1](#)). This committee also established a semester reading/book club, and since fall 2019 has been offering an optional faculty-centered professional development day that complements the College's required professional development day ([R6-2](#), [R6-3](#), & [R6-4](#)). All professional development opportunities are open to adjunct employees. Adjuncts are encouraged to participate and are offered meals and stipends when available for special trainings such as the Assembly Bill 705 professional development support workshops ([R6-5](#)). In fall 2019, the Academic Senate asked the Faculty Development Committee to review and recommend an approved listing of flex activities to the District ([R6-6](#), [R6-7](#)). This listing was approved by the Academic Senate on May 16, 2019, and submitted to the CCCD as informational thereafter ([R6-8](#)).

The second step that the College took to strengthen professional development efforts among all employees campuswide was to create a *Needs Assessment Survey* ([R6-9](#)). Designed by the Office of Institutional Effectiveness, the survey is a non-punitive questionnaire that asks all employees of the District to consider what goals they have for their own professional development and what the District can do to assist in the realization of these goals. The survey was disseminated to various campus stakeholders to provide an opportunity for feedback. The *Academic Senate approved the Needs Assessment Survey* on September 16, 2019 ([R6-10](#)). Findings from the fall 2019 administration of the *Needs Assessment Survey* are available online ([R6-11](#)), and the survey was updated and administered again in December 2020.

The third step that the College took to strengthen professional development efforts among classified employees was to design and host an annual Classified Professional Development Day. The inaugural Classified Professional Development Day was hosted in spring 2018 and was designed around tactile activities aimed at team building, overall health and nutrition wellness, and strategies for time and financial management ([R6-12](#)).

The final step that the College took to strengthen professional development efforts campuswide was to hire a Professional Development Manager. Hired July 1, 2019, the Professional Development Manager's role is to "facilitate and coordinate appropriate and timely professional development workshops for faculty, management and staff; design, plan and implement various

programs to address institutional, departmental, and personal training needs; train, supervise and evaluate assigned staff" ([R6-13](#)). The manager has worked with the Profession Development Committee and established a calendar for 2020-2021.

**Recommendation 7 (Improvement):** *In order to increase effectiveness, the team recommends that, as the Center transitions toward College/District status, staffing needs are given priority and continuously assessed.* (III.A.9, III.A.10, ER8)

As Compton College completed the transition away from El Camino College, staffing needs were assessed, and suggestions were made to revise the *Staffing Plan* ([R7-1](#)). The College addressed its needs through the lens of Guided Pathways implementation, CTE/curriculum trends, and various legislative changes, including Assembly Bill 288, Assembly Bill 705, and 504/508 compliance. The *Staffing Plan* was revised to align with the College's Tartar Completion by Design framework as well as the *Compton College 2024, Comprehensive Master Plan* ([AII.1-4](#)). Furthermore, in order to increase effectiveness of staffing needs that reflect the needs of the College's diverse student population, the College partnered with the University of Southern California's (USC) Center for Urban Education to review job descriptions and create opportunities for diversity and inclusiveness at the College ([R7-2](#)).

Finally, staffing needs are also assessed and reviewed each fall semester by the Faculty Prioritization Committee, which is comprised of faculty members appointed by the Academic Senate, the Vice President of Academic Affairs (serving as the President/CEO's representative), and the Vice President of Human Resources ([R7-3](#)). The purpose of this committee is to listen to the faculty staffing requests from each area dean and then, using data, to rank these requests. Once this process has been completed, the Faculty Prioritization Committee makes a formalized recommendation to the President/CEO for hiring faculty for the following academic year, and the President/CEO responds to the Academic Senate in writing ([R7-4](#)).

**Recommendation 8 (Improvement):** *In order to increase effectiveness, the team recommends the Center develop and implement a best-practices process so that its long-range capital plans reflect projections for the total cost of ownership for new facilities and equipment.* (III.B.4)

The College revised AR 6602: *Bond Program Management* in September 2019 ([R8-1](#)). This administrative regulation documents the best practices related to long-range plans and total cost of ownership. Specifically, section IV, titled "Bond Program Management Controls," outlines the processes as they relate to projection and documentation of the total cost of ownership (TCO) that includes: a listing of current CCCD projects, ongoing and future facility needs, a biennial revision of the facilities section of the *Compton College 2024 Comprehensive Master Plan*, scheduled maintenance needs, tracking of funding by source, cost and schedule review, construction, contract documentation, monthly progress reports, quarterly forecasts, and annual audits ([AII.1-4](#)).

**Recommendation 9 (Improvement):** *In order to increase effectiveness, the team recommends the Center create and distribute more transparent documentation of how planning and budget is linked to resource allocations; clarify how priorities are decided; and improve communication of this information. (III.D.2, III.D.3)*

Based on this recommendation and the needs of the College, the President/CEO recommended that integrated planning should be one of the focuses of the College's 2017 Quality Focus Essay ([R9-1](#)). The first action was the creation of the Core Planning Workgroup, which consists of administrators, staff, and faculty leaders across the campus. Led by the Director of Institutional Effectiveness, the Core Planning Workgroup meets monthly and reports directly to the President/CEO on all progress of assigned tasks.

The College updates its *Planning and Budget Calendar* annually, and it is disseminated to the campus community by the committee membership ([AII.14-3](#)). As one of the College's institutional standing committees, the Planning and Budget Committee will begin providing the most updated version of this calendar on its committee webpage for transparency and ease of access. Additionally, to further increase transparency about budget allocations and prioritizations timelines, the calendar has been incorporated into Administrative Regulation 6200: *Budget Calendar* and was first received by the CCCD Board of Trustees in July 2019, following the end of the Partnership Agreement with El Camino Community College District ([R9-2](#)).

Finally, to further clarify the planning and budget process, in spring 2019, the President/CEO and Consultative Council established a campuswide writing committee, comprised of administrators, faculty, staff, and students, to write the College's *Collaborative Governance Handbook*, where this process is written out in detail for all District stakeholders to review ([AII.2-1](#)). The President/CEO and Consultative Council aim to help campus and District constituents better understand the process from program/area request to budget allocation. Additionally, in order to increase consistency with integrated planning, the President/CEO and vice presidents worked with the Office of Institutional Effectiveness to design a new budget request and prioritization process beginning in fall 2020. Finally, for those budget requests not funded, a process is being developed to "close the loop," where a written letter regarding the decision, with reasons for not being funded, is sent to the requestor. This process, along with the budget request and prioritization processes, is included in the *Collaborative Governance Handbook* ([AII.2-1](#)).

## Data Trend Analysis

This section provides the relevant data defined in the *ACCJC Midterm Report Data Form*. In addition, the data presentation includes a summary of the Accreditation Steering Committee reflection and discussion about the data trends.

For this presentation, unless an exception is noted in the data analysis section, the data represent the following academic years:

Year 1: 2016-2017

Year 2: 2017-2018

Year 3: 2018-2019

### Annual Report Data – Institutional Set Standards

#### STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Year 1	Year 2	Year 3
<b>Institutional Set Standard</b>	63%	63%	63%
<b>Stretch Goal</b>	72%	72%	74%
<b>Actual Performance</b>	68%	69%	69%
<b>Difference between Standard and Performance</b>	5%	6%	6%
<b>Difference between Stretch Goal and Performance</b>	-4%	-3%	-5%

#### Analysis of the data:

Course success is well above the institutional set standard but consistently below the stretch goal. Compton College has undergone several changes and implementations that would impact course success including:

- Transition from El Camino College: The transition from El Camino College was a historic and consequential event for Compton College faculty, staff, administrators, and students. The College had been building toward this new independent Compton College, which began operations as of June 7, 2019.
- Implementation of Assembly Bill 705: Compton College has been implementing efforts related to Assembly Bill 705 since spring 2019. The key changes were revised course offerings in math and English, with the elimination of the lowest level courses. Further, faculty in math and English participated in professional development in winter and summer 2019 to provide accelerated course success and established Communities of Practice in fall 2020.
- Compton College joined Achieving the Dream, Inc. to focus on professional development about teaching and learning, as well as improved data use.

Moving forward, we expect to see an increase in course success due to:

- Compton College is implementing Guided Pathways and key student supports, such as the early alert system that was piloted in fall 2019 and is currently being scaled across the campus.

College stakeholders review course success during its annual review of Institutional Set Goals in the spring of each year. The stretch goal was increased in year three as a response to a discussion about Assembly Bill 705 and the expected increase in course success related to increased success in math and English and to align with the California Community Colleges Chancellor's Office Vision for Success.

Academic programs and student services faculty and staff review course success data through the program review process. Course success data are available on the Compton College website with drillable options by discipline and course, as well as student ethnicity and gender to identify potential disproportionate impact.

### DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Year 1	Year 2	Year 3
<b>Institutional Set Standard</b>	199	199	264
<b>Stretch Goal</b>	319	319	677
<b>Actual Performance</b>	487	495	497
<b>Difference between Standard and Performance</b>	288	436	233
<b>Difference between Stretch Goal and Performance</b>	168	316	-180

#### Analysis of the data:

The number of students awarded an associate degree has increased from 487 to 497 between year 1 and year 3; this represents an increase of 10 awards. During each of the last three years, the actual performance of degree completion surpassed the institutional-set standard. After raising the stretch goal, the College fell behind the stretch goal in the 2018-2019 school year.

Compton College transferred over only select degrees and certificates as it transitioned to an independent college. It also developed five Guided Pathway Divisions launched in fall 2019 based upon the *Compton College: Most Popular Majors and Meta-Majors* report produced by the Office of Institutional Effectiveness. This report also found that many students earn a General Studies degree. In spring 2020, Compton College administered a "major" survey to make sure that students have the correct major, and therefore can benefit from the Guided Pathway student services support designed to inform students about programs of study and career options.

**CERTIFICATE COMPLETION**

(Students who received one or more certificates may only be counted once.)

Category	Year 1	Year 2	Year 3
<b>Institutional Set Standard</b>	77	77	90
<b>Stretch Goal</b>	111	111	133
<b>Actual Performance</b>	178	104	173
<b>Difference between Standard and Performance</b>	101	27	83
<b>Difference between Stretch Goal and Performance</b>	67	-7	40

**Analysis of the data:**

The number of students awarded a certificate decreased from 178 to 104 between year 1 and year 2. However, the number of students awarded a certificate increased from 104 to 173 between year 2 and year 3. The actual performance of certificate completion surpassed both the institutional set standard and stretch goal except during year 2.

Compton College transferred over only select certificates as it transitioned to an independent college. This focus on more select certificates may impact certificate completion numbers in the future.

**Transfer**

Category	Year 1	Year 2	Year 3
<b>Institutional Set Standard</b>	278	278	478
<b>Stretch Goal</b>	544	544	867
<b>Actual Performance</b>	615	642	388
<b>Difference between Standard and Performance</b>	337	364	-90
<b>Difference between Stretch Goal and Performance</b>	71	98	-479

**Analysis of the data:**

The number of students who transferred increased from 615 to 642 between year 1 and year 2. The number of transfers surpassed both the institutional set standard and stretch goal. However, in year three there was a decrease in the number of transfers accounted for Compton College. This decrease was due to a change in how the transfer data were pulled from the National Student Clearinghouse. In the prior years, the methodology to pull "Compton College" students from the El Camino Community College District Institutional Research Office was to include any student who had completed 12 units in the previous year at either the Compton College or El Camino campus. In 2018-2019, as Compton College was gaining its independence from El Camino, the methodology was changed to pull only students who had completed 12 units in the



previous year at Compton College. Moving forward this is the methodology that will be used, and the decrease will need to be accounted for in a revised institutional set standard and stretch goal.

In spring 2021, the Director of Institutional Effectiveness will request that the transfer Institutional Set Goal and Standard be included in the Core Planning Workgroup agenda for a recommended change. This recommendation will be forwarded to Consultative Council and then to the Board of Trustees to finalize the new standard and goal for the College.

**STUDENT LEARNING OUTCOMES ASSESSMENT**

<b>Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Number of Courses	293	243	230
Number of Courses Assessed	271	209	135
Number of Programs	22	20	25
Number of Programs Assessed	15	14	4
Number of Institutional Outcomes	1	1	1
Number of Outcomes Assessed	0	0	0

**Analysis of the data:**

The table above presents the number of student learning outcomes, program learning outcomes, and institutional learning outcomes that were scheduled for assessment during the academic years. The courses and programs are on a three-year assessment cycle that was initiated in 2013. The number of courses assessed decreased from 271 to 135 during the last three years.

The number of programs assessed has decreased from 15 to 4. Compton College is establishing a new report that will be disseminated to Academic Deans to track SLO and PLO completion. Academic Deans will be responsible to ensure full participation on an ongoing basis, instead of the semiannual report that has been provided in the past. The College has not yet assessed the Institutional Learning Outcomes (ILOs). In spring 2021, Compton College will re-establish the ILO assessment schedule and assessing one ILO each year.

Historically, Compton College has used Nuventive for its SLO data collection but will now migrate to eLumen effective spring 2021. The SLO Coordinator conducts regular trainings about SLO data collection and use. The College has defined SLOs, PLOs, and ILOs and entered them into the current Nuventive system. However, participation in entering assessment results has been a continuing struggle, as the College has experienced turnover in faculty coordinators and facilitators. The College named a new interim faculty SLO coordinator for winter 2020. Under the new leadership, the College emphasized the importance of SLO collection and implemented a PLO disaggregation project through winter 2021 when a new faculty SLO coordinator will take over.

**LICENSURE PASS RATE**

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Nursing	80%	72%	83%	90%	-8%	3%	10%	N/A	N/A	N/A	N/A
Cosmetology-Written	75%	NA	70%	91%	NA	-5%		N/A	N/A	N/A	N/A
Cosmetology-Practical	75%	NA	73%	77%	NA	-2%	2%	N/A	N/A	N/A	N/A

### Analysis of the data:

While the licensure pass rate was low in year one for nursing and cosmetology in year two, the most recent licensure pass rates have met our institution set standard in all three programs. The nursing program has partnered with Assessment Technology Institute (ATI) and UWorld software to help students prepare for the National Council Licensure Examination (NCLEX). Further, Kaplan provides review for the exam. After program completion, the College did not establish stretch goals for these licensure pass rates in this time frame; the accreditation liaison officer (ALO) requested that discipline faculty and the respective academic deans establish these goals in fall 2020. Additionally, the dean responsible for our CTE programs of study will review the disciplines that are reporting licensure pass rates and determine if additional areas should be included.

### JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Automotive Collision Repair	60%	42%	69%	57%	-18%	9%	-3%	N/A	N/A	N/A	N/A
Automotive Technology	60%	53%	56%	58%	-7%	-4%	-2%	N/A	N/A	N/A	N/A
Business and Commerce	70%	71%	68%	NA	1%	-2%	NA	N/A	N/A	N/A	N/A
Business Management	70%	NA	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A
Child Development	55%	72%	82%	80%	17%	27%	25%	N/A	N/A	N/A	N/A
Children with Special Needs		100%			N/A	N/A	N/A	N/A	N/A	N/A	N/A

MIDTERM REPORT – FINAL DRAFT January 12, 2021

Computer Information Systems	70%	60%	50%		- 10 %	- 20 %	NA	N/A	N/A	N/A	N/A
Cosmetology	60%		100 %	61 %	NA	40 %	1%	N/A	N/A	N/A	N/A
Machine Tools	None	88%	56%	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Marketing	70%	60%	50%	NA	- 10 %	- 20 %	NA	N/A	N/A	N/A	N/A
Nursing	60%	84%	88%	88 %	24 %	28 %	28 %	N/A	N/A	N/A	N/A
Welding	None	71%	100 %	71 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Analysis of the data:**

The College did not establish stretch goals for these job placement rates in this time frame; the ALO requested that discipline faculty and the respective deans establish these goals in fall 2020. Further, the College has not yet set institutional set standards for the job placement rate in machine tools and welding disciplines. The ALO requested that discipline faculty and the respective deans and administrators establish these goals in fall 2020.

Job placement is consistent and high in the nursing, welding, and child development disciplines. Child development improved during the time frame (from 17% to 25%). The College hired a Permit Specialist who supports students in child development as they navigate employment and permitting requirements. The job placement rate for automotive collision and repair and automotive technology improved from year 1 to year 3. Other disciplines saw a decline in job placement or too few graduating students to calculate the job placement rate. The College must consider plans to address this low participation for the viability of the programs.

**Annual Fiscal Report Data**

**General Fund Performance**

	Year 1	Year 2	Year 3
Revenue	\$37,746,267	\$38,252,345	\$40,493,934
Expenditures	\$38,749,553	\$37,049,256	\$39,650,117
Expenditures for Salaries and Benefits	\$29,855,162	\$28,723,071	\$31,151,164
Surplus/Deficit	(\$1,003,286)	\$1,203,089	\$843,817
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-3%	3%	2%
Reserve (Primary Reserve Ratio)	27.1%	31.7%	31.8%

**Analysis of the data:**

Compton College's revenue has increased over the last three years, with the last total revenue of \$40,493,934. Expenditures were slightly more than revenue in year one, and slightly less than the total revenue in years two and three. The reserve started at \$12,568,820 and has increased to \$14,921,979 in year three.

**Other Post-Employment Benefits**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Actuarial Accrued Liability (AAL) for OPEB	\$6,953,000	\$11,679,424	\$12,568,820
Funded Ratio (Actuarial Value of Plan Assets/AAL)	41%	24%	26%
Annual Required Contribution (ARC)	\$1,721,216	N/A	N/A
Amount of Contribution to ARC	\$1,203,237	N/A	N/A
Service Cost	N/A	\$608,696	\$571,280
Interest	N/A	\$687,184	\$740,494
Employer Contribution	N/A	\$1,203,237	\$672,378

**Analysis of the data:**

The actuarial accrued liability for Other Post Employee Benefits (OPEB) has increased over the three-year period, while the funded ratio has decreased. The Annual Required Contribution was eliminated in 2017 and therefore is only applicable to year one. Furthermore, in years two and three, the service cost, interest, and employer contributions are reported.

**Enrollment**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Actual Full-Time Equivalent Enrollment (FTES)</b>	5,261.79	4,956.19	4,576.80

**Analysis of the data:**

Enrollment at Compton College has been decreasing over the last three years. This was expected with the combination of its transition as an independent college, the strong economy, and

shrinking K-12 population. Compton College has drafted a new *Compton College 2024 Enrollment Management Plan* to increase Compton College enrollment.

**Financial Aid**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>USED Official Cohort Student Loan Default Rate (FSLD – 3 year rate)</b>	Not enough borrowers to display	4%	1.4%

**Analysis of the data:**

The loan default rate for years 2 and 3 represents fiscal years 2016 and 2017. The rate was 4% in year 2 and decreased to 1.4% in year 3. Year 1 shows less than 10 borrowers.

## **Report on the Outcomes of the Quality Focused Projects**

Compton College submitted a Quality Focused Essay (QFE) Special Report to the ACCJC in November 2017. This QFE focused on two areas of the College: Integrated Planning and Distance Education. This section provides a description about how Compton College has progressed to the goals outlined in the QFE.

### **Quality Focused Essay – Action Project 1: Integrated Planning**

The Quality Focused Essay (QFE) described the need to make improvements to Compton College's planning process to develop a clearer connection between planning and resource allocation. The QFE outlined Compton College's planning system designed to prioritize recommendations from Annual Program Plans (APP) developed through program review. The annual plan process then builds upon the APPs to define Unit Plans, followed by Area Plans, which then ultimately culminates into a final College budget that funds a prioritized set of recommendations. The QFE suggested that program plan-derived recommendations were not consistently implemented across divisions and service areas. Furthermore, the College realized that it needed to make organizational changes that would involve adjustments to current committee responsibilities, as well as the development of a workgroup connected to the College's Institutional Effectiveness Committee (IEC). Thus, the QFE identified two major goals related to Integrated Planning:

1. Strengthen the link between Annual Program Plans and resource allocation.
2. Improve campus communication regarding planning processes and actions.

This section describes the progress that Compton College has made to date in realizing these goals.

#### *Strengthen the link between Annual Program Plans and Resource Allocation*

Over the last three years, Compton College has undertaken several activities to strengthen the link between APPs and resource allocation. These activities are monitored through the Compton College 2024 Action Plan ([AII.14-6](#)). These activities include: improving the institutional standing committee structure, bolstering the Office of Institutional Effectiveness staffing and planning resources, and strengthening the student learning outcome processes of the College.

The College has further developed its institutional standing committees (ISCs) across the campus ([AII.1-1](#)). All ISCs report to Consultative Council, the representative planning committee co-chaired by the President/CEO and the Academic Senate President. Compton College has 15 institutional standing committees with clearly defined purpose statements captured on the representative list circulated each term by the President/CEO and Academic Senate President. Per the *Collaborative Governance Handbook*, these committees have a faculty and administrator co-chair leadership structure and a defined administrative assistant to ensure all agenda and notes, including any recommendations that will require resource allocations, are captured and posted online in a timely manner for access by all college stakeholders ([AII.2-1](#)).

In the 2019-2020 academic year, Compton College drafted the *Collaborative Governance Handbook* that outlines the decision-making processes at the College, including descriptions of the annual planning process and resource allocation ([AII.2-1](#)). The *Collaborative Governance Handbook* outlines how ISCs make recommendations to the President/CEO for funding consideration. This process was developed, reviewed, and approved by campus constituent groups over a two-year period ([AII.2-2](#), [AII.2-3](#), [AII.2-4](#), [AII.2-7](#)).

Each year, the President/CEO holds a training for all committee co-chairs to review the roles and responsibilities of committees ([QF1-1](#)). During the training, the President/CEO underscores the importance of moving recommendations through the committee structure for funding consideration, establishing annual goals, evaluating each ISC (which is performed by the Office of Institutional Effectiveness), and reviewing the evaluation findings. The evaluation findings are reviewed by the Collaborative Governance Task Force each August.

To effectively track the efforts to strengthen planning and budget allocation, the College established the Core Planning Team ([AII.3-1](#), [AII.3-2](#)). This team focuses on key objectives identified in the QFE, including student learning outcome disaggregation, establishing annual college goals, and tracking progress on Compton College's Institutional Effectiveness Partnership Initiative (IEPI) project on integrated planning and the subsequent IEPI project on Distance Education. Progress toward the IEPI goals is captured in the Compton College 2024 Action Plan ([AII.14-6](#)). Led by the Director of Institutional Effectiveness, the Core Planning Team consists of various members from across campus constituent groups.

Compton College invested in staffing for the Office of Institutional Effectiveness and in planning resources to support strengthening the link between annual plans and budgeting allocations. The College developed a job description for a Manager of Institutional Research and Planning, as called for in the QFE ([R9-1](#)). Upon further review of the roles and responsibilities related to this position, the title of the position was modified to a director position ([QF1-2](#)). Furthermore, the department was later renamed from Research & Planning to Institutional Effectiveness, in order to clarify the roles and responsibilities of the department to the campus community. Subsequently, the position's title was modified to "Director of Institutional Effectiveness" ([QF1-3](#)). Since 2018, the Director of Institutional Effectiveness has overseen the annual planning cycle and worked to close the link between planning and budget, which has resulted in increased funding through the planning process (see Data Trend Analysis section above).

In addition to hiring a Director of Institutional Effectiveness, Compton College also invested in the Nuventive platform to capture the College's planning documentation that is linked to the budget process ([QF1-4](#)). Since its adoption, the Director of Institutional Effectiveness conducts regular, periodic Nuventive trainings across the campus in alignment with Administrative Regulation 6200: *Budget Calendar*, to increase the number of faculty and staff who complete annual plans ([AII.14-3](#), [QF1-5](#)). During the 2019-2020 planning cycle, a majority of annual plans were captured in the Nuventive system and documented in the annual evaluation report ([QF1-6](#)). While this work has been institutionalized, the College has made the decision to adopt the eLumen platform and began the migration of institutional data over to this new system during the fall 2020 semester.

The Program Review Faculty Coordinator (PRFC) offers regular trainings about how to complete a rigorous program review; however, the program reviews are still captured outside of Nuventive ([AII.14-2](#)). The Office of Institutional Effectiveness began working on a plan in fall 2020 to integrate all program review content into the College's newly adopted eLumen platform, which will effectively link program review recommendations to the annual plan recommendations that inform the annual budget.

*Improve Campus Communication Regarding Planning Processes and Actions*

To improve the campus communication related to planning, Compton College engaged in its first IEPI project focused on integrated planning. Many of the IEPI recommendations have been addressed since 2017 ([AII.14-1](#)). Through this process, the PRFC position was created. Once hired, the PRFC created and publicly posted a program review schedule timeline, *Program Review Handbook*, and additional support resources ([R1-1](#), [R1-4](#), [QF1-7](#)).

The IEC and the PRFC monitor the program review schedule timeline and regularly communicate with faculty and staff who are responsible for program review efforts. As previously mentioned, the PRFC hosts multiple trainings each term about how to complete program review. Furthermore, the PRFC regularly communicates with the academic deans, providing status updates of program reviews, and where they are complete, need revision, or are outstanding ([QF1-8](#)). Compliance with the program review timeline continues to be a challenge. In April 2020, the President/CEO sent a message about all outstanding program reviews that were due by June 30, 2020 ([R1-5](#)).

The *Planning and Budget Calendar* has been created and updated for the current academic year and is posted as AR6200. The Director of Institutional Effectiveness communicates deadlines related to the annual planning process across the campus, as well as maintains the planning webpage ([QF1-9](#)). During the 2020-2021 annual planning cycle, the College implemented "Feedback Reports" at each roll-up level (e.g., Unit, Area, and College). These reports provide a justification for recommendations that are not forwarded to the next level of review. These reports are publicly posted for all stakeholders to review ([QF1-10](#)). Furthermore, the 2020-2021 annual planning process included a voting system of informed stakeholders during the roll-up process to increase the awareness of annual plan recommendations across the campus ([QF1-11](#)).

The faculty Student Learning Outcomes (SLO) Coordinator provides leadership and guidance to our faculty to realize the SLO area of focus on the IEPI plan. The SLO Coordinator, in collaboration with four additional faculty SLO facilitators across the campus, work with faculty constituents to communicate SLO requirements and timelines, as well as complete SLO data collection ([QF1-12](#)). Additionally, the SLO Coordinator and the Director of Institutional Effectiveness communicated with key faculty about a pilot effort to disaggregate PLO data collection in spring 2020 through the Core Planning Team ([AII.3-1](#)).

Beginning fall 2020, the Institutional Effectiveness Committee and the Core Planning Team will review the IEPI action steps to determine if additional efforts need to be addressed outside of normal continuous improvement efforts. This status update will be publicly posted and



forwarded to the Institutional Effectiveness Committee and then to Consultative Council in spring 2021.

### **Quality Focused Essay – Action Project 2: Distance Education**

Compton College is investing in and developing its distance education offerings for students. In its November 2017 QFE Special Report, the College identified three main goals for distance education: 1) create an organizational management structure for distance education; 2) implement best practices to increase student success; and 3) promote student awareness and develop tools for student success. To support the effort to meet these goals, in spring 2019, the College participated in an IEPI and joined the California Virtual Campus – Online Education Initiative (CVC-OEI) consortium ([AIL.8-2](#), [QF2-1](#)). The sections below describe the progress that the College has made toward each of the QFE goals for distance education and additional plans for distance education through 2024.

#### *Organizational Management Structure*

The College has developed its own support and management structure for distance education independent from El Camino College. Specifically, the College established three positions, which are housed in Academic Affairs, to support distance education: 1) a distance education faculty coordinator who facilitates the College's faculty training and certification processes and leads the Distance Education Advisory Committee (DEAC); 2) a learning management system specialist to help manage the Canvas system, support faculty using Canvas; and, 3) a Distance Education Manager who works with the Distance Education Faculty Coordinator and the Vice President of Academic Affairs. The manager provides oversight of the distance education program, coordinates and oversees day-to-day operations, supervises the learning management system specialist and distance education faculty coordinator, has budget oversight, serves as a trainer for online student support services, and works closely with the Distance Education Advisory Committee ([QF2-2](#), [QF2-3](#), [QF2-4](#)).

In spring 2020, Compton College identified the need for an instructional designer/faculty distance education trainer, and this position was filled with a full-time faculty representative ([QF2-5](#)).

In addition to the human resources deployed to support distance education, the College established the DEAC in spring 2017. In support of the institution's QFE and the *Compton College 2024 Comprehensive Master Plan*, the DEAC works collaboratively with academic deans, the distance education faculty coordinator, the Curriculum Committee, and the Academic Senate to facilitate and improve online teaching, learning, and technology ([QF2-6](#)). The DEAC supports a learner-centered program and makes recommendations to the Curriculum Committee and the Academic Senate that are designed to further student success. Moreover, each DEAC member not only represents their division, but also acts as a resource to all faculty and staff members within the division regarding the exploration, development, and implementation of robust pedagogical online strategies in the distance education environment ([QF2-7](#)).

#### *Implement Best Practices to Increase Student Success*

The distance education faculty coordinator and the DEAC have developed a *Distance Education Handbook* that outlines best practices and guidelines for Compton College faculty ([QF2-8](#)). In joining the CVC-OEI, the College is building its capacity to create strong distance education course offerings.

Working with the CVC-OEI, Compton College has established a Faculty Course Review Committee (FCRC), which is responsible for determining the College's Peer Online Course Review (POCR) training process. This review process ensures that all online courses meet Title 5 of the California Code of Regulations requirements, adhere to the course outline of record, and that the faculty who teach online have a standard level of expertise in distance education teaching practices ([QF2-9](#)). In addition to the POCR process, the College also will host professional development workshops and a digital summit about distance education in the coming year ([QF2-10](#)).

In spring and summer 2020, concerns about the potential for a closure because of COVID-19 led the distance education faculty coordinator to expedite in-house Canvas training for all full-time and adjunct faculty ([QF2-11](#), [QF2-12](#)). In addition, the distance education team, which included 15 trainers, held a four-hour Canvas training, "Growing with Canvas," on March 18, 2020. All faculty were required to attend. Prior to COVID-19 our Canvas use was recorded at 138 courses, 63 teachers and 2,571 students. After this transition during COVID-19, the use was measured at 382 courses, 199 teachers, and 4,594 students. In addition, student academic support programs and student services were also moved online.

The distance education faculty coordinator trained a small cohort of counselors to implement online counseling Q&A in fall 2019 ([QF2-13](#)). The coordinator also held a digital summit in February 2020 with the CVC-OEI to enhance student services awareness of online resources such as Cranium Café ([QF2-10](#)). The COVID-19 crisis amplified this work, and by spring 2020, all counselors are now trained and able to implement educational planning counseling sessions online ([QF2-14](#)).

#### *Promote Student Awareness and Develop Tools for Student Success*

Compton College is investing in ongoing technological professional development for faculty and resources to support the online student experience. These services are provided through the partnership with the CVC-OEI as an online ecosystem of support, including online counseling, online tutoring, equitable name pronunciation software, online readiness assessment, and online proctoring of exams. In sum, to foster greater accessibility and equitable outcomes for all students, the College plans to expand its distance education courses, programs, and services ([AII.13-1](#)).

All Guided Pathway division chairs have completed the POCR training and are aware of the Course Review Prep Form that is used to review faculty online courses ([QF2-15](#)). The FCRC will recommend policies and procedures for Compton College to become a Local POCR campus approved by the CVC-OEI consortium. Furthermore, the Office of Academic Affairs will work with the Academic Senate and DEAC to establish an ongoing training schedule for the faculty to complete their accessibility training to continue to use Canvas.

Cranium Café student hub was installed into Canvas to allow all students to be able to contact all student services and other various departments online through Canvas in spring 2020. Further, the NetTutor was installed into Canvas along with a list of tutors to address the student's need for online tutoring in a myriad of subjects. Proctorio was installed into Canvas to address the need for testing software, Labster addresses the need for online laboratory courses, and Ally addresses the need for managing accessibility across all Canvas courses ([QF2-16](#)). The College leadership is closely watching the state-level funding for these resources and will consider local funding, if necessary. For example, in October 2020, the CCCD entered into an agreement to continue to utilize Cranium Café for online student support services.

## **APPENDIX – Evidence Master List**

### **Actionable Improvement Items**

#### Actionable Improvement Item 1

<a href="#">AII.1-1</a>	AR2511 Council and Committee Structure
<a href="#">AII.1-2</a>	Compton College Mission Statement Webpage
<a href="#">AII.1-3</a>	2020-2021 Compton College Catalog, Page 3
<a href="#">AII.1-4</a>	Compton 2024 Comprehensive Master Plan, Page 5

#### Actionable Improvement Item 2

<a href="#">AII.2-1</a>	<i>Collaborative Governance Handbook</i>
<a href="#">AII.2-2</a>	Collaborative Governance Workgroup Notes – March 8, 2019
<a href="#">AII.2-3</a>	Collaborative Governance Workgroup Notes – April 5, 2019
<a href="#">AII.2-4</a>	Collaborative Governance Workgroup Notes – May 24, 2019
<a href="#">AII.2-5</a>	Tartar Talks Presentation - September 17, 2019
<a href="#">AII.2-6</a>	Tartar Talks Presentation - November 19, 2019
<a href="#">AII.2-7</a>	Flex Day Agenda - February 13, 2020
<a href="#">AII.2-8</a>	Academic Senate Minutes – May 21, 2020
<a href="#">AII.2-9</a>	CCCD Board of Trustees Agenda – June 16, 2020

#### Actionable Improvement Item 3

<a href="#">AII.3-1</a>	Core Planning Workgroup Agenda – January 10, 2020
<a href="#">AII.3-2</a>	Core Planning Workgroup Agenda – April 22, 2020

#### Actionable Improvement Item 4

<a href="#">AII.4-1</a>	Core Planning Team Agenda – June 22, 2020
-------------------------	---

#### Actionable Improvement Item 5

<a href="#">AII.5-1</a>	Student Equity Report and Plan
<a href="#">AII.5-2</a>	Planning Summit Agenda – October 11, 2019
<a href="#">AII.5-3</a>	Tartar Talks Presentation – November 19, 2019
<a href="#">AII.5-4</a>	Men of Color Task Force Agenda – May 22, 2020
<a href="#">AII.5-5</a>	LGBTQ+ Task Force Agenda – November 29, 2018
	LGBTQ+ Social Event Flyer – Summer 2020
<a href="#">AII.5-6</a>	President/CEO Newsletter/Email – November 16, 2020
<a href="#">AII.5-7</a>	President/CEO Newsletter/Email – December 17, 2020
<a href="#">AII.5-8</a>	CCCD Board of Trustees Agenda – October 20, 2020
<a href="#">AII.5-9</a>	Data Use Summit Agenda – November 13, 2020
<a href="#">AII.5-10</a>	Tartar Success Institute 2.0 Agenda – October 9, 2020

#### Actionable Improvement Item 6

<a href="#">AII.6-1</a>	CCCD Board Policy and Administrative Regulation Review/Timeline – 2019 – 2020
-------------------------	---

MIDTERM REPORT – FINAL DRAFT January 12, 2021

<a href="#">AII.6-2</a>	BP2410 – Board Policies, Administrative Regulations, and Procedures
<a href="#">AII.6-3</a>	Consultative Council Agenda – October 5, 2020
<a href="#">AII.6-4</a>	CCCD Change in Board Policy and Administrative Regulation Form
<a href="#">AII.6.5</a>	Academic Senate Minutes – September 20, 2018

Actionable Improvement Item 7

<a href="#">AII.7-1</a>	Academic Senate Minutes – May 18, 2017
<a href="#">AII.7-2</a>	Compton College Curriculum Handbook, Pages 16-18
<a href="#">AII.7-3</a>	Curriculum Committee Agenda – June 20, 2020
<a href="#">AII.7-4</a>	Academic Senate Minutes – November 15, 2018

Actionable Improvement Item 8

<a href="#">AII.8-1</a>	DEAC Meeting Schedule – 2019-2020
<a href="#">AII.8-2</a>	Institutional Effectiveness Partnership Initiative (IEPI) – Distance Education

Actionable Improvement Item 9

<a href="#">AII.9-1</a>	Articulation Officer Job Description
-------------------------	--------------------------------------

Actionable Improvement Item 10

<a href="#">AII.10-1</a>	NCLEX Pass Rates/Licensure Rates - Nursing
--------------------------	--

Actionable Improvement Item 11

<a href="#">AII.11-1</a>	BP4021 – Program Discontinuance
<a href="#">AII.11-2</a>	AR4021 – Program Discontinuance
<a href="#">AII.11-3</a>	Educational Task Force Recommendations Memo – December 6, 2016

Actionable Improvement Item 12

<a href="#">AII.12-1</a>	ECCCD and CCCD Partnership Agreement MOU – August 24, 2006
--------------------------	--

Actionable Improvement Item 13

<a href="#">AII.13-1</a>	Compton College 2024 Technology Master Plan
<a href="#">AII.13-2</a>	Academic Senate Minutes – October 3, 2019
<a href="#">AII.13-3</a>	CCCD Board of Trustees Agenda – November 19, 2019

Actionable Improvement Item 14

<a href="#">AII.14-1</a>	IEPI Status Report (Strategic Planning) – March 8, 2017
<a href="#">AII.14-2</a>	Program Review Training Schedule – Spring 2020
<a href="#">AII.14-3</a>	AR6200 – Planning and Budget Calendar
<a href="#">AII.14-4</a>	Report on Annual Planning Cycle – 2019-2020 AY
<a href="#">AII.14-5</a>	SLO/PLO/ILO Webpage (Screen Capture)
<a href="#">AII.14-6</a>	Compton College 2024 Action Plan

Actionable Improvement Item 15

[AII.2-6](#) CCCD Board of Trustees Agenda – May 19, 2020

Actionable Improvement Item 16

[AII.16-1](#) Compton College Governance Survey – 2016

[AII.16-2](#) Compton College Governance Survey – 2017

[AII.2-2](#) Tartar Talks Presentation – September 2019

**Recommendations from External Evaluation Team**

Recommendation 1

[R1-1](#) Program Review Faculty Coordinator Job Description

[R1-2](#) Academic Program Reviews Webpage (Screen Capture)

[R1-3](#) Administrative/Student Services Program Reviews Webpage (Screen Capture)

[R1-4](#) Program Review Handbook

[R1-5](#) President/CEO Memo – Program Review Completion – May 24, 2020

Recommendation 2

[R1-2](#) Academic Program Reviews Webpage (Screen Capture)

[R2-1](#) Sample President/CEO Newsletter

[R2-2](#) President/CEO Newsletter Webpage (Screen Capture)

[R2-3](#) Compton College Facebook Page (Screen Capture)

[R2-4](#) President/CEO Message – April 29, 2020

[R2-5](#) President/CEO Message – May 1, 2020

Recommendation 3

[R3-1](#) Compton College Homepage (Screen Capture)

[R3-2](#) OU Campus Training Flyer/Schedule

Recommendation 4

[AII.3-1](#) Core Planning Workgroup Agenda – January 10, 2020

Recommendation 5

[R5-1](#) Student Success Center and Strong Workforce Meeting Agenda

[R5-2](#) Tartar Completion by Design Framework Model

[R5-3](#) Early Alert Presentation/Rollout

Recommendation 6

[R6-1](#) Faculty Development Meeting Agenda

[R6-2](#) Faculty Development Book Club Flyer

[R6-3](#) Fall 2019 Optional Faculty Development Flex Day Agenda – August 23, 2019

MIDTERM REPORT – FINAL DRAFT January 12, 2021

<a href="#">R6-4</a>	Fall 2019 Flex Day Agenda – August 22, 2019
<a href="#">R6-5</a>	AB705 Assessment Implementation Update
<a href="#">R6-6</a>	Academic Senate Letter to Faculty Development Committee, Re: Flex Activities
<a href="#">R6-7</a>	Approved Flex-Day Activities List
<a href="#">R6-8</a>	Academic Senate Meeting Minutes – May 16, 2019
<a href="#">R6-9</a>	Compton College Needs Assessment Survey (Draft to Senate)
<a href="#">R6-10</a>	Academic Senate Meeting Minutes – September 19, 2019
<a href="#">R6-11</a>	Needs Assessment Survey Results Report
<a href="#">R6-12</a>	Classified Professional Development Day Presentation – Spring 2018
<a href="#">R6-13</a>	Professional Development Manager Job Description

Recommendation 7

<a href="#">R7-1</a>	Compton 2024 Staffing Plan
<a href="#">AII.1-4</a>	Compton 2024 Comprehensive Master Plan, Pages 18-19
<a href="#">R7-2</a>	Partnership Agreement – USC Center for Urban Education
<a href="#">R7-3</a>	Faculty Prioritization Committee Policy/CCCD Policies and Procedures Handbook, Pages 55-56
<a href="#">R7-4</a>	Faculty Prioritization Results Memo

Recommendation 8

<a href="#">R8-1</a>	AR6602 – Bond Program Management
<a href="#">AII.1-4</a>	Compton 2024 Facilities Master Plan, Pages 20-21

Recommendation 9

<a href="#">R9-1</a>	Compton College Quality Focus Essay
<a href="#">AII.14-3</a>	AR6200 – Planning and Budget Calendar
<a href="#">R9-3</a>	CCCD Board of Trustees Agenda – June 16, 2019
<a href="#">AII.2-1</a>	Collaborative Governance Handbook, Pages 20-22

**Quality Focus Essay**

Action Project 1: Integrated Planning

<a href="#">AII.14-6</a>	Compton College 2024 Action Plan
<a href="#">QF1-1</a>	Institutional Standing Committee Webpage (Screen Capture)
<a href="#">AII.1-1</a>	AR2511 Council and Committee Structure
<a href="#">AII.2-1</a>	Collaborative Governance Handbook
<a href="#">AII.2-2</a>	Collaborative Governance Workgroup Notes – March 8, 2019
<a href="#">AII.2-3</a>	Collaborative Governance Workgroup Notes – April 5, 2019
<a href="#">AII.2-4</a>	Collaborative Governance Workgroup Notes – May 24, 2019
<a href="#">AII.2-7</a>	Flex Day Agenda - February 13, 2020
<a href="#">AII.3-1</a>	Core Planning Workgroup Agenda – January 10, 2020
<a href="#">AII.3-2</a>	Core Planning Workgroup Agenda – April 22, 2020

MIDTERM REPORT – FINAL DRAFT January 12, 2021

<a href="#">R9-1</a>	Compton College Quality Focus Essay
<a href="#">QF1-2</a>	Manager of Institutional Effectiveness Job Description
<a href="#">QF1-3</a>	CCCD Board of Trustees Agenda – October 16, 2018 (Director of Institutional Effectiveness Reclassification)
<a href="#">QF1-4</a>	CCCD Board of Trustees Agenda – March 17, 2020 (Nuventive Adoption)
<a href="#">AII.14-3</a>	AR6200 – Planning and Budget Calendar
<a href="#">QF1-5</a>	2020 Annual Plan Training Email
<a href="#">QF1-6</a>	Sample Annual Plan in Nuventive (English)
<a href="#">AII.14-2</a>	Program Review Training Schedule – Spring 2020
<a href="#">AII.14-1</a>	IEPI Status Report (Strategic Planning) – March 8, 2017
<a href="#">R1-1</a>	Program Review Faculty Coordinator Job Description
<a href="#">R1-4</a>	Program Review Handbook
<a href="#">QF1-7</a>	Program Review Timeline – 2016-2023
<a href="#">QF1-8</a>	Program Review Status Email from PRFC
<a href="#">R1-5</a>	Program Review Status Email from President/CEO – May 2020
<a href="#">QF1-9</a>	Integrated Planning Webpage (Screen Capture)
<a href="#">QF1-10</a>	2020-2021 Feedback Report (Sample)
<a href="#">QF1-11</a>	2020-2021 Annual Plan Voting Sample
<a href="#">QF1-12</a>	Completed SLO Data Table
<a href="#">AII.3-1</a>	Core Planning Workgroup Agenda – January 10, 2020

Action Project 2: Distance Education

<a href="#">AII.8-2</a>	Institutional Effectiveness Partnership Initiative (IEPI) – Distance Education
<a href="#">QF2-1</a>	CVC-OEI Partnership Agreement
<a href="#">QF2-2</a>	Distance Education Faculty Coordinator Job Description
<a href="#">QF2-3</a>	Learning Management System Specialist Job Description
<a href="#">QF2-4</a>	Distance Education Manager Job Description
<a href="#">QF2-5</a>	Instructional Designer/Faculty Distance Education Trainer Job Description
<a href="#">QF2-6</a>	DEAC Meeting Agenda – September 22, 2020
<a href="#">QF2-7</a>	DEAC Mission/Webpage (Screen Capture)
<a href="#">QF2-8</a>	Distance Education Handbook
<a href="#">QF2-9</a>	POCR Process
<a href="#">QF2-10</a>	Digital Summit Agenda – November 2019
<a href="#">QF2-11</a>	Faculty Canvas Training Agenda – Summer 2020
<a href="#">QF2-12</a>	Emergency COVID-19 Faculty Canvas Training Agenda – March 2020
<a href="#">QF2-13</a>	Counselor Online Counseling Training Agenda – February 21, 2020
<a href="#">QF2-14</a>	Emergency COVID-19 Counselor Online Counseling Training Agenda, March 2020
<a href="#">AII.13-1</a>	Compton College 2024 Technology Master Plan
<a href="#">QF2-15</a>	POCR – Course Review Prep Form
<a href="#">QF2-16</a>	Enrollment Management Agenda – November 2020 (Proctorio Discussion)

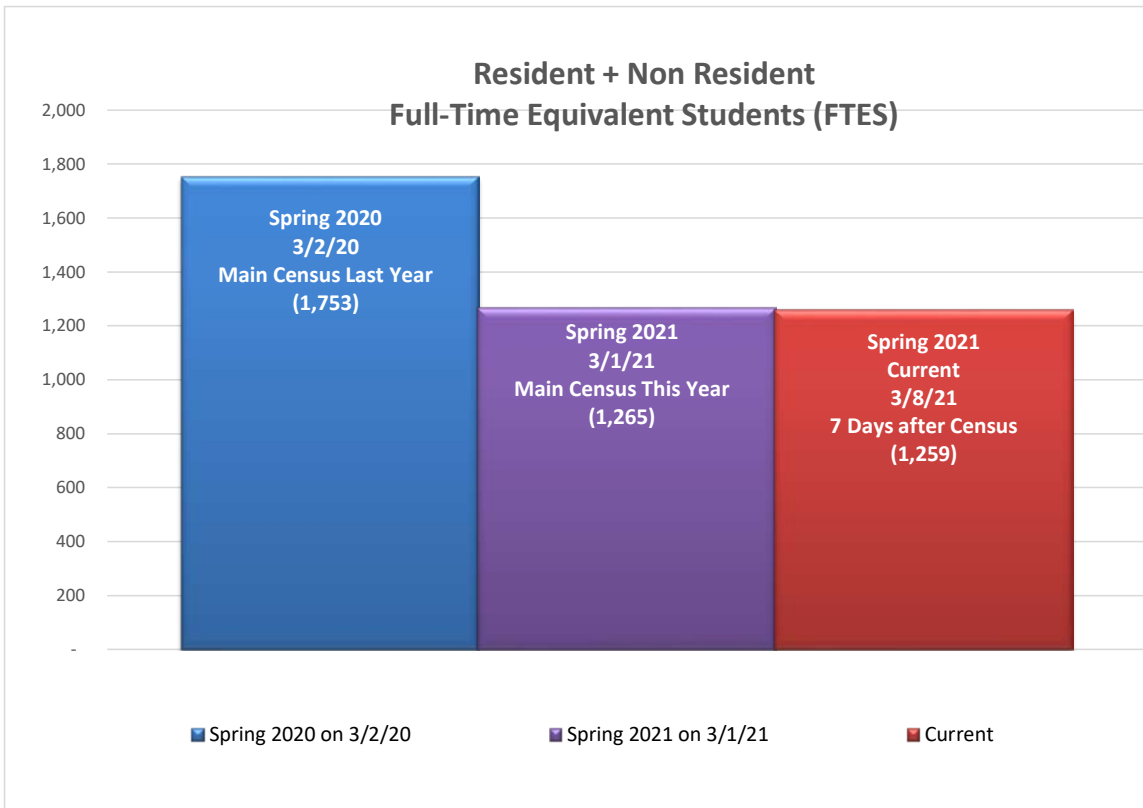


## Spring 21 Enrollment Snapshot - 3/8/2021



**Term:** 202130  
**Reporting Date:** 3/8/2021      **Classes began** 2/16/21  
**Main Census:** 3/1/2021      **Last year Census was on** 3/2/20  
**Days after Main Census:** 7  
**Next "Part of Term" Census:** 3/15/2021      **14 Week Late Start**  
**Enrollment to Date: Resident + Non Resident Students**

Active and Pending	Spring 2020 on 3/2/20	Spring 2021 on 3/1/21	Current	Current vs. 3/2/20	Current vs. 3/1/21
Sections	512	473	473	-7.6%	0.0%
Seats Filled	11,583	8,376	8,352	-27.9%	-0.3%
Sections Fill Rate	71%	55%	55%	-15.9%	0.1%
FTES	1,753	1,265	1,259	-28.2%	-0.5%



Non-Resident FTES = 26.12

**Observable Changes:**

Description	Spring 2020 on 3/2/20	Current
Undup. Headcount	5,212	4,083
Δ Headcount		-1,129
Δ Headcount (%)		-22%

Description	Spring 2021 on 3/1/21	Current
Undup. Headcount	4,079	4,083
Δ Headcount		4
Δ Headcount (%)		0%

## Spring 21 Enrollment Snapshot - 3/8/2021



### Spring 2021 (as of 3/8/21)

Division	FTES	% of Total FTES	Sections	Enrolled	Max Cap	Fill Rate
BIS	162.46	12.9%	69	868	1,899	45.7%
SS	233.24	18.5%	105	2,185	4,280	51.1%
HPS	197.96	15.7%	95	1,396	2,157	64.7%
STEM	414.05	32.9%	98	1,934	3,393	57.0%
FACH	250.94	19.9%	106	1,969	3,428	57.4%
<b>Totals</b>	<b>1,258.65</b>		<b>473</b>	<b>8,352</b>	<b>15,157</b>	<b>55.1%</b>

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Board Policy 2020 - Student Trustee	AR 2020 - Student Trustee	June 19, 2018	Keith Curry	June 15, 2021		May 12, 2021	
Board Policy 2110 - Filing Qualification Statement for Trustee Candidate		May 15, 2018	Keith Curry	May 18, 2021		April 14, 2021	
Board Policy 2430 - Delegation of Authority to the CEO		April 19, 2017	Keith Curry	April 20, 2021		March 17, 2021	
Board Policy 2510 - Participation in Local Decision Making	AR 2511 - Council and Committee Structure	June 20, 2017	Keith Curry	June 15, 2021		May 12, 2021	
Board Policy 2720 - Communication Among Board Members		December 15, 2009	Keith Curry	December 7, 2021			
Board Policy 2735 - Board Member Travel	AR 2735 - Board Reimbursement of Travel Expenses	February 20, 2018	Keith Curry	March 16, 2021		February 24, 2021	
Board Policy 3200 - Accreditation			Lauren Sosenko	April 20, 2021		March 17, 2021	New BP
Board Policy 3340 - Energy and Sustainability	AR 3344, AR 3343, AR 3342, AR 3341	July 18, 2017	Dr. Abdul Nasser	July 20, 2021		June 16, 2021	
Board Policy 3410 - Nondiscrimination	AR 3410 - Nondiscrimination	April 19, 2017	Rachelle Sasser	April 20, 2021		March 17, 2021	
Board Policy 3430 - Prohibition of Harassment	AR 3430 - Prohibition of Harassment	May 16, 2017	Rachelle Sasser	May 18, 2021		April 14, 2021	
Board Policy 3515 - Reporting of Crimes		March 13, 2018	Elizabeth Martinez	March 16, 2021		February 24, 2021	
Board Policy 4040 - Library and Learning Support Services	AR 4040 - Library and Learning Support Services	April 17, 2018	Sheri Berger	October 19, 2021			
Board Policy 4045 - Textbooks and Instructional Materials		April 17, 2018	Sheri Berger	November 16, 2021			

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Board Policy 4055 - Academic Accommodations for Students with Disabilities		April 17, 2018	Sheri Berger/Elizabeth Martinez	April 20, 2021		March 17, 2021	S. Schlatter to take lead Ed Policy to review and provide feedback
Board Policy 4070 - Course Auditing and Auditing Fees	AR 4070 Course Auditing and Auditing Fees	April 17, 2018	Sheri Berger/Elizabeth Martinez	May 18, 2021		April 14, 2021	A&R to take lead Ed Policy to review and provide feedback
Board Policy 4100 - Graduation Requirement for Degree and Certificates	AR 4102, AR 4103, AR 4105	June 19, 2018	Sheri Berger	June 15, 2021		May 12, 2021	
Board Policy 4100.1 - Catalog Rights		June 19, 2018	Sheri Berger	November 16, 2021			
Board Policy 4101 - Independent Study		June 19, 2018	Sheri Berger	October 19, 2021			
Board Policy 4106 - Nursing Program		June 19, 2018	Sheri Berger	June 15, 2021		May 12, 2021	
Board Policy 4220 - Standards of Scholarship	AR 4220 - Standards of Scholarship	May 15, 2018	Sheri Berger/Elizabeth Martinez	December 7, 2021			
Board Policy 4222 - Limitation to Remedial Coursework		May 15, 2018	Sheri Berger	May 18, 2021		April 14, 2021	
Board Policy 4225 - Course Repetition	AR 4225 - Course Repetition Procedure	June 19, 2018	Sheri Berger	June 15, 2021		May 12, 2021	
Board Policy 4226 - Multiple Overlapping Enrollments		June 19, 2018	Sheri Berger/Elizabeth Martinez	November 16, 2021			
Board Policy 4230 - Grading and Academic Record Symbols	AR 4230 - Grading and Academic Record Symbols	June 19, 2018	Sheri Berger	May 18, 2021		April 14, 2021	
Board Policy 4231 - Grade Change	AR 4231 - Grade Change	June 19, 2018	Sheri Berger/Elizabeth Martinez	October 19, 2021			

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Board Policy 4240 - Academic Renewal	AR 4240 - Academic Renewal	April 17, 2018	Sheri Berger/Elizabeth Martinez	April 20, 2021		March 17, 2021	
Board Policy 4250 - Probation, Dismissal and Readmission	AR 4250 - Probation, Dismissal and Readmission	June 19, 2018	Sheri Berger/Elizabeth Martinez	June 15, 2021		May 12, 2021	Review for DEI Lens
Board Policy 4400 - Community Service		June 19, 2018	Sheri Berger/Elizabeth Martinez	October 19, 2021			
Board Policy 5015 - Residence Determination	AR 5015 - Residence Determination	August 21, 2018	Elizabeth Martinez	August 17, 2021			
Board Policy 5020 - Residence Tuition	AR 5020 - Residence Tuition	August 21, 2018	Elizabeth Martinez	August 17, 2021			
Board Policy 5032 - Student Activity Fee		August 21, 2018	Elizabeth Martinez	August 17, 2021			
Board Policy 5050 - Student Success and Support Program	BP 5050 - Student Success and Support Program	April 21, 2020	Elizabeth Martinez	April 20, 2021		March 17, 2021	Review for DEI Lens
Board Policy 5052 - Open Enrollment		June 19, 2018	Sheri Berger/Elizabeth Martinez	June 15, 2021		May 12, 2021	
Board Policy 5055 - Enrollment Priorities	AR 5055 - Enrollment Priorities	November 13, 2018	Elizabeth Martinez	November 16, 2021			
Board Policy 5410 - Associated Student Body		September 11, 2018	Elizabeth Martinez	September 7, 2021			
Board Policy 5420 - Associated Student Body Finance		September 11, 2018	Elizabeth Martinez	September 7, 2021			
Board Policy 5510 - Off-Campus Student Organization		August 21, 2018	Elizabeth Martinez	August 17, 2021			
Board Policy 5520 - Student Discipline Procedures	AR 5520 - Student Discipline Procedures	April 16, 2019	Elizabeth Martinez	April 20, 2021		March 17, 2021	Review for DEI Lens/New Board Policy
Board Policy 5570 - Student Credit Card Solicitations		May 18, 2018	Elizabeth Martinez	May 18, 2021		April 14, 2021	

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Board Policy - 5700 Athletics		July 17, 2018	Elizabeth Martinez	July 20, 2021		June 16, 2021	
Board Policy 6307 - Debt Issuance and Management	AR 6307 - Debt Issuance and Management	July 17, 2018	Dr. Abdul Nasser	July 20, 2021		June 16, 2021	
Board Policy 6320 - Investments		September 10, 2019	Dr. Abdul Nasser	September 7, 2021			Review for DEI Lens
Board Policy 7100 - Commitment to Diversity		April 21, 2020	Rachelle Sasser	April 20, 2021		March 17, 2021	Review for DEI Lens
Board Policy 7160 - Professional Development			Rachelle Sasser	June 15, 2021		May 12, 2021	Review for DEI Lens/New Board Policy
Board Policy 7330 - Communicable Disease		May 18, 2018	Rachelle Sasser	May 18, 2021		April 14, 2021	
Board Policy 7350 - Resignations		April 21, 2020	Rachelle Sasser	April 20, 2021		March 17, 2021	Review for DEI Lens
Board Policy 7600 - College Police		October 17, 2017	Elizabeth Martinez	October 19, 2021			Review for DEI Lens
Administrative Regulation 2020 - Student Trustee	BP 2020 - Student Trustee	June 19, 2018	Keith Curry	June 15, 2021		May 12, 2021	
Administrative Regulation 3301 - Capital Construction Planning	BP 6600 - Capital Construction	March 15, 2010	Dr. Abdul Nasser	March 16, 2021		February 24, 2021	Needs to be changed to 6600
Administrative Regulation 3302- Bond Program Management	BP 6600 - Capital Construction	March 17, 2020	Dr. Abdul Nasser	March 16, 2021		February 24, 2021	Never on Board Agenda, Needs to be changed to 6601
Administrative Regulation 3410 - Nondiscrimination	BP 3410 - Nondiscrimination	June 20, 2017	Rachelle Sasser	June 15, 2021		May 12, 2021	
Administrative Regulation 4021 - Program Discontinuance	BP 4021 - Program Discontinuance	May 15, 2018	Sheri Berger	May 18, 2021		April 14, 2021	
Administrative Regulation 4040 - Library and Support Services	BP 4040 - Library and Learning Support Services		Sheri Berger	October 19, 2021	10/19/2021		The AR is on the BP

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Administrative Regulation 4070 - Course Auditing and Auditing Fees	BP 4070 - Course Auditing Auditing Fees		Sheri Berger	May 18, 2021		April 14, 2021	New AR if Needed
Administrative Regulation 4100 - Graduation Requirements for Degrees and Certificates	BP 4100 - Graduation Requirement for Degree and Certificate		Sheri Berger	June 15, 2021		May 12, 2021	New AR
Administrative Regulation 4102 - Career and Technical Education	BP 4100 - Graduation Requirement for Degree and Certificate	June 19, 2018	Sheri Berger	November 16, 2021			
Administrative Regulation 4103 - Cooperative Work Experience	BP 4100 - Graduation Requirement for Degree and Certificate	June 19, 2018	Sheri Berger	December 7, 2021			
Administrative Regulation 4105 Distance Education	BP 4100 - Graduation Requirement for Degree and Certificate	June 19, 2018	Sheri Berger	October 19, 2021			
Administrative Regulation 4220 Standards of Scholarship	BP 4220 - Standards of Scholarship		Sheri Berger	December 7, 2021			New AR if needed
Administrative Regulation 4225 Course Repetition Procedure	BP 4225 - Course Repetition Procedure	June 19, 2018	Sheri Berger	June 15, 2021		May 12, 2021	
Administrative Regulation 4227 - Repeatable Courses	BP 4225 - Course Repetition Procedure	July 17, 2018	Sheri Berger/Elizabeth Martinez	July 20, 2021		June 16, 2021	included in AR 4225 - this may need to be repealed
Administrative Regulation 4230 - Grading and Academic Record Symbols	BP 4230 - Grading and Academic Record Symbols		Sheri Berger/Elizabeth Martinez	May 18, 2021		April 14, 2021	Revise to align with Title 5

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Administrative Regulation 4231 - Grade Change	BP 4231 - Grade Change	May 15, 2018	Sheri Berger/Elizabeth Martinez	October 16, 2021			
Administrative Regulation 4236- Advance Placement Credit	BP 4235 - Credit by Examination	June 19, 2018	Sheri Berger	November 16, 2021			
Administrative Regulation 4237 - Credit for Military Services	BP 4235 Credit by Examination	October 16, 2018	Sheri Berger	December 7, 2021			included in AR 4235? May not be needed anymore
Administrative Regulation 4240 Academic Renewal	BP 4240 - Academic Renewal	April 17, 2018	Sheri Berger/Elizabeth Martinez	April 20, 2021		March 17, 2021	
Administrative Regulation 4245 Academic Rank	BP 4245 - Academic Rank		Sheri Berger	June 15, 2021		May 12, 2021	New AR
Administrative Regulation 4250 - Probation, Dismissal, and Readmission	BP 4250 - Probation, Dismissal, and Readmission		Sheri Berger/Elizabeth Martinez	June 15, 2021		May 12, 2021	New AR if Needed
Administrative Regulation 5070 Attendance Counting		November 13, 2018	Elizabeth Martinez	November 16, 2021			
Administrative Regulation 5075 Course Adds and Drops		November 13, 2018	Elizabeth Martinez	November 16, 2021			
Administrative Regulation 6200 - Budget Calendar	BP 6200 - Budget Preparation	July 21, 2020	Lauren Sosenko	March 16, 2021		February 24, 2021	Revise to account for eLumen
Administrative Regulation 6307 - Debt Issuance and Management	BP 6307 - Debt Issuance and Management	July 17, 2018	Dr. Abdul Nasser	July 20, 2021		June 16, 2021	
Administrative Regulation 6310 Payroll- Attendance and Time Reporting	BP 6310 - Payroll	August 21, 2018	Dr. Abdul Nasser	August 17, 2021			
Administrative Regulation 6330 - Purchasing	BP 6330 - Purchasing	May 15, 2018	Dr. Abdul Nasser	May 18, 2021		April 14, 2021	
Administrative Regulation 6332 -Use of Credit Cards	BP 6330 - Purchasing	April 17, 2018	Dr. Abdul Nasser	April 20, 2021		March 17, 2021	
Administrative Regulation 6333 - Revolving Fund	BP 6330 - Purchasing	March 13, 2018	Dr. Abdul Nasser	March 16, 2021		February 24, 2021	



<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Person Responsible</b>	<b>Board Review First Reading</b>	<b>Completed</b>	<b>Deadline for Deans and Directors (through June)</b>	<b>Notes</b>
Administrative Regulation 7111 - Delegation of Authority Human Resources	BP 7110 - Delegation of Authority	July 21, 2015	Rachelle Sasser	July 20, 2021		June 16, 2021	
Administrative Regulation 7121 - Administrative Recruitment and Selection	BP 7120 - Recruitment and Selection	June 20, 2017	Rachelle Sasser	May 18, 2021		April 14, 2021	
Administrative Regulation 7122 - Faculty Recruitment and Selection	BP 7120 - Recruitment and Selection	October 20, 2019	Rachelle Sasser	May 18, 2021		April 14, 2021	
Administrative Regulation 7211 - Administrative Regulation Equivalency	BP 7120 - Recruitment and Selection		Sheri Berger/ Rachelle Sasser	June 15, 2021		May 12, 2021	New AR
Administrative Regulation 7272 - Unclassified Employees	BP 7272 - Unclassified Employees		Rachelle Sasser	June 15, 2021		May 12, 2021	New AR
Administrative Regulation 8501- Transportation and Safety		March 15, 2010	Elizabeth Martinez	March 16, 2021		February 24, 2021	



**COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES**

**BP 2735 Board Member Travel**

**Issued: September 3, 2014**  
**Revised: August 16, 2016**  
**Revised: August 18, 2017**  
**Reviewed: February 20, 2018**  
**Reviewed: March 16, 2021**

Reference:

Education Code Sections 72423

Members of the Board shall have travel expenses paid whenever they travel as representatives of and perform services directed by the Board.

Applicable Administrative Regulation:

AR 2735 Board Reimbursement of Travel Expenses



## COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

### AR 2735 Board Reimbursement of Travel Expenses

**Issued: September 3, 2014**  
**Revised: August 16, 2016**  
**Revised: February 20, 2018**  
**Revised: May 20, 2019**  
**Revised: March 16, 2021**

#### Reference:

Education Code Sections 72423

The following general guidelines shall be followed by board members who are on official District business and shall govern the manner and to what extent board members will be reimbursed for expenses incurred while traveling or conducting District business. Receipts are required for all reimbursements (including meals) and shall accompany the Travel Request/Claim Form.

- A. Trustees shall notify the *President*/Chief Executive Officer's office of their intent to travel.
- B. The District will only reimburse the Board, including the Student Trustee on travel expenses when traveling to Community College League of California Sponsored Activities on behalf of the Board; California Community College Chancellor's Office Sponsored Activities on behalf of the Board; Association of Community College Trustees Community College National Legislative Summit; and the Association of Community College Trustees Leadership Congress.
- C. Board members shall be reimbursed for travel expenses to include transportation, lodging, and meals, seminar/conference fees, and other reasonable expenses in accordance with Administrative Procedure 7400 - Employee Travel, and the applicable provisions of state law.
- D. Mileage will be paid at the prevailing District rate for use of personal vehicle. Travel by plane or other public transportation will not exceed the lowest quoted coach fare. If a trustee chooses to travel by personal vehicle, reimbursement for all expenses, i.e. mileage, meals, tolls, and parking, will not exceed the cost of the lowest quoted airfare.
- E. Board members are encouraged to report on their activities to their fellow trustees at a regular board meeting.

#### **Non-reimbursable Expenses**

The following expenses are not reimbursable: transportation or meal costs for spouse or other members of the family; alcoholic beverage expenditures; entertainment and tours not directly connected with business-related events; and any personal expenses not connected with the purpose of the business trip, such as dry cleaning, valet services, in-room movie rental services, tours, personal telephone calls, tips (other than the standard fifteen percent for meal service).



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 3515 Reporting of Crimes**

**Issued: October 20, 2009**  
**Revised: March 13, 2018**  
**Revised: March 16, 2021**

**References:**

Education Code Section 67380

“Crime Awareness and Campus Security Act of 1990” (PL 101-542 & PL 102-126)

The *President*/Chief Executive Officer (CEO) shall assure that, as required by law, reports are prepared of all occurrences reported to campus police of and arrests for crimes committed on campus that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication. The *President*/CEO shall further assure that required reports of non-criminal acts of hate violence are prepared. Such reports shall be made available as required by law.

The crime report information required by PL 101-542 & PL 102-126 will be collected and distributed annually.

The *President*/CEO shall establish the regulations necessary to implement this policy.

Applicable Administrative Regulation:

AR 3515 Crime Reporting Requirements



**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

**AR 6200 Budget Calendar**

**Issued: March 17, 2009**  
**Revised: June 24, 2014**  
**Revised: June 18, 2019**  
**Revised: July 21, 2020**  
**Revised: March 16, 2021**

**Reference:**

*BP 6200 – Budget Preparation*

The *President/Chief Executive Officer (CEO)* directs that the Budget be prepared in accordance with the following calendar:

<b>Month</b>	<b>Activities</b>	<b>Responsible Party</b>	<b>Purpose</b>
July	Tentative Budget for the starting fiscal year is rolled into active status (purchasing can begin) on July 1.	Vice President (VP) Administrative Services	
	Planning and Budget Committee (PBC) reviews revenue and expenditure budget adjustments.	President/CEO	
August	Review and discussion of the <u>final</u> budget assumptions and line items with PBC.	VP Administrative Services	
September	Final Budget submitted to Compton Community College District Board.	President/CEO	Communicate back out to departments the results of funding requests.
	Review and discuss the status of Accreditation Recommendations	Accreditation Steering Committee, VP Academic Affairs	Identify areas for focus, additional support (HEP), and evaluation foci
October	PBC conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas), and sets annual goals.	Planning and Budget Committee (PBC)	



**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

October	Four trainings for faculty, staff, and administration to complete the planning documentation for the next fiscal year <del>in November</del> .	Institutional Effectiveness (IE)	Provide guidance about how to complete plans, and link department, division, and VP plans to Tartar Completion by Design, Institutional Set Standards, and strategic initiatives.
November	Review and revise planning priorities. Departments should meet at least once in-person to develop, revise, and finalize plan for the next academic year. Departments also are encouraged to work with IE staff to finalize measurable goals.	Program faculty, staff, and managers	
	Two open house/support working meetings. Meet with IR staff to complete your plan <del>in one of the college's computer labs</del> .	IE staff	Support with entry in <del>November to complete plans according to the identified process</del> .
	Assess Program Review cycle to make sure program reviews are being completed in a timely manner.	PBC, Institutional Effectiveness Committee (IEC)	
December	Submit prioritized department/ discipline annual plans, budget, and planning for next fiscal/academic year <b>Due December 14</b>	Program faculty, staff, and managers	Identifies projects/ strategies for next fiscal/academic year and resources needed. Updates about previously funded projects/ strategies/ Resources.
January	Determine preliminary revenue estimates for next fiscal/academic year	VP Administrative Services	
	Begin assessment of key budget issues for next fiscal/academic year	PBC	
	Identify budget development assumptions for next fiscal year.	President/CEO and Cabinet	
	Submit prioritized <b>Unit Annual Plans</b> for next fiscal/academic year	Deans/Directors	Identifies priorities based upon Department/



**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

	<b>Due by January 30</b>		Discipline Annual Plans.
February/ March	Determine enrollment targets, sections to be taught, and full-and part-time FTEF.	VP Academic Affairs	
	President/CEO determines ongoing operational costs including: a. Full-time salaries b. Benefits, utilities, GASB (General Accounting Standards Board) c. Legal and contract obligations	President/CEO and Cabinet	
	Develop Line Item budgets for next fiscal year.	VP Administrative Services	
	Submit prioritized Area Annual Plan recommendations for next fiscal year for Cabinet review. <b>Due by March 15</b>	President/CEO and Cabinet	Identifies priorities based upon Unit Annual Plans.
April	Initial planning and budget assumptions for the next fiscal year are finalized and College Annual Plan is defined. <b>Due by April 15</b>	President/CEO and Cabinet	
	Tentative budget information for the next fiscal year completed for PBC. <b>Due by April 30</b>	VP Administrative Services	
May	PBC reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. <b>Due by May 15</b>	PBC	Identifies priorities based upon Area Annual Plans.
	Final evaluation of the current year goals and objectives are <i>recorded</i> entered into Nuventive (TracDat). <b>Due by May 15</b>	Program faculty, staff, and managers	Assess last year's goals.
	Disseminate budget and calendar for the next fiscal year	Director of IE	
June	Finalized College Plan for next fiscal year is presented to the board <i>at their June meeting</i> . <b>Due by June 30</b>	President/CEO	
	Tentative budget for next fiscal year is presented to the Board <i>at their June meeting</i> . <b>Due by June 30</b>	VP Administrative Services	



COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS

**AR 6333 Revolving Fund**

**Issued: June 10, 2009**  
**Revised: June 28, 2010**  
**Revised: March 13, 2018**  
**Revised: March 16, 2021**

**Reference:**

~~Board of Trustee Policy: BP 6330 - Purchasing~~

The *President*/Chief Executive Officer (CEO) directs that the following regulations apply to the Compton Community College District:

1. **Purpose:** Policies and procedures for reimbursing employees authorized to make pre-approved cash *purchases* ~~purposes~~ will be maintained and published. These procedures are to be revised as needed but at least annually by January 1 of each year.
2. **Fund Custodian:** The Director of Accounting is the custodian of the Revolving Cash fund and responsible for adherence to applicable rules and regulations regarding disbursements for the fund. Vice President of Administrative Services is responsible for providing oversight.
3. **Signatures:** The Compton Community College District Revolving Fund account requires two signatures. Two of the signatures must be from either the Chief Executive Officer, or Vice President of Administrative Services, or the Director of Accounting, *and the Director of Purchasing and Auxiliary Services*. Whenever a change of personnel occurs due to reassignment or separation from the District, the Vice President of Administrative Services or Director of Accounting ensures a new signature cards is obtained.
4. **Account Limit:** The Revolving Fund account limit is set at \$25,000. At all times the total of the money spendt (the balance) plus receipts for authorized purchases must equal the total amount of fund.
5. **Limitations**
  - A. There are limitations on the types of items which may be purchased using the Revolving Fund purchasing process. Table AP-6331, Revolving Fund Expenditure Restrictions, below, lists expenditures that cannot be made using this process and identifies the appropriate procedure and applicable exceptions.
  - B. The purchase of food and/or meals has specific restrictions and cannot be purchased from the Revolving Fund. When food or meals are required, the purchase must come from a fund and purchasing process listed in Table AP-6331 that allows for such purpose.





**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

<b>TABLE AP-6331 REVOLVING FUND EXPENDITURES RESTRICTIONS</b>	
<b>UNAUTHORIZED</b>	<b>APPROPRIATE PROCEDURE / ALLOWABLE EXCEPTION</b>
Alcoholic beverages, tobacco products, firearms and gambling	
Associated Student Body (ASO) expenditures	See ASB Fund Policies and Procedures
Credit purchases made in the name of the District.	Reimbursements can only be made to employees.
Electrical devices unless "UL" approved	Minor purchases of electrical devices must be inspected by Receiving; evidence of such inspection must appear on the Revolving Fund request.
Equipment, equipment replacement, or capital outlay	See Purchasing Procedures
Financial aid advances	See Financial Aid Procedures
Freight or shipping charges (most charges)	<ul style="list-style-type: none"> <li>• District purchasing procedures routinely provide that freight is to be pre-paid by the vendor on items shipped FOB Destination.</li> <li>• Shipping may be paid on orders when the vendor does not accept purchase orders.</li> </ul>
Insurance payments of any type	See Contract Procedures
Items or services on term contracts which binds the District beyond 30 days	See Contract Procedures
Meals, refreshments, or any food item(s) unless legally allowed by a grant	<ul style="list-style-type: none"> <li>• Meals/refreshments for student athletic teams when traveling away from campus may be reimbursed.</li> <li>• Employee meals during authorized convention or travel may be reimbursed as part of the Travel Reimbursement process.</li> </ul>
Mileage, convention or travel expense	See Mileage Reimbursement Process
Permits, Memberships	See Purchasing Procedures
Personal items or loans	
Postage (unless an emergency)	
Prior fiscal year purchases	
Purchases involving trade-in of District property.	See Purchasing Procedures
Salary payments and stipends	With the approval of the Chief Executive Officer salary payment in the amount of \$1,000 with a signed repayment agreement between the District employee and the District.
Subscriptions	See Purchasing Pay-in-Advance Procedure
Used or second hand items from individuals or stores	



## 6. Disbursement Requirements

- A. Disbursements are limited to one transaction for quantities of supplies or material or vendor. The disbursement limit for a single transaction is \$1000 including tax and any other charge, e.g., set-up, cutting, etc.
- B. Multiple transactions for the same item(s), material(s) or vendor are considered a single transaction and are not allowed if in excess of \$1000.
- C. An authorized voucher along with the original purchase receipt(s) are required for a disbursement to be processed.
- D. All Revolving Fund purchases are direct charges to individual department budgets. If funds are not available, a request for reimbursement cannot be processed until and/or unless the additional funds transferred. The Department Dean or Director responsible for the budget to be charged is required to pre-approve the purchase.

## 7. Account Reconciliation Requirements

- A. **Log:** A record of all Revolving Fund transactions is to be maintained and reconciled monthly by a member of the Accounting staff other than the Director of Accounting. This log shall identify date, amount, payee, and voucher number, status of each transaction and any bank charges/credits that may occur.
- B. **Monthly Reconciliation:** A formal reconciliation report is to be submitted monthly to the Director of Accounting and Vice President of Administrative Services for review and approval. This report shall verify that the unexpended funds and vouchers total the authorized value of \$25,000, a summary of charges with account codes used by accounting in posting the expenditures, applicable bank charges/credits, reporting period dates, and the name of the employee preparing the report.
- C. **Replenishment Requisition:** Whenever the remaining balance in the Revolving Fund account reaches a balance of \$8,000-or less, a replenishment requisition to return the Revolving Fund to its maximum authorized \$25,000 is to be prepared for review and signature by the Director of Accounting and Vice President of Administrative Services.
- D. **Year-End Reconciliation:** On June 30 of each year, Accounting must prepare a Revolving Fund bank reconciliation and replenishment as specified above. All outstanding vouchers must be reimbursed or accrued and the fund replenished to the approved imprests amount.



**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

- E. **Personnel Changes:** Whenever there is a change by reassignment or separation from the Vice President of Administrative Services, the Revolving Fund shall be reconciled and replenished to the imprests amount and signed-off by the immediate supervisor of the separated or transferred individual.



COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS

**AR 66004 Capital Construction Planning**

**Issued: March 16, 2010**  
**Reviewed: September 10, 2019**  
**Revised: March 16, 2021**

**Reference:**

*BP 6600 – Capital Construction*

The *President/Chief Executive Officer (CEO)* directs that the following regulations apply to Capital Construction Planning in the Compton Community College District:

- I. **Capital Outlay Program.** The *President/CEO* will annually report to the Board and to State Chancellor's Office a five year capital outlay program. The program will consist of the plans of the District concerning its future academic and student services programs as defined in the educational master plan, and the effects of such programs on construction needs defined in the facilities master plan. Specifically, the five year capital outlay program will include the following:
  - A. Statement of educational plans
  - B. Statement of energy plans
  - C. Statement of disabled persons' barrier removal plan
  - D. Location of program delivery
  - E. Location of district owned lands
  - F. District priority lists
  - G. District capacity/load ratios
- II. **Construction Contracts.** Construction contracts will be let in accordance with Regulation AR 6341 Contracts and will comply with applicable laws relating to public works.
- III. **Bond Funds.** Bond funds may only be used for acquisition, construction, rehabilitation, equipping of facilities as defined in voter approved bond ballot language and by the District's duly approved bond ballot language and by the district's duly approved Education Plan and Facility Master Plan. All Bond fund projects shall be reviewed *for total cost of ownership*; and projects shall be reviewed by the Citizens oversight committee as delineated in BP 3310 6740 Citizens Oversight Committee.



COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS

**AR 66012-Bond Program Management**

**Issued: March 16, 2010**  
**Revised: September 10, 2019**  
**Revised: March 16, 2021**

**Reference:**

*BP 6600 – Capital Construction*

The *President/Chief Executive (CEO)* directs that the following regulations apply to Bond Program Management in the Compton Community College District:

- I. **Program Goals.** Compton Community College District is committed to providing the students, faculty, administration and residents of its service region with safe, functional, cost-effective facilities. The overarching goals of this program are to:
  - A. Maintain the highest standards of safety possible, with every individual responsible for his or her own safety and responsible for the safe behavior of others nearby.
  - B. Construct each facility as quickly as possible without sacrificing quality or losing focus of the entire program.
  - C. Discuss and review Total Cost of Ownership (TCO) for each project in the program.
  - D. Ensure Bond funds are used only for construction, rehabilitation, equipping of school facilities or the acquisition or lease of real property for school facilities, as defined in the voter approved bond ballot language and by the District's duly approved Education Plan and Facility Master Plan.
- II. **Program Objectives.** The objectives of this program are to:
  - A. Ensure that District authority and responsibility for bond fund expenditures and for delivery of approved facility projects are clearly defined and adhered to.
  - B. Ensure that progress on bond program funded projects is reported regularly and in sufficient detail to management, the Board of Trustees, and the public.
  - C. Ensure the program optimizes the use of bond program funds through the implantation of a comprehensive and well-controlled Program Management Plan and detailed Program Management Procedures.
- III. **Program Management Plan.** The Program Management Plan (PMP) will be the road map to implement the Bond Program. The three most important elements in the PMP are the scope, budget, and schedule. The success of the program depends on a careful balance of these variables and the management of each throughout the life of the program.
  - A. Scope is defined as the physical result of the project (e.g., the number of rooms, the size of the rooms, and other requirements of the space).



## COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

- B. The budget is the original estimated cost of construction, including inflation, architectural and engineering services, and all other costs, (i.e. TCO) associated with a building program.
- C. The schedule models the time line for executing the individual projects, taking into consideration space requirements, bond cash flow requirements, and the absorption rate of additional classroom space created.

#### IV. **Bond Program Management Controls** shall include:

- A. A specific list of CCCD projects to be funded and certification that the district board has evaluated safety and information technology needs in developing the list.
- B. A facility needs assessment that includes a detailed inventory of existing facilities, a comprehensive energy analysis, enrollment projects and staffing needs resulting in a Facilities Master Plan.
- C. A biennial revision to the Facilities Master Plan.
- D. A schedule showing implementation plan milestone start and due dates.
- E. Identification and tracking of all funding by source.
- F. Cost and schedule estimates for each project and review of TCO.
- G. Management of design, contract and construction phases, including document management throughout.
- H. Monthly progress reports in detail for each project and in summary for the program including inspection of workmanship, completion of work to meet specification, and the suitability of proposed changes to the scope and original design of work. Monthly progress reports will also include a comparison of actual costs against original projections and an explanation accounting for differences.
- I. Quarterly forecasts of final cost and date of completion for each project. The Quarterly Forecast shall include recommended adjustments to project budgets and/or construction schedule timelines if revised expenditure projections so require.
- J. Annual, independent financial and performance audits prepared on behalf of the Board of Trustees, until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure.



**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

V. **Organization.** The following constituencies participate in Bond Program Management:

- A. **Board of Trustees.** The elected Board of Trustees sets policy for all district actions affecting the bond program. The Board approves the educational and facilities master plans, the five year construction plan, and all project management and/or construction contracts.
- B. **Citizens Oversight Committee.** The Board of Trustees appoints a minimum of seven community members to oversee the bond program as in delineated in BP 3310 6740 Citizens Oversight Committee.
- C. **Facilities Committee.** Consults concerning campus-wide capital construction; long-range planning in conjunction with local, state bond funding and reports to the Consultative Council as delineated in AR 2511 Council and Committee Structure.
- D. **District Management.** The *President/CEO* provides overall direction to the Bond Program and shall establish such regulations and direction as are necessary to that end. The *President/CEO* or designee provides the bond program progress reports called for by this regulation.

# Compton College Compton Community College District 2020-2021 Standing Committees

---

## **Consultative Council**

**Purpose:** To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the **Keith Curry**, President/CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

### ***Membership: 7***

Aldrich, Christine (Management Representative)  
**Moldoveanu, Minodora** (Academic Senate President)  
Phillips, Jasmine (Academic Senate Representative)  
Schumacher Zakoren, Holly (CCCFE - Certificated Unit President)  
McKinzie, Amankwa (CCCFE - Classified Unit Representative)  
Juarez-Ward, Queen (Associated Student Body Representative)  
Coleman, Linda (Confidential Employees Representative)  
VanBrown, Paula (Staff assistance)

**Meetings: Every Monday at 2:00 p.m., via Zoom meeting.**

## **Committees of the Consultative Council**

### **1. Institutional Effectiveness**

**Purpose:** To review and provide recommendations about each of the District's Program Reviews to strengthen and support programs and program analysis. The Committee will also be responsible for reviewing the following: Compton College Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current.

### ***Membership: 9***

**Flor, Paul;** Kibue, Stephen (Management Representatives)  
**Marsh, Katherine;** Richardson, Pamela; Tatlilioglu, Abby; Washington, Cassandra (Faculty Representatives)  
Blood, Denise; Hughes, Gloria (CCCFE - Classified Unit Representatives)  
Juarez-Ward, Queen (Associated Student Body Representative)  
Hernandez, Marina (Staff assistance)

**Meetings: fourth Thursday of every month :** September 24, 2020; October 22, 2020; (Tentative-due to Thanksgiving holiday) November 19, 2020; No meeting in December 2020; February 25, 2021; March 25, 2021; April 22, 2021; and May 27, 2021.

### **2. Planning and Budget**

**Purpose:** The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities outlined in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed



using data from program review and are linked to the College's mission statement and strategic initiatives. The PBC makes recommendations concerning all global College and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

***Membership: 9***

Cobb, Keith; **Osanyinpeju, Abiodun** (Management Representatives)  
Bernardo, Jose; Gillis, Amber; Morales, Janette; **Villalobos, Jose**; (Faculty Representatives)  
Johnson, LaVetta; DeWitt, Stephanie (CCCFE - Classified Representatives)  
Juarez-Ward, Queen (Associated Student Body Representative)  
Edwards, Colleen (Staff assistance)

**Meetings: Every 4<sup>th</sup> Tuesday of every month at 2:00 p.m.**

The Core Planning Committee is a workgroup reporting to the Planning and Budget Committee.

### **Operational Campus Committees**

#### **1. Accreditation Steering Committee**

**Purpose:** To coordinate the Compton College accreditation activities The Steering Committee will be composed of the President/CEO, Vice Presidents, Accreditation Liaison Officer, Accreditation Faculty Coordinator, standard team leaders, a representative from Institutional Effectiveness, and other interested individuals.

Barakat, Sylvia (Staff Assistance)

**Meetings: scheduled for every other month by Steering Committee Co-Chairs.**

#### **2. Tartar Focused & Directed Pathways to Completion Committee**

**Purpose:** Compton College is focused on improving our overall student completion rates by 2022-2023. Working with the Faculty Council, the Compton College has established the Tartar Focused & Directed Pathways (Guided Pathways Framework) to Completion Committee. The goal of the committee is to develop, implement and monitored the Tartar Focused & Directed Pathways to Completion at Compton College.

Starling, Brittney (Staff assistance)

**Meetings: scheduled for every month by Taskforce Tri-Chairs.**

#### **3. Tartar Support Network**

**Purpose:** To provide recommendations and support to address food and housing insecurity, technology, transportation, and mental health services for Compton College students. The Committee's goal is to develop, implement, and monitor activities that address Compton College Students Basic Needs. The Tartar Support Network will be composed of Faculty, Classified Staff, Administrators, and Students.

#### 4. **Audit Committee**

**Purpose:** The Audit Committee will periodically report to the Board the status of previous district audit, special audit, and internal audit recommendations. The President/CEO chair the Audit Committee.

**Membership: 3**

Ruiz, Armando (Management Representative)

**Valdry, Andre** (Faculty Representative)

Hughes, Gloria (CCCFE - Classified Representative)

VanBrown, Paula (Staff assistance)

**Meetings: Quarterly meetings scheduled by the President/CEO.**

#### 5. **Calendar Committee**

**Purpose:** The Calendar Committee will develop and maintain a two-year academic calendar cycle for Compton College. The Calendar Committee will develop and recommend to the President/CEO an academic calendar with at least 175 days of instruction and evaluation to qualify for full apportionment from the State School Fund.

**Membership: 9**

**Bell, Richette;** Berger, Sheri (Management Representatives)

Adams, Emma; Mason, Don; Phillips, Marjeritta; **Schumacher Zakoren, Holly** (Faculty Representatives)

Donaldson, Brenda; *Vacant* (CCCFE - Classified Representatives)

Atkins, Benson (Associated Student Body Representative)

Martin, Travis (Staff assistance)

**Meetings:**

#### 6. **Facilities**

**Purpose:** To coordinate campus-wide capital construction and long-range planning in conjunction with local, state and bond funding and to monitor campus-wide facilities maintenance and operations, and prioritization of deferred maintenance.

**Membership: 9**

**Owens, Linda;** Pacheco, Andree (Management Representatives)

Diaz, Corina; **Uch, Mandeda;** Threadgill, Cheryl; Williams, Shannon (Faculty Representatives)

Kowalski, Victor; Simmons, Annette (CCCFE - Classified Representatives)

Juarez-Ward, Queen (Associated Student Body Representative)

Delgado, Catalina (Staff assistance)

**Meetings: 4<sup>th</sup> Tuesday of each month at 1:00 p.m.**

#### 7. **Health, Safety, & Parking**

**Purpose:** To monitor and oversee an infrastructure of safety procedures and health/emergency measures on campus, prepare and implement the District's Health and Safety Plan, and monitor the district response to the Compton CCD Pandemic Outbreak - Emergency Operations Plan.

**Membership: 22**

**Box, Ramund**; James, Reuben; Parnock, Heather; Sasser, Rachelle (Management Representatives)  
Hill, Jennifer; Maruyama, David; Morales, Janette; Ornelas, Miguel; Roeun, Malinni; Schumacher, Holly; **Wallano, Eyob**; Yahye, Rashid (Faculty Representatives)  
Blood, Denise; Gordon, Nicole; Hatten, Felecia; Thompson, Chabree Nycole; (CCCFE - Classified Unit Representatives)  
Atkins, Benson; *Vacant*; *Vacant*; *Vacant* (Associated Student Body Representative)  
Ruiz, Armando; *Vacant* (Confidential Employees Representative)  
Aparicio, Sandra (Staff Assistance)

**Meetings: 2<sup>nd</sup> Wednesday of each month at 1:30 p.m.**

**8. Technology**

**Purpose:** To develop a Technology Plan, make recommendations on new technology infrastructure (equipment or systems) being considered for purchase by the District, to review technology needs, policies and procedures on an annual basis and to determine the best allocation of technology equipment, which is donated or granted to the District. To coordinate the plans and proposals that develop, implement and evaluate distance learning and the related instructional technology activities.

**Membership: 9**

Purdom, Syria; **Yermakov, Andrei** (Management Representatives)  
Alpern, Ronnie; Estrada, Harvey; Turcotte, David; **Maruyama, David** (Faculty Representatives)  
Blood, Denise; Seymour, Clifford (CCCFE - Classified Unit Representatives)  
Atkins, Benson (Associated Student Body Representative)  
Gordon, Nicole (Staff Assistance)

**Meetings: 3<sup>rd</sup> Wednesday of each month from 3:00 p.m-4:00 p.m.**

The 504/508 workgroup will report to the Technology Committee.

**9. Enrollment Management**

**Purpose:** To develop and implement marketing, recruitment, and a retention plan (District's Enrollment Management Plan) linked to Full-Time Equivalent Students (FTES) targets developed utilizing past and present student data and identifying trends and project enrollment data for each academic year.

**Membership: 9**

**Martinez, Elizabeth**; Berger, Sheri (Management Representatives)  
Preston, Essie; Stoddard, Patricia; Radcliffe, Kendahl; **Tavarez, Juan** (Faculty Representatives)  
Martin, Travis; Johnson, LaVetta (CCCFE - Classified Unit Representatives)  
Elizondo, Elizabeth (Associated Student Body Representative)  
Starling, Brittney (Staff assistance)

**Meetings: 2<sup>nd</sup> Monday of each month at 3:00 p.m.**

## 10. Student Success

**Purpose:** To provide a shared framework for the discussion, development, and implementation of processes and programs that integrate Student Equity and Achievement, Strong Workforce, and Adult Education to optimize and enhance student achievement, retention, and success. This Committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Student Equity and Achievement Plan, Strong Workforce, and Adult Education. The Committee will reflect a broad representation from Faculty, Classified Staff, Administrators, and Students.

### **Membership: 9**

**Blonshine, Rebekah;** Jimenez, Cesar (Management Representatives)  
George, Sarah; Jackson, Raquel; Turcotte, David; **Woodward, Valerie** (Faculty Representatives)  
Donaldson, Brenda (CCCFE - Classified Unit Representative)  
Juarez-Ward, Queen (Associated Student Body Representative)  
Sevilla, Nathalie (Staff assistance)

The Student Equity and Achievement, Adult Education, and Strong Workforce workgroups will report to the Student Success Committee.

**Meetings:** September 24, 2020, October 22, 2020, November 19, 2020, December 10, 2020, from 2:00 p.m.-3:00 p.m.

## 11. Professional Learning and Engagement Committee

**Purpose:** The Professional Learning and Engagement Committee serves as an advisory capacity for the District. The advisory committee is responsible for making recommendations on staff, student, and instructional improvement activities (title 5, section 55730(e)). The recommendations are based upon a comprehensive planning process that includes needs assessment and evaluation. This committee also maintains the guidelines and procedures for funding employee conference and travel requests for the District. Trainings activities will be provided to faculty, classified professionals, and administrators for professional growth and renewal that will lead to a stronger sense of connection among employees and students, greater holistic student success, and institutional effectiveness. This mission supports a campus culture of collaboration that furthers our student-centered college goals.

### **Membership: 9**

**Huffman, Pilar;** Sasser, Rachelle (Management Representatives)  
Aasi, Fazal; George, Sarah; Pham, Hoa; Valdry; Andree (Faculty Representatives)  
Ruelas, Josue; Wimberly, Wendy (CCCFE - Classified Unit Representatives)  
VanBrown, Paula (Confidential Employees Representative)  
Hawkins, Alice (Staff Assistance)

The Academic Senate Faculty Development Committee will make recommendations to the Academic Senate and the Professional Learning and Engagement Committee. The Classified Development Committee and a Management Development Committee will report to the Professional Learning and Engagement Committee

### **Meetings:**

## 12. Auxiliary Services

**Purpose:** To coordinate the operations of the foodservice, bookstore, and campus-wide vending services and to ensure that comprehensive and cost-effective services are provided to meet the needs of students.

**Membership: 9**

**Garcia, Michelle** (Management Representative)

Bernaudo, Jose; Clark, Leonard (Faculty Representatives)

**Vacant**, (CCCFE - Classified Unit Representative)

Atkins, Benson; *Vacant*; *Vacant*; *Vacant*; *Vacant* (Associated Student Body Representatives)

Bush, Dorothy (Staff assistance)

**Meetings: October 1, 2020, and October 22, 2020.**

## 13. Health Benefits

**Purpose:** This committee shall review and may recommend changes to health benefits (including medical, dental, and vision) offered to employees.

**Membership: 9**

**Sasser, Rachelle**; Leung, David (Management Representatives)

Washington, Cassandra; Schumacher Zakoren, Holly; Roach, Don; **Williams, Nikki** (Faculty Representatives)

**Vacant**; Martin, Travis (CCCFE - Classified Unit Representatives)

Edwards, Colleen (Confidential Employees Representative)

Garcia, Linda (Staff assistance)

**Meetings are scheduled quarterly by the Co-Chair and are held in the via Zoom Meeting.**

### NOTES:

- One Management Representative and One Faculty Representative shall serve as the co-chair of the committees. Co-Chairs are in bold font for each committee.
- All committee meeting calendars, agendas and minutes, are to be posted on the [designated space](#) on the Compton College webpage.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12 month fiscal year. All other committees will meet during the ten academic months.
- The initial committee meeting for the fall semester shall be called by the co-chairs, no later than September 30th of each calendar year.
- Members will be appointed in August for the upcoming academic year.
- Committee meetings should be held during college hour whenever possible.
- Efforts should be made by the appointing leadership to distribute the committee membership to avoid one person serving on more than two (2) committees.

- Failure to attend two consecutive committee meetings without reasonable excuse may result in a member removal from their committee assignment.