Core Planning Team
NOTES

Facilitator: Lauren Sosenko   **Recorder:** Lauren Sosenko
Date: October 26, 2022
Time: 1pm-2pm
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.	

__ Richette Bell	__ Gayathri Manikandan	__ Kendahl Radcliffe
_x_ Sheri Berger	_x_ Airek Mathews	__ Don Roach
_x_ Rebekah Blonshine	_x_ Hawk McFadzen	_x_ Stephanie Schlatter
_x_ Carol DeLilly	__ Jesse Mills	_x_ Lauren Sosenko
_x_ George Diaz	_x_ Minodora Moldoveanu	__ Juan Tavarez
_x_ Roza Ekimyan	_x_ Abiodun Osanyinpeju	_x_ Shirley Thomas
__ Paul Flor	__ Miguel Ornelas	__ Lynell Wiggins
__ Amber Gillis		__ Valerie Woodward
__ Katherine Marsh		_x_ Abdirashid Yahye

AGENDA:

- Review Notes from September 2022
- Review of the Equity Plan 2022-2025- Reviewed limited highlights about target groups.
- Adult Strategic Enrollment Management Plan- Gave presentation
  - Provide campuswide events to connect students to resources in the Little Theater, model after the new nursing student orientation (Carol DeLilly)
  - Spring survey will provide critical information for scheduling. We need to know what programs to schedule and when. Offer short programs of study that can lead to employment (Rashid Yahye)
- Accreditation Happy Hour – November 10, 2022, 2:30-4pm
  - Everyone is invited. Music, cupcakes, and games.
- Annual Plan Update
  - Trainings are available on 10/29, 11/2, and 11/7. See Lauren's email to authors
- eLumen Update
  - Data issues and Lauren is working on them with eLumen. Hope to have new reports out in a month
  - Extending timeline for fall 2022 assessment to spring 2022.
  - Faculty can now define their assessment timeline. New because we are now doing one course at a time.

Resources:
- Environmental Scan Draft: 2022 Environmental Scan Report Compton College_10042022.docx
- Presentation from Tai Murata: Housing Demographics Presentation Compton College May 2022.pptx
- Notes about environmental scan teams: https://comptoncollege-

my.sharepoint.com/:w:/g/personal/lsosenko_compton_edu/EQGUwswVgUZKso4WX8ZTdXkBvcbon-LPr33nz1JJASzJWw?e=DmvDnR

- Finalized 2022-2023 College Goals: 2022-2023 Compton College Goals

Next Meeting: January 25, 2022 1pm

Equity Plan 2022-2025

Proposed Action Items:

Successful Enrollment Males of Color

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

2. Refine outreach and recruitment materials and strategies to attract males of color, including images and messaging in materials
    a. Lead: Director of Community Relations
    b. Who else is contributing: Director Black and Males of Color Success; Vice President of Student Services
    c. Who else needs to know: Campus community, service area
    d. Timeline: Fall 2024
    e. Anticipated challenges: None
    f. Measuring success: Increases in student count of males of color
    g. Closing the loop: None at this time.

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

Unique students by academic year and gender

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

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

Completed Transfer-Level Math and English – Black or African American

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

2. Implement student academic supports in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or use of CRM Advise alerts with a focus on black or African American students
   a. Lead: English and Math Faculty Coordinators
   b. Who else is contributing: Deans, Student Success Coordinator, Dean of Counseling and Guided Pathways
   c. Who else needs to know: Campus community, students
   d. Timeline: Fall 2024
   e. Anticipated challenges: Ability to ramp up warm hand-off is still unclear, need to define roles and responsibilities
   f. Measuring success: Increase in transfer-level math and English success rates for black or African-American students; Increase in completion of transfer-level math and English in first year
   g. Closing the loop: None at this time.

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

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

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

Completed Transfer-Level Math and English – Latinx

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

2. Implement student academic supports in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or use of CRM Advise alerts with a focus on Latino/a/x students
    a. Lead: English and Math Faculty Coordinators
    b. Who else is contributing: Deans, Student Success Coordinator, Dean of Counseling and Guided Pathways
    c. Who else needs to know: Campus community, students
    d. Timeline: Fall 2024
    e. Anticipated challenges: Ability to ramp up warm hand-off is still unclear, need to define roles and responsibilities
    f. Measuring success: Increase in transfer-level math and English success rates for black or African-American students; Increase in completion of transfer-level math and English in first year
    g. Closing the loop: None at this time.

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

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

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

Persistence – Males of Color

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

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

3. Explore how Guided Pathways activities related to persistence (e.g., Call Center Campaign, Outreach activities within GPD, Canvas training for Distance Education) can target males of color
    a. Lead: Dean of Counseling and Guided Pathways, Distance Education Manager
    b. Who else is contributing: Guided Pathways Committee, Success Teams
    c. Who else needs to know: Campus Committees
    d. Timeline: 2022-2023
    e. Anticipated challenges: None
    f. Measuring success: Increased persistence by males of color
    g. Closing the loop: None at this time.

Males of Color who Persist from First Primary Term to Second Term

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

Note: Compton College institutional set goal is 60%.

Transfer- Males of Color

1. Establish a partnership between the Black and Males of Color program and the Transfer Center to design programming serving males of color early in the student experience. Consider how this programming can be integrated into Guided Pathways and Success Teams across the campus.
    a. Lead: Dean of Counseling and Guided Pathways and Director of Black and Males of Color Success

b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Counseling Guided Pathways Tri-chair; Success Team Leads
c. Who else needs to know: Success Team members
d. Timeline: 2024-2025
e. Anticipated challenges: None
f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university
g. Closing the loop: None at this time.

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

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

Males of Color who Transfer to a 4-year University

	2014-2015	2015-2016	2016-2017	Target 2022-2023	Target 2023-2024	Target 2024-2025
Males of Color	34 of 354 (10%)	28 of 328 (9%)	22 of 272 (8%)	9%	10%	11%
Females of Color	43 of 376 (11%)	37 of 338 (11%)	45 of 352 (13%)			

Note: Vision for Success calls for a 35% increase in the transfer rate. Lauren: Look at proportionality in the student population to finalize target.

Transfer- Black or African American

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

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

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

Black or African American Students who Transfer to a 4-year University

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

Note: Vision for Success calls for a 35% increase in transfer. Lauren: Look at proportionality strategy.

Completion- Black or African American

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

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

Black or African American who Complete

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

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

Completion- Latino/a/x

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

Latino/a/x who Complete

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

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